

**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB  
PERFORMANCE OF COMMERCIAL BANK'S EMPLOYEES IN NEPAL**

A Dissertation Submitted to the office of the Dean, Faculty of Management in partial  
fulfillment of the requirements for the Master's Degree of Business Studies

By

Sunita Thapa

Shanker Dev Campus

Exam Roll No.: 14193/19

Campus Roll No:3623/075

T.U. Regd. No.: 7-3-39-1331-2018

Group: Marketing

Kathmandu Nepal

November, 2024

## **CERTIFICATION OF AUTHORSHIP**

I hereby corroborate that I have researched and submitted the final draft of dissertation entitled “Relationship Between Emotional Intelligence and Job Performance of Commercial Bank’s Employees in Nepal”. The work of this dissertation has not been submitted previously for the purpose of conferral of any degrees nor has it been proposed and presented as part of requirements for any other academic purpose.

Sunita Thapa

Signature:

Date of Submission:

## REPORT OF RESEARCH COMMITTEE

Ms. Sunita Thapa has defended research proposal entitled “**Relationship between Emotional Intelligence and Job Performance of Commercial Bank’s Employees in Nepal**” successfully. The research committee has registered the dissertation for further progress. It is recommended to carry out the work as per suggestion and guidance of supervisor Keshav Chand and Dr. Dipak Mahat and submitted the dissertation for evaluation and Viva-Voce examination.

.....  
Keshav Chand  
Dissertation Supervisor

Dissertation Proposal Defended Date:

.....

.....  
Dr. Dipak Mahat  
Dissertation Supervisor

Dissertation Submitted Date :

.....

.....  
Asso. Prof. Dr. Sajeeb Kumar Shrestha  
Research Department

Dissertation Viva-voce Date:

.....

## APPROVAL SHEET

We have examined the dissertation entitled “**Relationship Between Emotional Intelligence and Job Performance of Commercial Bank’s Employees in Nepal**” presented by Ms. Sunita Thapa for the degree of Master of Business Studies. We hereby certify that the acceptable for the award of degree.

.....  
Keshav Chand  
Dissertation Supervisor

.....  
Dr. Dipak Mahat  
Dissertation Supervisor

.....  
Internal Expert

.....  
External Expert

.....  
Asso. Prof. Dr. Sajeeb Kumar Shrestha  
Chair Person, Research Committee

.....  
Jogindra Goet  
Acting Campus Chief

## **ACKNOWLEDGEMENT**

I am delighted to present this dissertation entitled “Relationship Between Emotional Intelligence and Job Performance of Commercial Bank’s Employees in Nepal” to the head of the research department, Shanker Dev Campus, in partial fulfillment of the requirement for the degree of Masters in Business Studies (MBS), Faculty of Management. The completion of this dissertation would have been considerably difficult without the help, co-operation and suggestion of my supervisors Keshav Chand and Dr. Dipak Mahat. I am indebted to them for their kind support. The completion of this research owes much to the guidance and support provided by Asso. Prof. Dr. Sajeeb Kumar Shrestha, Chairperson of the Research Committee, whose valuable insights and encouragement played a pivotal role in shaping this study. Additionally, credit is extended to Dinesh Basnet, Assistant Professor of General Management, TU, for his unwavering support throughout the research process. Their expertise and mentorship significantly contributed to the successful culmination of this endeavor. I am also indebted to the other teachers of Shanker Dev Campus including staffs for enabling me to carry out my study providing required information, reports as required in my study even in their busy schedule. Their cooperation and friendliness towards learner like me have always remained as a motivating factor.

Sunita Thapa

Shanker Dev Campus

## TABLE OF CONTENTS

<i>Title Page</i> .....	<i>i</i>
<i>Certification of Authorship</i> .....	<i>ii</i>
<i>Report of Research Committee</i> .....	<i>iii</i>
<i>Approval Sheet</i> .....	<i>iv</i>
<i>Acknowledgement</i> .....	<i>v</i>
<i>Table of Content</i> .....	<i>vi</i>
<i>List of Tables</i> .....	<i>viii</i>
<i>List of Figure</i> .....	<i>ix</i>
<i>Abbreviations</i> .....	<i>x</i>
<i>Abstract</i> .....	<i>xi</i>
<b>CHAPTER I</b>	
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Background Of Study.....	1
1.1.1 Emotional Intelligence.....	2
1.1.2 Job Performance.....	4
1.2 Problem Statement.....	6
1.3 Research Question.....	7
1.4 Objective Of The Study.....	7
1.5 Research Hypothesis.....	8
1.6 Rationale Of The Study.....	8
1.7 Limitation Of The Study.....	9
<b>CHAPTER II</b> .....	<b>10</b>
<b>LITERATURE REVIEW</b> .....	<b>10</b>
2.1 Conceptual Review.....	10
2.1.1 Concept And Definition Of Emotional Intelligence.....	10
2.1.2 Concept Of Job Performance.....	11
2.2 Theoretical Review.....	12
2.2.1 Model Of Emotional Intelligence.....	12
2.2.2 Models Of Job Performance.....	17
2.3 Empirical Review.....	21
2.4 Research Gap.....	35

<b>CHAPTER III .....</b>	<b>37</b>
<b>RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>37</b>
3.1 Introduction.....	37
3.2 Research Plan And Design.....	37
3.3 Population And Sample, Sampling Design.....	37
3.4 Nature And Sources Of Data And The Instrument Of Data Collection .....	38
3.4.1 Instrument.....	38
3.4.2 Data Collection.....	39
3.5 Method Of Analysis .....	39
3.5.1 Reliability Analysis .....	40
3.5.2 Descriptive Analysis .....	41
3.5.3 Correlation Analysis.....	42
3.5.4 Multiple Regression Analysis .....	43
3.6 Theoretical Framework And Definition Of Variables .....	43
<b>CHAPTER IV.....</b>	<b>47</b>
<b>RESULTS AND DISCUSSION .....</b>	<b>47</b>
4.1 Demographic Profile Of The Respondents .....	47
4.2 Descriptive Analysis .....	51
4.3 Correlation Analysis .....	59
4.4 Regression Analysis.....	61
4.5 Summary Of Hypothesis.....	64
<b>CHAPTER V .....</b>	<b>68</b>
<b>SUMMARY AND IMPLICATIONS .....</b>	<b>68</b>
5.1 Summary .....	68
5.2 Conclusion .....	69
5.3 Implication .....	71
Reference .....	73
Appendix.....	78

## LIST OF TABLES

Table	1 Summary of Empirical Review	27
Table	3.1 Questionnaire Adapted	39
Table	3.2 Cronbach Alpha Test	40
Table	4.1 Respondents by Gender	47
Table	4.2. Respondents by Age	48
Table	4.3 Respondents by Marital Status	48
Table	4.4. Respondents by Education Qualification	48
Table	4.5. Respondents by Organization	49
Table	4.6. Respondents by Income	50
Table	4.7. Respondents by Year of Experience	51
Table	4.8. Respondents by Job Role	51
Table	4.9. Descriptive Statistics of Self Emotion Appraisal	52
Table	4.10. Descriptive Statistics of Other's Emotion Appraisal	53
Table	4.11 Descriptive Statistics of Use of Emotion	54
Table	4.12 Descriptive Statistics of Regulation of Emotion	55
Table	4.13 Descriptive Statistics of Task Performance	56
Table	4.14 Descriptive Statistics of Contextual Performance	57
Table	4.15 Mean, Standard Deviation and Correlation	59
Table	4.16 Regression Analysis	61
Table	4.17 Regression Analysis	62
Table	4.18 Summary of Hypothesis	64

## **LIST OF FIGURES**

Figure 1: Ability Based Model	13
Figure 2: Goleman's Competency Model	15
Figure 3: Trait Model of Job Performance	18
Figure 4 Theoretical Framework	44

## **ABBREVIATIONS**

AMOS	:	Analysis of Moment Structures
CGPA	:	Cumulative Grade Point Average
CP	:	Contextual Performance
EE	:	Employee Engagement
EE	:	Employees Engagement
ej	:	Error term
HRM	:	Human Resources Management
IQ	:	Intelligence quotient
JP	:	Job Performance
KUST	:	Kohat University of Science & Technology
OEA	:	Other's Emotion Appraisal
P value	:	Probability Value
PLS	:	Partial Least Square
PPMC	:	Pearson Product Moment Correlation
ROE	:	Regulation of Emotion
SEA	:	Self-Emotion Appraisal
SEM	:	Structural Equation Modeling
Sig	:	Significant
SME	:	Small Medium Enterprises
SPSS	:	Statistical Package for Social Sciences
TP	:	Task Performance
UOE	:	Use of Emotion
WLEIS	:	Wong and Law Emotional Intelligence Scale

## **ABSTRACT**

The study is entitled ‘Relationship Between Emotional Intelligence and Job Performance of Commercial Bank’s Employees in Nepal.’ This study examines the relationship between Emotional Intelligence (EI) and Job Performance in the context of Nepalese commercial banks, employing both descriptive and causal-comparative research designs. A sample of 400 employees was selected through non-probability convenience sampling, and data was analyzed using descriptive and inferential statistical tools. The research focused on four EI dimensions: Self-Emotion Appraisal (SEA), Other’s Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE), and their influence on task and contextual performance. Key findings indicate that SEA and UOE have a significant positive impact on both task and contextual performance, emphasizing the critical role of self-awareness and emotional application in driving employee productivity and collaboration. While OEA positively affects task performance, its influence on contextual performance is limited, suggesting that understanding others' emotions may support task achievement but does not necessarily foster teamwork or altruism. ROE showed no significant effect on either performance dimension, highlighting potential industry-specific nuances in the banking sector where precision and results orientation are prioritized over emotional regulation. The findings underscore the importance of targeted emotional intelligence training, particularly focusing on SEA and UOE, to enhance both individual and organizational performance. Additionally, the study calls for further exploration of contextual and cultural factors influencing the role of OEA and ROE in job performance. Recommendations for future research include comparative studies across banking sectors, longitudinal analyses, and investigations into the efficacy of specific EI training programs. This study contributes to the growing body of literature on emotional intelligence, offering practical implications for employee development and organizational strategy in the banking industry.

**Keywords:** Self-Emotion Appraisal, Other’s Emotion Appraisal, Use of Emotion, and Regulation of Emotion, Task Performance and Contextual performance.



# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

In today's fiercely competitive and ever-changing business landscape, organizational success heavily relies on the performance of its employees. Among the various factors influencing job performance, emotional intelligence (EI) has attracted significant attention from both researchers and practitioners. Emotional intelligence, defined as the ability to recognize, understand, and manage one's own emotions as well as those of others, is crucial for workplace effectiveness (Goleman, 1995). This study aims to examine the relationship between emotional intelligence and job performance among employees in Nepal's commercial banking sector.

The banking sector, a cornerstone of the financial system, requires employees to engage in high levels of interpersonal interaction, deliver exceptional customer service, and manage stress effectively. Within this context, emotional intelligence is hypothesized to be a key predictor of job performance, as it equips employees with the skills to navigate complex social environments, handle stress, and foster positive relationships with colleagues and customers (Cherniss, 2001). Despite the increasing interest in the role of emotional intelligence in enhancing job performance, there is a notable lack of empirical research specifically targeting the commercial banks in Nepal.

This study aims to bridge this gap by exploring how different dimensions of emotional intelligence—such as self-awareness, self-regulation, motivation, empathy, and social skills—correlate with the job performance of bank employees in Nepal. By understanding this relationship, banks can develop targeted training and development programs to enhance the emotional intelligence of their workforce, thereby boosting overall performance and customer satisfaction (Bar-On, 2006).

Additionally, this research will contribute to the existing body of knowledge by offering insights into the cultural and organizational context of Nepal, which may affect the manifestation and impact of emotional intelligence (Singh & Sharma, 2012). The

findings of this study are expected to have practical implications for human resource management practices in the banking sector, guiding the recruitment, training, and retention of employees with high emotional intelligence.

### **1.1.1 Emotional Intelligence**

Emotional intelligence (EI) refers to the ability to recognize, understand, manage, and effectively utilize emotions in oneself and others. Originally introduced by Salovey and Mayer (1990), EI includes skills such as self-awareness, self-regulation, motivation, empathy, and social skills. Unlike traditional cognitive intelligence, often measured by IQ, emotional intelligence involves navigating social complexities and building strong interpersonal relationships. Goleman (1995) popularized the concept, highlighting its critical role in personal and professional success and arguing that EI can be more crucial than IQ in determining life and work success.

Research has demonstrated that emotional intelligence significantly influences job performance. Employees with high EI tend to excel in the workplace because they can manage stress, work well in teams, and effectively navigate the social intricacies of the workplace (Cherniss, 2001). For example, emotionally intelligent employees are better at handling conflicts, providing leadership, and adapting to change, all of which are essential for maintaining a productive and harmonious work environment (Goleman, 1998). Additionally, Joseph and Newman (2010) found that EI is a strong predictor of job performance across various industries and job levels, suggesting that developing emotional intelligence can be a valuable investment for organizations.

Emotional intelligence is also crucial for effective leadership. Leaders with high EI can inspire and motivate their teams, handle stress and setbacks with resilience, and create a positive work atmosphere. According to Wong and Law (2002), leaders with higher emotional intelligence are better at fostering trust and collaboration among team members, leading to higher team performance and satisfaction. Goleman (2004) noted that emotionally intelligent leaders can influence organizational climate, which in turn affects overall organizational performance. The ability to empathize with employees and understand their perspectives allows emotionally intelligent leaders to manage their teams more effectively and create a supportive work environment.

Moreover, emotional intelligence contributes to overall well-being and mental health. Individuals with high EI are generally more adept at managing their emotions and coping with life's challenges, leading to better mental health outcomes (Schutte et al., 2007). They are less likely to experience anxiety, depression, and stress, and more likely to report higher levels of life satisfaction and well-being (Mayer et.al, 2008). The ability to regulate emotions helps individuals maintain a positive outlook and resilience in the face of adversity, which is crucial for long-term mental health and happiness.

In conclusion, emotional intelligence is a multifaceted construct that significantly influences various aspects of life, including job performance, leadership effectiveness, and mental well-being. By enhancing EI, individuals can improve their interpersonal relationships, handle workplace challenges more effectively, and maintain better mental health. Organizations and leaders that prioritize the development of emotional intelligence can foster a more productive, collaborative, and positive work environment, leading to greater overall success (Bar-On, 2006). As the workplace continues to evolve, the importance of emotional intelligence will likely become even more pronounced, making it a critical area for both personal and professional development.

#### **1.1.1.1. Four Areas of Emotional Intelligence**

Emotional Intelligence (EI) encompasses several key areas or domains that collectively contribute to understanding and managing emotions effectively. Here's an explanation of each area:

##### **Self-Emotion Appraisal (Self-awareness):**

This involves recognizing and understanding one's own emotions, as well as accurately evaluating one's strengths, weaknesses, values, and goals. Self-awareness is the cornerstone of emotional intelligence, as it allows individuals to see how their emotions influence their thoughts and behaviors. It aids in making informed decisions, managing stress, and understanding personal motivations (Goleman, 1995).

##### **Others' Emotion Appraisal (Social Awareness)**

This refers to the ability to recognize and understand the emotions, needs, and concerns of others. Social awareness, or empathy, enables individuals to perceive emotional cues

in others, demonstrate sensitivity to their feelings, and navigate social interactions effectively. It enhances communication, collaboration, and relationship-building skills (Goleman, 1995).

### **Use of Emotion (Emotional Use)**

This involves utilizing emotions to enhance thinking, problem-solving, and decision-making. Effectively using emotions means leveraging emotional information to guide behavior and cognitive processes. It includes harnessing positive emotions for motivation, creativity, and resilience, while managing negative emotions to prevent them from impairing performance and relationships (Goleman, 1995)

### **Regulation of Emotion (Emotional Regulation)**

This refers to the ability to manage and regulate one's own emotions and responses. Emotional regulation allows individuals to adapt to stressful situations, control impulses, and maintain emotional balance. It involves using strategies such as relaxation techniques, cognitive reappraisal, and mindfulness to effectively manage both positive and negative emotions (Goleman, 1995).

