

EMOTIONAL INTELLIGENCE JOB STRESS AND CREATIVITY: A MEDIATING ROLE OF JOB STRESS

A Dissertation Submitted to Office of the Dean Faculty of Management In Partial
fulfillment of the Requirements of the Degree of Master of Business Studies (M.B.S.)

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CERTIFICATION OF AUTHORSHIP

I hereby, declare that the this **EMOTIONAL INTELLIGENCE JOB STRESS AND CREATIVITY: A MEDIATING ROLE OF JOB STRESS** Submitted of the Dean, Faculty of Management, Tribhuvan University, is my original work done in the form of partial fulfillment of the requirements for the Degree of Master Business Studies under the supervision of Dr. Bharat Rai of Nepal Commerce Campus

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REPORT OF RESEARCH COMMITTEE

Mss. **Sujana Dahal** has defended research proposal entitles **EMOTIONAL INTELLIGENCE JOB STRESS AND CREATIVITY: A MEDIATING ROLE OF JOB STRESS** successfully. The research committee has registered the dissertation for future progress .It is recommended to carry out the work as per suggesting and guidance supervisor Dr. Bharat Rai and submit the Dissertation for evaluation and viva voce examination .

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ABSTRACT

This study investigates the relationship between emotional intelligence, job stress, and creativity, with a particular focus on the mediating role of job stress. In today's dynamic and competitive work environment, emotional intelligence has emerged as a crucial factor influencing employee behavior and outcomes. Emotional intelligence enables individuals to perceive, regulate, and manage emotions effectively, which can help mitigate stress and foster creative thinking. This research aims to explore how employees' emotional intelligence influences their creativity directly and indirectly through the level of job stress they experience. Using a structured questionnaire, data were collected from 318 employees working in various sectors across Nepal. The study applies structural equation modeling (SEM) to test the hypothesized relationships. Findings reveal that emotional intelligence negatively correlates with job stress, while job stress negatively impacts creativity. Furthermore, job stress partially mediates the relationship between emotional intelligence and creativity. These findings highlight the importance of developing emotional competencies among employees to reduce stress levels and enhance creative performance. The study offers both theoretical implications for organizational psychology and practical insights for HR professionals seeking to build emotionally intelligent and resilient workforces that can adapt and innovate in challenging environments.

Keywords: *Emotional Intelligence, Job Stress, Mediation, Employee Performance,*

CHAPTER - I

INTRODUCTION

1.1 Background of the Study

In today's dynamic and competitive work environment, emotional intelligence (EI) has emerged as a critical factor influencing workplace behavior, employee well-being, and overall organizational success. Emotional intelligence, which encompasses self-awareness, self-regulation, motivation, empathy, and social skills, plays a significant role in managing job-related stress and fostering creativity among employees. The ability to understand and regulate emotions effectively not only enhances interpersonal relationships but also mitigates stress, which can otherwise hinder cognitive flexibility and innovative thinking.

Job stress, a prevalent challenge in modern workplaces, arises from excessive workloads, role ambiguity, time pressures, and interpersonal conflicts. While moderate levels of stress can sometimes act as a motivator for performance, chronic job stress often leads to burnout, reduced job satisfaction, and decreased creative potential. Understanding the role of job stress as a mediator between emotional intelligence and creativity is crucial in determining how organizations can foster a work environment that enhances both employee well-being and innovative output.

Creativity is increasingly recognized as a key driver of organizational success, allowing businesses to adapt to market changes, improve efficiency, and maintain a competitive edge. Employees who can think creatively contribute to problem-solving, process improvements, and product innovations. However, stress can either stimulate or inhibit creativity depending on how individuals manage their emotional responses to workplace challenges. Employees with high emotional intelligence are more likely to regulate stress effectively, allowing them to maintain cognitive flexibility and engage in creative problem-solving.

Nepal's information and communication technology (ICT) sector is still in its developmental stage, lagging behind both developed and developing nations in terms of infrastructure and service availability. A significant digital gap persists in Nepal

(Sharma & Kim, 2016), and although the IT sector has substantial growth potential, it remains underdeveloped due to limited awareness of its importance. However, efforts are being made to integrate information technology with government initiatives, recognizing the rapid global changes in this field.

Emotional intelligence (EI) is the ability to recognize, understand, and regulate one's own emotions as well as those of others while maintaining empathetic relationships. It plays a crucial role in managing stress and fostering effective workplace interactions. Sinha (2014) describes EI as a psychological state that influences how individuals respond to emotionally charged situations. Work-related stress is one of the most significant stressors in an individual's life (Gorgi & Moghim, 2012). Employees experiencing high levels of job stress often disengage psychologically—exhibiting disinterest or lack of involvement in their roles—or physically, through tardiness, absenteeism, or even resignation (Beehr & Newman, 1978). However, higher emotional intelligence has been linked to better workplace performance, stronger professional relationships, and overall job satisfaction (Gupta, 2014).

Creativity, defined as the ability to generate novel, useful, and innovative solutions (Oldham & Cummings, 1996), is a critical factor for organizational success, especially in today's highly competitive global economy (Raykoy, 2014). Despite the increasing demand for creativity, many organizations struggle to foster an innovative work culture. Job stress can significantly hinder creativity by leading to burnout, absenteeism, and high turnover rates. Employees facing excessive workplace stress may find it challenging to think creatively or contribute innovative ideas.

Emotional intelligence has been identified as a powerful tool for enhancing employee productivity and maintaining a positive work environment (Raghunath & Ratnalu, 2011). In the IT sector, employees are primarily focused on technical skills, often overlooking the importance of emotional regulation and stress management. Given that IT professionals are generally considered to have moderate EI levels compared to other professions such as teachers, businesspeople, and law enforcement officers (Raghunath & Ratnalu, 2011), it is crucial to examine whether they possess the necessary emotional competencies to handle workplace stress effectively.

Many businesses prioritize intelligence quotient (IQ) over emotional intelligence (EI) when evaluating candidates, often underestimating the role of EI in employee performance. While creativity and innovation are highly valued in organizations, they require effective collaboration within complex social structures. Emotional

intelligence facilitates teamwork by improving coordination, communication, and conflict resolution. Alnydawwy (2015) highlights that organizations should provide employees with a strong understanding of emotional intelligence to help them manage stress effectively and leverage it to enhance creativity and productivity.

Given these considerations, this study seeks to explore the role of emotional intelligence in managing job stress and its subsequent impact on employee creativity. Understanding this relationship can provide valuable insights for organizations looking to enhance both employee well-being and innovative capacity, particularly within Nepal's IT sector.

1.2 Problem Statement

In today's rapidly evolving work environment, organizations increasingly recognize the importance of emotional intelligence (EI) in enhancing employee performance, reducing job stress, and fostering creativity. However, many businesses, particularly in Nepal's developing IT sector, continue to prioritize technical skills over emotional competencies, often overlooking the impact of EI on workplace stress and innovation. Employees in high-stress environments frequently struggle with managing their emotions, which can negatively affect their ability to think creatively and contribute innovative ideas to the organization.

Job stress is a critical issue affecting employees' productivity, engagement, and overall job satisfaction. Excessive stress can lead to burnout, absenteeism, and high turnover rates, all of which undermine organizational effectiveness. While some level of stress can act as a motivator, uncontrolled stress can stifle creative thinking and limit employees' ability to generate novel solutions. Given that emotional intelligence plays a crucial role in stress management, understanding its influence on workplace creativity through the mediating role of job stress is essential.

Despite extensive research on EI, job stress, and creativity as individual constructs, limited studies have explored the intricate relationships among these variables, particularly in Nepal's IT sector. It remains unclear whether employees with higher emotional intelligence are better equipped to manage job stress and, consequently,

exhibit higher levels of creativity. This gap in the literature highlights the need for a comprehensive study examining how EI influences creativity by alleviating job stress.

Therefore, this study aims to investigate the mediating role of job stress in the relationship between emotional intelligence and creativity. By addressing this research gap, the findings can provide valuable insights for organizations, policymakers, and HR professionals seeking to create a more productive and innovative work environment.

Research Questions

Similarly, the research questions are as follows:

1. What is the position of self-awareness ,social awareness, self-management, relationship management on job stress?
2. What is the relationship between the Self-Awareness ,social awareness, self-management, relationship management on job stress?
3. What is the impact of self-awareness ,social awareness, self-management, relationship management on job stress?

1.3 Objectives of the Study

The major objective of this research is to examine the mediating effect of emotional intelligence between job stress and employees' creativity while specific objectives are:

4. To measure the position of self-awareness ,social awareness, self-management, relationship management on job stress..
5. To analysis the relationship between the Self-Awareness ,social awareness, self-management, relationship management on job stress.
6. To analyze the impact of self-awareness ,social awareness, self-management, relationship management on job stress.

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1.4 Research Hypothesis

H₁: There is a significant effect of self-awareness on job stress.

H₂: There is a significant effect of social awareness on job stress.

H₃: There is a significant effect of self-management on job stress.

H4: There is a significant effect of relationship management on job stress.

1.5 Rationale of the Study

The modern workplace is becoming increasingly complex, requiring employees to manage not only their technical responsibilities but also their emotional well-being and stress levels. In Nepal's growing IT sector, where professionals often work under high pressure and tight deadlines, the ability to regulate emotions and manage job stress is crucial for maintaining productivity and fostering innovation. However, the importance of emotional intelligence (EI) in this context remains largely overlooked, with most organizations prioritizing technical skills over emotional competencies.

Emotional intelligence is a key factor in helping employees cope with job-related stress and improving their creative potential. Employees with high EI are better equipped to navigate workplace challenges, regulate their emotions, and maintain effective professional relationships. Stress, if not managed properly, can lead to burnout, decreased motivation, and reduced creativity—factors that can negatively impact both individual and organizational performance. Understanding the role of EI in mitigating job stress and its subsequent effect on creativity is crucial for organizations aiming to foster a more innovative and resilient workforce.

While research on EI, job stress, and creativity exists in different contexts, there is a lack of empirical studies exploring the mediating role of job stress in the relationship between emotional intelligence and creativity, particularly in Nepal. Given the increasing demand for creative problem-solving and innovation in the IT sector, this study is necessary to bridge this research gap. By analyzing how emotional intelligence influences workplace creativity through job stress, this study will provide valuable insights that can inform HR policies, training programs, and leadership strategies aimed at improving employee well-being and enhancing organizational performance.

Furthermore, the findings of this study can be beneficial to managers, policymakers, and researchers by offering evidence-based recommendations for fostering a work environment that supports both emotional well-being and creative excellence. As

organizations in Nepal strive to compete in the global digital economy, understanding the interplay between EI, stress, can help them build a more adaptive and innovative workforce.

