

# **EFFECT OF EMOTIONAL INTELLIGENCE ON EMPLOYEE PERFORMANCE IN NEPALESE BANKING SECTOR**

A dissertation submitted to research department in partial fulfilment of the  
requirements for the degree of master's degree

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## **CERTIFICATION OF AUTHORSHIP**

I hereby corroborate that I have researched and submitted the final draft of dissertation entitled “Effect of Emotional Intelligence on Employee Performance in Nepalese Banking Sector”. The work of this dissertation has not been submitted previously for the purpose of conferral of any degrees nor it has been proposed and presented as part of requirement for any academic purposes.

The assistance and cooperation that I have received during this research work has been acknowledged. In addition, I declare that all sources and literature used are cited in the reference section of the dissertation.

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## ABBREVIATIONS

ANOVA	Analysis of Variance
APA	American Psychological Association
E	Empathy
EE	Employee Engagement
EI	Emotional Intelligence
EP	Employee Performance
HR	Human Resource
HRM	Human Resource Management
IT	Information Technology
M	Motivation
MBS	Masters of Business Studies
OAM	Optimistic Attitude Model
OCB	Organizational Citizenship Behavior
POB	Positive Organization Behavior
SA	Self-awareness
SD	Standard Deviation
SK	Social Skill
SR	Self-regulation
TU	Tribhuvan University

## **ABSTRACT**

The study's primary objective is to analyze the relationship among emotional intelligence of employees and employee performance in Nepalese banks. This study used descriptive as well as causal comparative research design to analyze the data. In this study the dependent variable is employee performance and independent variables are self-regulations, self-awareness, motivation, empathy and social skill. To analyze the relationship among the dependent and independent variables correlation and multiple regression model were used. It was found that that employees' self-awareness, self-regulation, motivation, empathy and social skill at workplace increases the work performance in Nepalese banking sector. Therefore, it is important to stress how emotional intelligence affects employees' behavior while they work in banks, as well as how well they do tasks and handle unexpected events that may happen. Similarly, the effect of emotional intelligence on employee performance of private banks employees found that there is significant positive effect of self-awareness, self-regulation, motivation, empathy and social skill on performance, meaning that emotionally fit employees in the banking sector can do better job performance. A bank that employs people with strong emotional intelligence skills may be able to outperform its rivals. For its staff to perform better and have positive client relations, banks must set up emotional intelligence training programs.

**Keywords:** Employee Satisfaction, Recruitment and Selection, Training and Development, Compensation Policy, Performance Appraisal, Career Growth Opportunity and Organizational Fairness

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The capacity to keep an eye on one's own and other people's emotions, distinguish between them, and utilize that knowledge to shape one's thoughts and behavior is known as emotional intelligence. A person with strong emotional intelligence can be knowledgeable, have a good outlook, and act both socially and personally with expertise (Lubis & Tanjung, 2024). The ability to identify and control one's own and other people's emotions and to utilize this knowledge to shape one's thoughts and behavior is known as emotional intelligence (Akhter et al., 2021). The idea of having emotional intelligence in the workplace appears to be a new idea that is rapidly gaining traction and receiving more management attention. According to Akhter et al. (2021), the idea seems to be a significant but yet little-researched aspect of competence.

Employees can receive coaching from their organizations to improve their interpersonal skills and other abilities, as well as how to collaborate with coworkers in the workplace. In addition to technical capabilities, workers should improve their emotional intelligence as this would increase their productivity at work (Karamustafa & Kunday, 2018).

Particularly in service businesses like banking, hospitals, schools, and lodging, emotional encounters are unavoidable. Competition is still fierce in the financial services and banking sector (Sapkota et al., 2023). According to Liu (2016), it is generally accepted to encompass at least three abilities: emotional awareness, which is the capacity to recognize and label one's own feelings; the capacity to control one's emotions and use them for thinking and problem-solving; and the capacity to manage sentiments, which encompasses both controlling one's own emotions when required and assisting others in doing the same. It influences our ability to control our behavior, negotiate social difficulties, and make choices that benefit us personally. A basic aspect of human conduct that is separate from our cognition is accessed by emotional intelligence. It enables us to overcome difficulties by using our emotions and thinking more creatively (Kaira, 2022).

Here, keeping a clear competitive edge depends on more than simply service offerings; it also depends on how customer service representatives deliver these services. Since customers often value their relationships with employees, emotional intelligence is a crucial component of the competitive landscape (Kandu & Kautish, 2023). One of the primary elements influencing our actions and movements is our emotions. All of these feelings have varying effects on people's life, regardless of whether they are pleasant or bad (Amarjeet et al., 2020). The results of these effects highlight the significance of the emotional intelligence principle, which has received a lot of attention lately in the business world. In the modern workplace, employees are assessed not only on their cognitive abilities but also on their emotional intelligence (Nazeer & Gafar, 2022).

The idea of emotional intelligence is a component of social knowledge that includes the capacity to keep an eye on one's own emotions as well as those of others, distinguish between them, and utilize this knowledge to shape one's thoughts and behavior. The techniques enhance the idea of emotional intelligence. Emotional intelligence has a significant impact on people's mental and physical health. As a result, this influence guides people's long-term professional performance (Malik & Dave, 2022).

Based on the concept of emotional intelligence (Serhan & Gazzaz, 2019), emotional intelligence includes the following: the capacity to accurately perceive, evaluate, and express emotion; the capacity to access and/or produce feelings when they facilitate thought; the capacity to comprehend emotion and emotional knowledge; and the capacity to regulate emotions in order to foster both intellectual and emotional growth. the ability to identify our own emotions as well as those of others, to inspire ourselves, and to effectively manage our emotions both inside and across relationships (Deshwal, 2015).

### **Dimension of Emotional Intelligence (EI)**

Employees in customer service have long served as a conduit for bank services, and it is evident that one of the most important skills for providing exceptional customer service and ensuring client happiness is emotional intelligence (Bakker et al., 2011). Additionally, his four main employee engagement scales include the five components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and relationship management (Deshwal, 2015).

**Self-awareness:** self-awareness is the ability to recognize one's own feelings at any given time, use those feelings to inform decisions, gauge one's own abilities realistically, and feel confident in oneself (Almazrouei et al., 2015).

**Self-regulation:** Self-regulation entails managing our emotions so they support rather than obstruct the activity at hand, being diligent and postponing gratification, and effectively recovering from emotional suffering (Devi, 2016).

**Motivation:** This emotional intelligence component focuses on harnessing one's deepest inclinations to assist motivate oneself to take initiative and strive toward goals. to become better and keep going despite obstacles and discouragement (Akanni et al., 2019).

**Empathy:** Sensing other people's emotions, understanding their viewpoints, and developing a rapport and attunement with a wide range of individuals are all components of empathy (Ojo, 2017).

**Relationship management:** Relationship management is demonstrated by effectively managing emotions in relationships, appropriately interpreting social networks and situations, and engaging with ease. These abilities are then used to lead and convince, negotiate and resolve conflicts, and promote collaboration and teamwork. Transformational leadership requires these aspects of emotional intelligence (Deshwal, 2015).

One of the primary motivators in the workplace is employee engagement, which is characterized as the degree to which workers feel physically, mentally, and emotionally invested in their organizational tasks. An employee's physical involvement is a measure of how enthusiastically they carry out their tasks. The way an employee feels about his or her boss and working environment is referred to as cognitive engagement. The way a person feels about their boss, company, and working environment is referred to as emotional engagement (Quang et al., 2015).

Understanding how much an employee is committed to someone or something at work, how diligently they work, and how often they remain because of that dedication are the

main goals of employee engagement (Alvi et al., 2014). According to De Clercq et al. (2014), employee engagement is a collection of good feelings that reduce organizational non-conformity by fostering congruence and goal alignment.

Employee engagement at work is influenced by or directly related to emotional intelligence. Employees are forced to actively participate in a variety of jobs due to the complexity of professional careers in today's cutthroat corporate environment (Akanni et al., 2019). The requirement for emotional intelligence has grown in importance in order to meet these employment requirements across the various occupations. Professionals may be able to work more competently and effectively if they are aware of their own emotions as well as those of others, and if they are successful in appropriately managing those emotions, which will ultimately result in employee engagement at work (Akhter et al., 2021).

The foundation of both social and economic growth is the service sector. With greater contributions to global output and employment, it has become one of the world economy's largest and fastest-growing sectors. It has grown at a faster rate than the manufacturing and agricultural industries. In terms of job opportunities and national income contribution, it is a significant and highly dynamic sector of the Nepalese economy (K. C., 2022). It encompasses many different activities, including commerce, communication and transportation, financial, real estate, and corporate services, as well as social, personal, and community services. The many reform initiatives in Nepal are only focused on enhancing financial performance, fostering the development of new goods, enhancing building infrastructure, and promoting contemporary methods, among other things. No reform initiatives that address the psychological issues of employees have yet to be initiated. Since the banking industry is the foundation of any economy, this study focuses on the recently developed but no less significant idea of emotional intelligence in bank workers (Shrestha & Baniya, 2016).

Additionally, according to Goleman's model, people with higher EQ are more capable of self-control and motivation, which can lessen their propensity to put things off, boost their confidence, and help them concentrate on reaching long-term objectives (Goleman & Cherniss, 2008). According to studies, employee engagement should be at the

forefront of an organization's strategies in the competitive world of today since it has been demonstrated that highly engaged people can guarantee their success.

Market participants must thus come up with new survival strategies in light of the fierce rivalry in the banking and service sectors. The rise of emotional intelligence appears to be forcing financial institutions globally to accelerate the change of business models and systems (Lourens et al., 2022). Banks have the ability to move swiftly, make judgments, and positively interact with their clients. Getting too emotional might put banks at risk of being hit by the shock of change. It has the potential to disrupt traditional corporate practices. Therefore, this study looks at how emotional intelligence affects workers' performance in the banking sector in Nepal.

## **1.2 Problem Statement**

For managers, effectively managing employees' emotions seems to be a difficulty of the twenty-first century. While previous studies have demonstrated a connection among emotional intelligence and organizational performance, little is known about how individuals in the banking sector use their emotional intelligence to improve job outcomes (Akanni et al., 2019). In a similar vein, Pariyar (2025) found that relationship management and emotional intelligence had a major impact on employee performance. Furthermore, Zhang and Nasir (2025) found that emotional intelligence enhances employees' ability to communicate, which boosts employee effectiveness.

Pradeep (2024) asserts that the financial institutions demonstrated a favorable presentation of both company efficiency and emotional intelligence in commercial banks. Similarly, Lubis and Tanjung (2024) investigated how emotional intelligence and work-life balance have a big impact on workers' performance. Employee job efficiency and emotional intelligence were found to be significantly correlated, and emotional intelligence traits have a beneficial effect on employees' performance inside the company (Sapkota et al., 2023).

People behave and feel differently. Many managers and leaders make decisions based solely on their own emotions and feelings, disregarding the feelings and opinions of other employees. Employees are excluded from organizational decision-making as a

result of this (Lourens et al., 2022). There was a substantial correlation between change management and both emotional intelligence and staff engagement (Kaira, 2022).

Interaction with others appears to be crucial in work, and improved performance may necessitate the ability to empathize. The majority of bank workers lack social skills (Akhter et al., 2021). They may act inappropriately because they lack the ability to imagine themselves in other people's shoes. Over the past few decades, the number of scholarly works on the idea of work engagement has grown (Amarjeet et al., 2020). This is due to the realization by researchers and organizational development specialists that the importance of an organization's mental assets cannot be overstated in order for it to thrive and retain sound financial capabilities (Shkoler & Tziner, 2017).

Vigor highlights the capacity of workers to invest time, effort, and energy into their task. Employees that are dedicated are able to see the connection between their job and their general well-being and life accomplishments (Devi, 2016). Similarly, emotional intelligence has been shown to serve as a protective factor against emotional weariness and other professional stressors (Shkoler & Tziner, 2017). Banking has created important economic sectors and brought about a new era of development for Nepal. The industry has helped millions of individuals realize their dreams and ambitions. The majority of the literature said that there aren't many research on this subject, both globally and in the Nepalese context (K. C., 2022).

There are many research gaps because emotional intelligence along with worker engagement are relatively unexplored topics. Few researchers have attempted to investigate any connections or relationships between these elements. By determining the connection of emotional intelligence with employee engagement, this study aims to overcome such gaps (Verma & Arora, 2019). Employees' emotional intelligence, or how they handle their emotions in trying circumstances, is also related to this. Because frontline personnel are frequently the initial point of contact for customers, banking organizations constantly place pressure on their staff to succeed (Malik & Dave, 2022). They must thus be active, careful, analytical, courteous, and goal-oriented. Every firm has significant turnover because dissatisfied employees appear to get demotivated and look for better opportunities and places where they may be happy. In light of these conversations, the following research topic is the main subject of this study:

1. What is the dimension of emotional intelligence of employees of Nepalese banking sector?
2. What is the relationship between the factors of emotional intelligence and employee performance in Nepalese banking sector?
3. What is the impact of the factors of emotional intelligence and employee performance in Nepalese banking sector?

### **1.3 Objectives of the Study**

The primary goal of this study is to ascertain how workers' performance in Nepalese banks is related to their emotional intelligence. The following particular goals serve as the study's objectives:

1. To assess the dimensions of emotional intelligence of employees of Nepalese banking sector.
2. To examine the relationship between the factors of emotional intelligence (i.e. self-awareness, self-regulation, motivation, empathy, social skills) and employee performance in Nepalese banking sector.
3. To analyze the impact of the factors of emotional intelligence (i.e. self-awareness, self-regulation, motivation, empathy, social skills) on employee performance in Nepalese banking sector.