#### **1.1.2 Job Performance**

Job performance is a key concept in organizational psychology, reflecting how effectively an employee performs their duties and contributes to organizational objectives. It includes both task performance, which covers the core responsibilities specified in a job description, and contextual performance, which involves behaviors that support the broader organizational environment (Borman & Motowidlo, 1993). Achieving effective job performance is essential for organizational success and is influenced by various factors, including individual characteristics, job design, leadership, and organizational culture.

Individual characteristics significantly impact job performance. Key factors such as personality traits, cognitive abilities, and emotional intelligence play a crucial role in determining how well individuals execute their tasks (Judge et al., 2021). For example, emotional intelligence—the ability to perceive, understand, manage, and utilize emotions effectively—has been associated with improved job performance across various roles and

industries (Goleman, 1995; Salovey & Mayer, 1990). Employees with high emotional intelligence are typically better at managing workplace challenges, communicating effectively, and collaborating with colleagues, thereby enhancing their overall job performance (Joseph & Newman, 2010).

Job design also affects job performance by shaping the tasks employees undertake and their approach to work. Jobs that align well with employees' skills and interests can lead to increased motivation and engagement, thereby boosting job performance (Hackman & Oldham, 1976). On the other hand, poorly designed jobs—characterized by excessive workloads, unclear expectations, or lack of autonomy—can impede performance and contribute to burnout (Grant & Judge, 2021).

Leadership within an organization is another critical factor influencing job performance, as it affects employee motivation, guidance, and support. Effective leaders provide clear direction, constructive feedback, and necessary resources, enabling employees to perform their roles effectively (Yukl, 2013). Transformational leadership, known for its inspirational approach, intellectual stimulation, and individualized consideration, is positively linked with employee motivation and job performance (Bass, 1985).

Organizational culture also impacts job performance by shaping workplace norms, values, and expectations. A positive culture that encourages collaboration, innovation, and employee well-being tends to enhance job satisfaction and performance (Schein, 1990). In contrast, a toxic or dysfunctional culture marked by mistrust, conflict, or unethical practices can diminish employee morale and productivity (Cameron & Quinn, 2011).

In summary, job performance is a complex construct influenced by individual characteristics, job design, leadership, and organizational culture. Effective performance requires employees to not only fulfill their core job responsibilities but also engage in behaviors that support organizational goals and values. Understanding these factors and their interactions allows organizations to create environments that promote high performance, thereby enhancing overall productivity and success.

## **1.2 Problem Statement**

In the context of commercial banks in Nepal, understanding the relationship between emotional intelligence (EI) and job performance among employees is crucial for enhancing organizational effectiveness and employee well-being. While extensive research has established the importance of EI in various organizational settings globally (Goleman, 1995; Salovey & Mayer, 1990), its specific impact on job performance within Nepalese commercial banks remains relatively underexplored. The need to investigate this relationship arises from the growing recognition that EI, encompassing the ability to perceive, understand, manage, and utilize emotions effectively (Goleman, 1995), may significantly influence how bank employees execute their duties and contribute to overall organizational success.

Despite the theoretical grounding that suggests a positive correlation between EI and job performance (Joseph & Newman, 2010), empirical evidence in the context of Nepalese commercial banks is sparse. This gap in knowledge hinders banks' ability to implement targeted strategies for enhancing employee EI, thereby potentially limiting improvements in job performance and organizational outcomes. Additionally, cultural and contextual factors unique to Nepal's banking sector, such as hierarchical structures, customer interactions, and societal expectations, may moderate the relationship between EI and job performance in ways distinct from Western contexts.

Therefore, the primary objective of this study is to empirically investigate the relationship between EI and job performance among employees of commercial banks in Nepal. By identifying the specific dimensions of EI that most strongly correlate with job performance indicators like productivity, customer service quality, and job satisfaction (Joseph & Newman, 2010), this research aims to provide actionable insights for bank managers and policymakers. Understanding these relationships can help tailor recruitment processes, training programs, and leadership development initiatives to cultivate EI competencies that are most beneficial for job performance in the Nepalese banking context.

Furthermore, exploring how EI influences job performance can contribute to theoretical advancements in organizational psychology and management. It can shed light on the

mechanisms through which emotional competencies impact individual and organizational outcomes, offering a nuanced understanding of human behavior in workplace settings (Salovey & Mayer, 1990). This research also holds practical implications for enhancing employee engagement and retention, as well as for fostering a positive organizational culture that values emotional intelligence as a critical component of effective leadership and teamwork (Goleman, 1995).

In conclusion, bridging the gap between EI and job performance research in Nepalese commercial banks not only addresses a significant knowledge void but also provides a foundation for evidence-based practices aimed at improving organizational performance and employee well-being. By exploring these dynamics within the unique socio-cultural context of Nepal's banking sector, this study seeks to contribute valuable insights that can inform strategic HRM decisions and contribute to the overall growth and sustainability of commercial banks in Nepal.

### **1.3 Research Question**

- i. What are the status of emotional intelligence and job performance in Nepalese commercial bank?
- ii. Is there any relationship between emotional intelligence and job performance in Nepalese commercial bank?
- iii. What is the impact of Emotional Intelligence and job performance in Nepalese commercial bank?

### **1.4 Objectives of the Study**

The general objective of the study has been to study the relationship between Emotional Intelligence and Job performance of Commercial Bank's Employees in Nepal. The following objective are the specific objective of the study:

- i. To assess the status of emotional intelligence and job performance in Nepalese commercial bank.
- ii. To examine the relationship between emotional intelligence and job performance in Nepalese commercial bank.
- iii. To analyze the impact of emotional intelligence on job performance in Nepalese commercial bank.

### **1.5 Research Hypothesis**

In order to get the answer to the research questions, the following hypothesis has been tested. To test the relationship between the dependent and independent variables, following hypothesis have been developed:

H1: Self-Emotion Appraisal positively affects Job Performance

H2: Other's Emotion Appraisal positively affects Job Performance.

H3: Use of Emotion positively affects Job Performance.

H4: Regulation of Emotion positively affects Job Performance.

### **1.6 Rationale of the Study**

Understanding the relationship between emotional intelligence (EI) and job performance among employees in Nepalese commercial banks is crucial for advancing both academic understanding and practical applications. This study aims to contribute significantly by empirically investigating how EI influences various dimensions of job performance within Nepal's banking sector, which remains underexplored in current literature.

Firstly, this research addresses a substantial gap in the literature regarding EI and its impact on job performance in Nepal. While global studies emphasize the importance of EI in enhancing workplace outcomes (Goleman, 1995; Joseph & Newman, 2010), research specific to Nepal's banking industry is limited. By providing empirical evidence, this study aims to inform HRM practices and policies tailored to Nepal's organizational contexts, potentially enhancing organizational effectiveness and employee well-being.

Secondly, the findings from this study can offer actionable insights for Nepalese commercial banks aiming to optimize their workforce's performance. Identifying key EI competencies that correlate strongly with productivity, customer service quality, and job satisfaction can guide targeted interventions, such as developing EI through specialized training programs for employees and leaders. These efforts have the potential to improve customer relationships, reduce turnover rates, and strengthen organizational resilience (Salovey & Mayer, 1990).

In conclusion, this study not only fills a critical research gap but also provides practical and theoretical contributions that can benefit both academia and industry. By deepening our understanding of how EI influences job performance in Nepalese commercial banks, this research aims to support strategic decision-making, enhance employee engagement, elevate customer satisfaction, and foster sustainable competitive advantages within Nepal's dynamic banking sector (Joseph & Newman, 2010).

### **1.7 Limitations of the Study**

The study has the following mentioned limitations:

- i. The study primarily relies on primary data regarding emotional intelligence and Job performance of employees of Commercial Bank of Nepal. Consequently, the dependability of the study's conclusions relies on the accuracy of response provided by employees of these banks.
- ii. The study's outcomes are derived from the opinions expressed by respondents, which may limit its applicability to job performance in different contexts or settings.
- iii. Stipulated time and resources also may have existed as limitation of this study.
- iv. The samples have been drawn using the convenience sampling method, which may lead to sampling errors.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Conceptual Review

##### 2.1.1 Concept and Definition of Emotional Intelligence

Various scholars and experts have offered nuanced definitions of emotional intelligence (EI), each highlighting different aspects of this multifaceted concept. Daniel Goleman, a prominent American psychologist, characterizes emotional intelligence as the ability to recognize and manage one's own emotions while also understanding and influencing the emotions of others. According to Goleman, EI encompasses four primary dimensions: self-management, which pertains to how individuals control their internal resources and impulses; relationship management, which involves managing the emotions of others; social awareness, focused on empathy and understanding others' feelings and situations; and self-awareness, which involves a deep understanding of one's own emotions, values, strengths, motives, and weaknesses (Goleman, 1998). Goleman posits that these dimensions collectively contribute to personal and professional success, suggesting that EI can be more crucial than traditional cognitive intelligence (IQ) in achieving success.

Peter Salovey and John Mayer, both American psychologists, offer a slightly different perspective. They define emotional intelligence as the ability to perceive, understand, utilize, and regulate emotions in oneself and others. Their four-branch model of EI includes perceiving emotions, which involves recognizing and accurately identifying emotions in oneself and others; using emotions to facilitate thinking, which involves leveraging emotional information to enhance cognitive processes; understanding emotions, which includes comprehending the causes and consequences of emotions; and managing emotions, which involves regulating one's own emotions and those of others effectively (Salovey & Mayer, 1990). Their definition emphasizes the role of EI in facilitating various aspects of emotional and social functioning.

Ashforth and Humphrey provide another perspective, defining EI as a set of abilities related to the accurate perception, appraisal, expression, and regulation of emotions in oneself and others. They underscore the importance of EI in social interactions and relationships, arguing that it plays a critical role in achieving personal and professional

goals. Their definition highlights the significance of EI in navigating complex social environments and fostering effective interpersonal relationships (Ashforth & Humphrey, 1995).

Daniel Cherniss, a noted scholar in the field, builds on these definitions by emphasizing that emotional intelligence involves "the capacity to recognize and manage our own feelings and to recognize and respond effectively to those of others in personal interactions." Cherniss stresses that EI encompasses awareness of one's own emotional state and its impact on behavior, as well as the ability to understand and respond to others' emotions in a socially appropriate manner. He notes that EI is a valuable predictor of success in both personal and professional relationships and is a key factor in effective leadership (Cherniss, 2018).

Richard E. Boyatzis also contributes to the discourse on EI by defining it as the ability to recognize and understand emotions in oneself and others, and to use this awareness to manage behavior and relationships effectively. Boyatzis emphasizes the practical application of EI in managing one's own behavior and fostering effective interpersonal relationships (Boyatzis, 2018).

Marc Brackett defines emotional intelligence as the capacity to accurately and effectively recognize, understand, label, express, and regulate emotions in oneself and others, and to use this insight to guide thinking and behavior (Brackett, 2019). Additionally, emotional intelligence encompasses the ability to comprehend and manage both your own and others' emotions in ways that foster success in both professional and personal contexts (McKee, 2019).

### **2.1.2 Concept of Job Performance**

Scholars have developed multiple definitions of job performance, a crucial metric for assessing an individual's effectiveness, productivity, and the quality of their output in a given role. This concept includes various dimensions of employee performance, and although definitions may vary, many of the most commonly referenced ones emphasize core elements of job performance.

Job performance consists of employee behaviors that impact organizational goal achievement, either in a positive or negative manner (Borman & Motowidlo, 1993).

The actions or behaviors related to the organization's goals that are observable by others and produce measurable results (Campbell, 1990).

Job performance refers to how effectively an employee has met job requirements by achieving organizational goals, adhering to the organization's standards, and satisfying the expectations of their supervisor (Schmidt & Hunter, 1998). Job performance denotes the degree to which an employee effectively carries out their duties and responsibilities, meets organizational objectives, and enhances the overall success and efficiency of the organization (Grant & Judge, 2021). Job performance includes both the quantity and quality of an employee's work, as well as their effectiveness in fulfilling job requirements, meeting performance standards, and contributing to the organization's success (Judge et al., 2021)

In essence, these definitions highlight that job performance is determined by factors such as employee conduct, completing assigned tasks, and meeting the expectations and objectives of the organization. While there may be variations in how scholars approach the topic or the terms they use, the fundamental concept remains constant - job performance is a critical indicator of an individual's competence and worth to the organization.

## **2.2 Theoretical Review**

### **2.2.1 Model of Emotional Intelligence**

Numerous emotional intelligence (EI) models have been suggested by various scholars throughout the years. The following are brief explanations of some of the most notable models.

#### **2.2.1.1 Ability Based Model**

Salovey and Mayer proposed the ability-based model of emotional intelligence in 1990. According to this model, emotional intelligence is defined as "the ability to perceive emotions, to access and generate emotions to aid thought, to understand emotions and

emotional knowledge, and to reflectively regulate emotions to foster emotional and intellectual growth" (Salovey & Mayer, 1990).

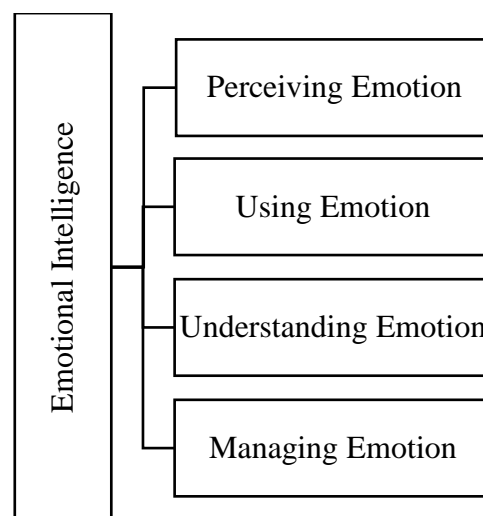
**Perceiving emotions:** The first step in understanding emotions is to accurately perceive them. This often involves interpreting nonverbal signals such as facial expressions and body language. This stage is a fundamental skill in emotional intelligence because it enables all other processing of emotional data (Salovey & Mayer, 1990).

**Utilizing emotions:** The ability to harness emotions to assist various cognitive activities such as critical thinking and problem-solving. An emotionally intelligent individual can leverage their changing moods to best suit the task at hand (Salovey & Mayer, 1990).

**Understanding emotions:** The ability to comprehend emotions and recognize complex relationships among them. This includes being sensitive to subtle differences between emotions and understanding how they evolve over time (Salovey & Mayer, 1990).

**Managing emotions:** The ability to regulate emotions in both oneself and others. An emotionally intelligent person can manage even negative emotions to achieve intended goals (Salovey & Mayer, 1990).

The below figure represent the model in detail.



**Figure 1: Ability Based Model**

Source: Salovey and Mayer (1990)

### **2.2.1.2 Goleman's Competency Model**

The mixed model of Emotional Intelligence (EI), also known as the four-branch model, was introduced by Daniel Goleman in his 1995 book "Emotional Intelligence." This model posits that EI comprises a blend of cognitive abilities, personality traits, and learned skills, each contributing to overall emotional intelligence (Goleman, 1995).

Here is a breakdown of the four branches of the mixed model:

**Self-awareness:** This branch involves the ability to recognize and understand one's own emotions and their impact on thoughts, behaviors, and relationships (Goleman, 1995).

**Self-management:** This branch encompasses the ability to regulate one's emotions in a healthy and adaptive manner, control impulsive behaviors, and respond effectively to stress and challenges (Goleman, 1995).

**Social awareness:** This branch entails the ability to perceive and understand the emotions of others, and to empathize with their perspectives and experiences (Goleman, 1995).

**Relationship management:** This branch includes the ability to communicate effectively, build and maintain positive relationships, and manage conflicts constructively (Goleman, 1995).

The mixed model suggests that each of these four branches includes both cognitive and emotional components, interacting to determine overall emotional intelligence. For instance, self-awareness involves both the cognitive ability to identify and label emotions and the emotional ability to experience and regulate those emotions.

The mixed model of EI has been instrumental in popularizing the concept of emotional intelligence and is widely utilized in both academic and non-academic settings. However, it has faced criticism for being overly broad and inclusive and for lacking specificity regarding the underlying cognitive and emotional processes involved.