1.6 Limitations of the Study

The following lists a few of this study's limitations:

1. The IT industry is the sole subject of this study. Other sectors and industries may also be the subject of additional research.
2. The only other component that this study looks at to assist employees moderate their stress is emotional intelligence. Thus, by using a different mediating variable, more research on the connection between job stress and employees' creativity can be done.
3. Since the research only looks at commercial organizations, more research on the public sectors can be done.

1.7 Organization of the Study

The first chapter of the body part is the introduction to the research study. This chapter covers the background of the problem, the problem statement, the purpose of the study, the research hypotheses, the significance of the study, the limitations of the research study and finally structure of the study.

The second chapter is the literature review of the related study. This chapter comprises the literature review of related terms like emotional intelligence, job stress, creativity and IT industry. Furthermore, this chapter also includes the research gap as well as the theoretical framework of the study.

This is the third chapter of the study which comprises of research design, population and sample, sampling technique, instrumentation, sources and methods of data collection, pilot study, data analysis technique and reliability and validity test.

The fourth chapter is the data analysis and result that includes findings of the survey presented in different tables and figures. This chapter briefly describes the results of the objective set related to emotional intelligence, job stress and creativity in the IT industry of the valley.

CHAPTER –II

LITERATURE REVIEW

This chapter deals with a theoretical review related to the research. It generally includes the definitions, theory and other subject matters.

2.1 Conceptual Review

Individuals within an organization possess distinct emotions, beliefs, customs, and necessities, which can sometimes lead to discord. Emotional intelligence plays a crucial role in mitigating conflicts arising from these differences (Hilda et al., 2016). Professionalism is influenced by emotional intelligence and job stress, which are recognized as significant psychological and predictive elements in professional domains. Gorji and Moghim (2012) examined the relationship between emotional intelligence and job stress, highlighting that individuals with higher emotional intelligence are less susceptible to professional pressures.

Emotional Intelligence

Although not a new concept, emotional intelligence has recently garnered significant attention in business and organizational studies (Chhabra & Mohanty, 2013). Emotional intelligence refers to an individual's ability to regulate and manage their emotions as well as the emotions of others. In other words, emotionally intelligent individuals can influence the feelings of those around them (Goleman, 1995). According to Goleman (2004), Wang et al. (2015), and Bar-On (1988), emotional intelligence is regarded as a social skill that involves well-being, excitement management, sustained motivation, self-control under stress, and mental regulation.

High emotional intelligence is associated with an appreciation of diverse perspectives, sensitivity to group differences, attentiveness to emotional cues, active listening, and a desire for mutual understanding (Radhika, n.d.). Mayer et al. (1999) defined emotional intelligence as the ability to understand emotions and their relationships and apply this understanding to problem-solving through reasoning. Similarly, Yusoff

et al. (2013) described emotional intelligence as the ability to modify one's emotions in response to the demands of a dynamic work environment.

Vratskikh et al. (2016) argued that employees' ability to regulate their emotions influences their performance and fulfillment of responsibilities. Gough (2011) and Chhabra and Mohanty (2013) further asserted that emotional intelligence underpins an employee's professional success. Individuals with high emotional intelligence are more likely to excel in their roles and experience less workplace stress (Gill, 2010). Such individuals are also better equipped to handle challenging situations, communicate their emotions effectively, and release the burden of negative emotions (Bokharaeian et al., 2014).

Encounters in professional settings become less meaningful without emotional weight (Goleman, 1996). Employees with high emotional intelligence are more aware of the factors that influence their emotional well-being (Cekmecelioglu et al., 2012). Hacker (2018) identified six processes for managing emotions, while Girrel (2011) developed a periodic table of human emotions, categorizing them from simple to complex emotions such as passion and depression. Emotional intelligence not only helps individuals manage stress but also enhances creativity and productivity (Kulkarni et al., 2009).

Emotional intelligence is a learnable skill that can be developed through practice and education (Steiner, 2005). Riyadi (2015) emphasized that emotional quotient (EQ) can be nurtured from childhood to contribute to long-term success. However, studies have shown that many managers and supervisors struggle to regulate their emotions at work (Kulkarni et al., 2009). Goleman (2004) categorized emotional intelligence into four key dimensions: self-awareness, social awareness, self-management, and relationship management.

Self-Awareness

Self-awareness is the ability to recognize one's own emotions. Goleman (1996) noted that individuals who lack self-awareness are more likely to experience distress. Furnham (2012) identified accurate self-evaluation, self-confidence, and emotional self-awareness as core components of self-awareness. According to Tjan (2012),

individuals who lack self-awareness struggle to identify their strengths and weaknesses.

Social Awareness

Social awareness involves understanding and considering the emotions of others when making decisions. Hess and Bacigalupo (2013) emphasized that relationship awareness is critical for effective decision-making. The key competencies of social awareness include empathy, service orientation, and organizational awareness, which enable individuals to assess the impact of their actions (Boyatzis et al., 2000).

Self-Management

Self-management entails emotional regulation, optimism, initiative, transparency, adaptability, and goal orientation (Furnham, 2012). Effective self-management involves controlling one's reactions, managing moods, and regulating impulses (DeWall et al., 2011).

Relationship Management

Individuals with strong relationship management skills exhibit leadership qualities and interpersonal efficiency (Goleman, 1996). According to Goleman (1998), social skills are essential for managing relationships, building networks, establishing rapport, and finding common ground. Empathetic employees are more accepting of diversity, making relationship management crucial for workplace success (Atwater & Waldman, 2008)

Based on these definitions, it is evident that the authors believe that emotional intelligence refers to people's capacity to recognize, comprehend, and control their feelings. Therefore, emotional intelligence is the capacity to recognize one's own emotions and appropriately regulate them in a variety of contexts in order to preserve harmonious relationships with others.

Job Stress

Definition and Overview Job stress refers to the physical and psychological strain that occurs when employees perceive a mismatch between the demands of their job

and their ability to meet those demands (Gorgi & Moghim, 2012). Job stress can result from personal traits, work environment, and external factors, which ultimately affect employees' ability to fulfill workplace expectations. While stress is inevitable in most jobs, its intensity, causes, and effects vary widely.

The Impact of Job Stress Studies show that job stress has significant negative effects on both employees' personal and professional lives. It has been linked to lower job satisfaction, impaired performance, poor health, and reduced organizational commitment (Yamani, Shahabi, & Hagmani, 2014; Zhuwao et al., 2015). Stress not only affects physical and mental well-being but also impacts employee creativity and productivity (Chhabra & Mohanty, 2013).

The Person-Environment (P-E) Fit Model Harrison's (1987) Person-Environment (P-E) Fit Model highlights that job stress arises from the mismatch between an individual's capabilities and the demands placed upon them. Stress is not inherently a result of the environment itself, but rather from the inability of the individual to cope with these demands. When employees cannot meet expectations, whether time- or quantity-based, stress ensues (Kumari et al., 2014). Interestingly, some level of stress can be constructive when it drives achievement and helps maintain a positive personal image (Jahanian, Tabatabaei, & Beh, 2012).

Causes and Sources of Job Stress

Work-Related Stress Stress can arise from job content that employees find meaningless, unchallenging, or unpleasant. Other contributing factors include heavy workloads, long hours, unsocial working schedules, and a lack of resources to meet job demands (Mayuran, 2013; Ismail et al., 2011). When companies push employees to meet unrealistic deadlines, stress levels rise (Dwamena, 2012).

Role Conflict Role conflict occurs when employees are unable to meet their own standards or the expectations set by their organization. This kind of conflict can contribute to job stress and hinder creativity (Soltani et al., 2013; Wu & Norman, 2006). The unclear relationship between stress and creativity due to role conflict remains an area for further exploration (Tang & Chang, 2010).

Relationship with Colleagues Negative workplace relationships, including bullying, poor team dynamics, or conflict with supervisors and peers, are major stressors (Cartwright & Cooper, 2002; Rayner, 1998). Workplace culture and interpersonal issues contribute significantly to stress and impact performance (PVS, 2018).

Work-Life Balance Work-life conflict arises when employees struggle to balance their professional and personal lives. This imbalance leads to stress, reduced productivity, and increased absenteeism (Lazar et al., 2010). Achieving a balance between work and personal life is crucial for maintaining creativity and high performance (Dhas, 2015).

Effects of Job Stress

Job stress can have widespread effects on employees. It is associated with reduced job satisfaction, burnout, anxiety, and other negative physical and mental health outcomes (Baqutayan et al., 2017; Sunil & K.Y., 2009). It can diminish employees' motivation, morale, and even impair their ability to make decisions (Dar et al., 2011). Ultimately, unmanaged job stress compromises both personal well-being and job performance (Rana & Munir, 2011).

Managing Job Stress

Managing job stress is critical to maintain productivity and employee well-being. Organizations are encouraged to implement strategies such as stress-reduction programs, improved communication, supportive work environments, and better work-life balance practices (Kushwaha, 2014; Panigrahi, 2016). For individual stress management, time management, physical exercise, and a healthy lifestyle can significantly reduce stress levels (Alipour, 2011). Moreover, organizations can improve work environments by considering ergonomic design and creating spaces that reduce stress, such as areas with natural lighting and plants (Samani, Rasid, & Sofian, 2014; Shibata & Suzuki, 2004).

Creativity and Job Stress

Creativity is essential in today's fast-paced and competitive business environment. Employees who are stressed may find it difficult to tap into their creative potential, as stress inhibits cognitive flexibility and problem-solving abilities (Naseem, 2017). Conversely, some stress may serve as a motivating force that enhances creative performance, particularly when the stress is moderate and goal-oriented (Gupta & Banerjee, 2016).

Workplaces that foster creativity tend to emphasize innovation, provide employees with the autonomy to explore new ideas, and encourage collaboration among teams (Serrat, 2009). Stress, if not managed properly, can undermine the creative potential of employees, highlighting the need for organizations to strike a balance between performance pressures and support for innovation (Zhou & Hoever, 2014).

Stress in the IT Industry

The IT industry, known for its high demands, is a prime example of a sector where job stress can be particularly prevalent. Issues such as heavy workloads, low morale, and poor career advancement opportunities are significant stressors in the IT sector (Babu & Balakrishna, 2017). Irregular working hours and night shifts are common stress contributors (Vijayan, 2017). The need to balance workload and creativity in the IT sector is critical to ensure both high productivity and employee well-being (Rathore, 2015).

In conclusion, job stress is a complex, multifaceted issue with far-reaching implications for both individuals and organizations. While some level of stress is inevitable, excessive or poorly managed stress can negatively affect employee performance, creativity, and overall well-being. Understanding the sources of stress and implementing effective management strategies is essential for fostering a healthy, productive, and innovative workforce.