### **1.4 Research Hypothesis**

The following specific hypotheses have been proposed in line with the objectives of the study:

Hypothesis 1: There is significant effect of self-awareness on employee performance.

Hypothesis 2: There is significant effect of self-management on employee performance.

Hypothesis 3: There is significant effect of motivation on employee performance.

Hypothesis 4: There is significant effect of empathy on employee performance.

Hypothesis 5: There is significant effect of social skills on employee performance.

### **1.5 Rationale of the Study**

This study is significant because it can help banks' human resources departments identify the psychological qualities that enable employees to be more involved at work. According to the current study's findings, optimistic bank workers had higher levels of engagement at work. This suggests that the department should cultivate optimism in

order to encourage more engagement from bank personnel. It may also be claimed that this study has helped banks' human resource departments comprehend what motivates their staff members on a daily basis. It enables people to see past the unfavorable parts that are often depicted in the media and instead concentrate on the qualities that motivate workers at work.

This study also aims to contribute to the expanding body of information about employee engagement and emotional intelligence. It can also contribute to the body of information regarding banking industry workers and their workplace. The goal of the current study was to investigate the connection between employee engagement and emotional intelligence in Nepal's banking sector.

Furthermore, in order for organizations to overcome their obstacles, employee engagement might be their only long-term competitive advantage. Therefore, the primary goal of this research is to determine how emotional intelligence affects employee engagement, which in turn affects organizational success. The findings of the study may therefore shed light on the dynamics of the constructs under investigation, which may be used to better organize training programs and change interventions aimed at advancing the development of the coping skills and abilities required to handle and improve engagement.

### **1.6 Limitations of the Study**

The limitations of the study are presented below:

1. In Nepal, the idea of emotional intelligence for employee performance is still relatively new. Because of this, there is a dearth of literature that describes research done on these factors in various settings. Literature was selected from a global setting because of the restricted amount of literature available.
2. The study's sample size is not very large; doing research in other cities and villages and expanding the sample size might boost findings and participant willingness.
3. Another potential research restriction is the amount of time that passed between the surveys' distribution and collection. Some respondents were unwilling to engage in this research until they were persuaded by the rationale behind it, which caused a problem with distributing and collecting of questionnaires.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents commences with review of literature related to emotional intelligence and employee performance at work place. It then progresses to discuss reviews on employee engagement, its antecedent and consequents. Emotional intelligence is discussed next and its related issues. The research gaps have been identified from the empirical reviews. A framework for current research has been conceptualized and hypotheses have been framed at the end of this chapter.

#### **2.1 Theoretical Review**

In its most basic form, emotional intelligence is the capacity to identify and control our own and other people's emotions in order to make wise judgments (Ciarrochi & Mayer, 2007). Perhaps the term "emotional intelligence" is relatively new. The significance of feelings and emotions in daily life has been the subject of debate among researchers, scientists, educators, and philosophers (Hume, 2012). Unfortunately, the general belief for most of the previous two millennia has been that emotions get in the way of our ability to focus and make wise judgments. The reverse is being demonstrated by an increasing amount of research over the past three decades, which suggests that emotions are useful indicators that aid in our survival and well-being (Clayton, 2009).

Beliefs regarding emotions and intellect have evolved over the past few decades. Whereas intelligence was originally seen to be flawless, people were realizing that life was more complex than that. People were realizing that emotion may have actual worth where it was previously considered perdition (Freedman, 2002). The idea of emotional intelligence was gradually emerging in the 19th century when psychologists started to connect emotions and thinking, which in turn prompted thorough research on the subject (Devi, 2016).

Understanding one's own and other people's emotions is the goal of the many complementary conceptions of emotional intelligence (Emmerling & Goleman, 2003). As an element of social intelligence, emotional intelligence refers to the capacity to keep track of one's own and other people's feelings and emotions, distinguish between

them, and utilize this knowledge to inform one's thoughts and behavior (Salovey & Caruso, 2001). The capacity to perceive and express emotion, assimilate emotion in thought, comprehend and reason with emotion, and regulate emotion in oneself and others were the first definitions of emotional intelligence, which were later revised in 1997 (Mayer et al., 2008).

Self-control, enthusiasm, perseverance, and the capacity to inspire oneself are all components of emotional intelligence (Goleman, 1995). Afterwards, emotional intelligence is reinterpreted as the ability to identify our own emotions as well as those of others, to inspire ourselves, and to successfully manage emotions in both ourselves and others (Boyatzis et al., 2000). According to Bar-On et al. (2006), emotional intelligence is a collection of non-cognitive talents, competences, and skills that affect a person's capacity to successfully manage demands and pressures from their environment.

Emotional intelligence, according to Nourizade and Mohseni (2014), is a set of non-cognitive abilities that support a person in navigating everyday life. This definition differs from the majority of definitions. They described emotional intelligence as a collection of non-cognitive talents, competences, and skills that affect an individual's capacity to manage stresses and expectations from their surroundings (Nourizade & Mohseni, 2014). This is the capacity to recognize and communicate feelings, comprehend feelings, integrate feelings into ideas, and control both good and negative feelings in oneself and others (Nourizade & Mohseni, 2014).

Speaking about competency in emotion perception, this includes being aware of one's own physical states in relation to emotion as well as recognizing others' emotion-related visual and vocal clues. Understanding the causes and effects of various emotions as well as being able to distinguish between them are essential components of being competent in comprehending one's own emotions as well as those of others (Shutte et al., 2013). According to this conceptualization, the fundamental components of emotional intelligence are the abilities to perceive, comprehend, use, and effectively manage emotions in both oneself and others (Shutte et al., 2013).

## **2.2 Models of Emotional Intelligence**

Various theories aim to comprehend and elucidate the competencies, characteristics, and aptitudes linked to emotional intelligence (Goleman, 2012). Another strategy would be to recognize that having various perspectives can frequently serve to demonstrate additional aspects of complicated psychological constructs, even though some might contend that the aim of study should be to determine and define a single theoretical framework to be labeled as the right version of emotional intelligence (Emmerling & Goleman, 2003). There are three primary schools of thought that encompass all of the ideas and models used to conceptualize emotional intelligence: the trait approach, the ability approach, and the mixed approach (Mayer et al., 2008).

Each of their theoretical frameworks' views emotional intelligence from one of two angles: either as a type of mixed intelligence that combines mental ability and personality traits like optimism, adaptability, and well-being, or as a type of pure intelligence that consists solely of mental ability (Salovey & Mayer, 1990). According to Salovey and Mayer (1990), emotional intelligence is a type of pure intelligence that is solely composed of cognitive ability. The differences between the two mixed models can be ascribed to differing perspectives on what emotional intelligence is (Gayathri & Meenakshi, 2013).

Bar-On et al. (2006) developed a framework with personality dimensions, highlighting the relationship between personality characteristics and emotional intelligence abilities as well as how these relate to wellbeing. However, according to Goleman and Cherniss (2001), a mixed model of performance combines a person's personality and skills to produce their respective effects in the workplace.

### **2.2.1 Mayer-Salovey-Caruso Ability Model**

Research on the construct's importance was carried out by Salovey and Mayer (1990). Gardner's work and his theory of personal intelligence served as the foundation for Mayer and Salovey's (1997) ability-based emotional intelligence model. Understanding one's own emotions, controlling one's own emotions, self-motivation, identifying the emotions of others, and managing relationships with others are the five main components of their paradigm. Salovey and Caruso (2001) established four branches of

emotional intelligence and redefined it. Four sample talents that have different developmental antecedents are given within each branch.

**Branch I (Perceiving Emotions):** It includes receiving and identifying emotional information and includes the most fundamental abilities connected to emotions. It involves the capacity for self-awareness of emotions as well as appropriate communication of feelings and emotional needs to others. The capacity to discern between truthful and deceptive emotional displays or between correct and inaccurate ones is also part of it. The further interpretation of emotional information to address difficulties requires these fundamental input processes as prerequisites (Arora et al., 2012).

**Branch II (Using Emotions):** It offers a variety of emotional experiences that support cognitive processing and explains how emotions may be used to improve thinking. It is the capacity to differentiate between the many emotions that a person is experiencing and to recognize which ones are affecting their cognitive processes by drawing their attention to crucial information. This branch includes moods that may support various types of thinking (e.g., deductive vs. inductive reasoning) as well as emotions that draw attention to significant information. Similar to how emotional mood swings cause a person's thought pattern to shift from optimistic to pessimistic, they also encourage people to examine different viewpoints. Certain methods to problem-solving are distinctly encouraged by emotional states; for example, a happy mood promotes creativity and inductive reasoning (Bakker et al., 2011).

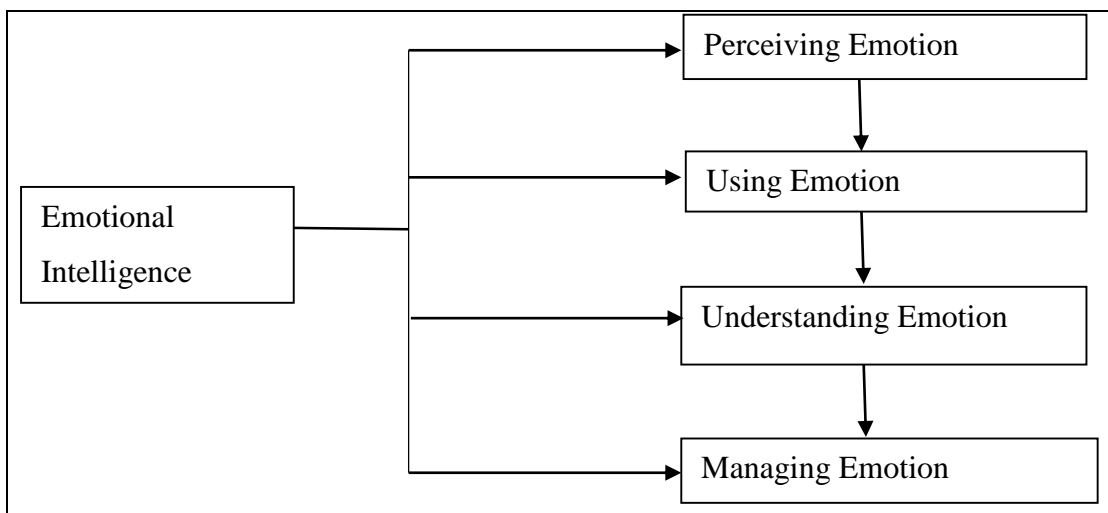
**Branch III (Understanding Emotions):** It includes four typical skills including intellectual knowledge and reasoning about emotions, as well as cognitive processing of emotions. These elements include the capacity to identify potential transitions between emotions, as well as the capacity to categorize emotions and identify relationships between words and feelings. It is the capacity to comprehend a wide range of emotions and recognize changes from one emotion to another, such as the change from rage to embarrassment or from anger to pleasure (Akanni et al., 2019).

**Branch IV (Managing Emotions):** It describes the capacity to control one's own and other people's emotions in order to promote both intellectual and emotional

development. The most sophisticated abilities are included in this category, which includes the capacity to remain receptive to both positive and negative emotions as well as the ability to control one's own and other people's emotions by fostering positive sentiments and reducing negative ones.

According to Mayer et al. (2008), the four branches operate in a hierarchical fashion, with reflective control of emotions serving as the most complicated or top branch and the perception, evaluation, and expression of emotions serving as the most fundamental or bottom branch. To effectively regulate and cope with emotions, one needs acknowledge and balance a variety of aspects, including motivational, emotional, and cognitive ones, which are represented by this highest branch.

The image that follows provides an illustration of this four-branch paradigm, showing each of the four branches and the accompanying stages of emotion processing. Salovey and Mayer's original description of emotional intelligence was changed to include the following after their ongoing research: the capacity to notice emotion, integrate emotion to support thinking, comprehend emotion, and control emotion to foster personal development (Adrain, 2000).



*Figure 1: Four branch model of emotional intelligence*

Source: Mayer and Salovey (1997)

To put it briefly, the concept asserts that EI encompasses four categories of abilities:

- Perceiving emotions – the capacity to recognize and interpret emotions in voices, faces, images, and cultural objects, including one's own feelings. Since it enables all further processing of emotional information, the ability to perceive emotions is a fundamental component of emotional intelligence.
- Using emotions – the capacity to use emotions to support a range of cognitive processes, including problem-solving and thought processes. The 86 emotionally savvy individual can make the most of their fluctuating emotions to suit the work at hand.
- Understanding emotions – the capacity to understand the language of emotions and recognize the intricate connections between them. Understanding emotions, for instance, includes being able to identify and explain how feelings change over time as well as being sensitive to minute differences between them.
- Managing emotions – the capacity to control our own and other people's emotions. As a result, an emotionally intelligent person can control their emotions, even unpleasant ones, to accomplish their desired outcomes.

According to the ability-based paradigm, emotions are valuable information sources that aid in understanding and navigating social situations. According to the paradigm, people differ in their capacity to handle emotional information and connect that processing to broader cognitive processes. Some adaptive actions are seen to be a manifestation of this capacity. According to the paradigm, there are four categories of talents that make up EI.

- Perceiving emotions: It is the capacity to recognize and interpret emotions in voices, faces, images, and cultural objects, as well as to recognize one's own feelings. Since it enables all further processing of emotional information, the ability to perceive emotions is a fundamental component of emotional intelligence.
- Using emotions: It is the capacity to use emotions to support a range of cognitive processes, including problem-solving and thought processes. An emotionally intelligent individual may make the most of their fluctuating emotions to suit the job at hand.
- Understanding emotions: It is the capacity to understand the language of emotions and recognize the intricate connections between them. Understanding

emotions, for instance, includes being able to identify and explain how feelings change over time as well as being sensitive to minute differences between them.