<p><b>SELF AWARENESS</b></p> <p>Emotional self-awareness Accurate self-assessment Self-confidence</p>	<p><b>SOCIAL AWARENESS</b></p> <p>Empathy Organizational Awareness Service Orientation</p>
<p><b>SELF REGULATION</b></p> <p>Self-control Transparency Adaptability Achievement drive Initiative</p>	<p><b>RELATIONSHIP MANAGEMENT</b></p> <p>Inspirational Leadership Developing Others Influence Change Catalyst Teamwork Collaboration</p>

**Figure 2: Goleman's Competency Model**

Source: Goleman (1995)

### 2.2.1.3 Wong and Law Emotional Intelligence Scale (WLEIS)

The Wong and Law Emotional Intelligence Scale (WLEIS) is a self-report measure designed to assess emotional intelligence (EI) as conceptualized by Wong and Law in 2002. Emotional intelligence refers to the ability to recognize, understand, manage, and utilize emotions effectively in various situations (Wong & Law, 2002).

The WLEIS consists of 16 items, divided into four subscales:

**Self-emotion appraisal:** This subscale assesses individuals' ability to recognize and understand their own emotions. It includes items that gauge how well individuals perceive and comprehend their own emotional states, such as "I really understand what I feel" or "I am quite capable of controlling my own emotions." (Wong & Law, 2002)

**Others' emotion appraisal:** This subscale measures individuals' ability to recognize and understand the emotions of others. It includes items that assess how well individuals can perceive and understand the emotions expressed by others, such as "I am sensitive to the

feelings being expressed by others" or "I am good at predicting how someone will feel." (Wong & Law, 2002)

Use of emotion: This subscale focuses on individuals' ability to manage and regulate their emotions effectively. It includes items related to how individuals use their emotions to facilitate decision-making, problem-solving, and interpersonal interactions, such as "I am usually able to influence the way other people feel" or "I am able to express my feelings freely when necessary." (Wong & Law, 2002)

Regulation of emotion: This subscale evaluates individuals' ability to utilize their emotions to facilitate adaptive behaviors and cognitive processes. It includes items that assess individuals' ability to regulate their emotions in various situations, such as "I am able to bounce back quickly after hard times" or "I am capable of remaining calm even in tense situations." (Wong & Law, 2002)

The WLEIS has been utilized in various research studies and has been translated into multiple languages for cross-cultural research. It has demonstrated good reliability and validity in assessing emotional intelligence across different populations and contexts.

Khan and Abdullah (2024) investigate the effect of Emotional Intelligence (its dimensions) on employees' job performance in the context of public sector management schools in Pakistan using WLEIS Scale. The study indicates a significant positive correlation between Emotional Intelligence, and its dimensions. Alferaih (2021). Using WLEIS, examined how Emotional Intelligence improves Employee Job Satisfaction and Performance with mediating effect of Employee Engagement in private sector organizations of the Kingdom of Saudi Arabia. The result showed Employee Engagement (EE) positively impacts employee performance and satisfaction, with age, gender, and experience acting as moderators. Alonazi (2020) conducted research on the impact of Emotional Intelligence on Job Performance among nurses during COVID-19 crisis management in Saudi Arabia using WLEIS. The results showed nurses reported satisfactory levels of EI, and most of their practices were aligned with national standards during COVID-19, but slightly in inverse to EI. Gomez and Bresó (2020) examined the mediator role of burnout in the relationship between EI and work performance. The Study found that High emotional intelligence (EI) helps professionals manage job pressures,

reduces burnout, and enhances professional efficacy, leading to improved job performance.

## **2.2.2 Models of Job Performance**

### **2.2.2.1 Trait Model**

Ralph Stogdill's Trait Model of job performance posits that an individual's personal characteristics, including personality traits, intelligence, and skills, are significant predictors of job performance. According to Stogdill, individuals who possess certain traits are more likely to excel in their jobs (Stogdill, 1948).

Stogdill identified several traits associated with job performance:

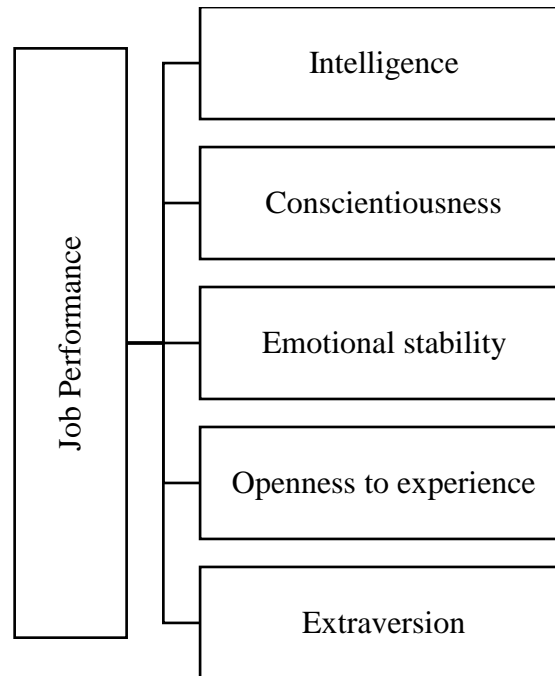
**Intelligence:** Individuals with higher intelligence levels are more likely to succeed in complex and demanding jobs (Stogdill, 1948).

**Conscientiousness:** Conscientious and responsible individuals tend to perform well in jobs that require attention to detail and adherence to rules and procedures (Stogdill, 1948).

**Emotional stability:** Emotionally stable individuals can better cope with stress and uncertainty, making them more likely to excel in high-pressure jobs (Stogdill, 1948).

**Openness to experience:** Individuals open to new experiences and ideas are often more creative and innovative, potentially performing well in jobs that require creativity (Stogdill, 1948).

**Extraversion:** Outgoing and sociable individuals may perform well in roles that require interaction with others, such as sales or customer service (Stogdill, 1948).



**Figure 3: Trait Model of Job Performance**

Source: Stogdill (1948)

It is important to note that while the Trait Model suggests that personal characteristics are important predictors of job performance, other factors such as job demands and organizational culture also play a significant role.

#### **2.2.2.2 Job Analysis Model**

The Job Analysis Model of job performance highlights the importance of analyzing specific job tasks and responsibilities to understand what is required for successful job performance. Developed by Flippo, this model asserts that job analysis is a critical component of human resource management, helping organizations identify the key skills and competencies needed for success in a particular job (Flippo, 1984).

Job analysis involves breaking down a job into its component parts, including the tasks and responsibilities, as well as the knowledge, skills, and abilities required for successful performance. This information can then be used to develop job descriptions, performance standards, and training programs tailored to the specific requirements of the job (Flippo, 1984).

One key benefit of job analysis is that it helps organizations identify the essential skills and competencies for success in a particular job. This information can be used to create job postings and screen candidates during the hiring process, ensuring that the organization finds the best candidates for the position (Flippo, 1984).

Another benefit of job analysis is that it can identify areas where training and development may be needed. By understanding the specific knowledge, skills, and abilities required for successful performance, organizations can develop training programs focused on building these competencies in employees (Flippo, 1984).

### **2.2.2.3 Motivation Model**

Abraham Maslow's Hierarchy of Needs Model is often referenced as a motivation model for job performance. This model proposes that individuals have a hierarchy of needs that must be satisfied to motivate them to perform well in their jobs (Maslow, 1943).

Maslow's hierarchy of needs is typically depicted as a pyramid, starting with basic physiological and safety needs at the bottom, followed by needs for love and belonging, esteem, and culminating in self-actualization at the top. According to Maslow, individuals must have their basic needs met before they can be motivated by higher-level needs. In the context of job performance, Maslow's theory suggests that organizations must create a work environment that addresses employees' basic needs for safety, job security, and fair compensation. Once these needs are fulfilled, employees may be motivated by higher-level needs, such as opportunities for personal growth, recognition and respect from others, and the ability to make a meaningful contribution to the organization.

While originally developed to explain individual motivation in a broader sense, Maslow's theory has been applied in various contexts, including the workplace. Today, Maslow's hierarchy of needs model remains widely cited and studied as a framework for understanding what motivates individuals to perform well in their jobs.

### **2.2.2.4 Competency Model**

David McClelland's Competency Model is a widely recognized framework for job performance that emphasizes the importance of specific competencies or skills in

achieving job success. According to McClelland, competencies are learned abilities that enable individuals to perform specific tasks and activities effectively (McClelland, 1973).

McClelland's Competency Model identifies three key types of competencies crucial for job performance: technical or functional competencies, cognitive competencies, and behavioral competencies. Technical or functional competencies encompass specific job-related skills and knowledge required to perform a particular role. Cognitive competencies include mental abilities such as problem-solving and critical thinking essential for success in a specific job. Behavioral competencies involve personal characteristics and traits, such as leadership and communication skills, necessary for effective job performance.

In the context of job performance, McClelland's Competency Model suggests that organizations should identify and define the specific competencies required for success in a particular job or role. By selecting and developing employees who possess these necessary competencies, organizations can enhance job success and overall organizational effectiveness.

#### **2.2.2.5 Situation Model**

The Situation Model of Job Performance, developed by Ford and colleagues, posits that job performance is shaped by the context in which the job is carried out (Ford et al., 2014). According to this model, job performance results from the interaction between an individual's capabilities and the demands of the job situation.

The model identifies three main factors influencing job performance:

**Task-specific knowledge and skills:** The individual's expertise and abilities that are directly relevant to the job tasks.

**Social and interpersonal factors:** The social and interpersonal environment in which the job is performed, including relationships with coworkers and supervisors.

**Organizational factors:** The policies, procedures, and resources available to support job performance.

Ford and colleagues suggest that the job situation can either enhance or impede job performance. For instance, a job that provides ample resources and support can facilitate better performance, while a job with scarce resources and high demands can hinder performance.

Their study supports the Situation Model of Job Performance, showing that job performance is influenced by both task-specific knowledge and skills, as well as situational factors such as job demands and available resources.

### **2.3 Empirical Review**

Afalashade et al. (2024) conducted research on the topic 'Emotional Intelligence, Job Satisfaction, Reward System and Organizational Commitment among Workers in Nigeria'. The study examined the impact of reward structures, job satisfaction, and emotional intelligence on Nigerian workers' job commitment. A total of 250 workers from ten organizations in Ogun State were selected using a multistage sampling technique. The results showed a positive relationship between job commitment, emotional intelligence, job satisfaction, and reward systems. Emotional intelligence was found to be the most significant factor, followed by the system of rewards and job satisfaction. The study concluded that emotional intelligence, job satisfaction, and compensation significantly influence job commitment.

Khan and Abdullah (2024) conducted research on 'Emotional intelligence and Job Performance: A study of public sector Management School in Pakistan'. The research aims to investigate the relationship between emotional intelligence and job performance in public sector management schools in Pakistan. The model uses a stratified random sample of 305 respondents, divided into four categories: professor, associate professor, assistant professor, and lecturer. The results show a positive and significant relationship between emotional intelligence and job performance. The study addresses the existing gap in research on emotional intelligence in public sector universities and management schools. The findings have both theoretical and practical implications, and the study recommends creating an organizational environment where faculty members can share their workplace emotions with age and interest.

Nawaz et al. (2023) conducted research on the topic 'Nexus between emotional intelligence and occupational stress: Role of workplace spirituality among teaching fraternity'. This study examines the relationship between workplace spirituality and emotional intelligence and occupational stress. The study's conclusions suggest that workplace spirituality and emotional intelligence are predictive factors of occupational stress in the teaching fraternity. Workplace spirituality has a negligible and low mediating effect between emotional intelligence and occupational stress. On the other hand, low levels of stress are observed to be predicted by moderate emotional intelligence and high spirituality.

Chana (2022) revealed that challenge stressors have significant and positive effect on task and contextual performance. Furthermore, challenge stressors have significant and negative effect on counterproductive work behavior. On the other hand, hindrance stressors have significant and negative effect on task performance. However, hindrance stressors have no significant effect on contextual performance and counterproductive work behavior. Emotional intelligence has a positive and significant effect on task and contextual performance. Moreover, emotional intelligence moderates the positive relationship between challenge stressors and task performance. The results also revealed that emotional intelligence moderates the negative relationship between hindrance stressors and task performance.

Mekonnen (2022) revealed that the work motivation and job performance of the teachers were significantly correlated with the perceived participative leadership style, achievement-oriented leadership style and emotional intelligence of principals. Moreover, the emotional intelligence of the principals was found to be the best predictor of the teachers work motivation whereas the achievement-oriented leadership style of the principals was identified as the best predictor of the job performance of the teachers. Furthermore, the interaction effects of all the four path goal leadership styles vis-a-vis the emotional intelligence of the principals have shown differential effects on the work motivation and job performance of teachers.

Alferaih (2021) conducted research on 'How does emotional intelligence improve employee satisfaction and performance with mediating effect of employee

engagement? Perspective from Saudi Arabian private companies'. The study investigates the impact of emotional intelligence (EI) on employee job satisfaction and performance in private sector organizations in Saudi Arabia. A sample of 537 employees from major cities was used as primary data. Statistical methods were used to test the model. The findings indicate that EI positively impacts employees' performance and satisfaction levels, with this relationship being mediated by employee gratification. The study also explores the moderating effects of age, gender, and experience. This unique research contributes to the existing literature on EI's development and its impact on employee performance and satisfaction in Saudi Arabia. The study offers valuable insights into EI's methodological developments and suggests that enhancing EI can lead to improved performance and satisfaction in the working environment.

Alonazi (2020) conducted research on 'The Impact of Emotional Intelligence on Job Performance During COVID-19 Crisis: A Cross-Sectional Analysis'. The research discovered compelling connections between nurses' emotional intelligence (EI) levels and their job performance (JP), particularly among critical care medical professionals who tend to exhibit high EI. However, it's important to approach these findings with caution. They imply that fostering an empathetic atmosphere among healthcare staff could lead to notable advantages, including enhanced employee performance and the promotion of best practices in patient-centered institutions. Therefore, it's suggested that EI be recognized as a valuable asset among nurses and be integrated into healthcare practice protocols and performance assessments.

Gomez and Bresó (2020) conducted research on 'In Pursuit of Work Performance: Testing the Contribution of Emotional Intelligence and Burnout'. The results highlight the interacting significance of EI and burnout. Because they have the necessary resources to handle the demands of their jobs, professionals with high EI experience less fatigue. Additionally, enhanced emotional intelligence (EI) is linked to increased professional efficacy, which supports improved job performance and preserves the impression of ongoing efficacy at work. These results underline the function of EI as a protective variable and highlight the significance of burnout in understanding work performance. This study validates the benefits of establishing these variables in businesses and

confirms earlier studies on the topic. Thus, the development and implementation of intervention programs is required to support EI and foster healthy work environments, which can stop the onset or chronic advancement of employee burnout while assisting staff in achieving optimal performance.

Dewi (2020) conducted the research on *The Influence of Spiritual Intelligence and Emotional Intelligence On Job Satisfaction and Nursing Performance*. The result shows that; Job satisfaction is significantly improved by emotional intelligence. The degree of job satisfaction increases with emotional intelligence. Second, nurses perform much better when they possess emotional intelligence. A nurse performs better when their emotional intelligence is higher. Third, job satisfaction is significantly positively impacted by intelligence and spirituality. There is a positive correlation between spiritual intelligence and job satisfaction. Fourth, there is a substantial positive impact of spiritual intelligence on nursing performance. There is a positive correlation between spiritual intelligence and job satisfaction. This demonstrates how a nurse's emotional and spiritual intelligence play a significant influence in their job satisfaction and effectiveness at Buleleng General Hospital.

Edward and Phurba (2020) conducted a research on *The Effect Analysis of Emotional Intelligence and Work Environment on Employee Performance with Organizational Commitment as Intervening Variables in PT Berkas Bima Sentana*. This study aims to determine the effect of emotional intelligence and work environment on employee performance through organizational commitment at PT. Berkas Bima Sentana. This research was conducted at PT. Berkas Bima Sentana which lasts for 6 (six) months, starting from August 2019 to January 2020. This study uses a quantitative associative method with structural equation modeling (SEM) analysis tools. The sampling technique used is proportional stratified random sampling using the Slovin formula. The respondents of this study were employees at PT. Berkas Bima Sentana as many as 98 people. The instrument used was a questionnaire to collect data on variables of emotional intelligence, work environment, organizational commitment and employee performance variables. Descriptive analysis results for the variables of emotional intelligence, work environment, organizational commitment and employee performance at PT. Berkas Bima

Sentana, it is in the good category. Based on SEM analysis, emotional intelligence and work environment have a positive and significant impact on employee performance through organizational commitment at PT. Berkat Bima Sentana. Contributions from the variables of emotional intelligence, work environment and organizational commitment explain variable employee performance by 0.818 or 81.8%. The remaining 0.182 or 18.2% is influenced by other independent variables not examined in this study.