2.2 Empirical Review

This chapter summarizes the relevant research that has been conducted by various academics and researchers. Numerous research on various factors that are regarded as literature for the topic have been discussed.

Singh and Sharma (2016) found that emotional intelligence significantly reduced job stress among teachers in India. Teachers with higher EI managed interpersonal conflicts better and experienced lower psychological strain.

Nikolaou and Tsaousis (2002) studied Greek professionals and reported that emotional intelligence negatively correlates with occupational stress, particularly in high-demand environments.

Petrides et al. (2016) confirmed that individuals with higher EI had lower levels of perceived job stress, especially in emotionally demanding jobs such as nursing and counseling. Job stress is widely recognized as a detrimental factor for creativity, particularly when the stress is chronic or overwhelming.

Amabile et al. (2005) highlighted that high stress levels impair cognitive flexibility and intrinsic motivation, which are crucial for creativity.

Zhou and George (2001) emphasized that while some stress might stimulate creativity under certain conditions (e.g., time pressure), prolonged stress typically hinders creative performance.

Hargreaves (2011) found that excessive stress in teaching professions led to emotional exhaustion, reduced engagement, and lower innovative teaching methods. There is strong empirical support for the positive impact of emotional intelligence on creativity. Emotional intelligence enhances individuals' ability to manage mood swings, stay motivated, and think divergently. Salovey and Mayer (1990) originally posited that individuals who are emotionally intelligent are more open to new experiences and ideas, which fosters creativity Carmeli, Yitzhak-Halevy, and Weisberg (2009) demonstrated that employees with high emotional intelligence are more likely to engage in creative behavior, especially in supportive organizational cultures.

Cheung et al. (2011) observed that EI contributes to creative problem-solving abilities in knowledge workers. Several studies have tested job stress as a mediating variable between emotional intelligence and creativity, suggesting that EI reduces job stress, which in turn facilitates creativity.

Li, Li, and Wang (2020), in a study of Chinese R&D professionals, found that job stress partially mediated the relationship between emotional intelligence and creativity. Higher EI led to lower stress, thereby enhancing creative outcomes.

Özdemir and Aslan (2021) concluded that emotional intelligence had an indirect effect on creativity through the mediation of job stress among healthcare professionals. Emotional regulation and interpersonal management reduced stress, promoting innovation.

Azeem and Nazir (2015) observed a full mediation effect in the education sector, where teachers with high EI experienced less job stress and displayed higher levels of creative teaching practices. Success requires the capacity to manage stress through emotional intelligence (EI) (Baqutayan, et al, 2017).According to Agila and Padmanabhan (2017), emotional intelligence is important in the workplace since it can improve the caliber of interactions there.

Although IQ only contributes 20–25% of the variation in predicting an individual's success in both their personal and professional life, emotional intelligence has a larger role and is therefore more important than academics (Goleman, 1998). Emotions play a vital part in the stress process, as Lazarus (1999) pointed out, as stress and emotions are interdependent when there is stress. A negative connection was found in (Nikolaou & Tsaousis, 2002) between emotional intelligence and occupational stress,

meaning that higher emotional intelligence was associated with lower occupational stress. Since emotional intelligence is becoming more and more important, it is being used extensively in HRM processes, including hiring, selecting, rewarding, compensating, promoting, and training and development (Zeidner, et al. 2004).

According to Bulik (2005), people who possess emotional intelligence are able to successfully handle emotions and emotional cues in the workplace, which helps them cope with occupational stress. This in turn influences job satisfaction, organizational commitment, and job stress.

Emotional intelligence is critical because it supports workers in reducing work-related stress and improving performance (Lyons & Schneider, 2005). According to theory, people with high emotional intelligence are probably going to have a better degree of psychological well-being than people with poor emotional intelligence (Carmeli, et al, 2009). Stressors reduce the ability to be creative because they take up some of a person's limited mental resources, which prevents them from being creative (Alnidawy, 2015; Teichner, et al. 1963); (Byron, et al, 2010). According to Tang and Chang (2010), one aspect of the workplace that influences creativity is workload pressure. Stress can influence creativity in either a positive or negative way. According to some research, a certain amount of tension encourages workers to focus by creating excitement.

Thus, the association between occupational stress and creativity is formed like an inverted U, according to Lee et al. (2010). Organizational job stress has a negative impact on an individual's health. Because excessive occupational stress can lower employee quality and productivity, it also has an impact on the health of society as a whole (Gorji & Moghim 2012). People must be able to regulate their emotions under duress and in difficult situations, and they must have a solid awareness of the emotional factors that influence the quality of their job (Psilopanagioti, et al., 2012). Companies used to prioritize IQ, or the cognitive component of intelligence, such as memory and problem-solving ability, when selecting competent candidates; but, in more recent times, non-cognitive factors have also been taken into account (Chhabra & Mohanty, 2013).

Cecchi and Kumar (2016) claim that employee creativity and job stress are influenced by motivation as well. While intrinsically driven individuals view creativity as a task

they want to take on and embrace, extrinsically motivated employees feel more pressure to come up with new ideas. According to Rashid, Bajwa, and Batool (2016), in order to maintain employees' capacity for improved and more successful performance within a business, emotional intelligence should be included in employee training. According to Rich (2016), emotional intelligence fosters creativity in workers while also assisting in the reduction and management of workplace stress. While many managers have prioritized physical tools and technologies over the mental health of their staff members in order to foster creativity and innovation, managers today have

When faced with extremely stressful situations, employees are unable to use their abilities to fit into job requirements and function well in the environment, which negatively affects their creativity (Naseem, 2017). Moreover, Naseem (2017) noted that employees' emotional intelligence enables them to manage the various stressors they encounter at work, which might enhance their creativity.

A study by Sharma (2017) focused on the banking sector in Nepal and found that excessive workload, role ambiguity, and poor work-life balance were significant contributors to job stress. The research showed that employees in commercial banks often face high levels of stress due to targets, long working hours, and limited resources, leading to poor job satisfaction and mental health issues. Additionally, the study emphasized the need for organizations to focus on stress management techniques such as counseling, time management, and employee well-being programs. Another research by Yadav and Bhattarai (2019) in the education sector revealed that teachers in Nepal's schools and universities face stress due to role conflict, low salary, and insufficient professional development opportunities. The study also identified the lack of institutional support and infrastructure as major factors contributing to job stress, which ultimately affected the creativity and teaching quality of educators.

In the context of Nepalese organizations, Chhetri (2016) examined the relationship between role conflict, workload, and job stress among employees in Nepalese private companies. The study found that role conflict, a mismatch between personal expectations and organizational demands, was a key factor contributing to stress. Employees working in organizations with unclear job descriptions or excessive expectations experienced higher levels of anxiety and tension.

The issue of work-life balance was another critical finding in the study by Khadka & Bhattarai (2020), which revealed that many Nepalese employees, especially those in

urban areas, struggle to balance work and personal life. This imbalance was particularly prominent among women in the workforce, who often had to juggle household responsibilities with their professional duties. The study concluded that such imbalance significantly increased stress levels, affecting overall well-being and productivity.

A study by Shrestha (2018) in the hospitality sector found that job stress negatively impacted employees' performance and creativity. High stress led to burnout, which in turn reduced the capacity for innovation and problem-solving among employees. It was also found that the stress, if unmanaged, led to absenteeism and turnover, further affecting the efficiency of businesses.

Similarly, research by Dahal and Kumar (2020) in the IT sector in Nepal found that work-related stress significantly impaired decision-making abilities and job satisfaction. Employees in the IT sector reported stress due to high workloads, long hours, and demanding deadlines, which caused a decrease in motivation and creativity. The study concluded that job stress was a major contributor to the low performance and high turnover rates within the IT sector.

To manage job stress, Gautam & Chhetri (2018) suggested that Nepalese organizations need to adopt stress management techniques, including better communication, employee counseling programs, flexible working hours, and stress-relief activities like yoga and meditation. The study highlighted the importance of a supportive work environment and leadership that prioritizes employee well-being to reduce stress.

In line with these findings, Bista (2019) emphasized that organizational culture plays a pivotal role in mitigating job stress. Organizations that promote a collaborative work environment and offer opportunities for employee growth and development tend to experience lower stress levels. In contrast, companies with hierarchical structures and rigid policies often see higher stress levels among their employees.

Implications for Nepalese Organizations

The review of related studies on job stress in the Nepalese context suggests that organizations must recognize the detrimental effects of stress on employee well-being and performance. By focusing on improving work-life balance, enhancing role clarity, and fostering supportive work environments, organizations can mitigate the negative impacts of stress. Additionally, developing stress management programs and

encouraging open communication between employees and management will contribute to better overall employee performance and creativity.

Moreover, there is a growing need for further research on the intersection of organizational practices, culture, and job stress in Nepal. More studies are needed to examine how specific sectors and industries in Nepal respond to stress and to identify industry-specific interventions for reducing stress.

2.3 Research Gap

In the context of the research on Emotional Intelligence (EI), Job Stress, and Creativity, a few notable research gaps emerge based on the existing literature. Identifying these gaps is essential to contribute to the advancement of the field and provide a clearer understanding of the role job stress plays as a mediator in the relationship between EI and creativity. Below are the identified gaps:

While studies have investigated the individual relationships between EI and job stress, as well as job stress and creativity, few have examined job stress explicitly as a mediating variable in the relationship between EI and creativity. Most research primarily considers direct effects, without focusing on how EI may reduce job stress, which, in turn, enhances creativity. This gap calls for more research on how job stress functions as a mediator in this relationship. There is limited research that explores how this relationship varies across different sectors, industries, or even cultural contexts. For instance, how EI impacts job stress and creativity might differ significantly in high-stress professions (e.g., healthcare, law enforcement) compared to more relaxed sectors (e.g., education, creative industries). Additionally, research conducted in different cultural settings could yield varying results, as emotional intelligence and stress perceptions are often culturally nuanced. Research that accounts for sector-specific variables or cultural differences would fill a critical gap. Much of the existing literature on EI, job stress, and creativity is cross-sectional, which limits causal inferences. Longitudinal studies that track changes over time or experimental studies that manipulate EI levels and measure subsequent changes in job stress and creativity would provide stronger evidence of the mediating role of job stress. This type of research could establish more concrete causal relationships between the variables. Different models and frameworks of EI (e.g., ability model vs. mixed model) have been used in research, but there is a lack of consensus on which model most effectively predicts job stress and creativity outcomes. Further studies

could focus on how different dimensions of EI (such as emotional regulation, empathy, or emotional awareness) impact stress and creativity. Understanding which EI components are most relevant in reducing stress and enhancing creativity would help in more targeted interventions and training programs.