- **Managing emotion:** It is the capacity to control our own and other people's emotions. As a result, an emotionally intelligent person is able to control their emotions, even unpleasant ones, in order to accomplish their objectives. Research has challenged the ability EI model for lacking face and predictive validity in the workplace.

### 2.2.2 Goleman's Competency Model

With the publication of his seminal work "Emotional Intelligence" in 1995, Daniel Goleman introduced the idea of emotional intelligence. Self-motivation and perseverance in the face of adversity, impulse control and delaying pleasure, mood regulation and preventing discomfort from overpowering cognitive function, empathy, and hope are all characteristics of emotional intelligence (Goleman, 1998).

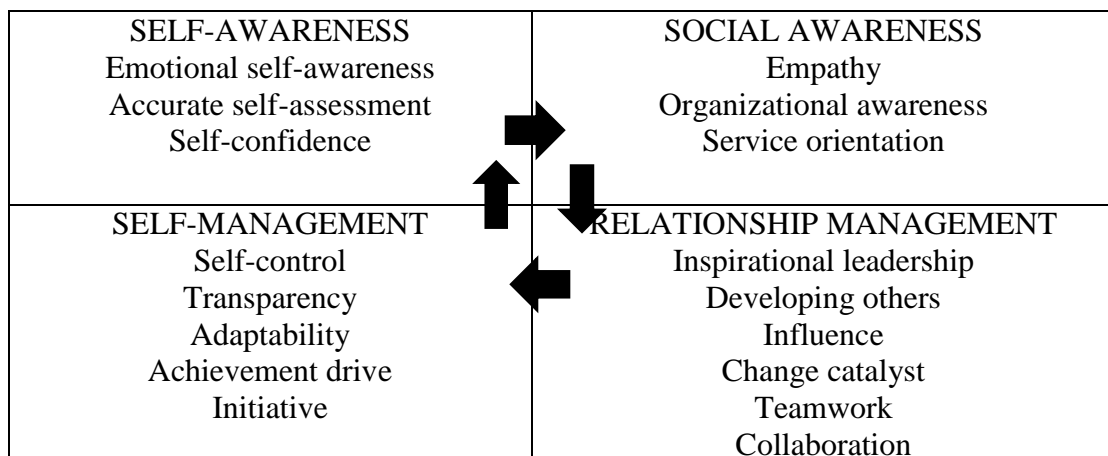


Figure 2: Goleman's competency model

Source: Goleman (1998)

The five components of emotional intelligence are described in Goleman's paradigm. Self-awareness is the capacity to recognize one's emotions and their effects while making decisions based on intuition. Self-management is the ability to regulate one's feelings and impulses in order to adjust to shifting conditions. Motivation is the emotional inclination that aids in directing the achievement of objectives. It encompasses the desire, initiative, optimism, and dedication. The capacity to see and

comprehend the needs of others is known as empathy. The capacity to maintain, flourish, and influence others in a social group is known as social skills.

### 2.2.3 Bar-On's Mixed Model

The term "Emotional Quotient" (EQ) was first used by Bar-On (1997) as a synonym for "Intellectual Quotient" (IQ). A mixed intelligence, this model of emotional intelligence includes aspects of personality, health, and well-being in addition to cognitive ability. It is seen as process-oriented rather than outcome-oriented and has to do with the possibility of performance and success. According to Bar-On (1997), emotional intelligence is a collection of non-cognitive talents, competences, and skills that affect a person's capacity to successfully manage demands and pressures from their environment.

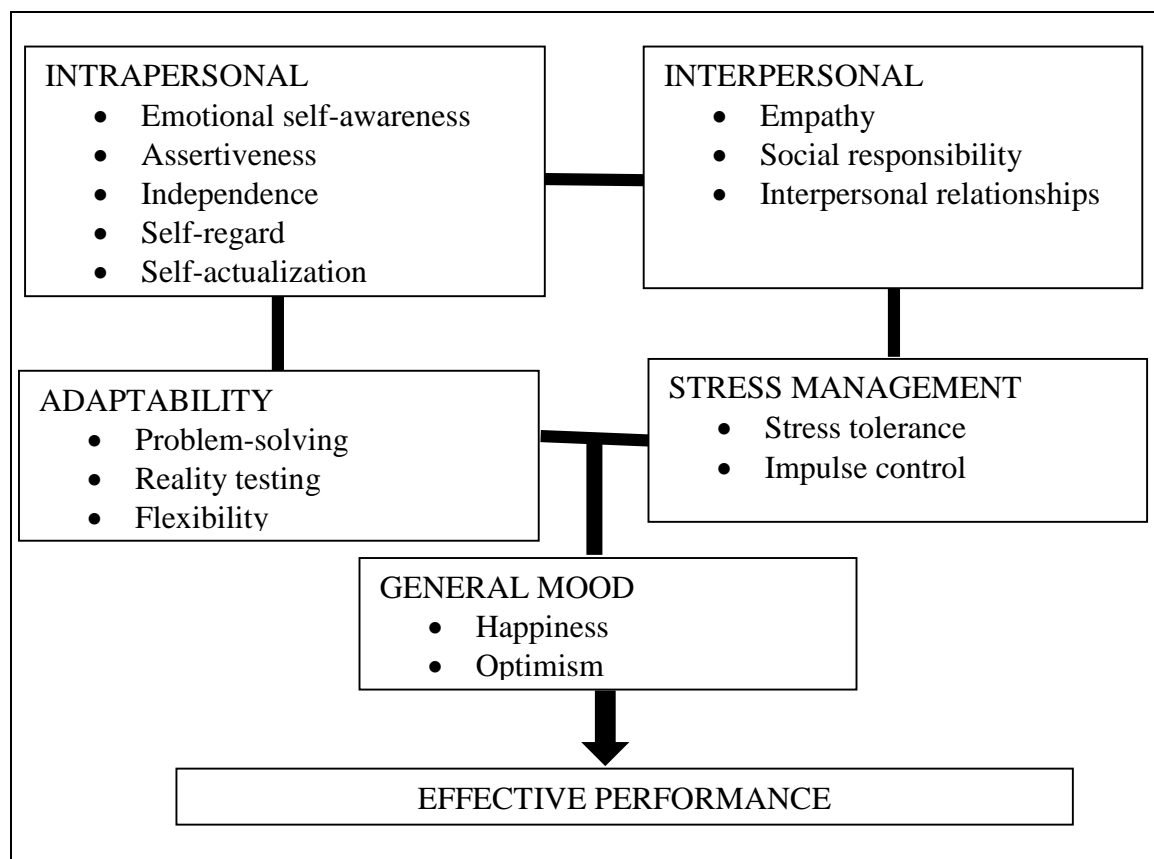


Figure 3: Bar-On's Mixed Model

Source: Bar-On (1997)

According to Bar-On (1997), the definition includes a variety of concepts, including emotional self-awareness, assertiveness, self-regard, self-actualization, independence,

empathy, interpersonal relationships, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness, and optimism. Lack of achievement and emotional issues might result from having low emotional intelligence.

Bar-On outlined five major aspects of personality traits that are thought to predict success in life beyond cognitive intelligence. These aspects, which are further broken down into 15 subscales, are important components of EI in his opinion. They are:

1. Intrapersonal skills, comprising
  - Self-regard (knowing, comprehending, and embracing oneself),
  - Emotional self-awareness (knowing and comprehending one's own feelings),
  - Being assertive means expressing one's demands, wants, feelings, and thoughts.
  - Independence (being self-directed, self-controlled, and emotionally independent);
  - Self-actualization (realizing one's potential powers);
2. Interpersonal skills, comprising
  - Social responsibility (showing that one is a positive contributor to one's social group),
  - Empathy (recognizing and comprehending the feelings of others),
  - Interpersonal partnerships (establishing and preserving close relationships);
3. Adaptability, comprising
  - Flexibility (adapting one's thoughts, feelings, and actions to changing circumstances);
  - Reality testing (validating one's views and feelings);
  - Problem resolution (constructively resolving personal and social issues);
4. Stress management, comprising
  - Impulse control (controlling one's emotions and resisting or postponing an impulse or drive);
  - Stress tolerance (actively and constructively managing stress); and
5. General mood, comprising
  - Happiness, or being content with one's life;
  - Optimism, or keeping a positive outlook.

A new formulation of this emotional intelligence paradigm was introduced by Bar-On and Parker (2000). Ten elements from the original model make up this revised conceptualization, which these authors dubbed an explanation of emotional and social intelligence. Stress tolerance, impulse control, emotional self-awareness, assertiveness, empathy, interpersonal relationships, self-esteem, reality testing, adaptability, and problem-solving are some of these elements. Instead of being constituent elements of emotional and social intelligence, the other five subcomponents of the original model—self-actualization, independence, social responsibility, optimism, and happiness—are now viewed as facilitators (Bar-On & Parker, 2000).

#### **2.2.4 Kahn's Employee Performance Model**

In "Psychological Conditions of Personal Engagement and Disengagement at Work," published in 1990, William Kahn developed his well-known theory of employee engagement. In it, Kahn cites three key elements that influence an employee's ability to relate to a company's culture, mission, and daily responsibilities (Kahn, 1990). These are:

**Safety:** If workers feel psychologically comfortable at work, they are more likely to participate and feel good about their job and contribution. This indicates that they don't worry about criticism or reprimands from their superiors or colleagues (Almazrouei et al., 2015).

**Meaningfulness:** Employees are more inclined to put in extra effort if they feel that their work has meaning. Put differently, employees are more likely to be satisfied with their work and put out a substantial effort if they understand how their labor contributes into a meaningful objective (Akanni et al., 2019).

**Availability:** If a team member has both the mental and physical ability to succeed in their role, they should believe that the needs of their duty are reasonable and attainable. There should be a good work-life balance even though this issue is crucial for growth and job satisfaction (Alvi et al., 2014).

A more comprehensive strategy is advocated by the Kahn employee engagement theory. Instead than focusing on temporary motivating programs, it seeks to develop a more comprehensive approach that addresses every employee's requirements.

- The primary goal of enhancing employee engagement with the Kahn model is to:
- Establish a psychologically secure workplace where staff members may express themselves freely.
- Considering workers as colleagues and collaborators as opposed to adopting a hierarchical approach.
- Including employees in the process of creating their own roles and achieving organizational objectives, soliciting their opinions, and letting them contribute.

### **2.2.5 Zinger's Employee Performance Model**

Strong and meaningful relationships among coworkers lead to improved company outcomes, according to psychologist David Zinger's employee engagement model. The four "CARE" pillars of employee engagement; connection, genuine relationships, recognition, and (continuous) engagement; are the foundation of the Zinger employee engagement theory (Devi, 2016).

The Zinger approach is based on a pyramid of 10 crucial manager engagement activities. Positive employee engagement is supported by the pyramid, of which each action is a building block. The pyramid ranks the acts in ascending order as:

- **The Necessities**

**Enliven employee energy:** The goal of these initiatives is to create an atmosphere at work where employees may be enthusiastic about and benefit from their job. Maintaining energy levels and keeping an eye on any sources of team energy drains requires both excellent management and well-being (Dulewicz & Higgs, 2000).

**Enhance wellbeing:** Employees must be in good physical and mental health in order to do their best work. Creating a culture of respect, promoting work-life balance, and guaranteeing sufficient yearly leave are some of the actions (Bastian et al., 2005).

**Leverage strengths:** Workers are individuals with distinct personalities and personal qualities. This category's activities center on fostering an atmosphere in which team members can capitalize on and develop their own distinctive abilities (De Villiers & Nel, 2004).

- **Uniting the Company**

**Building meaningful relationships:** Strong connections are the foundation of successful teams. Frequent social and team-building events, whether in person or virtually, assist employees in forming deep professional friendships (Grayson, 2013).

**Showing recognition:** Rewards and recognition, such as cash bonuses, little presents, or thank-you videos (for ideas, see Seenit User-Generated-Videos), maintain high levels of engagement and morale (Hume, 2012).

**Boosting performance:** Employees perform at their highest level when given clear, acceptable goals as well as the proper resources and procedures (De Clercq et al., 2014).

**Tracking progress:** Since reaching objectives might occasionally take some time, it's critical to regularly monitor and share progress in order to maintain teams' long-term motivation and engagement. Since there won't be a constant flow of high-profile victories and promotions, it's critical to acknowledge the lesser victories and advancements as well (Adrain, 2000).

**Achieving results:** Your ultimate objective is to have successfully engaged your staff. Monitoring and evaluating the outcomes of your interventions is the focus of this category. Clearly defining your goals at the outset, benchmarking data, and deciding how to measure targets and KPIs are crucial at this point. The outcomes may then be used to improve the targeting of your engagement efforts and your engagement strategy (Fang et al., 2010).

### **2.2.6 Maslow's Employee Performance Model**

Maslow's hierarchy of needs, arguably one of the most well-known theories of employee engagement, emphasizes the human needs that must be satisfied in order to

foster a pleasant work environment. According to Maslow's theory of employee engagement, greater employee motivation and engagement result from meeting each of the five fundamental human needs: health, safety, love and belonging, esteem, and self-actualization (Deshwal, 2015).

Human needs are listed in a hierarchical pyramid by the Maslow model. This lays out that in order to advance to the next level of the pyramid, the demands of the first level must be satisfied. The necessities are divided into the following categories, going from basic requirements to higher-level needs (Kiyani et al., 2011):

**Physiological Needs:** Basic necessities including air, water, food, shelter, sleep, and clothes are at the base of the pyramid.

**Safety needs:** This relates to property, work, resources, personal safety, and health.

**Love and belonging:** These socially oriented needs include kinship, closeness, friendship, and a feeling of belonging.