Rosemond et al. (2019) conducted a study on Social Capital and SME Performance: The Moderating Role of Emotional Intelligence. The main purpose of this research was to examine the extent to which Emotional Intelligence (EI) moderates the relationship between social capital and SMEs performance. A total of 1532 SMEs were selected through simple random sampling technique from a population of 5009 SMEs. Structural Equation Modelling using AMOS was used to analyze the relationship between the variables. The results revealed that social capital has a positive and significant relationship with emotional intelligence. Moreover, the study also showed that emotional intelligence has a positive and significant relationship with SME performance. Lastly, the study found that emotional intelligence enhances the relationship between social capital and SME performance.

Wen et al. (2019) examined the effects of emotional intelligence and emotional labor on job satisfaction in a moderated mediation model, which posits surface and deep acting strategies as mediators between emotional intelligence and job satisfaction and perceived organizational support as a moderator to the mediation effects. Based on a sample of 279 Chinese hotel employees, results showed that: 1) while deep acting partially mediated the effect of emotional intelligence on job satisfaction, surface acting did not mediate; 2) Perceived organizational support effectively moderated the mediation of deep acting between emotional intelligence and job satisfaction; but the moderated mediation was not found with surface acting as a mediator. This study contributes to a better understanding of the roles of emotional intelligence and emotional labor strategies in affecting hotel employees' job satisfaction and how organizational support can function as an organization resource in changing the psychological mechanisms underlying emotional labor and job satisfaction.

Aqqad et al. (2019) conducted a study to investigate the relationship among emotional intelligence and job performance in Jordanian banks through the mediating effect of conflict management styles. Quantitative research design and regression analysis were applied on a total of 447 valid returns that were obtained in a questionnaire based survey. The results showed that both emotional intelligence and conflict management styles were significantly and positively related to job performance. The results also showed that emotional intelligence and conflict management styles were positively and significantly related to each other. Finally, the findings revealed that conflict management styles exert a significant mediating effect on the relationship between emotional intelligence and conflict management styles. This study implies that Jordanian banks should try their best to promote and facilitate emotional intelligence among their employees in an effort to improve their job performance, which will eventually yield positive results for the bank as a whole.

Suleman et al. (2019) investigated the association between emotional intelligence and academic success among undergraduates of Kohat University of Science & Technology (KUST), Pakistan. A sample of 186 students who were enrolled during the semester Fall 2015 to Spring 2018 was selected through a random sampling technique. A cross-sectional, descriptive and correlational research methods were employed in this study. A standardized tool “Emotional Intelligence Scale” was employed for the collection of information from the undergraduates. Cumulative Grade Point Average (CGPA) of the students was considered as academic success. Data were collected through personal visits. Statistical tools i.e., simple percentage, mean, standard deviation, ANOVA, Pearson’s product-moment correlation and multiple linear regression were employed to reach the desired research outcomes. The findings revealed that there was a strong positive relationship between emotional intelligence and academic success among undergraduate students. The multiple linear regression analysis showed that self-development, emotional stability, managing relations, altruistic behavior, and commitment predict academic success of undergraduates positively. The findings suggest that the emotional intelligence of the undergraduate students may be further improved so that their academic performance may further be enhanced.

Gong et al. (2019) conducted a survey on The Influence of Emotional Intelligence on Job Burnout and Job Performance: Mediating Effect of Psychological Capital. This study surveyed 450 employees of various enterprises through questionnaires. Results are as follows: (1) Employees' EI has a positive predictive effect on psychological capital and job performance, and it is negatively correlated with job burnout; (2) psychological capital has a negative predictive effect on job burnout and a positive predictive effect on job performance; and (3) psychological capital plays a mediating role in the relationship between EI and job burnout/performance. Results of this study may contribute to develop EI theories in organizational behavior field. As for enterprises, improving the EI of employees will help to improve their psychological capital, and high psychological capital will lead to positive job performance and less job burnout.

**Table 1**

*Summary of Empirical Review*

Sources	Objective	Methodology	Findings
Afalashade et al.(2024)	To investigate the influence of emotional intelligence, job satisfaction, and reward systems on the job commitment of workers in Nigeria	<p>Research Design: Descriptive ex-post-facto</p> <p>Population: Workers in Nigeria</p> <p>Sample: 250</p> <p>Nature &amp; Source of Data: Primary Data</p> <p>Data Collection: Questionnaire survey</p> <p>Tools of Analysis: Pearson Product Moment Correlation (PPMC) &amp; Multiple Regression analysis</p> <p>Variables of Study: Emotional Intelligence, Job</p>	The Study revealed that workers' job commitment in Ogun State was positively and significantly correlated with their emotional intelligence, job satisfaction, and reward system.

---

		Satisfaction, reward system, organizational commitment	
Khan and Abdullah (2024)	To investigate the effect of Emotional Intelligence (its dimensions) on employees' job performance in the context of public sector management schools in Pakistan	<p>Research Design: Descriptive</p> <p>Population: 1247</p> <p>Sample: 305</p> <p>Nature &amp; Source of Data: Primary Data</p> <p>Data Collection: Questionnaire survey</p> <p>Tools of Analysis: Regression Model using SPSS 2.1</p> <p>Variables of Study: Emotional Intelligence, Job Performance</p>	<p>The study indicates a significant positive correlation between Emotional Intelligence, specifically its dimensions of Self-Emotion Appraisal, Other-Emotion Appraisal, Self-Emotion Regulation, and Other-Emotion Regulation, and job performance.</p>
Nawaz et al. (2023)	To investigate the relationship between emotional intelligence, workplace spirituality, and the mediating effect of workplace spirituality on occupational stress.	<p>Research Design: Quantitative Approach, Descriptive Analysis</p> <p>Population: 500</p> <p>Sample: 482</p> <p>Nature &amp; Source of Data: Primary Data</p> <p>Data Collection: Questionnaire survey</p> <p>Tools of Analysis: Structural Equation Modelling using PLS</p> <p>Variables of Study:</p>	<p>The study reveals that emotional intelligence and workplace spirituality significantly predict occupational stress in the teaching fraternity, with moderate emotional intelligence and high spirituality predicting low</p>

		Emotional Intelligence, Workplace Spirituality, Occupational stress	stress levels.
Chana (2022)	To examine the effects of job stressors on employee performance and how these relationships are moderated by emotional intelligence	<p>Research Design: Descriptive Research</p> <p>Population: 5533 Sample: 316</p> <p>Nature &amp; Source of Data: Primary Data</p> <p>Data Collection: Questionnaire survey</p> <p>Tools of Analysis: Descriptive &amp; inferential statistical techniques</p> <p>Variables of Study: Leadership Style, Emotional Intelligence, Work Motivation &amp; Job Performance</p>	<p>The study found that challenge stressors positively impact task and contextual performance, while hindrance stressors negatively affect task performance.</p> <p>Emotional intelligence moderates the relationship between stressors and task performance, mitigating hindrance stressors' negative effects.</p>
Mekonnen (2022)	To investigate the role of the principal's leadership styles and their emotional intelligence on the work motivation and the job performance of the teachers	<p>Research Design: Descriptive Research</p> <p>Population: 5533 Sample: 316</p> <p>Nature &amp; Source of Data: Primary Data</p> <p>Data Collection: Questionnaire survey</p> <p>Tools of Analysis:</p>	<p>The study found that teachers' work motivation and job performance are significantly influenced by principals' participative, achievement-</p>

		Descriptive & inferential statistical techniques	oriented leadership styles and
		Variables of Study: Leadership Style, Emotional Intelligence, Work Motivation & Job Performance	emotional intelligence, with emotional intelligence being the best predictor of motivation and job performance.
Alferaih (2021)	To examine how Emotional Intelligence (EI) improves Employee Job Satisfaction and Performance (EJSP) with mediating effect of Employee Engagement (EE) in private sector organizations of the Kingdom of Saudi Arabia (KSA).	<p>Research Design: Quatitative &amp; Correlational Design</p> <p>Sample: People of Major Cities of SA</p> <p>Sample: 537</p> <p>Nature &amp; Source of Data: Primary Data</p> <p>Data Collection: Questionnaire survey</p> <p>Tools of Analysis: SPSS &amp; Partial Least Square</p> <p>Variables of Study:</p> <p>Independent Variable: Self Emotion Appraisal, Other's Emotion Appraisal, Use of Emotion, Regulation of Emotion</p> <p>Dependent Variable: Employee Satisfaction, Employee Performance</p>	<p>The study reveals that Employee Engagement (EE) positively impacts employee performance and satisfaction, with age, gender, and experience acting as moderators.</p>
Alonazi	To investigate the	Research Design:	The results shows

(2020)	<p>impact of Emotional Intelligence on Job Performance among nurses during COVID-19 crisis management in Saudi Arabia (SA).</p>	<p>Quantitative &amp; Cross Sectional Design  Population: 3000  Sample: 340  Nature &amp; Source of Data: Primary Data  Data Collection: Questionnaire survey  Tools of Analysis: SPSS 20.0  Variables of Study:  Independent Variable: Self Emotion Appraisal, Other's Emotion Appraisal, Use of Emotion, Regulation of Emotion  Dependent Variable: Job Performance</p>	<p>nurses reported satisfactory levels of EI, and most of their practices were aligned with national standards during COVID-19, but slightly in inverse to EI.</p>
<p>Gomez and Bresó (2020)</p>	<p>To examine the mediator role of burnout in the relationship between EI and work performance</p>	<p>Research Design: Cross Sectional Design  Population: NA  Sample: 1197  Nature &amp; Source of Data: Primary Data  Data Collection: Questionnaire survey  Tools of Analysis: SPSS 25.0  Variables of Study: Emotional Intelligence, Work Performance,</p>	<p>The Study found that High emotional intelligence (EI) helps professionals manage job pressures, reduces burnout, and enhances professional efficacy, leading to improved job performance.</p>

		Exhaustion, Cynicism, Professional Efficacy	
Dewi (2020)	To determine the influence of emotional intelligence and spiritual intelligence on job satisfaction and nurse performance	Research Design: Descriptive & Correlational Design Population: All nurses in Buleleng General Hospital Sample: 76 Nature & Source of Data: Primary Data Data Collection: Questionnaire survey Tools of Analysis: Partial Least Square (PLS) Visual version 3.0. Variables of Study: Emotional Intelligence, Spiritual Intelligence, Job Satisfaction, Nurse Performance	Study found that Emotional intelligence significantly impacts job satisfaction, nurse performance, and spiritual intelligence significantly impacts job satisfaction and nurse performance.
Edward and Phurba (2020)	To determine the effect of emotional intelligence and work environment on employee performance through organizational commitment at PT. Berkati Bima Sentana.	Research Design: Associative Quantitative Research Population: Employee 135 Sample: 98 Nature & Source of Data: Primary Data Data Collection: Questionnaire survey Tools of Analysis: WarpPls 7.0	The study reveals that emotional intelligence and organizational commitment significantly impact employee performance at PT. Berkati Bima Sentana, accounting for 81.8% of the

		Variables of Study: Emotional Intelligence, Work Environment, Organizational Commitment & Employee Performance	variance, with the remaining 18.2% influenced by other independent variables.
Rosemond et al. (2019)	To examine the extent to which Emotional Intelligence (EI) moderates the relationship between social capital and SMEs performance	Research Design: Quantitative Research Design Population: 5009 SMEs Sample: 1532 SMEs Nature & Source of Data: Primary Data Data Collection: Questionnaire survey Tools of Analysis: Structural Equation Modelling using AMOS Variables of Study: Emotional Intelligence, Social Capital & Performance	The study reveals a positive correlation between social capital and emotional intelligence, with emotional intelligence enhancing the relationship between social capital and SME performance.
Wen et al. (2019)	To examine the effects of emotional intelligence and emotional labor on job satisfaction in a moderated mediation model	Research Design: Cross Sectional Research Design Population: 7 Hotels in Guangzhou & Shenzhen Sample: 279 Nature & Source of Data: Primary Data Data Collection: Questionnaire survey	The study found that deep acting partially mediates the relationship between emotional intelligence and job satisfaction, while perceived organizational

		Variables of Study: Emotional Intelligence, Emotional Labor Strategy, Job Satisfaction & Perceived Organizational Support	support moderates this relationship.
Aqqad et al. (2019)	To investigate the relationship among emotional intelligence and job performance in Jordanian banks through the mediating effect of conflict management styles	Research Design: Quantitative Research Design Population: Staff of Jordanian Bank Sample: 447 Nature & Source of Data: Primary Data Data Collection: Questionnaire survey Variables of Study: Emotional Intelligence, Conflict Management Style & Job Performance	The study revealed a positive correlation between emotional intelligence and conflict management styles, with conflict management styles playing a significant mediating role in this relationship.
Suleman et al. (2019)	To investigate the association between emotional intelligence and academic success among undergraduates	Research Design: cross- sectional descriptive, quantitative and correlational research Design Population: 1856 undergraduates Sample: 186 undergraduates Nature & Source of Data: Primary Data	The study reveals a significant positive correlation between emotional intelligence, self- development, emotional stability, managing relationships, altruistic behavior, and commitment

		Data Collection: Questionnaire survey	among undergraduate
		Variables of Study: Emotional Intelligence, Academic Success,	students, indicating potential for improved academic performance.
Gong et al. (2019)	To determine how emotional intelligence (EI) affects job performance and job burnout, either directly or indirectly, and to explore the role of psychological capital in this relationship.	Research Design: Correlational Design Population: Salespeople Sample: 450 Nature & Source of Data: Primary Data Data Collection: Questionnaire survey Tools of Analysis: SPSS16.0 and AMOS 23.0 Variables of Study: Emotional Intelligence, Job Burnout, Job Performance & Psychological Capital	The study reveals that employees with higher emotional intelligence (EI) have better job performance, lower job burnout, and a positive effect on psychological capital, mediating the relationship.

---

*Source.* Compiled by Author

## 2.4 Research Gap

In most of the above research examining the relationship between emotional intelligence (EI) and job performance in various organizational contexts globally, there remains a significant research gap concerning this relationship within the private sector of Nepal especially Banking sector. While studies from other countries have highlighted the importance of EI in predicting job performance metrics such as productivity, job

satisfaction, and interpersonal relationships, there is a lack of empirical research specifically focusing on Nepalese organizations.

The private sector in Nepal operates within a unique socio-cultural and economic environment, characterized by diverse organizational structures, leadership styles, and workforce demographics. However, little attention has been paid to understanding how emotional intelligence influences job performance outcomes within this context.

Furthermore, existing studies on EI and job performance predominantly stem from Western perspectives, which may not fully capture the nuances and intricacies of the Nepalese workplace culture. Cultural differences, societal norms, and organizational practices specific to Nepal could potentially moderate the relationship between EI and job performance, thus necessitating context-specific research.

While prior research often relies on cross-sectional studies and self-reported data, there is a need for longitudinal and experimental designs to establish causality between emotional intelligence and job performance. Such methodologies are rare in studies conducted in Nepal. Therefore, there is a pressing need for empirical research that investigates the relationship between emotional intelligence and job performance within Nepalese private organizations. Such research would not only contribute to filling the existing gap in the literature but also provide valuable insights for organizational leaders, HR practitioners, and policymakers in Nepal to enhance workplace effectiveness, employee well-being, and organizational success.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This part of research provides an insight about how the study will be conducted. It gives the details about the process and the methods designed to meet the objectives of the research. Simplified research procedure with commonly used research methodology has been used in this research. Overall research plan and designed is defined in this section.