While research generally acknowledges the role of EI in reducing job stress and fostering creativity, there is limited exploration of how individual differences—such as personality traits (e.g., neuroticism, extraversion) or cognitive styles—interact with EI to influence job stress and creativity. Further investigation into how these individual differences may moderate or mediate the relationships would provide a more nuanced understanding.

The rise of remote and hybrid work models has altered the nature of job stress, creativity, and interpersonal dynamics at the workplace. Few studies have explored how EI functions in these new work environments, where face-to-face interactions are limited, and stressors may differ significantly from traditional office settings. Research in this area could explore how remote workers use EI to cope with isolation, burnout, and creativity challenges. Another underexplored area is the role of organizational climate and leadership in shaping the impact of EI on job stress and creativity. How do organizational culture, leadership style, or support systems moderate the effects of EI on stress and creativity? This could offer insights into how organizations can foster environments that enhance emotional intelligence and reduce job stress, ultimately boosting creativity. Creativity itself is a complex and multidimensional construct. Research often focuses on creativity as a general trait, but creativity can manifest differently across various domains (e.g., artistic creativity, problem-solving, innovation in work processes). Future studies could explore whether EI and job stress affect these different forms of creativity in distinct ways, providing a more granular understanding of how EI impacts specific types of creativity.

Conclusion:

Addressing these gaps would not only deepen the understanding of the relationship between EI, job stress, and creativity but also provide practical insights for organizational strategies and individual interventions. Specifically, focusing on the mediating role of job stress and exploring the influence of contextual and individual factors would provide a more comprehensive framework for improving employee well-being and creativity in the workplace.

CHAPTER – III

RESEARCH METHODOLOGY

The approaches utilized in this study to achieve its goals are presented in this chapter. It displays the general research design elements that the investigator has chosen. This chapter also covers the methods for choosing a sample size, sampling strategies, study tools, data management, and data collection sources.

3.1 Research Design

A research design is a strategy for answering research question using empirical data. Creating a research design means making decisions about overall research objectives and approach. This study is based on descriptive and causal comparative research design followed by a review of previous articles, journals, books, and yearly reports. (Gorgi & Moghim, 2012). A descriptive research design is applied to analyze and interpret the quantitative and qualitative data collection from the concerned field. In order to achieve its goals, the study focuses on defining the self awareness, social awareness, self, and Selfe managemenet and relationship managemenet on job stress of Nepalese non-life insurance companies.

3.2 Population and Sample Size

The study focuses on job stress in the IT sector within the Kathmandu Valley, so the population is limited to individuals actively working in IT roles in that region.

Employees without direct IT job roles (e.g., administrative staff) were excluded because they may not experience the same types or intensity of job-related stress that technical professionals face. Random Sampling Across Company Size The researcher intentionally sampled both large and small IT companies at random to avoid bias and to capture the different types of stress (internal vs. client-based) present in different-sized firms. This ensures a balanced representation of stress experiences across the sector and improves the generalizability of findings. Sample Size Justification: A total of 385 questionnaires were distributed, likely based on sample size calculation methods (e.g., Cochran's formula for large populations). 318 responses were received,

achieving an 82.8% response rate, which is considered high and statistically reliable in social science research.

This high response rate strengthens the validity and credibility of the results Gautam & Chhetri (2018), possibly to justify the sampling approach or response rate. This implies you're aligning your methodology with previous validated research practices.

3.3 Sampling Techniques

When conducting a questionnaire survey, it is typically impractical for the researcher to investigate the entire population because it requires a significant investment of time and money. Researchers typically use the sample as a subset of the population to lower costs and workload. For time and cost-effectiveness, this study employs a non-probability-convenient sampling strategy; however, bias may arise from demographic disparities.

3.4 Instrumentation

Initially, developing a theoretical framework was the primary objective, making data collection a secondary activity. Books, journals, the internet, and similar articles were used as secondary sources of data. Multiple choice questions and rating scales were employed as the main data collection instruments in structured questionnaires in order to meet the study's stated purpose. In the third session, the sample respondents were given scenario-based questions to which they were asked to mark their response in a range of Likert Scale questionnaires of 5 points where 5 was for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. The respondents ticked the most appropriate response to each statement as per the request.

Questionnaire design

Both the questionnaire and the interview methods were applied in this investigation. Initially, a small number of questionnaires were provided by the researcher based on simplicity of distribution, and the rest were emailed to respondents via an online Google form.

The questionnaire was broken down into four sections, each of which included questions about employees' creativity, job stress, emotional intelligence, and

demographics. 5 Likert-type scale questions were included in the first section of the questionnaire to gauge the IT personnel' emotional intelligence in relation to previous research. The ten items of the BEIS-10 item questions on emotional intelligence were derived from Goleman (2004), the seven items from Davies et al. (2010), and the remaining questions were derived from Singh (2004) and Salazar (2017). Additional articles by Mohapel (2014) and Rashid and Mohammad Far (2009) also supported these questions.

Similarly, the researcher employed five Likert scale questions to ascertain workers' sentiments at work. Devi (2013) suggested ten emotions that have been linked to work-related stress. Similarly, 15 inquiries concerning the inclination to manage work-related stress were created. Work-related stress (4 items), role conflict (4 items), relationships with coworkers (3 items), and work-life balance (4 items) were the four subcategories into which job stress questions were divided. These inquiries were modified from Ismail and Teck-Hong (2011) and Devi (2013).

The third section of the survey inquired about the workers' opinions regarding their personal inventiveness in the work environment. Ten item questions that were modified from Kumar (1997) and (Icreate., 2011) were included. The final section of the questionnaire consisted of questions pertaining to demographic parameters, such as gender, age group, years of work experience, staff size, and primary responsibilities within the company. Respondents were promised the confidentiality of their information and requested to be as honest as possible when filling out the form. Additionally, the study employed the interview approach to learn how workers manage their emotional intelligence to handle difficult events and create a joyful work environment, with a focus on team leaders who have a high emotional intelligence. Aloysius (2010)

Pilot study/ testing

The validity and reliability of the research instruments used to measure the employees' emotional intelligence, job stress, and creativity were tested, along with the usefulness of the statements included in the construct, through a pilot study. To assess the

questionnaire's dependability, 50 respondents participated in a pilot test before the final version was sent out. Cronbach Alpha (Cronbach, 1951) was employed to assess the context's dependability. All three variables' Cronbach alphas were found to be above 0.70, indicating that the statements included in the construct were not difficult to interpret. As a result, the construct has not been altered, and no questions have been added or removed from the

3.5 Sources and Methods of Data Collection

The study's principal data collection method involved the use of structured questionnaires. IT staff members from several large and small IT enterprises in the region participated in the study.

All of the questions were closed-ended to make it simple for the respondent to select an answer and to provide possibilities. The IT companies' employees were given the questionnaires by hand. There was no direct communication between the researcher and responder throughout the initial part of the study as the respondents completed the questionnaire and sent it back to her. While some questions were distributed on paper and subsequently collected by the researcher, others were sent online via mail. 385 surveys in all were sent out by paper and mail. With an 82.8% response rate, 318 valid responses were gathered from them.

The study also interviewed team leaders from selected companies to identify the behaviour and methods employees adopt to handle work stress in an organization.

3.6 Data Management and Analysis

The Statistical Package for Social Science (SPSS) was used to perform a descriptive analysis on the data that had been gathered. The frequency, mean, and standard deviation are examples of descriptive and inferential analytical tools that were utilized to analyze the data. The SPSS add-on procedure was utilized to demonstrate the mediating function of EI between job stress and creativity. Data were first edited and codified before being subjected to descriptive statistics, independent t-tests, one-way ANOVA tests, correlation, and hierarchical regression analyses. The present study investigated the relationship among employees' emotional intelligence, workplace stress levels, and creativity. Additionally, the mediating role of emotional intelligence between job stress and creativity was assessed by hierarchical regression analysis.

Statistical Tools

The statistical tools consist of descriptive and inferential statistical tools.

i) Mean

Arithmetic mean of a given set of observations is their sum divided by the number of observations. In general, if $X_1, X_2, \dots, X_n$ are the given N observations, then their arithmetic mean, denoted by $\bar{X}$ is given by,

$$\bar{X} = \frac{X_1 + X_2 + \dots + X_n}{N} = \frac{\sum X}{N}$$

Where,

$\sum X$ = Sum of the observations, and

N = Number of Years

ii) Standard Deviation

The square root of the total squares of the departures from the mean, measured in deviations, is the standard deviation. As a result, in order to calculate the standard deviation, the arithmetic average must first be determined, and then the deviations of each item from the average must be squared. After adding up all of the squared deviations, divide the total by the total number of elements. The standard deviation of the series can be found by taking the square root of the resultant value (Elhance & Agarwal, 2000). The standard deviation is commonly represented by the Greek letter sigma. The standard deviation of a set of N observations, denoted by $X_1, X_2, \dots, X_n$, can be found using

$$\sigma = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

$\sum (X - \bar{X})^2$ = Sum of the squares of the deviations measured from mean N = Number of Observations.

iii) Coefficient of Variation (C.V.)

Coefficient of variation is computed for comparing the variability of two distributions. A distribution with smaller C.V. is said to be more homogeneous or uniform or less

variable than-the other, and the series with greater C.V. is said to be more heterogeneous or more variable than the other. It is computed as under.

$$C.V. = \frac{\sigma}{X} \times 100\%$$

Regression

The linear regression model is defined by

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where,

Y = Dependent variable

β_0 = Y-intercept

β_1 = Slope of the independent variable

X1 = Independent variable

ε = Random error

$$JS = \beta_0 + \beta_1 SA + \beta_2 SA + \beta_3 SM + \beta_4 RM + \varepsilon_t$$

Where

JS = Job stress

SA = Self awareness

Soa = Social awareness

SM = Self Mnagemenet

RM = Relationship managemenet

3.7 Reliability and Validity of Instrument

Validity is used to determine whether the notion is measured by the collection of indicators used to assess it. Many factors, such as the research's construct, substance, data collection methods, data processing, and others, affect its validity. Different validity tests might be used by researchers depending on the situation. Different types of validity are face validity, construct validity, predictive validity, convergent validity, and discriminant validity. Face validity is achieved by asking other individuals if they believe the measure adequately captures the idea.

Table 3
Cronbach Alpha

Variables	Number of items	Cronbach alpha
Emotional Intelligence	20	0.828
Job Stress	15	0.835
Creativity	10	0.631

Source: Field Survey, 2024 month

A quantitative technique for evaluating the scales' dependability is Cronbach alpha. It is employed to gauge how consistently the study's relevant variable scales hold up. Cronbach alpha is a number that goes from 0 to 1, with 1 denoting perfect reliability and 0 denoting unreliability of the variables employed. It is believed that for a Cronbach's alpha to be regarded dependable, it must be at least 0.6. The Cronbach's alpha for the three distinct variables used in this study is shown by Table 3. For each of the three variables, the Cronbachalpha value is more than 0.6. As a result, the scales are thought to be accurate and consistent in measuring the relevant factors.