**Esteem:** This encompasses self-worth, dignity, prestige, acknowledgment, liberty, and power.

**Self-actualization:** The ambition to be the best version of oneself is at the summit of the pyramid.

According to the concept, for employees to feel engaged, demands on the first level of the pyramid, physiological needs, must be satisfied, at the very least. This entails having a comfortable enough income to meet necessities as well as having enough free time to rest and recuperate. According to this paradigm, employee involvement and, consequently, job satisfaction and happiness rise when requirements are satisfied at each level of the pyramid (Macey & Schneider, 2008).

### **2.2.7 AON-Hewitt's Employee Performance Model**

Being a top human capital management consultancy, AON-Hewitt has created its own model for employee engagement. This centers on the notion that business results, which

affect customer happiness and profit, are a primary motivator and outcome of good employee engagement (Locke, 2005). According to the model, there are six primary factors that influence employee engagement, including:

**Quality of life basics:** This covers work-life balance, employment security, and safety.

**Work:** When a person's work brings value to their lives and is consistent with their core beliefs, they feel more engaged. This comprises crucial components including empowerment, autonomy, and teamwork.

**People:** Meaningful relationships with other people, including our managers and coworkers, are essential to job satisfaction.

**Company practices:** Engagement is supported by business rules and procedures. This relates to communication, innovation, and diversity and inclusion strategies.

**Rewards:** An employee's sense of value and motivation are greatly influenced by how appreciated they feel. Rewards, recognition, compensation, and perks are all crucial factors.

**Opportunities:** When we are pushed and inspired to develop, we all feel more involved. Promotion, training, and development and learning opportunities all support employee engagement.

AON-Hewitt claims that addressing each of these factors will lead to increased employee engagement, which in turn produces (Hewitt, 2004):

**Say:** Employees recommending your company to peers, customers, and other prospective employees.

**Stay:** Employees are dedicated to sticking around and are pleased to work with you.

**Strive:** Well-performing employees are eager to go beyond their duties and help your business succeed. All of this ultimately results in improved company outcomes, such

as increased financial growth and productivity, fewer absenteeism, higher staff retention rates, and happier consumers.

### **2.2.8 Deloitte's Model**

The goal of the employee engagement model created by consulting company Deloitte is to make the workplace a more appealing location for workers. The success of this model is largely due to its culture, which consists of five fundamental components, each of which has a unique set of behaviors (Martinez, 2007):

**Meaningful work:** Having work that people find meaningful is a core component of the Deloitte model, just like it is in the Kahn and Zinger models. Autonomy, small, empowered teams, spare time, and employing employees that align with the corporate culture are the four essential components of this (Dulewicz & Higgs, 2000).

**Hands-on management:** Managers have a significant impact on how content and involved workers are at work. Setting clear, transparent goals, coaching, managing performance well, and investing in management staff development are all crucial steps (De Clercq et al., 2014).

**Positive work environment:** Workers who feel valued, respected, at ease, and a part of the organization are the ones who look forward to going to work, whether in person or digitally. A culture of recognition and a flexible, varied, and inclusive workplace are essential for creating a positive work environment (Emmerling & Goleman, 2003).

**Growth opportunities:** To prevent employees from becoming disenchanted and stagnant, growth and development are crucial. Training, career advancement, and a culture of learning are all essential components of a successful development plan (Goleman, 2012).

**Trust in leadership:** Engaged workers believe that their managers care about their success. Leadership commitment entails inspiring your employees, being transparent, investing in people continuously, and communicating your mission and purpose (Almazrouei et al., 2015).

## 2.2 Empirical Review

The connection between emotional intelligence and job performance has been the subject of several research. Although the results may not always corroborate one another, every study contributes fresh and important data.

Pariyar (2025) investigated how employee performance in commercial banks in Butwal Sub Metropolitan City, Nepal, was impacted by emotional intelligence. The main goal of the study was to investigate the relationship between emotional intelligence and employee performance in the context of commercial banks. This study includes parametric, non-parametric, correlation, independent t-test, mean, and standard deviation for robust data analysis. It was discovered that emotional intelligence and relationship management both significantly affect worker performance. Additionally, compared to male employees, female employees are reported to have a more positive assessment of emotional intelligence.

Zhang and Nasir (2025) examined knowledge sharing and emotional intelligence as indicators of worker performance in China's Guangdong province's commercial banks. The study intends to close a knowledge gap on the impacts of emotional intelligence and information sharing in this context by investigating how these traits affect worker performance in commercial banks. Structural Equation Modeling (SEM) was employed in this work to examine the data. Employee performance has been found to be greatly and favorably impacted by both emotional intelligence and information sharing, with knowledge sharing acting as a mediator in this interaction. The findings imply that emotional intelligence improves workers' capacity to share information, which raises worker performance.

Pradeep (2024) investigated how emotional intelligence affected the way commercial banks in Itahari, Sunsari, Nepal performed as an organization. The study's primary objective was to evaluate the contemporary state of organizational performance and emotional intelligence in Nepalese commercial banks, examine the connection between the two, and quantify the effects of the two. For the data analysis in this study, a descriptive and cross-sectional research approach was employed. Both organizational performance and emotional intelligence in commercial banks were shown to be positively presented, with statistically significant correlations within the model.

According to the research, workers who possess a high level of emotional intelligence perform better for the company than those who don't. Social awareness stands out as a crucial concept that has a major impact on organizational performance. Relationship management and self-awareness follow.

Lubis and Tanjung (2024) examined the influence of emotional intelligence and work life balance on employee performance in the Central Tapanuli Regency Government. The objective of this study was to determine whether the Central Tapanuli Regency government influences work-life balance and emotional intelligence. In this study, survey-based quantitative methodologies were employed to collect data. This study used SEM-Partial Least Square (PLS) data analysis techniques for data analysis. It was found that work-life balance and emotional intelligence significantly affect employees' performance in the Central Tapanuli Regency Government. Therefore, the Central Tapanuli Government must know these factors to support staff performance.

Sapkota et al. (2023) analyzed the impact of emotional intelligence on job performance of employees of the commercial banks in Dhangadhi. This study's goal was to investigate how emotional intelligence affected Dhangadhi City's commercial banks' workers' performance. The research design used in this study was quantitative, and the data was analyzed using both descriptive and inferential statistical tools. The results showed a strong correlation between workers' job success and their emotional intelligence. Likewise, elements of emotional intelligence have a favorable effect on workers' performance inside the company. To improve management, organizations should implement a range of Emotional Intelligence (EI) training programs and growth activities for staff members at all levels.

Kandu (2023) looked on how emotional intelligence affected women's work performance in the Nepalese service industry. Understanding how various aspects of emotional intelligence (EI) affect women's employment performance in the Kathmandu Valley's service industry was the study's goal. In this study, both qualitative and quantitative research methods were used. The results showed that, of the four EI dimensions chosen for this study, three (self-regulation, self-motivation, and social skills) had a positive and significant effect on women's job performance, while the fourth (empathy) had a negligible and non-significant effect.

Nazeer and Gafar (2022) looked at how emotional intelligence affected Bangalore's banking industry employees' performance. This study examined how their performance was impacted by their emotional intelligence. The raking approach based on weighted mean and descriptive analysis were employed in this study to determine the effective emotional intelligence aspects that influence performance. Employee satisfaction and length of service in the banking industry were determined to be high. Despite their lack of personal interest in duties, the personnel were motivated to give customer-based value services and deliver for the completion of tasks.

Lourens et al. (2022) analyzed the role of emotional intelligence employment engagement: an empirical study. The study's goal was to ascertain the relationship between managers' emotional maturity and staff engagement and employee emotional intelligence. In order to determine the function and influence of emotional intelligence on employee engagement, 196 respondents were selected for the survey. The study examined some of the key roles that emotional intelligence plays in employee engagement, including how it enhances contextual performance, helps employees understand emotions and use them to reduce stress, communicate effectively, empathize with others, and resolve conflict, shows a high level of dedication at work through emotion control, fosters positive and beneficial professional relationships, and enables a leader to comprehend the thoughts and feelings of his team members. The study concluded that employee engagement is significantly influenced by emotional intelligence.

Malik and Dave (2022) examined how emotional intelligence affected bank employees' performance management in the Indian state of Chhattisgarh. The purpose of this study was to determine the components of emotional intelligence and examine how they affect the work output of Chhattisgarh bank workers. It was discovered that the maximum number of bank workers that were included in this study was about equal for both the male and female groups. The three components of emotional intelligence; self-regulation, self-management, and social skills; all had a major effect on how well bank employees managed their performance.

Kaira (2022) investigated how employee engagement mediated the link between change management and emotional intelligence. This study attempted to investigate

how employee engagement functions as a mediator in the link between change management and emotional intelligence. Both quantitative and qualitative methodology were used in this study. The association between emotional intelligence and change management was shown to be somewhat mediated by employee involvement. In addition, the data showed a substantial relationship between change management and both emotional intelligence and staff engagement. The findings' ramifications and prospects for more study were then discussed.

K. C. (2022) examined emotional intelligence and organizational performance in Nepalese commercial banks. This study assessed the relationship between organizational performance and emotional intelligence in Nepalese commercial banks and quantified the influence of demographic parameters on emotional intelligence. It employs both descriptive and analytical research designs as part of its deductive research methodology. The commercial banking industry was shown to have both organizational performance and emotional intelligence. Compared to someone who is less emotionally intelligent, an employee who has strong emotional intelligence performs well for the company, according to the analysis. Emotional intelligence was strongly impacted by mature employees; in this case, married persons had more emotional intelligence than single people, while men had higher emotional intelligence than women.

Akhter et al. (2021) investigated how job satisfaction among employees of commercial banks was impacted by emotional intelligence, employee empowerment, and cultural intelligence. This study looked at how Bangladeshi commercial bank workers' job satisfaction was affected by emotional intelligence, employee empowerment, and cultural intelligence. It was discovered that the job satisfaction of bank employees was positively and statistically impacted by emotional intelligence. Additionally, it was discovered that work happiness was significantly positively predicted by cultural knowledge and employee empowerment. It was suggested that bank managers could use EQ and CQ to improve employee engagement at work and boost bank employee happiness.

Amarjeet et al. (2020) conducted an empirical study in Delhi to examine emotional intelligence in banking industry personnel. This study examined women's emotional

intelligence in the context of private banking. The study clarified the importance of emotional intelligence as well. Women employed in private banking were shown to lack emotional intelligence. In India's private banking industry, women are unable to sustain their emotional intelligence because of the heavy workload and pressures associated with their jobs. Some women even have trouble identifying and controlling their emotions. They were unable to regulate their emotions and fury when they were irritated. Workers in the private banking industry have a lot of setup work to accomplish, which makes emotional control challenging. Customer satisfaction was crucial, and there was a lot of work pressure in the private banking industry.

Akanni et al. (2019) investigated the moderated mediation model of ethical leadership and job burnout in relation to the emotional intelligence and work engagement of bank employees. The predictive significance of emotional intelligence in work engagement within bank employees was investigated in this study, along with the moderated mediation effects of job burnout and ethical leadership. While emotional intelligence was shown to be inversely associated to job burnout, the results of the regression analysis showed that both emotional intelligence and ethical leadership influenced work engagement. The association between ethical leadership and emotional intelligence was also significantly moderated by job exhaustion.

Serhan and Gazzaz (2019) explored the impact of emotional intelligence on employee performance in Saudi Arabia banking sector. The purpose of this study was to determine how employee performance was affected by emotional intelligence. The study examined how self-management, relationship management, self-awareness, and social awareness are elements of emotional intelligence that impact employee performance. The findings demonstrated that relationship management, self-awareness, and self-management all significantly improved employee performance. Nevertheless, social awareness had little effect on worker performance in the Saudi banking industry.

Verma and Arora (2019) analyzed the emotional intelligence in banks-an empirical study. This study attempted to assess the relationship among emotional intelligence in banks in the public and private sectors. Hypothesis testing was employed in this investigation. According to this study, various emotional intelligence traits have varying relationships with various banking sectors. Bank officials were quite concerned

about this since it also has an impact on performance. Employees with emotional intelligence skills might provide a bank a competitive advantage over rivals.

Matheri et al. (2018) examined how employee engagement in savings and credit co-ops in Kenya's Nairobi and Kiambu counties was impacted by emotional intelligence. This study looked at how employee engagement in the Kenyan savings and credit cooperative was impacted by emotional intelligence. The descriptive statistics used in this study were displayed using means, frequencies, percentages, and standard deviations. In order to guarantee high levels of employee engagement, which in turn leads to enhanced attainment of organizational and individual goals and a decrease in turnovers, it was discovered that the managers in the SACCOs were creating and investigating the idea of emotional intelligence. When compared to the other factors under investigation; self-management, self-awareness, and connection management; social awareness, a measure of emotional intelligence, was revealed to be the most significant contributor to employee commitment.

Ojo (2017) investigated how employees' work engagement in the banking sector in southwest Nigeria was impacted by emotional intelligence. The impact of emotional intelligence on workers' job satisfaction in the banking sector was examined in this study. For data analysis, both descriptive and inferential statistics were used. It was shown that bank workers with higher emotional intelligence levels expressed greater levels of work engagement than those with lower emotional intelligence levels. The findings also indicated that bank workers with higher emotional intelligence scores reported higher levels of work engagement than those with lower scores.

Shrestha and Baniya (2016) looked at the moderating effect of organizational politics on emotional intelligence and employee outcomes. This study attempted to investigate the effects of emotional intelligence and perceived organizational politics on employee outcomes. To test hypotheses, hierarchical multiple regression analyses were used. Employee outcomes, including work satisfaction, job participation, and organizational commitment, were found to be significantly positively correlated with emotional intelligence. Emotional intelligence was not linked to perceived organizational politics. Only the association between emotional intelligence and work satisfaction was shown

to be moderated by perceived organizational politics, according to the moderating effect assessment.