#### 3.2 Research Plan and Design

This study utilized a descriptive and causal comparative research design to examine the Emotional Intelligence and job performance among private sector employees. In this study, the employees of Commercial Bank of Nepal has been studied among all the private sector employees. Descriptive research design is employed to observe, record, and describe the characteristics of a phenomenon without manipulating it and also provides a detailed picture of Emotional Intelligence and job performance. Causal comparative research design was utilized to examine the statistical relationships between two or more variables without intervening in and is employed to explore the degree and direction of association between Emotional Intelligence and job performance employees. The chosen quantitative research method focused on assessing employees' job performance using a standardized questionnaire. The questionnaire provided scores for analysis and evaluation, contributing to an understanding of the relationship between Emotional Intelligence and job performances. The selected design allowed for a detailed investigation into these aspects within the private sector, offering valuable insights into how employees' emotional intelligence influences their job performances.

#### 3.3 Population and Sample, Sampling Design

The population for this study were all the respondent from Nepalese Commercial Bank inside Kathmandu Valley. Out of 20 Commercial Bank, employees of 15 Commercial Bank has been taken for sample collection. As per probability sampling 384 samples are required for analysis if the total population is unknown. So on the basis of profitability sampling, sample size is

determined by using following formula:

$$\text{Necessary Sample Size} = \frac{(Z\text{-score})^2 \times \text{Std Dev} \times (1 - \text{Std Dev})}{(\text{Margin of Error})^2}$$

Here's a worked example, assuming the 95% confidence level, 0.5 standard deviation, and a margin of error (confidence interval) of +/- 5%.

$$\begin{aligned} \text{Sample Size} &= \frac{((1.96)^2 \times 0.5(0.5))}{((1.96)^2 \times 0.5(0.5))} \\ &= 384.16 \approx 384 \end{aligned}$$

Source: Cochran (1963)

384 sample is required for the study. So, 400 employees of commercial bank were taken as the sample. In order to collect the data, convenience sampling (one of the non-probabilistic sampling technique) has been used. The sample of the study represent whole population. After collecting responses, it was categorized, tabulated, processed and analyzed using different method.

In this survey convenience sampling method was used. This method of sampling was undertaken in this study as the questionnaire was sent to various respondent via facebook, messenger, viber and whatsapp. The respondents were those who were convenient and internet user. Responses were collected via google forms. Thus the online research was conducted for the purpose of the study.

### **3.4 Nature and Sources of Data and the instrument of Data Collection**

The initial part i.e. Chapter I & II are the outcomes of secondary data collected from previous report, journal articles, research paper, websites, books and thesis. In order to achieve the objective of the study, primary data was collected. As we mentioned above, the respondents were asked to fill up the questionnaire via google form to collect the primary data.

#### **3.4.1 Instrument**

Measurement scales have been adapted from the past research in order to find the effect of independent variables on the dependent variable as shown in theoretical framework.

For this, questionnaire is designed with the underlying objective of the study. The questionnaire was kept short and concise for the convenience of the respondents. All the involved questions were measured by using Seven-point Likert Spectrum consisting of 7 comment spectrum (1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Neutral, 5=Somewhat Agree, 6=Agree, 7= Strongly Agree). The questionnaire consists of the three sections. The section 1 consists of personal information like Name, age, gender, qualification, income and occupation. Likewise, Section 2 includes the questions regarding independent variable and lastly the section 3 consists of questions related to the dependent variables. Almost all the questions are to be answered using Seven point Likert Scale.

**Table 3.1**

*Questionnaire Adapted*

<b>Construct</b>	<b>Adapted From</b>
Self-Emotion Appraisal	Wong and Law (2002), Schutte et al. (1998)
Others-Emotion Appraisal	Wong and Law (2002), Schutte et al. (1998)
Use of Emotion	Wong and Law (2002), Schutte et al. (1998)
Regulation of Emotion	Wong and Law (2002), Schutte et al. (1998)
Task Performance	Koopman (2015)
Contextual Performance	Koopman (2015)

### **3.4.2 Data Collection**

Primary data collection method was used in this study. Primary data is the first hand data. These data are collected by structured questionnaire. To collect the data, questionnaire was developed in google form and the link of questionnaire was sent to the respondents via means of social media as a medium to conduct the survey. A total of 30 questionnaires were used in the analysis. After collecting the primary data, it was categorized, tabulated, processed and analyzed using different method.

### **3.5 Method of Analysis**

It is very important to consider only the valid responses for the study. Then the collected responses were summarized using the SPSS and Excel. All the responses were formatted

in easy to use format. Analytical and Inferential Statistics has been used to interpret the collected data. The collected responses were then coded and tabulated in SPSS Worksheet. The coding was followed as per the rule depending upon the nature of the question such as Likert Scale. Thus, SPSS was used to analyze the obtained data.

In order to present the data, several graphical tools like table and graphs has been used. For the descriptive study of variables, Mean and standard deviation have been used. Correlation analysis was conducted followed by regression analysis. The test of significance has been carried out in order to make the result more effective. Each and every relationship which has been observed were interpreted to derive the meaningful conclusion regarding the relationship between Emotional Intelligence and Job performance.

### 3.5.1 Reliability Analysis

Reliability is the consistency or repeatability of a measurement or test. Reliability is the degree to which an assessment tool produces stable and consistent results over repeated applications under similar conditions. If the results of the measurement are dependable and reproducible, then it is known as High reliability, whereas low reliability indicates variability and inconsistency in the results.

In order to ensure the reliability of the questions used to collect the data, Cronbach Alpha test has been conducted on each data set. George and Mallery (2009) depicted that there is no set of interpretation as to what is an acceptable value of alpha. In most of the situation, rule of thumb is applied which says:  $\alpha > 0.9$  is excellent,  $\alpha > 0.8$  is good,  $\alpha > 0.7$  is acceptable,  $\alpha > 0.6$  is questionable,  $\alpha > 0.5$  is poor and  $\alpha < 0.5$  is unacceptable.

**Table 3.2**

*Cronbach Alpha Test*

Variable	Items	Cronbach Alpha ( $\alpha$ )
1. Self Emotion Appraisal	5	0.818
2. Others Emotion Appraisal	5	0.85
3. Use of Emotion	5	0.886
4. Regulation of Emotion	5	0.817
5. Task Performance	5	0.873
6. Contextual Performance	5	0.856

Table 3.2 shows that Cronbach Alpha ( $\alpha$ ) has been used in order to test the reliability of questionnaire used for measuring the dependent and independent variable. The result of Cronbach alpha shows that the measurement scale used were all reliable. As the coefficient of Cronbach Alpha more than 0.6 is considered as reliable and valid for the analysis, the results show, the Cronbach Alpha for Self Emotion Appraisal is 0.818, Others Emotion Appraisal is 0.85, Use of Emotion is 0.886, Regulation of Emotion is 0.817, Task Performance is 0.873 and Contextual Performance is 0.856. As we can see, all the above variables are more than 0.6 which implied that all the applied measurement scale are reliable.

### **Validity**

The degree to which a concept, conclusion or measurement is well-founded and appropriately reflects reality is known as validity. Ensuring that the outcomes of research, testing, and measurement are reliable and precisely represent the goals of the study is an essential component. Reliability simply refers to consistency, obtaining same result every time using same measure. But validity, is obtaining result what is intended to measure. The authentic and valid result every time you measure. Therefore, to check the validity the finding of this study is compared with the previous studies based on emotional intelligence and job performance.

### **3.5.2 Descriptive Analysis**

In this study, Descriptive Analysis was used on the data collected from the respondent that has been interpreted. In order to summarize the data, percentage, frequencies, mean and standard deviation was computed.

### **Mean**

The measure of central tendency that is used to summarize a set of numbers is Mean. It can be calculated by adding all the values in a data set and then dividing the sum by the total number of values in the set.

$$\bar{x} = \sum x / n$$

Where:

- $\sum x$  is the sum of all values in the data set.
- $n$  is the number of values in the data set.

### Standard Deviation

The measure of the amount of variation or dispersion in a set of values is known as standard deviation. It quantifies how spread out the values in a data set are around the mean (average) of the data set. If there is a low standard deviation, then it indicates that the values tend to be close to the mean, but if there is a high standard deviation, then it indicates that the values are spread out over a wider range.

The formula for the standard deviation of a population is:

$$\sigma = \sqrt{(\sum(x-\bar{x})^2 / (n-1))}$$

Where:

- $\sigma$  represent the standard deviation.
- $n$  is the number of values in the population.
- $x$  represents each value in the population.

### 3.5.3 Correlation Analysis

In this study, Karl's Pearson's Coefficient was used in order to find the relationship between dependent and independent variables. Correlation was used to show the relationship between two variable, in term of both direction and strength of the relationship. The formula to determine the correlation is as follows:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where,

$r$  = correlation coefficient

$n$  = no. of observations

$x$  &  $y$  are the variables

### 3.5.4 Multiple Regression Analysis

Multiple regression analysis is a comprehensive statistical method employed to examine the relationship between a single dependent (or criterion) variable and several independent (or predictor) variables. This technique is an extension of simple linear regression, which focuses on the relationship between one dependent variable and one independent variable. By incorporating multiple independent variables, multiple regression analysis allows for a more nuanced understanding of how various factors collectively influence the dependent variable. Multiple regression equation can be as follows:

$$JP = \alpha + \beta_1 \times SEA + \beta_2 \times OEA + \beta_3 \times UOE + \beta_4 \times ROE + e_j$$

Where,

JP= Job Performance

$\alpha$  = Constant term

$\beta$  = Coefficient of Variables

SEA = Self Emotion Appraisal

OEA = Other's Emotion Appraisal

UOE = Use of Emotion

ROE = Regulation of Emotion

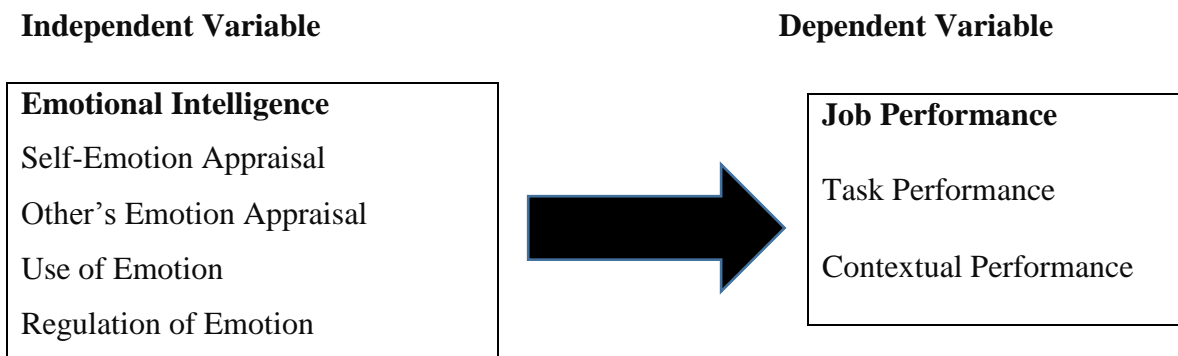
$e_j$  = Error term

### 3.6 Theoretical Framework and Definition of Variables

A theoretical framework is a conceptual framework that provides a theoretical foundation for understanding the relationships between variables in a research study. It outlines the underlying principles, concepts, and theories that guide the research process and shape the hypotheses or research questions. Theoretical frameworks serve as lenses through

which researchers interpret their findings and make connections between existing knowledge and their study's objectives (Bordens & Abbott, 2019).

**Figure 4:** Theoretical Framework



Source: Muhamad and Jais (2015)

### **Independent Variable**

In an experiment, a variable that the researcher manipulates or controls is called an independent variable. The dependent variable is the one that is altered or manipulated to see how it affects the former. Stated differently, the potential cause or predictor in an experiment is the independent variable.

### **Self-Emotion Appraisal**

Self-emotion appraisal involves the evaluation and interpretation of one's own emotional experiences, including the assessment of the causes, significance, and implications of those emotions (Lazarus, 1991). Self-emotion appraisal refers to the process by which individuals evaluate their own emotional experiences, including the cognitive assessments of the situational context, personal relevance, and potential consequences of those emotions (Gross, 2015). Self-emotion appraisal involves the continuous monitoring and interpretation of internal bodily sensations and external environmental cues, leading to the attribution of meaning and significance to one's own emotional states (Barrett, 2017)

### **Other's Emotion Appraisal**

Others' emotion appraisal involves the empathic understanding and cognitive processing of others' emotional experiences, including the evaluation of the situation, the person's

intentions, and the potential impact of those emotions on the interpersonal dynamics (Goleman, 1996). Others' emotion appraisal refers to the process by which individuals recognize, interpret, and respond to the emotional cues and expressions of others, including the assessment of the social context, relational dynamics, and cultural norms (Eisenberg, 2000)

### **Use of Emotion**

The use of emotion encompasses the dynamic construction and regulation of affective experiences, serving as a tool for communication, social coordination, and the navigation of one's internal and external environment (Barrett, 2017). The use of emotion refers to the influence of affective states on decision-making processes, shaping preferences, risk perception, and judgments through intuitive, heuristic-based reasoning (Kahneman & Frederick, 2002). The use of emotion involves the strategic harnessing and regulation of positive and negative emotions to broaden cognitive resources, build resilience, and foster psychological growth and flourishing (Fredrickson, 2001).

### **Regulation of Emotion**

The regulation of emotion refers to the voluntary or involuntary modulation of emotional responses through cognitive, behavioral, and physiological mechanisms, contributing to affective stability and psychological resilience (Davidson & Ekman, 2018). The regulation of emotion involves neural mechanisms that modulate the intensity, duration, and expression of emotional responses, enabling individuals to adaptively cope with environmental challenges and social demands (LeDoux, 2000).

### **Dependent Variable**

The variable being measured or observed in an experiment is known as the dependent variable in scientific research. When the independent variable(s) are changed, this variable is predicted to change as well. Stated differently, the response or outcome of interest to the researchers is the dependent variable. The dependent variable is measured or changes are observed by the researcher to ascertain the impact of the independent variable (s).

**Job Performance**

Job performance involves the range of actions, behaviors, and results that employees display or achieve, which are connected to and support the objectives of the organization (Campbell et al.,1993). Job performance consists of behaviors or actions that align with the organization's goals, viewed as a series of actions carried out by individuals over a certain period (Sonnetag & Frese, 2002). Job performance broadly includes all the behaviors employees engage in at work, covering both task performance (how effectively employees' complete tasks related to the organization's core functions) and contextual performance (behaviors that enhance the organizational environment) (Borman & Motowidlo, 1993).

## CHAPTER IV

### RESULTS AND DISCUSSION

This is an important part of research project. The result of the survey and the analysis that has been performed are included in this part. In this part major analysis like respondent's general demographic profile, descriptive analysis of the variable and hypothesis are included. In the demographic profile, summary of respondent's age, gender, education and occupation filed has been mentioned. Mean value, standard deviation of the corresponding items of the research variable are analyzed under descriptive analysis to find the relationship between Emotional Intelligence and Job performance. In the last part of this chapter, Hypothesis tests are discussed to meet the objective and to answer the research question of the study.

This chapter's main objective is to analyze the collected data and deals with the finding of the study. The results are explained with the use of statistical tools after analyzing it with the data analysis tool 'SPSS'.

#### **4.1 Demographic Profile of the Respondents**

This part includes the details of respondent's demographic profile (gender, age, education qualification, monthly income, year of experience, Job Role)

**Table 4.1**

*Respondents by Gender*

Gender	Frequency	Percent
Male	227	56.75
Female	173	43.25
Total	400	100

Table 4.1 shows that the 56.75% i.e 227 respondents were male and 43.25% i.e 173 were female. This shows that male respondents are higher than female respondents.

**Table 4.2.***Respondents by Age*

Age	Frequency	Percent
18-29	198	49.5
30-39	96	24
40-50	59	14.75
50 and above	47	11.75
Total	400	100

Table 4.2 shows that among 400 respondents, 198 (49.5%) were from 18-29 age group, 96 (24%) were from 30-39 age group, 59(14.75%) were from 40-50 age group and 47(11.75%) is from 50 and above age group. This result shows most of the responses were from 18-29 age group.

**Table 4.3***Respondents by Marital Status*

Marital Status	Frequency	Percent
Married	133	33.25
Single	267	66.75
Total	400	100

Table 4.3 shows that among 400 respondents, (33.25%) were married, 141 (66.75) were single.