3.8 Ethical Consideration

Both the survey's administration and the report's composition uphold ethics and standards. In order to guarantee that this study endeavor does not do harm to anyone, the moral norms of behavior that direct moral decisions have been taken into consideration.

According to the standards established by the institution, all laws and guidelines have been complied with, and neither the survey nor the report writing have involved any unethical behavior. Giving a proper and clear explanation of the purpose of the data collection and how responders would be helpful for this project helped to ensure that the participation in the research would be treated ethically. The respondents were granted the liberty to decide whether or not to complete the questionnaire, and none of them were coerced into doing so on purpose. Respondents received guarantees about the privacy of the data they gave the researcher, and they were informed that no information would be disclosed to outside parties. They also received assurances that

the information they submitted would only be utilized for research. Additionally, the researcher guarantees that all references and citations have been used correctly and that plagiarism has not occurred. To honor the original authors of the concepts and ideas offered in this study, the sources have been cited with clarity.

2.4 Theoretical framework

The purpose of this study is to investigate how emotional intelligence functions as a mediator in the relationship between job stress in organizations and employees' creative output. Employee creativity will be employed as the dependent variable, and organizational work stress will be used by the researcher as an independent variable that may have an impact on human resource creativity. Emotional intelligence, according to Runco and Mark (2007), mediates the relationship between stress and unfavorable life events. However, until Naseem (2017), research on the topic of how emotional intelligence fosters creativity and lowers stress levels was lacking. As mediating variables, four essential emotional intelligence competencies have been employed. These four critical competencies—self-awareness, self-management, social awareness, and relationship management—can impact one's capacity to tolerate work-related stress.

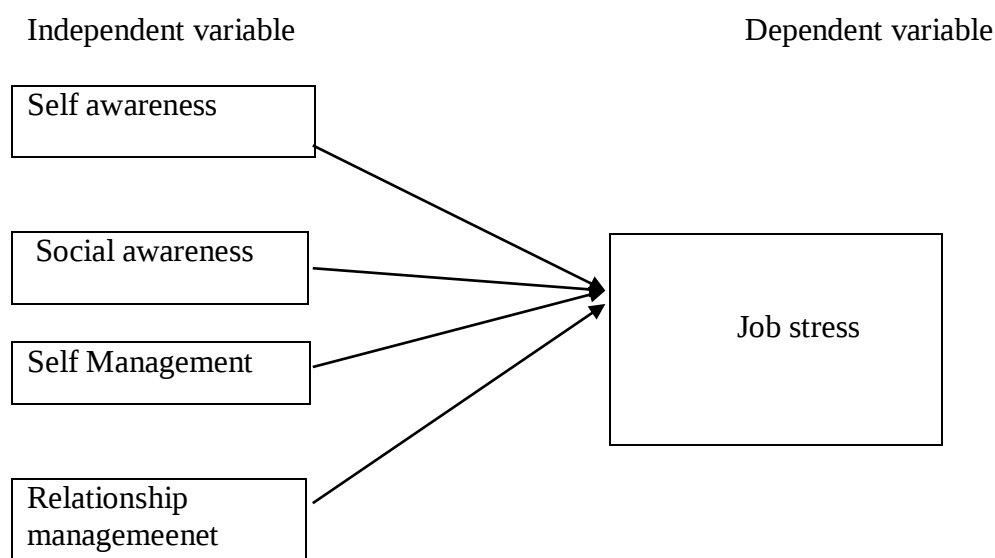


Figure 1. Theoretical framework

Source:Naseem (2017)

CHAPTER - IV

RESULTS AND DISCUSSION

This chapter presents the analysis of the collected data from the survey of people working in the IT industry of Kathmandu valley. The hypotheses that were formulated in the initial phase of this research study were tested and analyzed using SPSS. Therefore, this chapter aims to fulfil the objectives set at the beginning of the study.

4.1 Demographic profile of the respondents

This section deals with the demographic analysis and interpretation of primary data collected through questionnaires. It gives an insight into the demographic characteristics of the respondents under study. The respondent profile includes age, gender, year of work experience, income level and size of the company working.

Table 1

Respondent's profile

Demographic variables		No. of respondents	Percentage
Gender	Male	213	67
	Female	105	33
Age Group	16-25	176	55.3
	26-35	125	39.3
	36-45	11	3.5
	46 and above	6	1.9
Years of work Experience	Below 1 year	71	22.3
	1 to 5 years	187	58.8
	5 to 10 years	42	13.2
	10 years and above	18	5.7
	25000 and below	118	37.1
	25001- 50000	102	32.1

Income level	50001 - 75000	56	17.6
	75001 - 100000	19	6
	above 100000	23	7.2
	Less than 25	93	29.3
	26-50	98	30.8
	51-75	42	13.2
Size of the company working at	76 - 100	29	9.1
	more than 100	56	17.6
Core job responsibility	Project manager/ Team	105	33.01
	Leader	32	10.06
	Designer	136	42.8
	Developer	45	14.13
	Quality Assurance		

Source: Field Survey, 2024 month

Table 1 exhibited the demographic profile of the respondents belonging to the IT industry. Respondents have been grouped in different demographic indications that include gender, age group, income level, years of work experience, size of the company they work at and finally the core responsibility in the organization.

Among 318 respondents, 213 were males and 105 were females which contributes to the percentage of 67 and 33 respectively. This shows that almost two third of the sample respondents were male. Even while sending the questionnaire it was found that the population of male were higher in many IT companies compared to those of female. It may be because more males are highly interested in the IT field than that females. While looking at the table it can be seen that most of the respondents belong to the age group of 16-35 years. More than 90 percent of respondents belong to the age group of 16-25 and 26-35. Among these two 16-25 age group has greater numbers of respondents with 176 respondents out of 318 which contributes to 55.3 percent of the total sample while there were 125 respondents from the age group of 26-35 with 39.3 percent. The remaining 5.4 percent of sample respondents belonged to the age group of 36-45 and above 46 years of age.

In the same way, looking at the years of work experience of the respondents it is seen that 58.8 percent of the respondents had the experience of 1-5 years, followed by 22.3 percent of the sample belonging to the experience below one year only. Respondents who had work experience of 5 to 10 years were 13.2 percent of the total sample size while only 5.7 percent of respondents had work experience of more than 10 years in the industry. Similarly, a large group of the sample earns a salary below Rs. 50000 in the IT industry with a total percentage of 69.2 among a total sample of 318. While 17.6 percent ears between 50001 to 75000 and only 6 percent of the sample size ears between 75001 to 100000. 23 respondents with a percentage of 7.2 mentioned that they earn a salary of more than Rs. 100000. Survey was conducted in both small and big IT companies of Kathmandu valley. 29.3 percent of respondents work in a company with less than 25 employees, 30.8 percent work in a company where the number of employees is between 26 to 50, 13.2 percent work in a company with employees of more than 50 and less than 75, only 9.1 percent. of respondents were found to be working in a company with employees between 76 to 100 and a total percent of 17.6 of respondents work in a company that has employees above 100 in numbers. The highest number of respondents were working as a developer as his/her core job responsibility, 33.01 percent were project leaders or team managers, only 10.06 percent were designers and the remaining 14.3 percent were working as quality assurance in the IT industry.

4.2 Descriptive Analysis

Descriptive analyses were performed to present descriptive scores for each of the variables used in the survey. The main purpose of this analysis is to describe the importance of each variable in the order in which survey respondents ranked it. Descriptive statistics summarize the sample and observations. In this study, the descriptive analysis includes the computation of statistical measures such as mean and standard deviation.

Table 2
Analysis for Self awareness

Code	N	Mean	Std. Deviation
What are my core values, and how do they influence my decisions.	318	4.73	1.222
What are my biggest strengths and weaknesses	318	4.37	1.313
How do I react to criticism, and what does it reveal about me	318	4.48	1.170
What kind of situations make me feel the most uncomfortable, and why	318	4.27	1.369
How do I typically handle failure and setbacks.	318	4.55	1.258
Self awareness	318	4.40	1.011

Source: FieldSurvey, 2024

To analyze the self-awareness data, we can look at the descriptive statistics for each individual item as well as the overall self-awareness score. Here's an interpretation:

Item Analysis: has the highest mean (4.73) with a moderate standard deviation (1.222). This suggests that individuals have a good understanding of their core values, and these values play a significant role in their decision-making, with some variation in how strongly this is felt across respondents. shows a mean of 4.37, with a relatively high standard deviation (1.313). This indicates that respondents feel moderately confident in identifying their strengths and weaknesses, but there is a notable range in how strongly this is perceived "How do I react to criticism, and what does it reveal about me" has a mean of 4.48 with a lower standard deviation (1.170), suggesting a generally positive or moderate reaction to criticism, and there is less variation in responses. "What kind of situations make me feel the most uncomfortable, and why" has the lowest mean of 4.27, with the highest standard deviation (1.369). This indicates that discomfort in certain situations may be less clearly understood across respondents, with some people feeling more or less affected by specific situations.

"How do I typically handle failure and setbacks" has a mean of 4.55 with a standard deviation of 1.258. This suggests a moderately high level of awareness about how individuals handle failure, with responses varying moderately across the sample.

Overall Self-Awareness Score: The overall self-awareness score is 4.40 with a standard deviation of 1.011. This suggests that, on average, individuals have a

relatively high level of self-awareness, but there is some variability in the responses. The relatively low standard deviation indicates that most participants have similar perceptions of their self-awareness, though there are still some differences.