Almazrouei et al. (2015) investigated how employee engagement was affected by emotional intelligence aspects. This study looked at how employee engagement was affected by the emotional intelligence characteristics of self-emotions evaluation, other-emotions appraisal, use of emotions, and control of emotions. A quantitative survey was employed to gather information from 445 workers at Oman's Ministry of Education. Employee engagement, self-emotions assessment, and emotion usage and control were found to be significantly positively correlated. However, there is no discernible impact of other-emotions appraisal on employee engagement. Understanding the significance of emotional intelligence dimensions; self-emotions evaluation, emotion usage, and emotion regulation; in boosting employee engagement and performance is one way that managers may gain from the study.

Praveena (2015) investigated how emotional intelligence affected Sri Lankan bank managers' performance on the job. According to this study, bank managers that possess greater emotional intelligence perform better on the job and are more satisfied with their jobs. The data in this study were analyzed using regression analysis and correlation. It was discovered that one of the most important abilities that managers in modern firms should have is emotional intelligence.

Deshwal (2015) examined how emotional intelligence affected private sector workers' levels of engagement. Employee engagement and emotional intelligence were found to be significantly correlated. Multiple regression analysis, correlation analysis, and descriptive statistics were used in this study. According to research, persons with high emotional intelligence exhibit high levels of engagement at work because they can control their emotions, which reduces conflict, improves interpersonal relationships, makes them more upbeat, and helps them match their objectives with those of the company.

Table 1  
*Summary of Empirical Review*

Authors/Date	Topic	Objective	Methodology	Findings
Pariyar (2025)	Impact of emotional intelligence on employee performance in commercial banks in Butwal Sub Metropolitan City, Nepal.	Examining the relationship among employee performance and emotional intelligence in the context of commercial banks was the main goal of the study.	Mean, standard deviation, independent t-test, parametric, non-parametric, and correlation for robust data analysis are all included in this study.	It was discovered that emotional intelligence and relationship management both significantly affect worker performance. Additionally, compared to male employees, female employees are reported to have a more positive assessment of emotional intelligence.
Zhang and Nasir (2025)	Emotional intelligence and knowledge sharing as predictors of employee performance in the commercial banks of Guangdong province, China.	The study aims to fill a knowledge vacuum about these characteristics' effects in this setting.	Structural Equation Modeling (SEM) was employed in this work to examine the data.	Employee performance has been found to be greatly and favorably impacted by both emotional intelligence and information sharing, with knowledge sharing acting as a mediator in this interaction. The findings imply that emotional intelligence improves workers' capacity to share information, which raises worker performance.
Pradeep (2024)	Impact of emotional intelligence on organizational performance in commercial banks, Itahari, Sunsari, Nepal.	The study's primary objective was to evaluate the contemporary state of organizational performance and emotional intelligence in Nepalese commercial banks, examine the connection between the two, and quantify the effects of the two.	For the data analysis in this study, a descriptive and cross-sectional research approach was employed.	Both organizational performance and emotional intelligence in commercial banks were shown to be positively presented, with statistically significant correlations within the model. Research indicates that employees with high emotional intelligence outperform those without in terms of their performance for the organization. Social awareness stands out as a crucial concept that has a major impact on organizational

				performance. Relationship management and self-awareness follow.
Lubis and Tanjung (2024)	Influence of emotional intelligence and work life balance on employee performance in the Central Tapanuli Regency Government.	The objective of this study was to determine whether the Central Tapanuli Regency government influences work-life balance and emotional intelligence.	This study used SEM-Partial Least Square (PLS) data analysis techniques for data analysis.	It was found that work-life balance and emotional intelligence significantly affect employees' performance in the Central Tapanuli Regency Government. Therefore, the Central Tapanuli Government must know these factors to support staff performance.
Sapkota et al. (2023)	Impact of emotional intelligence on job performance: evidence from the employees of the commercial banks in Dhangadhi.	Examining the effect of emotional intelligence on workers' performance at Dhangadhi City's commercial banks was the aim of this study.	This study employed a quantitative research methodology and analyzed the data using both descriptive and inferential statistical tools.	The emotional intelligence of employees and their job performance were shown to be significantly correlated. Employee performance within the company is also positively impacted by emotional intelligence factors. Therefore, in order to improve management, organizations should implement a variety of EI-related training programs as well as developmental activities for staff members at all levels.
Kandu (2023)	Impact of emotional intelligence in females' job performance in context of Nepalese service sector.	The objective of the study was to understand the impact of different dimensions of EI in females' job performance working in service sector of Kathmandu valley.	For this research, both qualitative as well as quantitative research approaches were followed.	Three of the four EI dimensions chosen for this study—self-regulation, self-motivation, and social skills—were found to have a positive and significant impact on females' job performance, while empathy, the fourth dimension, had a negligible and non-significant effect.

Nazeer and Gafar (2022)	This study analyzed the effect of emotional intelligence on their performance.	To examine how employee performance in Bangalore's banking industry is impacted by emotional intelligence.	This study employed descriptive analysis and the weighted mean raking approach to identify the key emotional intelligence components that influence performance.	It was discovered that the workers have a lengthy history and are content to stay in the banking industry. Despite having little personal interest in their work, the personnel were motivated to provide customer-based value offerings and execute on their commitments.
Lourens et al. (2022)	Role of emotional intelligence employment engagement: an empirical study.	The study's goal was to ascertain the relationship between managers' emotional maturity and staff engagement and employee emotional intelligence.	Multiple regression and correlational models were employed to analyze the data in this study.	The study concluded that employee engagement is significantly influenced by emotional intelligence.
Malik and Dave (2022)	Influence of emotional intelligence on performance management of banks employees in the state of Chhattisgarh (India).	The purpose of this study was to determine the components of emotional intelligence and examine how they affect the work output of Chhattisgarh bank workers.	Multiple regression analysis, correlation analysis, and descriptive statistics were used in this study.	It was discovered that the maximum number of bank workers that were included in this study was about equal for both the male and female groups. The three components of emotional intelligence—self-regulation, self-management, and social skills—all had a major effect on how well bank employees managed their performance.
Kaira (2022)	Mediating role of employee engagement in the relationship between emotional intelligence and change management.	This study attempted to investigate how employee engagement functions as a mediator in the link between change management and	This study employed both quantitative and qualitative methodology in its approach.	The association of emotional intelligence with change management was shown to be somewhat mediated by employee involvement. In addition, the data showed a substantial relationship between change management and

K. C. (2022)	Emotional intelligence and organizational performance in Nepalese commercial banks.	emotional intelligence.  In addition to measuring the influence of demographic variables on emotional intelligence, this study looked at the organizational performance and emotional intelligence status of Nepalese commercial banks.	Both descriptive and analytical research designs were used in this study, which adheres to a deductive research strategy.	both emotional intelligence and staff engagement.  Comparing an employee with excellent emotional intelligence to one with low emotional intelligence, it was found that the former performs better for the organization. Mature workers had a significant influence on emotional intelligence; in this case, a man's emotional intelligence was greater than a woman, and married people's emotional intelligence was higher than unmarried people's.
Akhter et al. (2021)	Impact of emotional intelligence, employee empowerment and cultural intelligence on commercial bank employees' job satisfaction.	This study looked at how Bangladeshi commercial bank workers' job satisfaction was affected by emotional intelligence, employee empowerment, and cultural intelligence.	This study employed quantitative methodology for the data analysis.	It was discovered that the job satisfaction of bank employees was positively and statistically impacted by emotional intelligence. Additionally, it was discovered that work happiness was significantly positively predicted by cultural knowledge and employee empowerment. It was suggested that bank managers could use EQ and CQ to improve employee engagement at work and boost bank employee happiness.
Amarjeet et al. (2020)	Emotional intelligence in employees working in the banking sector: an empirical study of Delhi.	This study analyzed emotional intelligence in women working in the private banking industry.	In this study descriptive statistics, correlational and multiple regression model for data analysis.	It was discovered that women in the private banking industry lack emotional intelligence. All industries needed emotional intelligence, but women in India's private banking industry struggle to keep it

Akanni et al. (2019)	Emotional intelligence and work engagement among bank workers: moderated mediation model of ethical leadership and job burnout.	This study looked at how job burnout and ethical leadership affected the mediation effects of emotional intelligence on bank employees' work engagement.	The regression analysis model was used to analyze the data in this study.	because of workload and pressure. Emotional intelligence was shown to be negatively correlated with job burnout, whereas ethical leadership and emotional intelligence were found to predict work engagement. Additionally, the association between ethical leadership and emotional intelligence was significantly moderated by job fatigue.
Serhan and Gazzaz (2019)	Impact of emotional intelligence on employee performance in Saudi Arabia banking sector.	This study aimed to observe the impact of emotional intelligence on employee performance.	In this study correlation and regression analysis model were used to analyze the data.	It was demonstrated that relationship management, self-management, and self-awareness all significantly improved employee performance. Employee performance in the Saudi banking industry, however, remained unaffected by societal awareness.
Verma and Arora (2019)	Emotional intelligence in banks-an empirical study.	This study attempted to assess the relationship between emotional intelligence in banks in the public and private sectors.	This study used hypothesis testing in this study.	It was discovered that various emotional intelligence traits have varying relationships with various financial sectors. Bank officials were quite concerned about this since it also has an impact on performance. Employees with emotional intelligence skills might provide a bank a competitive advantage over rivals.
Matheri et al. (2018)	Effect of emotional intelligence on employee commitment	This study looked at how employee engagement in the Kenyan savings and credit	The descriptive statistics used in this study were displayed using means,	When compared to the other factors under investigation—self-management, self-awareness, and

	in savings and credit co-operative societies in Nairobi and Kiambu counties, Kenya.	cooperative was impacted by emotional intelligence.	frequencies, percentages, and standard deviations.	connection management—it was discovered that social awareness, a measure of emotional intelligence, is the element that most influences employee commitment.
Shrestha and Baniya (2016)	Emotional intelligence and employee outcomes: moderating role of organizational politics.	This study tried to examine that how perceived organizational politics effect on employee outcomes and how emotional intelligence effect on employee outcomes.	Hierarchical multiple regression analyses were conducted to test hypotheses.	Employee outcomes, including work satisfaction, job participation, and organizational commitment, were found to be significantly positively correlated with emotional intelligence. Emotional intelligence was not linked to perceived organizational politics. Self-emotions assessment, emotion usage, emotion management, and employee engagement were found to be significantly positively correlated. However, employee engagement is not greatly impacted by other-emotions evaluation.
Almazrouei et al. (2015)	Impact of emotional intelligence dimensions on employee engagement.	The purpose of this paper was to examine the effect of emotional intelligence dimensions (self-emotions appraisal, other-emotions appraisal, use of emotions, and regulation of emotions) on employee engagement.	Data was gathered from 445 workers of Oman's Ministry of Education using a quantitative survey.	Self-emotions assessment, emotion usage, emotion management, and employee engagement were found to be significantly positively correlated. However, employee engagement is not greatly impacted by other-emotions evaluation.
Praveena (2015)	Impact of emotional intelligence on job performance of bank managers in Sri Lanka.	The emotional intelligence, job performance, and job satisfaction levels of bank managers were all disclosed in this study.	The data in this study were analyzed using regression analysis and correlation.	It was discovered that one of the most important abilities that managers in modern firms should have is emotional intelligence.
Deshwal (2015)	Impact of emotional intelligence on employee engagement among	It was found that there was significant relationship between emotional	In this study descriptive statistics, correlational and multiple regression	According to research, persons with excellent emotional intelligence exhibit high levels of engagement at work because they can control

employees working in private sector.	intelligence and employee engagement.	model for data analysis.	their emotions, which reduces conflict, improves interpersonal relationships, makes them more upbeat, and helps them match their objectives with those of the company.
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### 2.3 Research Gap

In the context of Nepal, very few studies were found on the relationship between psychological factors as emotional intelligence with employee performance especially in banking sector where these variables were taken into consideration in one study. The review literature identifies several lacunae which need to be considered to strengthen theoretical as well as research framework of psychological factors and employee performance. The literature is found to be quite thin on establishing psychological factors and employee performance framework focusing on their antecedents and consequences.

The studies reviewed such as Amarjeet et al. (2020) and Kandu and Kautish (2023) highlighted on the need of establishing psychological factors and subjective wellbeing framework focusing on their antecedents, dimensions and consequences in Indian context. Studies namely Akanni et al. (2019), K. C. (2022) and Malik and Dave (2022) have although explored and established emotional intelligence framework with respect to antecedents but to a very limited extent. Further, there are few studies which have considered emotional intelligence as antecedents for employee performance. This study is focused on analysis of emotional intelligence as self-regulations, self-awareness, motivation, empathy and social skill to effect on employee performance in Nepalese banking sector. This study used descriptive as well as causal research design using the multiple regression analysis taking the larger sample size which makes this study more effective than the previous studies.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The research techniques employed to achieve the study's declared goals are described in this chapter. This chapter illustrates the overall concept of the research methodology. This chapter examines the research design, the types and sources of data, the process of gathering data, the tools and techniques used for analysis, and the applied methodology. The data gathering process and the methods employed by the researcher to analyze the existing data are also explained in this chapter. It involves creating the survey that the respondents will fill out. The process and methodology used to gather and examine the data have been described.