**Table 4.4.***Respondents by Education Qualification*

Qualification	Frequency	Percent
Intermediate level or below	76	19
Bachelor's Level	172	43
Master's Level	120	30
Above Master's Level	32	8
Total	400	100

Table 4.4 shows that among 400 respondents, most of them were bachelors i.e 172 (43%). In addition to this, 120 (30%) were Master's, 76 (19%) were Intermediate level or below and 32(8%) were Above Master's Level

**Table 4.5.**

*Respondents by Organization*

Organization	Frequency	Percent
Citizens bank international ltd	8	2
Global IME Bank Limited	16	4
Himalayan Bank Limited	52	13
Laxmi Sunrise Bank Limited	36	9
Machhapuchchhre Bank Limited	12	3
Nabil Bank Limited	32	8
Nepal Investment Mega Bank	32	8
Nepal SBI Bank	24	6
Nic Asia Bank	20	5
NMB Bank Limited	12	3
Prime Bank	8	2
Rastriya Banijya Bank ltd	32	8
Sanima Bank Limited	40	10
Siddhartha Bank Limited	68	17
Nepal Bank Limited	8	2
Total	400	100

Table 4.5 illustrates the distribution of survey respondents across various banks. Siddhartha Bank Limited has the highest representation with 68 respondents, making up 17% of the total. This is followed by Himalayan Bank Limited with 52 respondents (13%), and Sanima Bank Limited with 40 respondents (10%). Laxmi Sunrise Bank Limited accounts for 36 respondents (9%), while both Nabil Bank Limited and Nepal Investment Mega Bank each have 32 respondents (8%). Rastriya Banijya Bank Ltd also contributes 32 respondents (8%). Nepal SBI Bank has 24 respondents (6%), and NIC Asia Bank has 20 respondents (5%). Global IME Bank Limited has 16 respondents (4%), and both Machhapuchchhre Bank Limited and NMB Bank Limited have 12 respondents each (3% each). Citizens Bank International Ltd and Prime Bank both have 8 respondents (2% each). Finally, Nepal Bank Limited has the fewest respondents with 8, accounting for 2% of the total. The overall number of respondents surveyed is 400.

**Table 4.6.**

*Respondents by Income*

Income	Frequency	Percent
Below Rs. 25,000	130	32.50
Rs. 25,001 to Rs. 50,000	169	42.25
Rs. 50,001 to Rs. 75,000	57	14.25
Rs. 75,001 to Rs. 1,00,000	19	4.75
Above Rs. 1,00,000	25	6.25
Total	400	100

Table 4.6 shows that 169(42.25%) were generating Rs. 25,001 to Rs. 50,000. After that 130(32.50%) were generating below Rs. 25,000. 57(14.25%) were generating Rs. 50,001 to Rs. 75,000. 19(4.75%) were generating Rs. 75,001 to Rs. 1,00,000. And 25(6.25%) were generating Above Rs. 1,00,000.

**Table 4.7.***Respondents by Year of Experience*

Experience	Frequency	Percent
Less than 2 years	141	35.25
2 to 5 years	188	47
6 to 8 years	42	10.5
More than 8 years	29	7.25
Total	400	100

As per Table 4.7, 188 respondents (47%) has 2 to 5 years of experience. Likewise, 141 respondents (35.25%) with less than 2 year experiences, 42 respondents (10.5%) with 6-8 years' experience and only 29 respondents (7.1%) with more than 8 years' experience participated on the survey

**Table 4.8.***Respondents by Job Role*

Position	Frequency	Percent
Junior Management	183	45.75
Middle Management	152	38
Senior Management	65	16.25
Total	400	100

Table 4.8 shows that 183 respondents (45.75%) were from junior management, 152 respondents (38%) were from middle level management and 65 respondents (16.25%) were from senior level Management

#### **4.2 Descriptive Analysis**

This part of research includes the basic explanation of central tendency, mainly mean and variation of variables. Here these variables were categorized into 30 measurable questions for the purpose of collecting the response from the respondents. In this section, descriptive analysis was done to analyze the questions as well as variables. Descriptive

statistics was performed with the help of mean and standard deviation of each scale item and overall variables too. It helps to show the summary of the data.

**Table 4.9.**

*Descriptive Statistics of Self Emotion Appraisal*

Code	Items	Mean	Std. Deviation
SEA1	I have a good sense of why I have certain feelings most of the time.	5	1.621
SEA2	I have good understanding of my own emotions.	5.47	1.491
SEA3	I really understand what I feel.	5.45	1.552
SEA4	I always know whether or not I am happy.	5.53	1.503
SEA5	I am aware of the non-verbal messages I send to others	5.44	1.524

The table 4.9 represents descriptive statistics for the Self Emotion Appraisal (SEA) scale, which measures individuals' ability to understand and interpret their own emotions. This table includes five items, each with its corresponding mean and standard deviation. These statistics provide insights into how participants generally perceive their emotional awareness and understanding.

Item SEA1, which states, "I have a good sense of why I have certain feelings most of the time," has a mean score of 5.00 and a standard deviation of 1.621. This suggests that on average, participants agree with this statement, but there is a relatively wide variation in their responses. The higher standard deviation indicates that while many participants might strongly agree with this statement, others may feel less certain about their emotional awareness.

The remaining items (SEA2 through SEA5) have mean scores that range from 5.44 to 5.53, with standard deviations between 1.491 and 1.552. Item SEA4, "I always know whether or not I am happy," has the highest mean score of 5.53, suggesting that participants generally feel confident in recognizing their happiness. However, the similar standard deviations across these items indicate a consistent level of variability in responses, reflecting individual differences in self-perceived emotional appraisal.

Overall, the data suggests that participants generally perceive themselves as having a good understanding of their emotions, though there is notable variability in these self-assessments.

**Table 4.10.**

*Descriptive Statistics of Other's Emotion Appraisal*

Code	Items	Mean	Std. Deviation
OEA1	I always know my friends emotions from their behavior.	5.22	1.445
OEA2	I am a good observer of others emotions.	5.32	1.49
OEA3	I am sensitive to the feelings and emotions of others.	5.46	1.571
OEA4	I have good understanding of the emotions of people around me.	5.32	1.467
OEA5	I can tell how people are feeling by listening to the tone of their voice	5.38	1.414

Table 4.10 provides descriptive statistics for the Other's Emotion Appraisal (OEA) scale, which assesses individuals' ability to understand and interpret the emotions of others. The table lists five items, each with its corresponding mean and standard deviation, offering insights into participants' perceptions of their ability to gauge others' emotions accurately.

Item OEA1, "I always know my friends' emotions from their behavior," has a mean score of 5.22 and a standard deviation of 1.445. This suggests that, on average, participants agree with this statement, indicating a moderate confidence in their ability to read their friends' emotions based on behavior. The standard deviation indicates a moderate level of variability, showing some differences in participants' responses.

The other items (OEA2 through OEA5) have mean scores ranging from 5.32 to 5.46, with standard deviations between 1.414 and 1.571. Item OEA3, "I am sensitive to the feelings and emotions of others," has the highest mean score of 5.46, indicating a stronger agreement among participants regarding their sensitivity to others' emotions. Despite the overall high mean scores, the standard deviations reflect a consistent level of variability,

suggesting that while many participants feel confident in their ability to appraise others' emotions, there are varying degrees of certainty among individuals.

Overall, the data suggests that participants generally perceive themselves as capable of understanding and interpreting the emotions of those around them. The relatively high mean scores across all items indicate a general consensus of agreement, while the standard deviations highlight individual differences in the level of confidence participants have in their emotion appraisal abilities.

**Table 4.11**

*Descriptive Statistics of Use of Emotion*

Code	Items	Mean	Std. Deviation
UOE1	I always set goals for myself and then try my best to achieve them.	5.44	1.493
UOE2	I always tell myself I am a competent person.	5.45	1.461
UOE3	I am a self-motivated person.	5.66	1.581
UOE4	I would always encourage myself to try my best.	5.91	1.332
UOE5	I motivate myself by imagining a good outcome to tasks I take on	5.66	1.429

Table 4.11 presents descriptive statistics for the Use of Emotion (UOE) scale, which measures how individuals utilize their emotions to motivate themselves and achieve their goals. The table includes five items, each with its corresponding mean and standard deviation, providing insights into participants' self-assessments of their motivational strategies and emotional utilization.

Item UOE1, "I always set goals for myself and then try my best to achieve them," has a mean score of 5.44 and a standard deviation of 1.493. This suggests that participants generally agree with this statement, indicating a strong tendency to set and strive for goals. The standard deviation reflects a moderate level of variability in responses, suggesting some differences in the extent to which participants consistently set and pursue goals.

The other items (UOE2 through UOE5) have mean scores ranging from 5.45 to 5.91, with standard deviations between 1.332 and 1.581. Item UOE4, "I would always

encourage myself to try my best," has the highest mean score of 5.91, indicating a very strong agreement among participants regarding their self-encouragement. The lower standard deviation for this item (1.332) suggests that there is less variability in responses, implying a more consistent behavior among participants in encouraging themselves.

Overall, the data indicates that participants generally perceive themselves as using their emotions effectively to motivate and encourage themselves. The relatively high mean scores across all items suggest a strong consensus in self-motivation and emotional utilization, while the standard deviations show some individual differences in the degree of these behaviors. This highlights the importance participants place on emotional regulation and its role in personal goal achievement and motivation.

**Table 4.12**

*Descriptive Statistics of Regulation of Emotion*

Code	Items	Mean	Std. Deviation
ROE1	I am able to control my temper and handle difficulties rationally	4.96	1.65
ROE2	I am quite capable of controlling my own emotions.	5.15	1.575
ROE3	I can always calm down quickly when I am very angry.	4.92	1.82
ROE4	I have good control of my own emotions.	5.28	1.59
ROE5	When I am in a positive mood, I am able to come up with new ideas	5.54	1.525

Table 4.12 shows descriptive statistics for the Regulation of Emotion (ROE) scale, which assesses individuals' ability to manage and control their emotions effectively.

Item ROE1, "I am able to control my temper and handle difficulties rationally," has a mean score of 4.96 and a standard deviation of 1.65. This suggests that participants, on average, moderately agree with this statement, indicating some level of confidence in their ability to control their temper. The relatively high standard deviation indicates considerable variability in responses, suggesting that while some participants feel very confident in this ability, others may struggle more with temper control.

The other items (ROE2 through ROE5) have mean scores ranging from 4.92 to 5.54, with standard deviations between 1.525 and 1.82. Item ROE5, "When I am in a positive mood, I am able to come up with new ideas," has the highest mean score of 5.54, indicating a stronger agreement among participants about their creative thinking in a positive mood. However, item ROE3, "I can always calm down quickly when I am very angry," has the lowest mean score of 4.92 and the highest standard deviation of 1.82, suggesting that participants find it more challenging to calm down quickly when angry and that there is significant variability in how quickly individuals can manage their anger.

Overall, the data indicates that participants generally perceive themselves as having moderate to good control over their emotions, with the highest confidence in generating new ideas when in a positive mood. The mean scores show varying levels of agreement with statements about emotional regulation, and the standard deviations highlight individual differences in these self-assessments. This variability underscores the diverse range of emotional regulation abilities among participants.

**Table 4.13**

*Descriptive Statistics of Task Performance*

CODE	Items	Mean	Std. Deviation
TP1	I manage to plan my work so that I finished it on time	5.39	1.448
TP2	I keep in mind the work result I needed to achieve	5.45	1.404
TP3	I am able to set priorities	5.38	1.537
TP4	I am able to carry out my work efficiently	5.57	1.366
TP5	I manage my time well	5.35	1.407

Table presents descriptive statistics for the Task Performance (TP) scale, which measures individuals' self-assessed ability to plan, prioritize, and manage their work efficiently. Each item in the table is accompanied by a mean score and standard deviation, providing insights into participants' perceptions of their task performance abilities.

Item TP1, "I manage to plan my work so that I finish it on time," has a mean score of 5.39 and a standard deviation of 1.448. This suggests that participants generally agree

with this statement, indicating a positive perception of their ability to plan and complete work on time. The standard deviation indicates moderate variability in responses, suggesting differences in participants' confidence in their planning abilities.

The other items (TP2 through TP5) have mean scores ranging from 5.35 to 5.57, with standard deviations between 1.366 and 1.537. Item TP4, "I am able to carry out my work efficiently," has the highest mean score of 5.57, indicating strong agreement among participants regarding their work efficiency. The relatively lower standard deviation for this item (1.366) suggests that participants' perceptions of their efficiency are more consistent compared to other aspects of task performance. In contrast, item TP3, "I am able to set priorities," has the highest standard deviation of 1.537, indicating greater variability in how participants rate their ability to prioritize tasks.

Overall, the data suggests that participants generally perceive themselves as effective in managing their tasks, planning, and executing their work efficiently. The mean scores indicate a general agreement on positive task performance, while the standard deviations highlight individual differences in specific aspects of task management. These findings underscore the participants' confidence in their task performance abilities, with some variability in specific areas like prioritization and time management.

**Table 4.14**

*Descriptive Statistics of Contextual Performance*

CODE	Items	Mean	Std. Deviation
CP1	On my own initiative, I start new task when my old tasks were completed	5.26	1.556
CP2	I took on challenging tasks when they are available	5.28	1.581
CP3	I work on keeping my job-related knowledge up-to-date	5.55	1.394
CP4	I work on keeping my work skills up-to-date	5.38	1.558
CP5	I come up with creative solutions for new problems	5.35	1.434

The table presents descriptive statistics for the Contextual Performance (CP) scale, which measures individuals' behaviors that contribute to the organizational environment but are not part of the core tasks. Each item is accompanied by a mean score and standard deviation, providing insights into participants' perceptions of their contextual performance behaviors.

Item CP1, "On my own initiative, I start new tasks when my old tasks were completed," has a mean score of 5.26 and a standard deviation of 1.556. This suggests that participants generally agree with this statement, indicating a proactive approach to starting new tasks. The standard deviation indicates moderate variability, reflecting differences in participants' initiative levels.

The other items (CP2 through CP5) have mean scores ranging from 5.28 to 5.55, with standard deviations between 1.394 and 1.581. Item CP3, "I work on keeping my job-related knowledge up-to-date," has the highest mean score of 5.55, suggesting strong agreement among participants about their efforts to maintain current job-related knowledge. The relatively lower standard deviation for this item (1.394) indicates more consistency in responses, implying a shared commitment to staying informed. On the other hand, item CP2, "I took on challenging tasks when they are available," has the highest standard deviation of 1.581, indicating greater variability in participants' willingness to take on challenging tasks.

Overall, the data suggests that participants generally perceive themselves as engaging in positive contextual performance behaviors, such as taking initiative, updating their knowledge and skills, and solving problems creatively. The mean scores reflect a general agreement on these behaviors, while the standard deviations highlight individual differences in specific aspects of contextual performance. These findings emphasize the importance participants place on contributing beyond their core tasks, with some variability in how consistently these behaviors are performed.

### 4.3 Correlation Analysis

**Table 4.15**

*Mean, Standard Deviation and Correlation*

	Mean	SD	1	2	3	4	5	6
SEA	5.376	1.171	1.000					
OEA	5.340	1.168	.639**	1.000				
UOE	5.627	1.211	.621**	.639**	1.000			
ROE	5.171	1.243	.550**	.572**	.741**	1.000		
TP	5.428	1.167	.626**	.629**	.792**	.657**	1.000	
CP	5.366	1.200	.651**	.588**	.717**	.582**	.784**	1.000

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

\* Correlation is significant at the 0.05 level (2-tailed).

Firstly, Task Performance (TP) shows strong positive correlations with several dimensions of emotional intelligence. Specifically, TP correlates significantly with Self Emotion Appraisal (SEA) at .626\*\* and Other's Emotion Appraisal (OEA) at .629\*\*. These correlations indicate that individuals who have a good understanding of their own emotions (SEA) and are adept at perceiving others' emotions (OEA) tend to perform better in tasks. Moreover, TP also correlates strongly with Use of Emotion (UOE) at .792\*\*, suggesting that individuals who effectively utilize their emotions to motivate themselves and manage tasks exhibit higher levels of task performance. Additionally, TP shows a significant positive correlation with Regulation of Emotion (ROE) at .657\*\*, indicating that those who can manage and control their emotions tend to excel in task-oriented activities. Khan and Abdullah (2024) found significant correlations between specific EI dimensions and job performance in public sector management schools. This aligns with the correlations observed in this study, where TP shows strong positive associations with EI dimensions like Self-Emotion Appraisal, Other-Emotion Appraisal, Use of Emotion and Regulation of Emotion. The study by Alonazi (2020) among nurses in Saudi Arabia during the COVID-19 crisis management supports the notion that higher EI correlates with better job performance. This reinforces the findings that effective

management and understanding of emotions (EI) contribute positively to task-specific performance outcomes.