Participants generally show a good level of self-awareness, particularly in recognizing core values, handling failure, and reacting to criticism. However, there is more variation when it comes to identifying weaknesses, discomfort in certain situations, and how failures are managed. The self-awareness score overall suggests a moderate to high level of self-reflection within the sample

Table 3

Analysis for Social awareness

Code	N	Mean	Std. Deviation
Do you think education plays a crucial role in social awareness	318	4.35	1.376
How knowledgeable are you about financial literacy	318	4.39	1.337
Are you aware of the importance of mental health in overall well-being	318	4.59	1.321
Have you ever attended a seminar or workshop on mental health, hygiene, or wellness	318	4.40	1.259
Do you believe that awareness campaigns effectively influence social change.	318	4.25	1.257
<i>Analysis for Social awareness</i>	318	4.02	1.176

Source: Field Survey, 2024

To analyze the social awareness data, we can look at the descriptive statistics for each individual item as well as the overall social awareness score. Here's an interpretation: has a mean of 4.39, with a standard deviation of 1.337. This suggests that respondents generally feel moderately knowledgeable about financial literacy, with some variation in individual responses. has the highest mean of 4.59, with a standard deviation of 1.321. This indicates strong awareness of the importance of mental health, though there is some variation in how respondents perceive this. has a mean of 4.40, with a

standard deviation of 1.259. This suggests that many respondents have attended seminars or workshops on mental health and wellness, with moderate variation in responses. has the lowest mean of 4.25, with a standard deviation of 1.257. This indicates a slightly less strong belief that awareness campaigns are effective in driving social change, with some variation in opinions. The overall social awareness score is not provided directly, but the individual item means suggest a general trend toward a moderately high level of social awareness. Given the range of scores, it appears that the sample has a good level of awareness about social issues, though there are areas where opinions diverge, such as the effectiveness of awareness campaigns. Respondents generally show strong social awareness, especially regarding mental health and the role of education. Financial literacy and the impact of seminars or workshops also have relatively high scores, though with slightly more variation. The belief in the effectiveness of awareness campaigns is the least strong, indicating some skepticism about their ability to bring about social change. Overall, the data suggests that social awareness is generally high but can vary depending on specific topics.

4.3.3 Self managemenet

Table 4

Analysis for Self managemenet

Code	N	Mean	Std. Deviation
How often do you plan your daily tasks and activities	318	4.12	1.475
How well do you manage your time to complete tasks efficiently	318	3.76	1.494
Do you often find yourself procrastinating on important tasks	318	4.14	1.377
Do you set long-term goals for personal or professional development	318	3.73	1.538
How often do you reflect on and regulate your emotions	318	4.36	1.270
<i>Self managemenet</i>	318	4.39	1.052

Source: Field Survey, 2024

To analyze the self-management data, we can look at the descriptive statistics for each individual item as well as the overall self-management score. Here's an interpretation: This indicates that respondents generally plan their daily tasks moderately often, but there is significant variation in how often people engage in this behavior. "Do you often find yourself procrastinating on important tasks" has a mean of 3.76, with a relatively high standard deviation of 1.494. This suggests that respondents have mixed feelings about their time management skills, with some feeling they manage time well and others struggling with it. "Do you set long-term goals for personal or professional development" has the lowest mean of 3.73, with a high standard deviation of 1.538. This suggests that setting long-term goals is less common among the respondents, and there is considerable variation in the extent to which individuals engage in this practice. "How often do you reflect on and regulate your emotions" has a mean of 4.36, with a standard deviation of 1.270. This suggests that respondents regularly reflect on and regulate their emotions, with moderate variation in responses. Although the overall self-management score isn't provided, we can infer from the item means that self-management in the sample is somewhat variable. Respondents generally reflect on their emotions and tend to procrastinate moderately. However, they have mixed responses to time management and long-term goal-setting, with lower scores for the frequency of planning and setting long-term goals. Respondents show a moderate level of self-management skills. While they tend to reflect on emotions and procrastinate moderately, there is some difficulty in time management and setting long-term goals. The variation in responses suggests that while some individuals have strong self-management practices, others struggle with certain aspects such as time management and planning. The relatively low scores for goal-setting indicate that this may be an area for improvement among respondents.

4.3.4 Relationship management

Performance Appraisal is one of the independent variables of this research. A descriptive study of each question created and an overall descriptive study of the variable are shown as follows.

Table 5

Analysis for Relationship management

Code	N	Mean	Std. Deviation
How comfortable are you in expressing your thoughts and feelings to others	318	3.94	1.479
How often do you listen actively during conversations	318	4.45	1.384
How do you usually handle misunderstandings in relationships	318	4.65	1.299
Do you try to understand others' feelings before responding	318	4.48	1.360
How often do you offer emotional support to your friends, family, or colleagues	318	4.72	1.297
Relationship management	318	4.44	1.129

Source:Field Survey, 2024

To analyze the relationship management data, we can examine the descriptive statistics for each individual item as well as the overall relationship management score. Here's an interpretation: "How comfortable are you in expressing your thoughts and feelings to others" has a mean of 3.94, with a standard deviation of 1.479. This suggests that while respondents are generally comfortable expressing their thoughts and feelings, there is a significant variation in how comfortable they feel doing so, with some respondents feeling more or less comfortable. "How often do you listen actively during conversations" has a mean of 4.45, with a standard deviation of 1.384. This indicates that respondents tend to listen actively during conversations, with moderate variation in how frequently this behavior occurs. "How do you usually handle misunderstandings in relationships" has the highest mean of 4.65, with a standard deviation of 1.299. This suggests that respondents generally handle misunderstandings in relationships well, with relatively little variation in how they manage such situations. "Do you try to understand others' feelings before responding" has a mean of 4.48, with a standard deviation of 1.360. This indicates that respondents often try to understand others' feelings before responding, though there is moderate variation in how consistently this is done.

"How often do you offer emotional support to your friends, family, or colleagues" has a mean of 4.72, with a standard deviation of 1.297. This suggests that respondents frequently offer emotional support to those close to them, with relatively low variation in this behavior. Overall Relationship Management Score: The overall relationship management score is 4.44 with a standard deviation of 1.129. This suggests that, on average, respondents have a relatively strong ability to manage relationships, with a moderate level of consistency in their responses.

Respondents generally demonstrate strong relationship management skills, especially in offering emotional support, handling misunderstandings, and trying to understand others' feelings. Active listening and expressing thoughts and feelings are also common behaviors, although there is some variation in how comfortable individuals feel with these aspects. The overall relationship management score indicates a moderately high level of proficiency, with some room for improvement in expressing emotions and understanding others' feelings. However, the data suggests that most participants are effective in managing relationships.

4.3.5 Job Stress

Table 6

Analysis of Job Stress

S.N	Questions	Std.		
		N	Mean	Deviation
1	I feel that the amount of work I have to do is more than it should be.	318	4.76	1.57
2	My work is emotionally demanding	318	4.26	1.305
3	I have so much work that I do not have time to think about maintaining quality	318	3.62	1.897
4	I am assigned tasks without many resources to complete it	318	4.14	1.10
5	Many functions that should be a part of my role have been assigned to some other role.	318	4.26	1.52

Source: Field Survey, 2024

To analyze the job stress data, we can examine the descriptive statistics for each individual item as well as the overall job stress score. Here's an interpretation: This

suggests that respondents generally feel overwhelmed with the amount of work they are assigned, with a high level of variation in how strongly this feeling is experienced across individuals.

This indicates that a moderate number of respondents find their work emotionally demanding, with some variation in how emotionally taxing their work is perceived. This suggests that, on average, respondents feel that their workload sometimes limits their ability to focus on quality. However, there is significant variation in how much this issue is felt by different respondents, with some not experiencing this problem as much. This suggests that, on average, respondents feel they are often given tasks without sufficient resources, but the responses show less variation compared to other items. This indicates that many respondents feel their role is incomplete or lacks certain responsibilities that have been reassigned to other roles, with a moderate level of variation in this perception. While an overall score isn't explicitly provided, the high means for most items (especially for the first question, with a mean of 4.76) suggest that respondents generally experience significant job stress. The variation in the responses, indicated by the standard deviations, reflects a mix of experiences across individuals, with some feeling much more stressed than others. Respondents report moderate to high levels of job stress, particularly with regard to workload (feeling that the work is more than it should be) and a lack of resources to complete tasks. Emotional demands and the feeling of having insufficient time to maintain quality also contribute to job stress, though these issues vary more across respondents. There is also a perception that some roles are lacking key responsibilities, which adds to stress. Overall, the data suggests that many employees feel overburdened and under-resourced, leading to significant stress. However, the variation in responses indicates that not all employees experience job stress in the same way, with some feeling more strained than others. Addressing workload, emotional demands, and resource allocation could help alleviate some of the stress.

4.4 Inferential Analysis

This section's goal is to outline the procedure for examining empirical findings and testing the hypotheses that were developed in the previous chapters. Observations made using samples can be extrapolated or generalized to the wider population from which they were drawn using inferential statistical techniques. It makes it possible to use one or more observational samples to infer population-level values. To ascertain if

differences between groups or variables that have been observed are actual or the result of random chance, inferential analysis tests hypotheses. Drawing inferences and generalizations from samples generate new knowledge. Two analytical tools are included in this section.

4.4.1 Correlation Test

Correlation or Pearson's correlation is a statistical measurement of the linear relationship between two variables in a sample and is used as an estimate of the correlation in the whole population. The implication of Pearson's correlation is to find the nature of the relationship between variables and to test the null hypothesis. This section analyzes the relationship between HRM practices and their influencing factors. In this study, Pearson's correlation analysis is done to measure and confirm the degree of relationship between the variables. For the correlation analysis, the value ranges from -1 to +1, where -1 indicates a perfectly negative relationship which means the relationship between variables is such that if one variable increases another variable will decrease and 1 indicates a perfect positive correlation which means the relationship between variables is such that if one variable increases another variable will also increase. The correlation analysis of the organizational commitment to independent variables i.e., Staffing, Training and Development, Compensation and performance Appraisal is presented in the table below. The result shown in the table below shows the relationship between the dependent and independent variables.

Table 7

Correlation Analysis between Dependent and Independent Variables

	JS	SA	SOA	SM	RM
JS	1				
SA	.572**	1			
SOA	.671**	.639**	1		
SM	.532**	.687**	.623**	1	
RM	.329**	.448**	.432**	.607**	1

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

Source: Field Survey, 2024

The correlation analysis between the dependent and independent variables shows the strength and direction of the relationships between Job Stress (JS) and the other variables (Self-Awareness (SA), Social Awareness (SOA), Self-Management (SM),

and Relationship Management (RM)). Here's an interpretation of the results: The correlation coefficient is 0.572 ($p < 0.01$), indicating a moderate positive correlation between job stress and self-awareness. This suggests that as job stress increases, self-awareness tends to increase as well, although the relationship is not perfectly linear.

The correlation coefficient is 0.671 ($p < 0.01$), which indicates a strong positive correlation between job stress and social awareness. This suggests that higher job stress is associated with higher social awareness. The correlation coefficient is 0.532 ($p < 0.01$), indicating a moderate positive correlation between job stress and self-management. This means that as job stress increases, self-management abilities tend to increase as well. The correlation coefficient is 0.329 ($p < 0.01$), indicating a weak positive correlation between job stress and relationship management. While job stress and relationship management are positively related, the correlation is relatively weaker compared to the other variables. The correlation coefficient is 0.639 ($p < 0.01$), indicating a strong positive relationship between self-awareness and social awareness. This suggests that individuals who are more self-aware tend to also have higher social awareness. The correlation coefficient is 0.687 ($p < 0.01$), indicating a strong positive relationship between self-awareness and self-management. This suggests that individuals who are more self-aware are likely to exhibit better self-management skills. The correlation coefficient is 0.448 ($p < 0.01$), indicating a moderate positive relationship between self-awareness and relationship management. This suggests that higher self-awareness is associated with better relationship management, though the relationship is not as strong as with self-management or social awareness. The correlation coefficient is 0.623 ($p < 0.01$), indicating a strong positive relationship between social awareness and self-management. This suggests that individuals with higher social awareness are also likely to have stronger self-management abilities. The correlation coefficient is 0.432 ($p < 0.01$), indicating a moderate positive relationship between social awareness and relationship management. Higher social awareness tends to be associated with better relationship management, though the relationship is weaker compared to self-management. The correlation coefficient is 0.607 ($p < 0.01$), indicating a strong positive relationship between self-management and relationship management. This suggests that individuals who manage themselves well are also better at managing relationships.