#### **3.1 Research Design**

This study employs both a descriptive and a causal comparative research approach. The research is descriptive in nature since it uses statistics to describe facts and traits about the population under study without any kind of manipulation. Examining the connection between the dependent and independent variables is the goal of the casual comparative study design. This study's conclusions are entirely derived from the original survey. The study's primary focus is on the connection between employee performance and emotional intelligence in the banking industry in Nepal. Employees of the banking industry in Nepal have been given a set of structured questionnaires to complete in order to gather data.

#### **3.2 Population and Sample**

The population of this study is the employees of Nepalese banking sector and the samples are the employees from private commercial banks inside Kathmandu valley. The reason to select this sample is because the private banks have large number of branches inside Kathmandu valley and also the emotional intelligence of bank employees reflect more on their job performance.

**Sample Size:** Since, the population for this study is not actually defined, the formula has been used to determine the sample size when the population is unknown. Cochran (1977) provides the following formula for sample size in an infinite population.

$$n = \frac{Z^2 p(1-p)}{e^2}$$

n= sample size and Z=1.96 from the normal area table, if there is population infinite then put the value of p=0.50, and e= error which is 5 percent so the value of e is 0.05.

$$\begin{aligned} n &= \frac{Z^2 p(1-p)}{e^2} \\ &= \frac{1.96^2 \times 0.50(1-0.50)}{0.05^2} \\ &= 384.1458821 \end{aligned}$$

So, the minimum sample size of the study is 384.

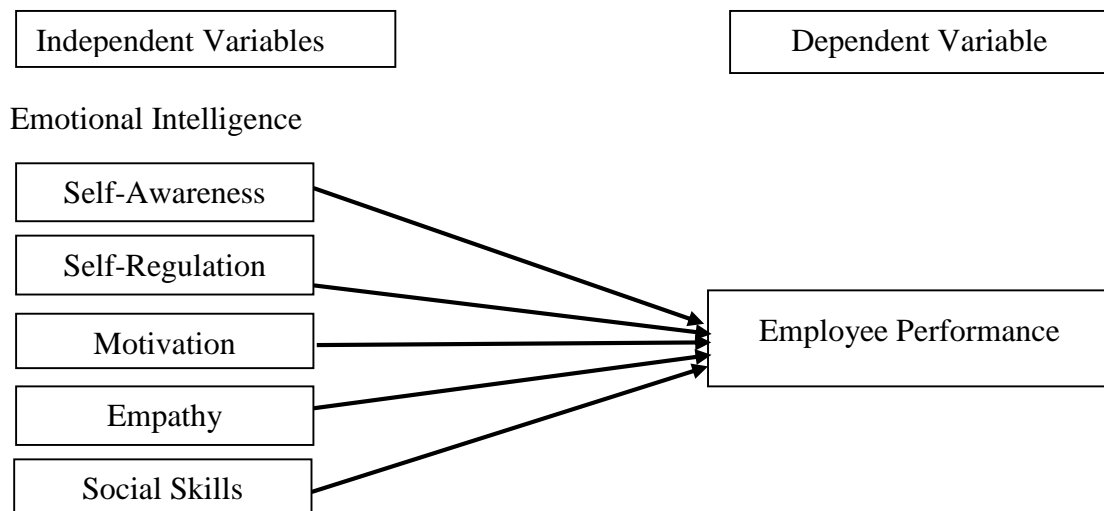
The convenience sampling method was used to contact the study's sample respondent. The total sample size taken for the study was 400 respondents. Due to the time and financial constraint, this method was the most useful method because it is the best way to reach the respondents.

### 3.3 Nature and Source of Data

Primary data is essentially the foundation of the data collecting process. The investigator initially gathers and uses primary data for a certain objective. Information gathered directly from the source is always reliable and authentic. In order to gather quantitative data, a questionnaire survey was used to collect primary data. Data was administered using both the computerized survey technology and the personal approach. To ensure valid responses, questions were carefully designed, evaluated and tested. In this study, data are collected from well-known commercial banks of Nepal. Bank employees were given the questionnaires, which they were asked to complete according to their own preferences. Four hundred surveys in all were gathered. Because every questionnaire was complete, they were all chosen for analysis. Closed-ended questions were included in the questionnaire to cut down on response time. To make the questionnaire simple to complete and objective, the majority of the closed-ended questions were scored on 5-point Likert scales. The scale's items range in score from 1 (strongly disagree) to 5 (strongly agree).

### 3.4 Research Framework and Definition of Variables

The framework illustrates how employee performance is impacted by emotional intelligence. Nowadays, one of the most studied subjects in organizational research, particularly in relation to human behavior, is the development of emotional intelligence. The ability to identify and control our own and other people's emotions is known as emotional intelligence (Akanni et al., 2019). Employee engagement, according to the creator of emotional intelligence, is the process by which individuals of a company apply themselves to their jobs. Self-awareness, self-management, social awareness, and relationship management are the four primary emotional intelligence characteristics described in Goleman's approach. In earlier studies, the majority of researchers identified the following criteria as being related to employee performance: self-awareness, self-management or self-control, social awareness, and social skill or relationship management.



*Figure 4: Research Framework*

Source: (Kandu & Kautish, 2023; Kaira, 2022; Malik & Dave, 2022)

#### Definition of Variables

##### Self-regulations

Self-regulation, also known as self-regulated learning, is the term used to describe learning that arises from an employee's self-generated ideas and actions that are methodically focused on achieving their learning objectives (Schunk & Zimmerman, 2003). Goleman's second core competency is self-regulation or self-management. The idea of self-management is the capacity to maintain composure in the face of conflict

or provocations, minimize defensiveness, and eventually restore reason. In a series of stages, self-regulation largely develops from social sources before shifting to individual ones (Kandu & Kautish, 2023). Self-control would empower individuals to take charge of their ideas, feelings, and actions (Akhter et al., 2021).

### **Self-awareness**

The most important skill linked to workplace emotional intelligence is self-awareness (Kandu & Kautish, 2023). According to Karamustafa and Kunday (2018), self-awareness is the capacity to identify one's own emotions, distinguish between them, understand what one is experiencing and why, and identify the origin of those sensations. Self-awareness is the ability to recognize one's own feelings and the potential consequences of those feelings. To become emotionally intelligent, you must first become as self-aware as you can. Self-awareness would be the ability to read maps if emotional intelligence were a journey (K. C., 2022).

### **Motivation**

The capacity to regulate one's emotional inclinations in order to achieve one's objectives is known as emotional motivation (Goleman & Cherniss, 2008). According to Serhan and Gazzaz (2019), motivation also includes the capacity to set objectives, make an effort, and maintain concentration and optimism in the face of obstacles. This means being interested in education and bettering oneself. It is possessing the fortitude to persevere in the face of adversity. It involves establishing objectives and completing them. In this category, emotionally mature people are characterized by qualities like initiative, dedication to finishing a goal, and endurance in the face of difficulty (Verma & Arora, 2019).

### **Empathy**

This is the capacity to comprehend the feelings and responses of others (Kandu & Kautish, 2023). Self-awareness is a prerequisite for empathy (Almazrouei et al., 2015). Understanding oneself is a prerequisite for understanding others (Goleman & Cherniss, 2008). Perception of others, interest in other people's concerns and worries, the ability to predict someone's emotional reaction to a situation or problem, and knowledge of social norms and the reasons behind people's actions are all examples of emotional maturity (Kaira, 2022).

**Social Skill (relationship management)**

Social skills, also known as people skills, are the ability to manage relationships with others and create systems (Serhan & Gazzaz, 2019). Respect for others, reciprocal regard, dedication, openness, tolerance, empathy, negotiation, and communication are all part of the social skill set. It entails the capacity to attend to one another's needs, build relationships over time, and share information on one's thoughts, feelings, and ideas (Malik & Dave, 2022). In addition, social skills are useful for developing and managing teams, convincing others, and facilitating change (Rasheed et al., 2013). There are other benefits to social engagement as well. It provides social acceptability and self-assurance (Kandu & Kautish, 2023). Managers can benefit from it in numerous ways. It may assist with many tasks that are impossible to accomplish on one's alone, such as finishing a project or gaining team support.

**Employee Performance**

Peter Ducker's MBO (management by objectives) served as the model for employee performance management (Nazeer & Gafar, 2022). Performance improvement, employee development, organizational growth, and communication and engagement are the four typical issues of performance management. Task performance, contextual performance, and counterproductive work behavior are the four components of individual job performance (K. C., 2022). According to Nazeer and Gafar (2022), performance in the context refers to employee actions which enhance the psychological, social, and organizational settings in which the primary job tasks are performed, whereas employability and competency are the first dimensions. The terms "adaptive performance" and "counterproductive work behavior" relate to an employee's ability to adjust to changes in their job or the workplace as well as actions that are detrimental to the organization's success (Shrestha & Baniya, 2016). Work quality, planning and organizing, prioritizing, being result-oriented, and working efficiently are the markers for task performance (Lubis & Tanjung, 2024).

**3.5 Methods of Analysis**

The collected data were recorded in SPSS for analyzing and Excel was also used for analysis purpose. The data were analyzed using different statistical tools which

includes; for descriptive analysis mean and standard deviation are calculated and for relationship analysis correlation and multiple regression model is used.

### **Mean**

The mean, which is calculated by dividing the sum of every value by the number of values, is the mathematical mean of a number of values or quantities. It alludes to the average which is the subject of the study or that is utilized to determine the data's central tendency. The mean is computed in this study to determine the mean of the respondents' answers to the various variables in the Likert scale question. For every sample, the mean value of the answers to the Likert scale question is determined.

$$\text{Mean } (\bar{X}) = \frac{\sum X}{n}$$

Where,

$\sum X$  = Value of responses of each independent or dependent variable

$n$  = No. of statements

### **Standard Deviation**

A set of data values' degree of variation or dispersion can be measured using the standard deviation, which is the measure of dispersion. The positive square root of deviation is one way to describe it. The fact that the standard deviation is expressed in similar units as the data, in contrast to the variance, is a helpful feature. The data set has a higher deviation if the data indicates deviate more from the mean. Therefore, the standard deviation increases with data dispersion. The standard deviation of the Likert scale responses for each sample in this study is computed.

$$\text{Standard Deviation (S.D.)} = \sqrt{\frac{\sum (X - \bar{X})^2}{n}}$$

Where,

$X$  = Value of responses of each dependent or independent variable

$\bar{X}$  = Mean value of responses of each dependent or independent variable

$n$  = No. of responses

### Correlation Coefficient

The relationship between an independent variable and another independent variable is known as the correlation coefficient. It is a technique for figuring out how these two variables relate to one another. It is said to have a correlation coefficient if the two variables are so closely related that a change in the independent variable's value results in a change in the dependent variable's value. To determine the degree of relationship between independent and dependent variables for every sample, correlation is computed for responses given on a Likert scale in this study.

$$\text{Correlation Coefficient (r)} = \frac{n\sum XY - \sum X \sum Y}{\sqrt{n\sum X^2 - (\sum X)^2} \sqrt{n\sum Y^2 - (\sum Y)^2}}$$

Where,

X & Y = Variables i.e. Self-regulations, Self-awareness, Motivation, Empathy, Social Skill and Employee Performance

### Regression

A statistical method called regression looks for a relationship between one or more independent variables and one or more dependent variables. In order to comprehend the relationships between variables, it incorporates a variety of modeling and analysis techniques. Regression analysis is used in this study to determine the direction of the relationship between independent and dependent variables for each sample based on responses given on a Likert scale. The following equation represents the relationship's theoretical model:

$$EP = \beta_0 + \beta_1 SR + \beta_2 SA + \beta_3 M + \beta_4 E + \beta_5 SK + e$$

Where,

EP = Employee Performance

SR = Self-regulation

SA = Self-awareness

M = Motivation

E = Empathy

SK = Social Skill

$\beta_0$  = Intercept (constant)

$\beta_1, \beta_2, \beta_3, \beta_4$  &  $\beta_5$  = Coefficient of variables

e = error term

**t- test**

It is employed in Student's t-test hypothesis testing. To decide whether to accept or reject the null hypothesis, a t-test employs the t-statistic. Set the hypothesis

Null hypothesis ( $H_0$ );  $\rho = 0$  i.e. No significant correlation exists between the variables under consideration.

Alternative Hypothesis ( $H_1$ );  $\rho \neq 0$  i.e. Significant correlation exists between the variables under consideration.

Test statistic under  $H_0$ ;

$$t_{\text{cal.}} = \frac{r}{\sqrt{1 - r^2}} \times \sqrt{n - 2}$$

Where,

$r$  = Sample correlation between two variables

$r^2$  = Coefficient Determination

$n$  = No. of Pair of observations

Level of significance: Level of significance ( $\alpha$ ) = 5 percent

Decision: Null hypothesis rejection occurs when the calculated correlation coefficient's p-value is less than the significance level, indicating that the coefficient is significant in the population; acceptance of the null hypothesis occurs when the calculated correlation coefficient's p-value is greater than the significance level, indicating that the coefficient is not noteworthy in the population.

**ANOVA**

An assortment of statistical models and the estimate techniques that go along with them are called analysis of variance (ANOVA), and they are used to examine how the group means in a sample differ from one another. Instead of testing for particular differences between means, ANOVA is used to test for broad differences. This approach evaluates possible differences between a nominal-level variable with two or more categories and a scale-level dependent variable. In its most basic version, ANOVA extends the t-test to more than two groups and offers a statistical test to determine if the sample correlation is significant or not. When comparing three or more correlations for statistical significance, ANOVA is helpful. Theoretically, it is comparable to multiple two-sample t-tests. The Fisher analysis of variance is another name for this test.

## CHAPTER IV

### RESULTS AND DISCUSSION

Through an empirical analysis of the data gathered from the respondents, this chapter seeks to accomplish the study's goals. The findings from the data analysis and research technique covered in chapter three are presented in this chapter. Employees of Nepalese private commercial banks in the Kathmandu Valley were the study's target audience.