Secondly, Contextual Performance (CP) also demonstrates notable correlations with dimensions of emotional intelligence. CP correlates significantly with Self Emotion Appraisal (SEA) at  $.651^{**}$  and Other's Emotion Appraisal (OEA) at  $.588^{**}$ . These correlations suggest that individuals who possess a strong awareness and understanding of their own emotions (SEA) and are sensitive to others' emotions (OEA) are more likely to engage in behaviors that contribute positively to the broader organizational context. Moreover, CP shows a strong positive correlation with Use of Emotion (UOE) at  $.717^{**}$ , indicating that individuals who effectively use their emotions to foster positive interactions and outcomes within the organization also tend to exhibit higher levels of contextual performance. Finally, CP correlates positively with Regulation of Emotion (ROE) at  $.582^{**}$ , suggesting that those who can effectively manage their emotions contribute positively to organizational behaviors beyond their core tasks. The correlations observed in the study for CP with EI dimensions resonate with findings from studies like Dewi (2020), which explored how EI influences both job satisfaction and performance among nurses. As per (Edward and Phurba, 2020) higher EI is associated with enhanced organizational commitment and effectiveness. This broader impact on organizational behaviors aligns with the strong correlations found between CP and EI dimensions, suggesting that emotionally intelligent behaviors contribute significantly to organizational contexts.

In summary, these findings highlight the significant role of emotional intelligence in both task performance and contextual performance within organizational settings. Individuals who possess strong emotional intelligence skills are more likely to excel not only in completing tasks efficiently but also in contributing positively to the organizational environment through their behaviors and interactions. Therefore, cultivating emotional intelligence skills among employees can potentially enhance overall performance and organizational effectiveness.

#### 4.4 Regression Analysis

**Table 4.16**

*Regression Analysis*

	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
Variables	B	Std. Error	Beta		
(Constant)	0.5	0.3		2.0	0.0
Self-Emotion Appraisal	0.2	0.1	0.2	2.8	0.0
Other's Emotion Appraisal	0.1	0.1	0.1	2.2	0.0
Use of Emotion	0.5	0.1	0.5	8.1	0.0
Regulation of Emotion	0.1	0.1	0.1	1.6	0.1
F	104.961**				
R2	0.671				
Dependent Variable: Task Performance					

Above table 4.16 offers valuable insights into how different dimensions of emotional intelligence (EI) relate to Task Performance (TP). Beginning with the coefficients, which represent the effect size of each EI dimension on TP, we observe that Use of Emotion (UOE) has the largest coefficient at 0.5. This suggests that for every one-unit increase in UOE, TP is expected to increase by 0.5 units, holding other variables constant. Self-Emotion Appraisal (SEA) follows with a coefficient of 0.2, indicating a positive but smaller impact on TP compared to UOE. Other's Emotion Appraisal (OEA) and Regulation of Emotion (ROE) show coefficients of 0.1 each, suggesting a relatively modest influence on TP.

Standardized coefficients (Beta) offer insights into the relative importance of each EI dimension in predicting TP. UOE stands out with a Beta of 0.5, highlighting its strong predictive power compared to SEA (Beta = 0.2), OEA (Beta = 0.1), and ROE (Beta = 0.1). These standardized coefficients indicate that UOE plays a more critical role in determining TP within the model.

The significance levels (Sig.) associated with each coefficient are reported as 0.0, indicating that all EI dimensions significantly contribute to predicting TP at conventional levels of statistical significance (usually  $p < 0.05$ ). This robust statistical significance reinforces the reliability of the findings.

In terms of model fit, the high F-statistic of 104.961\*\* suggests that the regression model as a whole is highly significant in explaining the variability in TP. Moreover, the R-squared value of 0.671 indicates that approximately 67.1% of the variance in TP can be explained by the combined influence of SEA, OEA, UOE, and ROE. This substantial R-squared value underscores the effectiveness of these EI dimensions in collectively explaining and potentially improving task-specific performance outcomes.

Overall, the results highlight that enhancing emotional intelligence, particularly in terms of understanding and using emotions effectively (UOE), can significantly contribute to better task performance. Organizations and individuals may benefit from focusing on developing these emotional competencies to foster improved performance and productivity in professional settings.

**Table 4.17**

***Regression Analysis***

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.562	0.291		1.933	0.055
Self-Emotion Appraisal	0.300	0.064	0.293	4.684	0.000
Other's Emotion Appraisal	0.096	0.066	0.093	1.453	0.148
Use of Emotion	0.445	0.074	0.449	6.026	0.000
Regulation of Emotion	0.034	0.066	0.035	0.514	0.608
F	73.465**				
R2	0.588				

Dependent Variable: Contextual Performance

Table 4.17 offers insights into how different dimensions of emotional intelligence (EI) relate to Contextual Performance (CP). Beginning with the coefficients, the intercept value of 0.562 suggests the baseline level of CP when all EI dimensions (SEA, OEA, UOE, ROE) are zero. Among the EI dimensions, Self-Emotion Appraisal (SEA) shows a coefficient of 0.300, indicating that for every one-unit increase in SEA, CP is expected to increase by 0.300 units. Use of Emotion (UOE) demonstrates the highest coefficient at 0.445, suggesting that it has the most substantial positive impact on CP compared to the other dimensions.

In terms of standardized coefficients (Beta), which indicate the relative importance of each predictor, UOE again stands out with a Beta of 0.449, followed by SEA with a Beta of 0.293. These standardized coefficients emphasize that UOE and SEA play pivotal roles in predicting CP within the model.

The statistical significance (Sig.) of the coefficients reveals that SEA and UOE are both highly significant predictors of CP ( $p < 0.001$ ), reinforcing their importance in influencing contextual performance. On the other hand, Other's Emotion Appraisal (OEA) and Regulation of Emotion (ROE) show weaker associations with CP, with OEA being statistically insignificant ( $p = 0.148$ ) and ROE showing no significant effect ( $p = 0.608$ ).

The model fit statistics indicate that the regression model as a whole is significant ( $F = 73.465^{**}$ ,  $p < 0.001$ ), suggesting that the combined influence of the EI dimensions explains a substantial portion of the variance in CP. The R-squared value of 0.588 indicates that approximately 58.8% of the variability in CP can be explained by the predictors included in the model.

In summary, these findings highlight the critical role of emotional intelligence, particularly in terms of understanding and utilizing emotions effectively (UOE and SEA), in enhancing contextual performance. Organizations looking to improve performance outcomes may benefit from focusing on developing these specific emotional competencies among their employees, as indicated by the robust statistical relationships observed in this regression analysis.

#### 4.5 Summary of Hypothesis

The summary of the hypothesis are shown in the below table:

**Table 4.18**  
**Summary of Hypothesis**

Hypothesis	P value	Remarks
H1: Self-Emotion Appraisal positively affects Task Performance.	0.0	Accepted
H2: Other's Emotion Appraisal positively affects Task Performance.	0.0	Accepted
H3: Use of Emotion positively affects Task Performance.	0.0	Accepted
H4: Regulation of Emotion positively affects Task Performance.	0.1	Rejected
H5: Self-Emotion Appraisal positively affects Contextual Performance.	0.0	Accepted
H6: Other's Emotion Appraisal positively affects Contextual Performance	0.148	Rejected
H7: Use of Emotion positively affects Contextual Performance	0.0	Accepted
H8: Regulation of Emotion positively affects Contextual Performance.	0.608	Rejected

#### Hypothesis 1

H1<sub>1</sub>: Self-Emotion Appraisal positively affects Task Performance.

From table 4.18 sig. value is 0.0 which is less than p-value (0.05). So Hypothesis 1 (H1<sub>1</sub>) is accepted. Therefore, there is significant relationship between Self-Emotion Appraisal and Task Performance.

#### Hypothesis 2

H2<sub>2</sub>: Other's Emotion Appraisal positively affects Task Performance.

From table 4.18 sig. value is 0.0 which is less than p-value (0.05). So Hypothesis 2 (H<sub>2</sub>) is accepted. Therefore, there is significant relationship between Other's Emotion Appraisal and Task Performance.

### **Hypothesis 3**

H<sub>3</sub>: Use of Emotion positively affects Task Performance.

From table 4.18 sig. value is 0.0 which is less than p-value (0.05). So Hypothesis 3 (H<sub>3</sub>) is accepted. Therefore, there is significant relationship between Use of Emotion and Task Performance.

### **Hypothesis 4**

H<sub>4</sub>: Use of Emotion positively affects Task Performance.

From table 4.18 sig. value is 0.1 which is more than p-value (0.05). So Hypothesis 4 (H<sub>4</sub>) is Rejected. Therefore, there is no significant relationship between Use of Emotion and Task Performance.

### **Hypothesis 5**

H<sub>5</sub>: Self-Emotion Appraisal positively affects Contextual Performance.

From table 4.18 sig. value is 0.0 which is less than p-value (0.05). So Hypothesis 5 (H<sub>5</sub>) is accepted. Therefore, there is significant relationship between Self-Emotion Appraisal and Contextual Performance.

### **Hypothesis 6**

H<sub>6</sub>: Other's Emotion Appraisal positively affects Contextual Performance.

From table 4.18 sig. value is 0.148 which is more than p-value (0.05). So Hypothesis 6 (H<sub>6</sub>) is rejected. Therefore, there is no significant relationship between Other's Emotion Appraisal and Contextual Performance.

### **Hypothesis 7**

H<sub>7</sub>: Use of Emotion positively affects Contextual Performance.

From table 4.18 sig. value is 0.0 which is less than p-value (0.05). So Hypothesis 7 (H7) is accepted. Therefore, there is significant relationship between Use of Emotion and Contextual Performance.

### **Hypothesis 8**

H8: Use of Emotion positively affects Contextual Performance.

From table 4.18 sig. value is 0.608 which is more than p-value (0.05). So Hypothesis 8 (H8) is rejected. Therefore, there is no significant relationship between Use of Emotion and Contextual Performance.

## **4.6 Discussion of Results**

The results of this research largely align with the existing literature on the impact of emotional intelligence on job performance, demonstrating a high degree of consistency with prior studies. Specifically, findings confirm that Self-Emotion Appraisal (SEA) significantly enhances both task and contextual performance, which is in agreement with the studies by Khan and Abdullah (2024), Alferaih (2021), and Gomez and Bresó (2020). These studies collectively emphasize the positive role of SEA in improving job performance across various contexts. This consistency underscores the robustness of SEA as a critical component of emotional intelligence that can reliably predict job performance outcomes.

Similarly, findings of result indicate that the Use of Emotion (UOE) has a significant positive effect on both task and contextual performance. This aligns with the findings of Khan and Abdullah (2024) and Alonazi (2020), who found UOE to be a crucial predictor of job performance. These consistent findings across different studies suggest that individuals who can effectively use their emotions are better equipped to perform their job tasks and engage in behaviors that contribute to the overall effectiveness of their organizations. This consistency highlights the importance of UOE as a valuable skill for enhancing job performance.

However, this study also reveals some discrepancies, particularly regarding the impact of Other-Emotion Appraisal (OEA) and Regulation of Emotion (ROE) on job performance.

While this research found a significant relationship between OEA and task performance, it did not find a significant impact on contextual performance. This partially contrasts with Khan and Abdullah (2024), who reported OEA as a significant predictor of job performance across various dimensions. Additionally, your findings indicated no significant effect of ROE on either task or contextual performance, which diverges from Mekonnen (2022) and other studies that reported ROE as a significant predictor of job performance. This divergence suggests that the influence of OEA and ROE may be context-dependent, potentially varying based on industry-specific factors or organizational settings.

Overall, results underscore the importance of emotional intelligence, especially SEA and UOE, in enhancing job performance, they also highlight the need for further investigation into the contextual variables that might affect the effectiveness of OEA and ROE. These findings suggest that while certain components of emotional intelligence consistently predict job performance, others may require a more nuanced understanding of their role in different organizational and cultural contexts. Further research could help elucidate these contextual factors and provide a more comprehensive understanding of how emotional intelligence influences job performance across different settings.

## CHAPTER V

### SUMMARY AND IMPLICATIONS

#### 5.1 Summary

The main focus of this research has been to study the relationship between Emotional Intelligence and Job Performance in Commercial Bank of Nepal. This study highlights the critical link between emotional intelligence (EI) and employee engagement, particularly in the context of Nepalese commercial banks. A combination of descriptive and causal-comparative research designs has been employed in this study. The research is descriptive because it outlines data and characteristics of the population being studied based on statistical analysis without manipulation. It is also causal-comparative as it investigates the relationship between dependent and independent variables. The sample of 400 employees was selected using a non-probability convenience sampling technique. Both descriptive and inferential statistical tools were utilized for analysis. The questionnaire included multiple-choice questions and a five-point Likert scale, requiring respondents to indicate their level of agreement or disagreement with various statements. Responses were categorized from "strongly agree" to "strongly disagree." The dependent variable was Job Performance, while the independent variables included Self Emotion Appraisal, Other's Emotion Appraisal, Use of Emotion and Regulation of Emotion. The study explored how different dimensions of emotional intelligence (EI) influence employee performance, specifically focusing on task performance and contextual performance within the banking sector in Nepal. The study tested eight hypotheses related to four key EI dimensions: Self-Emotion Appraisal (SEA), Other's Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE).

The study revealed several significant findings regarding the relationship between emotional intelligence components and job performance. Self-Emotion Appraisal (SEA) and Use of Emotion (UOE) demonstrated a strong positive relationship with both task and contextual performance. This suggests that employees who are aware of their own emotions and can effectively utilize those emotions tend to perform better across multiple dimensions of their work. These findings highlight the importance of self-awareness and

emotional application in driving productivity and fostering behaviors that contribute to the broader organizational goals.

In contrast, Other's Emotion Appraisal (OEA) was found to positively affect task performance but did not significantly impact contextual performance. This indicates that while understanding others' emotions may help employees achieve specific work-related tasks, it does not necessarily foster behaviors such as cooperation, altruism, or team support, which are essential for contextual performance. This discrepancy underscores that while OEA might be valuable for task completion, its influence on broader, relational aspects of work may be limited in this particular context.

On the other hand, Regulation of Emotion (ROE) did not show a significant effect on either task or contextual performance. This suggests that, at least within the banking sector in Nepal, the ability to regulate emotions may not play a crucial role in enhancing job performance. This finding stands in contrast to some existing studies, which have shown that emotion regulation can significantly impact job performance. The differences in findings, particularly in the case of OEA's impact on contextual performance and ROE on both performance types, point to the possibility of contextual or industry-specific variables influencing these relationships. It highlights the need for further exploration of how emotional intelligence interacts with specific organizational or cultural environments.

## **5.2 Conclusion**

This study reaffirms the significant role that certain emotional intelligence (EI) components particularly Self-Emotion Appraisal (SEA) and Use of Emotion (UOE) play in enhancing both task-related and contextual job performance. Employees who possess a high level of self-awareness (SEA) are better equipped to recognize and understand their own emotional states, which enables them to make informed decisions and react to workplace challenges more effectively. The ability to harness these emotions for constructive purposes, which is captured by the Use of Emotion (UOE) component, further strengthens their capacity to drive productivity and foster collaboration. As a

result, employees skilled in SEA and UOE not only perform their job tasks more effectively but also contribute positively to the overall organizational culture by supporting their colleagues, aligning with company values, and engaging in cooperative behaviors that benefit the entire team.

SEA and UOE thus serve as critical EI competencies that go beyond individual task performance to impact broader organizational dynamics. Employees who are emotionally aware and able to channel their emotions into their work are likely to engage more deeply with their tasks and colleagues, which enhances not only individual output but also team cohesion and organizational effectiveness. This positions SEA and UOE as essential skills for employee development in high-performance organizations, particularly in environments where productivity and collaboration are key drivers of success.