Job Stress (JS) is positively correlated with all the other variables, with the strongest relationships observed with Social Awareness (SOA) and Self-Awareness (SA).

Self-Awareness (SA), Social Awareness (SOA), and Self-Management (SM) are all strongly interrelated, showing that these factors tend to align together.

Relationship Management (RM) is positively correlated with all variables, with the strongest relationship seen with Self-Management (SM).

4.4.3 Regression Analysis

As part of this study, regression analysis was also performed on the collected data. It was performed to understand the variability and significance of the variables taken under the study.

Multiple Regression Model

$$Y = \alpha + \beta_1\chi_1 + \beta_2\chi_2 + \beta_3\chi_3 + \beta_4\chi_4 + \varepsilon_i$$

Where,

Y= Job stress
(Dependent variable)

X1 = Self-Awareness

X2 = Social Awareness

X3 = Self-Management

X4 = Relationship Management

α = Constant

β_i = Coefficient of the slope of regression model

ε_i = Error term

Table 8

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.611 ^a	.373	.361	.74141

Predictors: (Constant); Self-Awareness ,Social Awareness, Self-Management, Relationship

Management Source: Survey, 2024

The model summary indicated the R- square also known as the coefficient of determination which can help in explaining variance. The value of R-square value as evident from Table 4.16 is 0.373 which means 37.3% variation in organizational commitment is explained byStaffing, Compensation, Training and Development and Performance Appraisal. However, the remaining 62.7% (100% - 37.3%) is still

unexplained in this research. In other words, there are other additional variables of HRM practice that are important in explaining organizational commitment that has not been considered in this research.

Similarly, the adjusted R-square is 0.361 which means 36.1 % variation in organizational commitment is explained by Staffing Compensation, Training and Development and Performance Appraisal after adjusting the degree of freedom (df). This shows a moderate relationship between all variables of HRM practice and organizational commitment. The model summary also indicates the standard error of the estimate of 0.74141 which shows the variability of the observed value of employee performance from the regression line is 0.74141 units.

Table 9

ANOVA

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	64.803	4	16.201	29.473	<.001 ^b
	Residual	108.837	198	.550		
	Total	173.640	202			

a. Dependent Variable: Job stress

Predictors: (Constant), Self-Awareness ,Social Awareness, Self-Management, Relationship Management

Source: Field survey, 2024

The ANOVA results show that the regression model as a whole is statistically significant, as indicated by the very low p-value (< 0.001). The model explains a significant portion of the variance in Job Stress, and the F-statistic supports the idea that the relationship between the independent variables **and** Job Stress is meaningful.

Table 10

Regression Analysis

		Coefficients						
Model		Unstandardized		Standardized	Collinearity Statistics			
		Coefficients		Coefficients				
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.962	.262		7.500	<.001		
	Self-Awareness	-.046	.072	-.051	-.643	.521	.511	1.957

Social Awareness	.033	.074	.038	.448	.654	.440	2.275
Self-Management	.081	.068	.103	1.196	.233	.424	2.357
Relationship Management	.444	.067	.542	6.583	<.001	.467	2.142

Dependent Variable: Job stress Self-Awareness ,Social Awareness, Self-Management, Relationship Management

Source: Online and field survey, 2024

The regression analysis results provide detailed insights into the relationship between the dependent variable (Job Stress) and the independent variables (Self-Awareness, Social Awareness, Self-Management, Relationship Management). Below is an interpretation of the coefficients, their significance, and the multicollinearity statistics:

Constant (1.962): This represents the predicted value of Job Stress when all the independent variables are equal to zero. The value is positive, indicating that when none of the predictors are in play, the base level of Job Stress is 1.962.

Self-Awareness (-0.046): The coefficient for Self-Awareness is negative, suggesting that an increase in Self-Awareness is associated with a decrease in Job Stress. However, the relationship is not significant due to the p-value of 0.521 (greater than 0.05), meaning Self-Awareness does not significantly contribute to explaining Job Stress.

Social Awareness (0.033): The coefficient for Social Awareness is positive, indicating that higher levels of Social Awareness are associated with a slight increase in Job Stress. However, this relationship is also not statistically significant (p-value = 0.654).

Self-Management (0.081): The coefficient for Self-Management is positive, suggesting that higher levels of Self-Management are associated with a slight increase in Job Stress. However, the relationship is not statistically significant (p-value = 0.233).

Relationship Management (0.444): The coefficient for Relationship Management is positive and significant (p-value < 0.001), suggesting that Relationship Management has a strong and statistically significant positive effect on Job Stress. This means that as Relationship Management improves, Job Stress tends to increase.

Self-Awareness (-0.051): The negative Beta value indicates a very small inverse relationship with Job Stress, but the effect is not significant.

Social Awareness (0.038): The positive Beta value suggests a very small positive relationship, but again, this effect is not statistically significant. Self-Management (0.103): A small positive relationship with Job Stress is observed, though it is not significant. Relationship Management (0.542): The large positive Beta value suggests that Relationship Management has the most significant positive effect on Job Stress, making it the most influential predictor in the model. Self-Awareness (-0.643): The t-value of -0.643 and p-value of 0.521 indicate that Self-Awareness is not a statistically significant predictor of Job Stress. Social Awareness (0.448): The t-value of 0.448 and p-value of 0.654 show that Social Awareness is also not a significant predictor of Job Stress. Self-Management (1.196): The t-value of 1.196 and p-value of 0.233 suggest that Self-Management does not significantly affect Job Stress either.

Relationship Management (6.583): The t-value of 6.583 and **p-value of < 0.001 indicate that Relationship Management is a highly significant predictor of Job Stress.

Measures the degree of collinearity between the predictor variables. Values closer to 1 indicate low collinearity. All tolerance values are above 0.4, which indicates acceptable levels of multicollinearity among the predictors. VIF (Variance Inflation Factor): Measures how much the variance of the estimated regression coefficients is inflated due to collinearity with other predictors. All VIF values are below 5, indicating that multicollinearity is not a serious issue in this model.

Hypothesis	p-value (Sig.)	Remarks
H ₁ : There is a significant effect of self-awareness on job stress.	0.521	Rejected
H ₂ : There is a significant effect of social awareness on job stress.	0.654	Rejected
H ₃ : There is a significant effect of self-management on job stress.	0.233	Rejected
H ₄ : There is a significant effect of relationship management on job stress.	< 0.001	Accepted

4.4 Major Findings

Some of the major findings from the research conducted on emotional intelligence, job stress and creativity of employees working in the IT industry are as follows:

- The highest possible emotional intelligence score of any respondent was 100 and the least score was 20. However, with this research, it was found that the average score of respondents working in the IT industry of Kathmandu was 70.65 which was above the average possible score. Therefore, it signifies that the people working in this industry are quite emotionally intelligent.
- Respondents were also found to be around average in four different dimensions of emotional intelligence. Employees were found to be above average in terms of self-awareness $M= 3.51$, others awareness $M= 3.62$, self-management $M= 3.43$ as well as relationship management $M= 3.58$.
- These respondents seem to be aware of what they feel in which situation and are also aware of the signals and cues they send to others as well as what they are being sent by others.
- In the same way, they also seem to be able to manage their emotions and sentiments as well as help their colleagues to control emotions when required. That is why the score seems to be above the mean i.e. $M=70.65$.
- Looking at the average score of job stress the respondents seem to be less stressed in their work environment. Here, the researcher is talking only about the IT industry. The overall average score of job stress is 42.33 with the highest possible score being 75 and the least being 15. The average possible score was 45 and the obtained score was 42.33 which shows the level of stress is not much among IT employees.
- However, among four dimensions of job stress role conflict $M=3.06$ seem to be playing a major role in triggering stress among respondents as the average mean score is above 3 while the average mean score of other dimensions like work-related stress $M=2.93$, colleagues' behaviour $M=2.37$ and work-life balance $M= 2.80$ are below 3.
- It was found that employees in this industry consider themselves to be creative with an average score of 33.55 out of a possible 50.

- In this research, it was found that there is not much of a difference between the emotional intelligence between the male and female as both the category has similar mean values where $p > 0.05$.
- However, it was seen that emotional intelligence differs in different age groups and with growing age, it was found that emotional intelligence was decreasing.
- Another finding indicated that there was no significant difference in the level of job stress between males and females with a very similar value of mean where $p > 0.05$.
- In the case of job stress, there was no significant difference caused by the age group. The level of stress was quite similar in every age group. However, employees between 36.45 were found to be more stressed at their work compared to other groups of age.
- With the increase in the number of years of working in the industry, it was found that the level of stress was also increased among the sample, but there was not much increase in the level of stress. The increase in the level of stress was minimal.
- Income could be a factor of stress for employees. But it was found that though there was raise in salary, it did not affect much the level of stress either positively or negatively. There was not much significant difference ($p > 0.05$) in the level of stress at different years of experience.
- When creativity was measured between males and females, there was again no significant difference between males and females as $p > 0.05$. The creativity of both male and female were on the higher side but not so different.
- Similarly, the age group also does not have much effect on creativity. But the employees between the age of 36.45 were found to be more creative than other age groups with an average score of 35.55.
- There were a positive but minimal correlation $b = 0.097$ between emotional intelligence and the level of job stress among the employees working in the IT industry.
- There is again a positive relationship between emotional intelligence and creative $b = 0.261$ as well as job stress and creativity $b = 0.214$.

- Findings show that employees in this industry feel stressed due to some major factors like word load, clients' pressure and their demands, salary and benefits and lack of appreciation from their leader. These factors caused stress to these employees.
- Other factors like lack of reward, lack of promotion and increment and biased behaviour from the boss have also caused stress but they have caused stress to few respondents compared to other causes.
- Pain in the back and neck, strained eyes, high blood pressure, dehydration, tiredness and headache are some physical problems respondents were going through due to stress.
- Some mental issues they were facing were depression, exhaustion, forgetfulness, insomnia, and anxiety.
- Among these issues, most of the respondents were found to have anxiety, N=166 and frequent headache, N=126. Loss of appetite, N=86 was also followed by these issues faced.