#### 4.1 Results

This section provides the results based on the responses collected through survey of 400 employees of Nepalese private commercial banks, the analysis was done with the help of SPSS and MS-Excel. This section consists demographic profile of respondents participated in this survey.

Table 2  
*Demographic Profile of Respondents*

Gender	Frequency	Percent
Male	165	41.3
Female	215	53.8
Other	20	5
Total	400	100
Qualification	Frequency	Percent
SEE/SLC	16	4
Intermediate	100	25
Bachelor	136	34
Masters	148	37
Total	400	100
Marital Status	Frequency	Percent
Married	144	36
Single	256	64
Total	400	100
Monthly Income	Frequency	Percent
Below Rs. 25000	16	4
Rs. 25001 to Rs. 50000	128	32
Rs. 50001 to Rs. 75000	120	30
Rs. 75001 to Rs. 100000	88	22
Above Rs. 100000	48	12
Total	400	100

Source: Field Survey 2025, Appendix- I

Table 2 presents the demographic profile respondents in term of gender, qualification, marital status and monthly income in this study. The gender wise distribution of

respondents in this study are 265 Male, 215 Female and 20 respondents categorized in the other category. It is clear that most of the respondents in this survey are Female i.e. 53.80 percent out of 400 respondents. Similarly, the academic qualification of the respondents shows that there are 16, 100, 136 and 148 respondents who have qualification of SEE/SLC, Intermediate, Bachelor and Masters level education respectively. It is clear that majority of respondents i.e. 37 percent respondents have Masters level education followed by 34 percent respondents who have Bachelor level education. In contrast there is only 4 percent respondents having SEE/SLC level education. Likewise, the marital status of the respondents reflects that there are 144 married respondents and 256 respondents who are single. It is clear that majority of the respondents in this survey are single i.e. 64 percent out of 400 respondents. In the same way, the monthly income of the respondents shows that there are majority of respondents (128 respondents) earning Rs. 25001 to Rs. 50000 per month i.e. 32 percent followed by 120 respondents i.e. 30 percent are earning Rs. 50001 to Rs. 75000 per month. There are only 16 respondents (4 percent) earning below Rs. 25000 per month in this survey.

#### 4.1.1 Descriptive Analysis

This section consists descriptive analysis of responses collected through 5 point likert scale questionnaire from the survey and the processed data from SPSS software is presented below.

Table 3

##### *Descriptive Statistics of Self-awareness*

Code	Self-awareness	Min	Max	Mean	SD
SA1	I'm good at identifying my feelings and how they affect me.	1	5	3.760	0.886
SA2	I know exactly what my limitations and talents are.	2	5	3.560	0.853
SA3	I am capable of assessing my own value and ability.	1	5	3.620	0.870
SA4	Over time, my mentality promotes development and improved performance.	2	5	3.700	0.807

Source: Field Survey 2025, Appendix- II

Table 3 shows the descriptive statistics of emotional intelligence variable as self-awareness of the employees which is measured by four sub questions as; I'm good at

identifying my feelings and how they affect me, I know exactly what my limitations and talents are, I am capable of assessing my own value and ability and over time, my mentality promotes development and improved performance. It is found that employees have agreed on the all of the statements with the mean of 3.760, 3.560, 3.620 and 3.700 respectively. In contrast, the employees highly agreed on the statement that I'm good at identifying my feelings and how they affect me (3.760), meaning that employees are good at managing their feelings at work that can affect their performance. Likewise, there is more consistent response on the statement i.e. I know exactly what my limitations and talents, indicating that respondents have similar opinion on their limitations and strengths.

Table 4  
*Descriptive Statistics of Self-regulation*

Code	Self-regulation	Min	Max	Mean	SD
SR1	I am able to control my unwanted feelings and impulses.	2	5	3.700	0.986
SR2	I always uphold the highest moral and ethical standards.	2	5	3.720	0.940
SR3	I always accept accountability for my own work.	2	5	3.500	0.756
SR4	I can deal with change fairly well.	1	5	3.600	0.826
SR5	With new concepts, methods, and knowledge, I feel at ease.	2	5	3.800	0.826

Source: Field Survey 2025, Appendix- II

Table 4 depicts the descriptive statistics of emotional intelligence variable as self-regulation of the employees which is measured by five sub questions as; I am able to control my unwanted feelings and impulses, I always uphold the highest moral and ethical standards, I always accept accountability for my own work, I can deal with change fairly well and with new concepts, methods, and knowledge, I feel at ease. It is found that employees have agreed on the all of the statements with the mean of 3.700, 3.720, 3.500, 3.600 and 3.800 respectively. In contrast, the employees highly agreed on the statement that with new concepts, methods, and knowledge, I feel at ease (3.760), meaning that employees are good at using new concepts, methods, and knowledge at work which enhances their performance. Likewise, there is more consistent opinion on their accountability at workplace.

Table 5  
*Descriptive Statistics of Motivation*

Code	Motivation	Min	Max	Mean	SD
M1	I always challenge myself to do better or fulfill a high standard.	1	5	3.560	1.004
M2	I match my objectives with those of the team or company.	2	5	3.560	0.943
M3	I'm always willing to take advantage of the chance.	2	5	3.660	0.652
M4	I maintain my will to pursue my goals in spite of hindrances and disappointments.	2	5	3.500	0.756

Source: Field Survey 2025, Appendix- II

Table 5 presents the descriptive statistics of emotional intelligence variable as motivation of the employees which is measured by four sub questions as; I always challenge myself to do better or fulfill a high standard, I match my objectives with those of the team or company, I'm always willing to take advantage of the chance and I maintain my will to pursue my goals in spite of hindrances and disappointments. It is found that employees have agreed on the all of the statements with the mean of 3.560, 3.560, 3.660 and 3.500 respectively. In contrast, the employees highly agreed on the statement that I'm always willing to take advantage of the chance (3.660), meaning that employees are willing to take advantage of the chance at workplace that improves performance level. Likewise, there is more consistent response on the statement i.e. I'm always willing to take advantage of the chance, indicating that respondents have similar opinion on their will to take chance at workplace.

Table 6  
*Descriptive Statistics of Empathy*

Code	Empathy	Min	Max	Mean	SD
E1	I am sensitive to the thoughts and feelings of others and actively engage with their issues.	2	5	3.520	0.831
E2	I support others' strengths and am aware of their requirements for growth.	1	5	3.460	0.965
E3	I foresee, identify, and satisfy the demands of my clients.	2	5	3.620	0.597
E4	I can grow by interacting with a variety of people.	1	5	3.360	0.795
E5	I am able to evaluate the emotional, power, and current dynamics inside a group.	2	5	3.420	0.604

Source: Field Survey 2025, Appendix- II

Table 6 represents the descriptive statistics of emotional intelligence variable as empathy of the employees which is measured by five sub questions as; I am sensitive

to the thoughts and feelings of others and actively engage with their issues, I support others' strengths and am aware of their requirements for growth, I foresee, identify, and satisfy the demands of my clients, I can grow by interacting with a variety of people and I am able to evaluate the emotional, power, and current dynamics inside a group. It is found that employees have agreed on the all of the statements with the mean of 3.520, 3.460, 3.620, 3.360 and 3.420 respectively. In contrast, the employees highly agreed on the statement that I'm always willing to take advantage of the chance (3.520), meaning that employees are very sensitive to their feelings and actively engage with their issues to improves their performance. Likewise, there is more consistent response on the statement i.e. I foresee, identify, and satisfy the demands of my clients, indicating that respondents have similar opinion on satisfying the customers at work.

Table 7  
*Descriptive Statistics of Social Skill*

Code	Social skill	Min	Max	Mean	SD
SS1	I successfully listen to people and convey ideas to them.	2	5	3.680	0.860
SS2	I'm skilled at bargaining and settling disputes.	1	5	3.680	0.734
SS3	I mentor and uplift both individuals and organizations.	2	5	3.580	0.852
SS4	I'm able to take the lead and adapt to change with ease.	2	5	3.620	0.798
SS5	I cultivate beneficial connections.	1	5	3.860	0.776
SS6	Together, we work toward common objectives.	2	5	3.600	0.722

Source: Field Survey 2025, Appendix- II

Table 7 shows the descriptive statistics of emotional intelligence variable as social skill of the employees which is measured by six sub questions as; I successfully listen to people and convey ideas to them, I'm skilled at bargaining and settling disputes, I mentor and uplift both individuals and organizations, I'm able to take the lead and adapt to change with ease I cultivate beneficial connections and together, we work toward common objectives. It is found that employees have agreed on the all of the statements with the mean of 3.680, 3.680, 3.580, 3.620, 3.860 and 3.600 respectively. In contrast, the employees highly agreed on the statement that I cultivate beneficial connections (3.860), meaning that employees are getting benefits from their personal connections for the better performance at work. Likewise, there is more consistent response on the

statement i.e. together, we work toward common objectives, indicating that respondents have similar opinion on common objectives at work.

Table 8  
*Descriptive Statistics of Employee Performance*

Code	Employee performance	Min	Max	Mean	SD
EP1	I have a good feeling about my work.	2	5	3.580	0.875
EP2	I'm enthusiastic about my work.	2	5	3.580	0.983
EP3	My work interests me.	2	5	3.580	0.920
EP4	I'm very happy to be working here.	2	5	3.480	0.923
EP5	I give my work my all in order to finish it.	2	5	3.500	0.756
EP6	I work really hard to do a good job in my job.	2	5	3.540	0.922
EP7	I put a lot of effort into my work.	2	5	3.500	0.756
EP8	At work, I give my task my whole attention.	1	5	3.620	0.870
EP9	I give my work my whole attention.	2	5	3.520	0.782
EP10	My attention is on my work when I'm at work.	2	5	3.580	0.725

Source: Field Survey 2025, Appendix- II

Table 8 pictures the descriptive statistics of employee performance of the employees which is measured by ten sub questions as; I have a good feeling about my work, I'm enthusiastic about my work, my work interests me, I'm very happy to be working here, I give my work my all in order to finish it, I work really hard to do a good job in my job, I put a lot of effort into my work, at work, I give my task my whole attention, I give my work my whole attention and my attention is on my work when I'm at work. It is found that employees have agreed on the all of the statements with the mean of 3.580, 3.580, 3.580, 3.480, 3.500, 3.540, 3.500, 3.620, 3.520 and 3.580 respectively. In contrast, the employees highly agreed on the statement that at work, I give my task my whole attention (3.620), meaning that employees are giving all the attention on their task to get better performance. Likewise, there is more consistent response on the statement i.e. my attention is on my work when I'm at work, indicating that respondents have similar opinion on their attention at work while there is volatile opinion of respondents on their enthusiasm on work.

Table 9  
*Descriptive Summary*

Code	Variables	Min	Max	Mean	SD
SA	Self-awareness	1.67	5	3.647	0.662
SR	Self-regulation	2.4	4.6	3.664	0.661
M	Motivation	2	5	3.570	0.708
E	Empathy	1.8	4.4	3.476	0.517
SS	Social skill	1.83	4.83	3.669	0.606
EP	Employee performance	2.2	4.4	3.548	0.585

Source: Field Survey 2025, Appendix- II

Table 9 shows the descriptive summary of the opinion of 400 employees participated in this study in term of self-awareness, self-regulation, motivation, empathy and social skill as emotional intelligence indicators and level of their performance in the bank. The summary table shows that respondents are mostly agreed on the emotional intelligence indicators and employee performance indicators with the average scores of 3.647, 3.664, 3.570, 3.476, 3.669 and 3.548 for self-awareness, self-regulation, motivation, empathy, social skill and employee performance respectively, which means that the emotional intelligence of the employees and employee performance considered highly associated with each other.

The mean value for the variable social skill is highest (i.e. 3.669) among other variables which indicates that bank employees think their social skill have higher impact on the performance in comparison to other indicators of emotional intelligence whereas employees think that empathy has least effect on the performance with the least mean value i.e. 3.476. In term of consistency of the employees' opinion, there is most consistent responses on the emotional intelligence variable as empathy with the lowest standard deviation of 0.517 while there is higher volatile opinion found on the variable motivation.

#### **4.1.2 Correlation Analysis**

This section consists correlation analysis of the variables i.e. self-regulations, self-awareness, motivation, empathy, social skill and employee performance. For this the collected data through 5 point likert scale questionnaire from the survey are analyzed using SPSS software and results presented below.

Table 10  
*Correlation Analysis*

Variables	SA	SR	M	E	SS	EP
SA	1					
SR	.775**	1				
M	.773**	.562**	1			
E	.738**	.673**	.754**	1		
SS	.685**	.739**	.604**	.620**	1	
EP	.854**	.781**	.777**	.818**	.758**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey 2025, Appendix- III

Table 10 presents the relationship analysis results between employee performance and the variables of emotional intelligence i.e. self-awareness, self-regulation, motivation, empathy and social skill in Nepalese private commercial banks. The correlation between self-awareness and employee performance is very high degree positive and significant with the coefficient 0.854, meaning that self-awareness of the employees in the workplace as their feelings, ability and limitation significantly enhances performance.

Similarly, the correlation between self-regulation and employee performance is also high degree positive and significant with the coefficient 0.781, meaning that self-regulation of the employees as their ethics, accountability, knowledge, self-control over feelings plays important role on their performance level.

Likewise, the correlation between motivation and employee performance is high degree positive and significant with the coefficient 0.777, meaning that motivational factors within an employee to push themselves to work hard, ability to grab opportunity and focused on achieving the preset goal can improve the performance level of the employees.

In the same way, the correlation between empathy and employee performance is very high degree positive and significant with the coefficient 0.818, meaning that empathy of employees with colleagues and customers, interaction with the clients and respecting others ability and taking advantage on task performance can enhances the overall performance of the employees.