However, the findings also reveal mixed results regarding the role of Other's Emotion Appraisal (OEA) and Regulation of Emotion (ROE), suggesting that their impact on job performance may be more context-specific and dependent on the nature of the work environment and the roles employees hold. In particular, OEA, which involves understanding and interpreting the emotional states of others, was found to significantly impact task performance but not contextual performance. This indicates that while recognizing others' emotions might help employees achieve specific job-related tasks, it may not necessarily lead to broader collaborative behaviors like teamwork, empathy, or organizational citizenship. In work environments such as the banking sector, where tasks are often well-defined and results-driven, the ability to manage one's own emotions (SEA) may be more critical than understanding others' emotions (OEA) for achieving success.

The role of Regulation of Emotion (ROE) also exhibited a lack of significant influence on both task and contextual performance, further supporting the notion that emotional intelligence competencies may not apply uniformly across all job functions or organizational contexts. In industries like banking, which often prioritize precision, efficiency, and outcomes, the capacity to regulate emotions might not play as prominent a role as in industries that demand high levels of interpersonal interaction or emotional

labor, such as healthcare, education, or hospitality. For example, while ROE may be essential for roles that involve frequent customer interactions or team-based decision-making, it might have less impact in a results-oriented banking environment, where managing one's own performance may be more important than managing emotional expressions or dynamics.

### **5.3 Implications**

In the context of Organization, the findings underscore the importance of developing emotional intelligence skills, particularly Self-Emotion Appraisal and Use of Emotion, through training and development programs. This could improve both task and contextual performance, ultimately enhancing overall productivity. The partial effectiveness of Other's Emotion Appraisal and lack of impact of Regulation of Emotion on performance highlight the need for tailored emotional intelligence training that considers the specific work context and organizational environment. Organizations, especially in the banking sector, could benefit from incorporating emotional intelligence assessment in their recruitment and selection processes, particularly focusing on SEA and UOE competencies. Emotional intelligence training can be a key part of employee development programs, helping employees better manage their emotions, thereby improving performance and engagement at work.

For Future Research:

Further research is needed to explore the role of context in the effectiveness of Other's Emotion Appraisal and Regulation of Emotion. This could include industry-specific studies or investigations across different cultural settings to better understand how these components of emotional intelligence impact job performance in varying environments.

In summary, while emotional intelligence, especially SEA and UOE, is a strong predictor of job performance, a deeper understanding of contextual factors is essential to fully realize the potential of other emotional intelligence components like OEA and ROE.

Following Suggestions are for the researchers who wants to conduct the research on the same topic:

- i. Consider expanding the research to include a comparison between different banking sectors, such as public vs. private banks, or urban vs. rural banks, to identify variations in emotional intelligence and job performance.
- ii. Conduct longitudinal studies to assess how emotional intelligence impacts job performance over time. This could provide insights into whether improvements in emotional intelligence lead to sustained increases in performance.
- iii. Conduct longitudinal studies to assess how emotional intelligence impacts job performance over time. This could provide insights into whether improvements in emotional intelligence lead to sustained increases in performance.
- iv. Investigate how emotional intelligence affects performance in specific job roles within banks, such as customer service, management, and sales positions, to gain a clearer picture of its relevance across functions
- v. Examine the effects of specific emotional intelligence training programs on employee performance and workplace dynamics. This could help identify effective strategies for enhancing emotional intelligence in the banking sector.

## REFERENCES

- Alonazi, W. B. (2020). The impact of emotional intelligence on job performance during the COVID-19 crisis: A cross-sectional analysis. *Psychology Research and Behavior Management*, 749-757. <https://doi.org/10.2147/PRBM.S263656>
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(Suplemento), 13-25.
- Barrett, L. F. (2017). The theory of constructed emotion: An active inference account of interoception and categorization. *Social Cognitive and Affective Neuroscience*, 12(1), 1-23.
- Boohene, R., Appiah-Gyimah, R., & Osei, M. B. (2019). Social capital and SME performance: The moderating role of emotional intelligence. *Journal of Entrepreneurship in Emerging Economies*, 2053-4604.
- Boyatzis, R. E. (2018). The behavioral level of emotional intelligence. In J. M. D. Tiberius & J. Kaufman (Eds.), *The Oxford Handbook of Character and Virtue* (pp. 81-100). Oxford University Press.
- Bordens, K. S., & Abbott, B. B. (2019). *Research design and methods: A process approach* (10th ed.). McGraw-Hill Education.
- Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt & W. C. Borman (Eds.), *Personnel selection in organizations* (pp. 71-98). Jossey-Bass.
- Cameron, W.K., & Quinn, S. P (2011). Emotional intelligence and its theory. *Journal of Applied Psychology*.12(2). 12-33.
- Brackett, M. A. (2019). *Permission to feel: Unlocking the power of emotions to help our kids, ourselves, and our society thrive*. Celadon Books.
- Campbell, J. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In *Handbook of industrial and organizational psychology*.
- Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance. In N. Schmitt, W. C. Borman, & Associates (Eds.), *Personnel selection in organizations* (pp. 35-70). San Francisco: Jossey-Bass.

- Chana, A. T. (2022). The effect of job stressors on employee performance: The moderating role of emotional intelligence. A study on select commercial banks in Amhara Region, Ethiopia. Retrieved from Sodhganga: <http://hdl.handle.net/10603/459015>
- Cherniss, C. (2001). Emotional intelligence and organizational effectiveness. In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace* (pp. 3-12). Jossey-Bass.
- Cherniss, G. (2018). Emotional intelligence: Toward clarification of a concept. In *Industrial and organizational psychology* (pp. 281-287).
- Cochran, W. G. (1963). *Sampling Techniques*, 2nd Ed., New York: John Wiley and Sons, Inc.
- Davidson, R. J., & Ekman, P. (2018). Emotional style and health: Progress and controversies. *Current Opinion in Psychology*, 26, 89-95.
- Dewi, K. T. S. (2020). The influence of spiritual intelligence and emotional intelligence on job satisfaction and nursing performance. *International Journal of Social Science and Business*, 66-73.
- Dhani, P. (2017). Emotional intelligence, personality, and job performance: A study of the Indian service sector. Retrieved from Sodhganga: <http://hdl.handle.net/10603/204999>
- Flippo, E. B. (1984). *Principles of personnel management*. McGraw-Hill.
- Ford, J. K., Weissbein, D. A., & Plamondon, K. E. (2014). The role of personality in the performance of situational judgment tests. *Human Performance*, 27, 211-231.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218-226.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Goleman, D. (1996). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
- Goleman, D. (2004). What makes a leader? *Harvard Business Review*, 82(1), 82-91.

- Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1-26.
- Ji Wen, S., Huang, S. (2019). Emotional intelligence, emotional labor, perceived organizational support, and job satisfaction: A moderated mediation model. *International Journal of Hospitality Management*, 120-130.
- Judge, T. A., Woolf, E. F., Hurst, C., & Livingston, B. A. (2021). Job performance. In N. W. Schmitt & S. Highhouse (Eds.), *Handbook of psychology: Industrial and organizational psychology* (Vol. 12, 2nd ed., pp. 262-282). Wiley.
- Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95(1), 54-78.
- Kahneman, D., & Frederick, S. (2002). Representativeness revisited: Attribute substitution in intuitive judgment. In T. Gilovich, D. Griffin, & D. Kahneman (Eds.), *Heuristics and biases: The psychology of intuitive judgment* (pp. 49-81). Cambridge University Press.
- Khan, A., & Abdullah. (2024). Emotional intelligence and job performance: A study of public sector management school in Pakistan. *Journal of Management Info*, 11(1).
- LeDoux, J. (2000). Emotion circuits in the brain. *Annual Review of Neuroscience*, 23(1), 155-184.
- Lazarus, R. S. (1991). *Emotion and adaptation*. Oxford University Press.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503-517.
- McClelland, D. C. (1973). Testing for competence rather than for intelligence. *American Psychologist*, 1-14.
- McKee, A. (2019). *How to be happy at work: The power of purpose, hope, and friendship*. Harvard Business Review Press.
- Mei Kin Tai, O. A. K. (2018). The relationship between emotional intelligence of school principals in managing change and teacher attitudes towards change. *International Journal of Leadership in Education*, 1464-5092.

- Mekonnen, D. G. (2022). The role of principals' leadership styles and emotional intelligence on the work motivation and job performance of teachers in Addis Ababa, Ethiopia. *Shodhganga*.
- Nawaz, N., Gajenderan, V., Gopinath, U. M., & Tharanya, V. (2023). Nexus between emotional intelligence and occupational stress: Role of workplace spirituality among the teaching fraternity. *Asia Pacific Management Review*.
- Noor Aqqad, B., Obeidat, A., Tarhini, A., & Masa'deh, R. (2019). The relationship among emotional intelligence, conflict management styles, and job performance in Jordanian banks. *International Journal of Human Resources Development and Management*.
- Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *Journal of Personality and Social Psychology*, 768-781.
- Qaiser Suleman, I. H., M. A. Syed, R. Parveen, I. S. Lodhi, & Z. Mahmood. (2019). Association between emotional intelligence and academic success among undergraduates: A cross-sectional study in KUST, Pakistan. Retrieved from PLOS ONE: <https://doi.org/10.1371/journal.pone.0229659>
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211.
- Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*.
- Schutte, N. S., Malouff, J. M., Thorsteinsson, E. B., Bhullar, N., & Rooke, S. E. (2007). A meta-analytic investigation of the relationship between emotional intelligence and health. *Personality and Individual Differences*, 42(6), 921-933.
- Sonnentag, S., & Frese, M. (2002). Performance concepts and performance theory. In S. Sonnentag (Ed.), *Psychological management of individual performance* (pp. 3-25). Wiley.
- Stogdill, R. M. (1948). Personal factors associated with leadership. *Journal of Psychology: Interdisciplinary and Applied*, 35-71.

- Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243-274.
- Yukl. C. D. (2013). Emotional intelligence and its impacts. *International Journal of Organizational*. 12(2). 13-35.
- Yusuf Ronny Edward, & Kuras Purba. (2020). The effect analysis of emotional intelligence and work. *BIRCI-Journal*, 1552-1563.
- Zhung Gong, Yuqi Chen, & Yuyu Wang. (2019). The influence of emotional intelligence on job burnout and job performance: Mediating effect of psychological capital. *Frontiers in Psychology*.

## APPENDIX

### Survey Questionnaire

I am Sunita Thapa, student of Shanker Dev Campus affiliated to Tribhuwan University; conducting this research for partial fulfillment of Masters of Business Studies (MBS). The topic for my research is "Relationship Between Emotional Intelligence and Job Performance of Private Sector Employees" I appreciate your time and effort for filling up this survey form. I assure you that your response will be kept confidential and will be used only for academic purpose.

### I. Personal Information

#### 1. Gender

- Male
- Female
- Other

#### 2. Age Group

- 18- 29
- 30- 39
- 40- 49
- 50 and above

#### 3. Marital Status

- Married
- Single

#### 4. Educational Qualification

- Intermediate level or below
- Bachelor's level
- Master's level
- Above Master's degree

5. Monthly Income

- Below Rs. 25,000
- Rs. 25,001 to Rs. 50,000
- Rs. 50,001 to Rs. 75,000
- Rs. 75,001 to Rs. 100,000
- Above Rs. 100,000

6. Years of Experience

- Less than 2 years
- 2 to 5 years
- 6 to 8 years
- More than 8 years

7. Your current status in the organization

- Junior Management
- Middle Management
- Senior Management

8. Function you belong to

- HR
- Sales
- Finance
- IT
- Others
- Others

**NOTE: Please tick the relevant boxes.**

[1= Strongly Disagree, 2= Disagree, 3= Somewhat Disagree, 4= Neutral,  
5=Somewhat Agree, 6=Agree, 7= Strongly Agree]

## II. Emotional Intelligence Level

Code	Self-Emotion Appraisal	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
SEA 1	I have a good sense of why I have certain feelings most of the time.	1	2	3	4	5	6	7
SEA 2	I have good understanding of my own emotions.	1	2	3	4	5	6	7
SEA 3	I really understand what I feel.	1	2	3	4	5	6	7
SEA 4	I always know whether or not I am happy.	1	2	3	4	5	6	7
SEA 5	I am aware of the non-verbal messages I send to others	1	2	3	4	5	6	7

COD E	Others-Emotion Appraisal	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
OEA 1	I always know my friends emotions from their behavior.	1	2	3	4	5	6	7
OEA 2	I am a good observer of others	1	2	3	4	5	6	7

	emotions.							
OEA 3	I am sensitive to the feelings and emotions of others.	1	2	3	4	5	6	7
OEA 4	I have good understanding of the emotions of people around me.	1	2	3	4	5	6	7
OEA 5	I can tell how people are feeling by listening to the tone of their voice	1	2	3	4	5	6	7

COD E	Use of Emotion	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
UOE 1	I always set goals for myself and then try my best to achieve them.	1	2	3	4	5	6	7
UOE 2	I always tell myself I am a competent person.	1	2	3	4	5	6	7
UOE 3	I am a self-motivated person.	1	2	3	4	5	6	7
UOE	I would	1	2	3	4	5	6	7

4	always encourage myself to try my best.							
UOE 5	I motivate myself by imagining a good outcome to tasks I take on	1	2	3	4	5	6	7

CODE	<b>Regulation of Emotion</b>	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
ROE1	I am able to control my temper and handle difficulties rationally.	1	2	3	4	5	6	7
ROE2	I am quite capable of controlling my own emotions.	1	2	3	4	5	6	7
ROE3	I can always calm down quickly when I	1	2	3	4	5	6	7

	am very angry.							
ROE4	I have good control of my own emotions .	1	2	3	4	5	6	7
ROE5	When I am in a positive mood, I am able to come up with new ideas	1	2	3	4	5	6	7

5.	<b>Task Performance</b>	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
P1	I managed to plan my work so that I finished it on time	1	2	3	4	5	6	7
TP 2	I kept in mind the work result I needed to achieve	1	2	3	4	5	6	7
TP 3	I was able to set priorities	1	2	3	4	5	6	7
TP 4	I was able to carry out my work efficiently	1	2	3	4	5	6	7
TP 5	I managed my time well	1	2	3	4	5	6	7

### III. Employee's Performance

COD E	Contextual Performance	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
CP1	On my own initiative, I started new task when my old tasks were completed	1	2	3	4	5	6	7
CP2	I took on challenging tasks when they were available	1	2	3	4	5	6	7
CP3	I worked on keeping my job-related knowledge up-to-date	1	2	3	4	5	6	7
CP4	I worked on keeping my work skills up-to-date	1	2	3	4	5	6	7
CP5	I came up with creative solutions for new problems	1	2	3	4	5	6	7

THANK YOU

# RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND...

By: Sunita Thapa

As of: Nov 26, 2024 10:55:39 AM  
18,368 words - 22 matches - 12 sources

Similarity Index

16%

Mode:

## sources:

236 words / 3% - Internet from 23-Jan-2023 12:00AM  
[www.researchgate.net](http://www.researchgate.net)

177 words / 2% - Internet from 22-Feb-2023 12:00AM  
[www.researchgate.net](http://www.researchgate.net)

148 words / 2% - Internet from 18-May-2021 12:00AM  
[www.researchgate.net](http://www.researchgate.net)

144 words / 2% - Internet from 23-Jul-2019 12:00AM  
[www.inderscienceonline.com](http://www.inderscienceonline.com)

118 words / 1% - Internet from 03-Feb-2023 12:00AM  
[www.researchgate.net](http://www.researchgate.net)

103 words / 1% - Internet from 17-Jan-2023 12:00AM  
[core.ac.uk](http://core.ac.uk)

103 words / 1% - Internet from 16-Jan-2023 12:00AM  
[publications.waset.org](http://publications.waset.org)

56 words / 1% - from 16-Sep-2024 12:00AM  
[economicsrs.com](http://economicsrs.com)

53 words / 1% - from 17-May-2024 12:00AM  
[elibrary.tucl.edu.np](http://elibrary.tucl.edu.np)

48 words / 1% - Internet from 26-Nov-2020 12:00AM  
[www.dovepress.com](http://www.dovepress.com)

46 words / 1% - from 25-Feb-2024 12:00AM  
[fastercapital.com](http://fastercapital.com)

41 words / 1% - from 06-Sep-2024 12:00AM  
[www.bookey.app](http://www.bookey.app)