4.5 Discussions

EI and creativity were found to be above average. Contrary to Sunil & K.Y (2009) and Rathore (2015), the result showed that the employees in the IT industry were less stressed. However, it was found that role conflict was one of the major factors of stress for these employees which match Rathore (2015) and (Kumari, Joshi, & Pandey, 2014). In another study by Gardner and Stough (2003); Agila and Padmanabhan (2017) found a negative relationship between EI and occupational stress while this study had a different finding where the result showed that there is no significant impact of job stress over emotional intelligence and there is a positive correlation between these two variables. Having said that Bulik (2005) found the effect of emotional intelligence on job stress where he argues that employees with the ability to deal with emotions can better cope with occupational stress. Notwithstanding his findings, Nikolaos and Tsaousis (2002) in their study established a negative correlation between emotional intelligence and occupational stress. There was a positive correlation between stress and creativity which signifies that some level of increased stress would also motivate creativity among employees in the IT industry. The same finding was also discussed by (Lee, et al., 2022) who emphasized

on U-shaped relationship between stress and creativity. One of the interviewees states that job stress does not affect much on his creative procedures much. Job stress is manageable and sometimes even motivates him to more creative ideas. Despite that Teichner, et al. (1963) and Byron, et al. (2010) have found that Stressors decrease creative performance as people devote some of their limited mental resources to attend to stressors. Results of this study established that emotional intelligence mediates the relationship between job stress and creativity which is consistent with the findings of Naseem (2017) and (Rich, 2016). Rich (2016) has stated that emotional intelligence helps to reduce and control the stress of employees at their work and also enhances employees' creativity. This study aimed to examine the effects of various emotional intelligence components—self-awareness, social awareness, self-management, and relationship management—on job stress among employees. The findings of the multiple regression analysis offer important insights into how these dimensions influence employees' experiences of stress in the workplace. The analysis revealed that self-awareness does not have a statistically significant effect on job stress ($\beta = -0.051$, $p = 0.521$). Although the negative coefficient suggests that higher self-awareness might reduce job stress, the lack of significance implies that this relationship is not strong enough to generalize. This finding contradicts some existing literature that highlights the importance of self-awareness in recognizing stress triggers and coping mechanisms. One possible explanation could be that in the studied context, employees may not utilize self-reflection effectively to mitigate stress, or organizational factors may overshadow the influence of individual self-awareness. The results also indicate that social awareness does not significantly impact job stress ($\beta = 0.038$, $p = 0.654$). The positive but insignificant coefficient suggests that being aware of others' emotions or social cues does not necessarily reduce stress levels and might, in certain situations, even increase stress if individuals feel emotionally burdened by others' issues. This outcome implies that while social awareness is a valuable interpersonal skill, it may not directly buffer the experience of stress unless combined with other coping strategies or support systems. The coefficient for self-management was positive but not statistically significant ($\beta = 0.103$, $p = 0.233$). This is somewhat surprising, as self-management typically involves controlling emotional reactions and maintaining composure under pressure—skills expected to reduce job stress. The lack of significance may suggest that self-management alone is insufficient or inconsistently applied by employees in

stress-inducing environments. It is also possible that external job demands or organizational stressors play a more dominant role than individual emotional regulation. In contrast, relationship management emerged as the only significant predictor of job stress ($\beta = 0.542$, $p < 0.001$). This suggests that individuals who are better at managing interpersonal relationships—resolving conflicts, building support networks, and promoting teamwork—experience lower levels of job stress. This finding aligns with existing literature emphasizing the protective role of strong social relationships at work. Effective relationship management likely fosters a more collaborative and emotionally supportive work environment, which can help buffer the negative effects of stress. In conclusion, the findings support H4 but not H1, H2, or H3. Among the components of emotional intelligence, relationship management plays a significant and positive role in reducing job stress. Organizations aiming to improve employee well-being may benefit from training programs focused on interpersonal skills, conflict resolution, and team collaboration. Future research may explore moderating factors such as organizational culture or job type to better understand the role of emotional intelligence in stress management.

CHAPTER - V

SUMMARY AND CONCLUSION

The research methodology and findings of the study are summarized in this chapter. Three sections summarize the entire chapter. The first provides a summary of the study as well as a general overview of the research findings. The study's conclusion is generated in the second section, and a few recommendations are presented in the third.

5.1 Summary

Nepal's overall information and communication technology (ICT) state indicates that the nation is falling behind other developed and developing nations in terms of infrastructure and services. There is a noticeable digital gap in Nepal (Sharma & Kim, 2016). The IT sector has a bright future, but compared to other businesses, it lags far behind because of a lack of awareness of its significance. People here are attempting to build the industry by merging information technology and the government, realizing the rapid rate of change in this field worldwide. The capacity to comprehend, recognize, and regulate one's own emotions as well as those of others and preserve empathetic relationships is known as emotional intelligence (EI).

Emotional intelligence (EI) is the mental condition in which people maintain equilibrium in their reactions to stimuli that cause an excessive release of adrenaline (Sinha, 2014). This study's overall goal is to determine how emotional intelligence mediates the relationship between job stress and employees' creativity, with more focused goals being to analyze the fundamental aspects of the study's findings on creativity, job stress, and emotional intelligence. to evaluate the level of relationship that exists between creativity, job stress, and emotional intelligence. to investigate how job stress affects creativity, how emotional intelligence affects creativity, and how job stress affects emotional intelligence. The quantitative method is used to investigate the relationship between job stress and employees' creativity.

According to Biswakarma (2019), a descriptive and explanatory study design is modified to examine the emotional intelligence, job stress, and creative states. The study's respondents were those employed in the Kathmandu Valley's information

technology sector. Out of the 384 sample respondents who received questionnaires, only 318 (or 82.8 percent) responded. The 318 respondents to the survey were workers in the IT sector who lived in the Kathmandu Valley.

5.2 Conclusion

In human resource management, emotional intelligence is becoming more and more important. While a great deal of research has been done in various businesses in the West, not much has been done in Nepal itself. Since the IT sector has not received much attention in the context of human resource management, the primary goal of this study was to include the IT sector in a number of HRM-related topics. According to Biswakarma (2019), employees should continue to work emotionally to the level necessary to prevent burnout and achieve optimal performance. If workers are able to appropriately control their emotions, they can become more creative even under pressure (Naseem, 2017). The results of this study, which highlight the connection between EI and creativity and stress, further corroborate this claim. Therefore, EI is Businesses should provide emotional intelligence training to staff members. By lowering stress levels at work, individuals showed improved performance and increased creativity after receiving this training. There's no reason why creativity has to always decline with rising stress levels. Teichner, Arees, and Reilly (1963) as well as Byron et al. (2010) emphasize that stress causes employees to focus more of their time on managing their stress, although this isn't always the case and stress can actually boost creativity to some extent.

According to Baer and Oldham (2006), workplace stressors that present challenges to employees might foster innovative ideas. During an interview, a few team leaders stated that they often put their team members under a certain amount of stress, which inspires them to come up with creative ideas. The results of this study show that stress levels in the IT business are lower than average, despite the fact that a small number of earlier studies have shown the sector to be stressful. There is stress, but not to the extent that was anticipated.

While the reasons for stress might vary from person to person, the most prevalent ones are workload, coworkers' behavior, and pay and perks. Individuals vary in their life priorities, and these differences have an impact on the stressors they face. Stress at work causes a variety of mental and physical health issues. Anxiety and headaches are the most common disturbances that people experience. However, those with higher EI

scores are better able to manage stress (Bulik, 2005). There were also reports of some individuals having strained eyes, back and neck pain, exhaustion, lack of appetite, and sleep deprivation. According to some interviewees, taking regular breaks from work throughout working hours can assist manage stress. Emotional intelligence training, a comfortable workplace,

It was noted that businesses offered flexible work schedules and punctual breaks during business hours since they understood the risk of stress among workers caused by heavy workloads and time constraints. Fun events hosted by the organization, such as computer games, table tennis, futsal, parties, and music, foster creativity.

5.2 Implications

In the realm of human resource management, emotional intelligence is becoming more and more of an emergent notion. Businesses have begun to address the emotional well-being of their staff members, and some experts have been calling for more focus on training in emotional intelligence in order to increase staff members' productivity because they will be better equipped to manage their emotions and deal with stress. The purpose of this study was to better understand how employees view the value of emotional intelligence and how it enables them to manage stress in the workplace. Thus, there are scholarly and practical implications for our study.

- The consequences of creativity, job stress, and emotional intelligence are examined in this research as they relate to human resource management. Employees' feelings impact the quality of services they deliver, hence emotions are crucial to service quality management (Cronin, 2003). Workplace stress can influence creativity in both positive and negative ways, depending on an individual's emotional intelligence. Employees that possess emotional intelligence are better able to function at a higher level and combat job stress (Lyons & Schneider, 2005). Taking these factors into account, the study's implications are as follows.
- To address the causes of stress among the employees in the IT industry. This study tends to find out if the employees consider either workload, role conflict,

colleagues' wrong behaviour or work-life imbalance to be their major causes of stress in the organization as well as to know to what extent these factors are stressing these individuals.

- To address the various problems and symptoms that employees face and suffer due to stress. These symptoms would be the hurdle to increasing creativity and productivity in the organization.
- Based on the problems and symptoms noted, companies can take corrective measures to lower stress and assist staff in handling stressful situations in a way that benefits the company and its members. Emotional intelligence training can be created to assist staff members in controlling their feelings and stress. Techniques for reducing stress and training that inspires employees' creativity can be implemented.
- To improve employee screening, organizations should incorporate assessments on emotional intelligence, stress management, and creativity into the hiring process. If these elements are present in the pre-selection exam, recruitment and selection processes may be successful. Based on the interviewees' comments, various strategies can be used to alleviate stress in their respective fields of expertise. Individual workers in other businesses as well as those in the IT sector may find these strategies useful. On a related idea, more research can be done in the future. In Nepal, emotional intelligence is a relatively new idea, and not much research has been done in this area. As a result, additional research can be conducted further.
- There is no evidence for other industries in this study, which focuses solely on Nepal's IT sector. Thus, this study paves the way for further research in other industrial domains. The focus of this study was on how emotional intelligence influences both creativity and job stress. In human resource management, emotional intelligence may be important in various contexts. Thus, research can be conducted in these fields. This research only considers emotional intelligence to be playing a mediating role between job stress and creativity. There can be many other factors that act as mediation between these two variables and thus, can be studied in future.

- The research questionnaire has been customized through adoption from different previous research, so further customization can be done to find out if some differences can be seen among the variables.