In contrast, the correlation between social skill and employee performance is high degree positive and significant with the coefficient 0.758, meaning that social skill of employees to deal with customers, dispute management skill, team work with other employees towards goal achievement can increase the performance of the employees.

#### 4.1.3 Regression Analysis

This section consists regression analysis results for the dependent variable employee performance and the independent variables self-regulations, self-awareness, motivation, empathy and social skill. For this the collected data through 5 point likert scale questionnaire from the survey are analyzed using SPSS software and results presented below.

Table 11  
*Regression Analysis*

Variables	Beta Coefficients	Std. Error	t	Sig.	Tolerance	VIF
(Constant)	-0.053	0.083	-0.634	0.527		
SA	0.266	0.036	7.315	0.000	0.229	4.371
SR	0.125	0.033	3.831	0.000	0.286	3.495
M	0.116	0.030	3.927	0.000	0.301	3.318
E	0.312	0.038	8.114	0.000	0.336	2.979
SS	0.184	0.030	6.119	0.000	0.399	2.506
Model Summary	R =0.920 & R-Square = 0.847					
ANOVA Analysis	F-statistics = 436.55 & Sig. F-stat = 0.000					

a Dependent Variable: EP

Source: Field Survey 2025, Appendix- IV

Table 11 depicts regression analysis result for the dependent variable employee performance (EP) and independent variables self-regulations (SR), self-awareness (SA), motivation (M), empathy (E), and social skill (SS) using the OLS regression analysis. The table shows the R-square value of 0.847 which means that 84.70 percent change in employee performance in Nepalese commercial banks is explained by SR, SA, M, E and SS and remaining 15.30 percent change in employee performance is not explained by these variables.

The analysis of ANOVA showing the significance of regression model used in this study. The F-statistics and p-value for the regression result are 436.55 and 0.000 respectively, which means that included variables in the regression analysis are strong

enough to explain the change in employee performance and the regression model is significant or fit for the analysis.

The table also shows beta coefficients for each variables used in this study and their significance statistics. The multicollinearity in the variables showed that the VIF values for each variables are less than 5 which means that there is no multiollnearity in the independent variables of the model.

The coefficient of self-awareness is 0.266, meaning that self-awareness has significant positive effect on employee performance in Nepalese private commercial banks since the p-value (i.e. 0.000) is less than 1 percent level of significance. The coefficient also shows that if self-awareness indicator increases by 1 unit employee performance level of banks also increases by 0.266 unit.

Similarly, coefficient of self-regulation is 0.125, meaning that self-regulation has significant positive effect on employee performance in Nepalese private commercial banks since the p-value (i.e. 0.000) is less than 1 percent level of significance. The coefficient also shows that if self-regulation indicator increases by 1 unit employee performance level of banks also increases by 0.125 unit.

Likewise, coefficient of motivation is 0.116, meaning that motivation has significant positive effect on employee performance in Nepalese private commercial banks since the p-value (i.e. 0.000) is less than 1 percent level of significance. The coefficient also shows that if motivation indicator increases by 1 unit employee performance level of banks also increases by 0.116 unit.

Moreover, coefficient of empathy is 0.312, meaning that empathy has significant positive effect on employee performance in Nepalese private commercial banks since the p-value (i.e. 0.000) is less than 1 percent level of significance. The coefficient also shows that if empathy indicator increases by 1 unit employee performance level of banks also increases by 0.312 unit.

In contrast, coefficient of social skill is 0.184, meaning that social skill has significant positive effect on employee performance in Nepalese private commercial banks since the

p-value (i.e. 0.000) is less than 1 percent level of significance. The coefficient also shows that if social skill indicator increases by 1 unit employee performance level of banks also increases by 0.184 unit.

In short, the regression analysis indicates that emotional intelligence of the employees at workplace as self-regulations, self-awareness, motivation, empathy and social skill have significant positive effect on employee performance level in Nepalese private commercial banks. The most significant factor of emotional intelligence to increase employee performance is empathy of employees followed by self-awareness of the employees.

#### **4.2 Discussion**

The emotional intelligence dimension analysis among the employees of Nepalese private commercial banks and their performance level analysis through the structured questionnaire in this study found that bank employees think their social skill have higher impact on the performance in comparison to other indicators of emotional intelligence whereas employees think that empathy has least effect on the performance. However, the employees have agreed that the emotional intelligence as self-regulations, self-awareness, motivation, empathy and social skill in the work place played important role on their performance level.

The relationship between emotional intelligence and employee performance found that self-awareness and employee performance are significantly and positively correlated with each other, meaning that self-awareness of the employees in the workplace as their feelings, ability and limitation significantly enhances performance. The positive association among employee performance and self-regulation is consistent with the finding of Akhter et al. (2021) who examined that self-regulation would encourage people to take a more powerful role on their thought and emotions which increases their work performances.

Similarly, self-regulation and employee performance is also positive and significantly associated with each other, meaning that self-regulation of the employees as their ethics, accountability, knowledge, self-control over feelings plays important role on

their performance level. As per the analysis of Kandu and Kautish (2023) self-awareness was the most crucial competency associated with work place emotional intelligence of the employees which positively associated with the employees work performances.

Likewise, the correlation between motivation and employee performance is positive and significant, meaning that motivational factors within an employee to push themselves to work hard, ability to grab opportunity and focused on achieving the preset goal can improve the performance level of the employees. The result is similar with the finding of Serhan and Gazzaz (2019) who stated that self-motivated employees and their performance goes in the same direction.

In the same way, empathy and employee performance is positively and significantly correlated with each other, meaning that empathy of employees with colleagues and customers, interaction with the clients and respecting others ability and taking advantage on task performance can enhances the overall performance of the employees. As Almazrouei et al. (2015) stated the employees who are aware of their job to serve customers can deliver better services to the customers.

In contrast, social skill and employee performance is also significantly and positively associated, meaning that social skill of employees to deal with customers, dispute management skill, team work with other employees towards goal achievement can increase the performance of the employees. The result is consistent with the finding of Serhan and Gazzaz (2019) who revealed that the communication skill of the employees directly associated with the job performances.

The effect of emotional intelligence on employee performance analyzed through regression analysis found that self-awareness has significant positive effect on employee performance in Nepalese private commercial banks since the p-value (i.e. 0.000) is less than 1 percent level of significance. The results are in line with the findings of Kandu and Kautish (2023) and Akhter et al. (2021) who stated the positive effect of employees self-regulation on their work performances.

Similarly, self-regulation has significant positive effect on employee performance in Nepalese private commercial banks since the p-value (i.e. 0.000) is less than 1 percent level of significance. The result is consistent with the finding of K. C. (2022) and Kandu and Kautish (2023) who discovered that self-awareness was the most crucial factor of emotional intelligence of the employees which positively effect on performance of employees.

Likewise, motivation has significant positive effect on employee performance in Nepalese private commercial banks since the p-value (i.e. 0.000) is less than 1 percent level of significance. The result is consistent with the finding of Serhan and Gazzaz (2019) and Verma and Arora (2019) who found motivation has significant positive effect of work performance meaning that self-motivated employees can perform the assigned task better.

Moreover, empathy has significant positive effect on employee performance in Nepalese private commercial banks since the p-value (i.e. 0.000) is less than 1 percent level of significance. The result is consistent with the finding of Almazrouei et al. (2015) and Kandu and Kautish (2023) who found that empathy of employees to understand the need of customers and their thought can deliver better services to the customers.

In contrast, social skill has significant positive effect on employee performance in Nepalese private commercial banks since the p-value (i.e. 0.000) is less than 1 percent level of significance. The result is consistent with the finding of Serhan and Gazzaz (2019), Malik and Dave (2022) and Kandu and Kautish (2023) who revealed that the communication skill, openness and ability of taking empathy from others to finish the assigned task significantly effect on employees' performance.

## **CHAPTER V**

### **SUMMARY AND CONCLUSION**

The study's last chapter is this one. This chapter provides a brief explanation of the study's main findings, which include how employee performance in the banking industry in Nepal is impacted by emotional intelligence. This chapter also offer conclusion from the data analysis and provided the major implications from the study to different stakeholders.

#### **5.1 Summary**

In addition to technical capabilities, employees should improve their emotional intelligence, which can increase their productivity at work. The idea of emotional intelligence is a subset of social intelligence that includes the capacity to keep an eye on one's own emotions as well as those of others, distinguish between them, and utilize this knowledge to shape one's thoughts and behavior. The techniques enhance the idea of emotional intelligence. Emotional intelligence has a significant impact on people's mental and physical health. It encompasses many different activities, including commerce, communication and transportation, financial, real estate, and corporate services, as well as social, personal, and community services. The many reform initiatives in Nepal are only focused on enhancing financial performance, fostering the development of new goods, enhancing building infrastructure, and promoting contemporary methods, among other things. No reform initiatives that address the psychological issues of employees have yet to be initiated. Since the banking industry is the foundation of every economy, this study focuses on the recently developed but no less significant idea of emotional intelligence in bank workers.

This study's primary goal is to ascertain how workers' performance in Nepalese banks is related to their emotional intelligence. Additionally, this study looked at the emotional intelligence of the banking industry's employees in Nepal, analyze the relationship between the emotional intelligence components (self-awareness, self-regulation, motivation, empathy, and social skills) and employee performance in the banking industry, and assess the influence of the emotional intelligence components on employee performance in the banking industry. This study employed both a descriptive

and a causal comparative research design in order to accomplish its goal. This study's conclusions are entirely derived from the original survey.

The study's primary focus is on the connection between employee performance and emotional intelligence in the banking industry in Nepal. Employees of the banking industry in Nepal have been given a set of structured questionnaires to complete in order to gather data. The questionnaires are distributed among the employees of banks and were requested to fill up as per their personal preferences. A total of 400 questionnaires were collected. All of the questionnaires are selected for analysis because all questionnaires were complete. Closed-ended questions were included in the questionnaire to cut down on response time. To make the questionnaire simple to complete and objective, the majority of the closed-ended questions were scored on 5-point Likert scales. The scale's items range in score from 1 (strongly disagree) to 5 (strongly agree). SPSS was used to record and analyze the acquired data, while Excel was also utilized for analysis. The coding is done in accordance with the relevant regulation, depending on the kind of questions. Several statistical methods were employed to examine the data, including the multiple regression model and correlation analysis for relationship analysis and the calculation of the mean and standard deviation for descriptive analysis.

The dimension of emotional intelligence of the employees at work place is analyzed in term of self-awareness, self-regulation, motivation, empathy and social skill as emotional intelligence indicators and level of their performance in the bank. It was found that respondents agreed on the emotional intelligence indicators which means that the emotional intelligence of the employees and employee performance considered highly associated with each other. It was revealed that bank employees think their social skill have higher impact on the performance in comparison to other indicators of emotional intelligence whereas employees think that empathy has least effect on the performance. The relationship analysis revealed that emotional intelligence i.e. self-awareness, self-regulation, motivation, empathy and social skill have significant positive association with the performance level of employees in Nepalese private commercial banks.

## 5.2 Conclusion

The employee intelligence in the banking sector analyzed in this study as self-awareness, self-regulation, motivation, empathy and social skill of the employees of Nepalese private commercial banks. The summary of findings of this study conclude that the employees in Nepalese banking sector considers self-awareness, self-regulation, motivation, empathy and social skill are the major determinants of emotional intelligence of individuals which directly effect on the performance level.

The relationship of emotional intelligence and employee performance in the banking sectors found to be positive and significant. It can be concluded that employees' self-awareness, self-regulation, motivation, empathy and social skill at workplace increases the work performance in Nepalese banking sector. Therefore, it is important to stress how emotional intelligence affects employees' behavior while they work in banks, as well as how well they do tasks and handle unexpected events that may happen.

The effect of emotional intelligence on employee performance of private banks employees found that there is significant positive effect of self-awareness, self-regulation, motivation, empathy and social skill on performance, meaning that emotionally fit employees in the banking sector can do better job performance. A bank that employs people with strong emotional intelligence skills may be able to outperform its rivals. For its staff to perform better and have positive client relations, banks must set up emotional intelligence training programs.

## 5.3 Implications

The major finding from this study has various implications to different stakeholders which are presented below;

- To ensure that subordinates contribute successfully to the achievement of corporate goals and objectives, leaders should maintain their social awareness abilities. To be cognizant of their advantages and disadvantages, introspective, experience-based, and receptive to frank criticism.
- It was discovered that employee performance in the banking sector of Nepal is correlated with self-awareness, self-regulation, motivation, empathy, and social skills. According to the evidence provided, employee performance at work is

directly correlated with emotional intelligence. Therefore, in order to bank on greater outcomes from the employees, management should concentrate on their emotional intelligence and manage their positions at work.

- The study offered actual proof that employee success in the banking industry in Nepal is correlated with emotional intelligence competencies. Therefore, in order to increase employee's performance and ensure that they are content with their existing tasks, bank managers should encourage active employee participation at the organizational level.
- It is necessary to do this research in more states in order to compare and evaluate how broadly applicable the study's conclusions can be. Employee's emotional intelligence in other industry. Likewise, this study examined the relation between employee performance and emotional intelligence in Nepalese commercial banks and taking the reference of this study the association of customer satisfaction and emotional intelligence can be examined in the banking sector.
- The influence of five variables on worker performance has been examined by the study. To improve staff performance, bank authorities should, nonetheless, take into account a variety of rules and tactics that take into account additional factors including career progressivism, mindfulness, work-life balance, and refresher training. Future research should take into account government banks collecting data from their existing bank workers to assess their performance level in order to overcome the limitations of the current studies' generalization.

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