EMOTIONAL INTELLIGENCE AND EMPLOYEE ENGAGEMENT AT WORKPLACE IN NEPALESE PRIVATE COMMERCIAL BANKS

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

by

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CERTIFICATION OF AUTHORSHIP

I hereby corroborate that I have researched and submitted the final draft of dissertation entitled "Emotional Intelligence and Employee Engagement at Workplace in Nepalese Private Commercial Banks". 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.

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Sanjay Thapa has defended research proposal entitled "Emotional Intelligence and Employee Engagement at Workplace in Nepalese Private Commercial Banks" 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 Sita Dhital and submit the dissertation for evaluation and Viva-Voce examination.

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ABBREVIATIONS

A.D.	:	Anno Domini
H	:	Alternative Hypothesis
EE	:	Employees Engagements
SA	:	Self-Awareness
SR	:	Self-Regulation
M	:	Motivation
E	:	Empathy
SS	:	Social Skills
ej	:	Error Terms
Sig.	:	Significant
Std.	:	Standard Deviation
ANOVA	:	Analysis of Variance
T	:	T-Statistic
B	:	Unstandardized Coefficients
df	:	Degree of Freedom
P-value	:	Probability Value
N	:	Number
S.N.	:	Serial Number

ABATRACT

The study is entitled 'Emotional Intelligence and Employee Engagement at Workplace in Nepalese Private Commercial Banks'. The basic objective of this research has been to analyze the relationship between emotional intelligence of employees and their engagement in the workplace in Nepalese Commercial Banks in Kathmandu Valley. A descriptive as well as causal comparative research design has been used for this research. The research is descriptive in nature because it has described data and characteristics about the population being studied, on the basis of statistics without any manipulation. The research is also causal comparative because research is conducted to examine the relationship between dependent and independent variable. The non-probability convenience sampling technique has been applied for selection of 355 employees as sample. However, out of 355 questionnaires distribution only 80 percent i.e. 284 numbers of Nepalese Commercial Banks employees have successfully distributed. The required statistical tools have been incorporated. Basically, the descriptive and inferential statistical tools have been employed. Thus, the real sample size the study is 284 for data analysis purpose. The study's findings suggest that the banking industry would benefit by strengthening the emotional intelligence competencies of their employees. Developing specific recruitment tools, interviewing questions, and assessment criteria of applicants will help set the stage for more effective hiring decisions. With a focused hiring practices that include the evaluation and development of emotional intelligence, banking sector leaders can deliberately build a workplace that cultivates employee engagement through the emotional intelligence.

Keywords: Self-awareness, Motivation, Empathy, Social skills, Self-management and Employee Engagement

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Within the context of a workplace, employee engagement is one of the most important drivers. Employee engagement may be described as the degree to which individuals feel involved in relation to their organizational positions in terms of their physical, cognitive, and emotional behaviors. A worker's level of physical engagement may be defined as the degree to which he or she engages in the performance of his or her job. "Cognitive engagement" is a term that describes the way in which an employee's views are in conflict with his or her boss and the working environment. According to Kahn (2020), the term "emotional engagement" describes the state of mind that an employee has in relation to his or her leader, organizations, and working circumstances.

According to Mayer and Salovey (1997), emotional intelligence is defined as the capacity to become aware of one's own thoughts and emotions as well as those of others, to differentiate between them, and to make use of knowledge to direct one's thinking and actions. The manner in which we control our conduct, traverse the intricacies of social situations, and make personal choices that lead to favorable outcomes is influenced by it. By tapping into a basic aspect of human behavior that is unique from our cognition, emotional intelligence is able to facilitate human conduct. If we have emotional intelligence, we are able to think more creatively and make use of our feelings in order to find solutions to difficulties. It is generally agreed upon that emotional intelligence consists of at least three skills: emotional awareness, which is the capacity to recognize and label one's own feelings; the capacity to harness those feelings and apply them to activities such as thinking and problem solving; and the capacity to manage emotions, which encompasses both the ability to regulate one's own feelings when it is necessary and the ability to assist others in doing the same.

Among the primary elements that influence our actions and behaviors, emotions are one of the most important. Without recognizing whether they are pleasant or bad, all of our emotions have varied affects on individual's life. Outcomes of these influences highlight

the relevance of emotional intelligence idea, which has been notably being frequently explored in today's corporate climate. In today's corporate environment, individuals are not only appraised according on their cognitive capabilities but also, they are being evaluated on their emotional qualities.

Employee engagement is centered on understanding the degree to which workers commit to something or someone inside their job, how hard they work, and how long they remain because of that commitment (Alvi, Haider, Haneef, & Ahmed, 2014). De Clercq, Bouckenooghe, Raja, and Matsyborska (2014), suggest that employee engagement is a collection of pleasant emotions that promotes congruence and attention on goal alignment, resulting in the decrease of organizational nonconformity.

Emotional intelligence is strongly connected or has an influence on employee's engagement at workplace. In today's competitive corporate environment, the careers of the professionals have gotten more complicated, therefore workers are in a situation where they confront with actively participating in multiple responsibilities. In order to achieve these employment requirements within the numerous jobs, the necessity for emotional intelligence has grown significant. When the professionals are aware of both their own and others emotions and when they succeed in regulating those emotions in a right manner, then it is feasible for them to operate more efficiently and successfully which would generate employee engagement in their job at the end of the day.

This study digs into the complicated dynamics of emotional intelligence and its influence on employee engagement within Nepalese Commercial Banks in Kathmandu Valley. The major purpose is to completely investigate the link between workers' emotional intelligence and their involvement in the workplace. The research also attempts to explore particular characteristics of emotional intelligence, including self-awareness, motivation, empathy, social skills, and self-management, and their relationship with employee engagement. By studying the intricate links between these emotional intelligence components and engagement, the research intends to expose the diverse factors that lead to a more thorough comprehension of the topic. Ultimately, the research strives to shed light on the complicated interrelationships within the setting of Nepalese Commercial Banks, delivering useful insights for both academic and practical concerns.

1.2 Problem Statement

As Emotional Intelligence and Employee Engagement are relatively understudied issues, there are a number of gaps in the study. Only few studies have attempted to study connection or relationship between these elements. This research is an attempt to bridge such gaps by finding out the association between emotional intelligence and employee engagement. Loehr and Groppel (2004), argues when a workforce can retain sentiments of challenge, opportunity, optimism, and adventure in spite of the continual threats from "wild boars", engagement and productivity may stay high. It may also be connected up with emotional intelligence of workers that how they cope with their emotions in stressful conditions.

In banking business, organization place ongoing pressure on its staff to succeed since majority of time, front line personnel are initial contact point for client. Hence, they need to be active, thorough, analytical, and courteous, but result driven. Empirical observation suggests that service industry personnel experience tight time constraint of completion of assignment. Travel and fear of termination of employment contract are quite prevalent difficulties among service industry. As a consequence, workers suffer from excessively high level of stress and mental disturbance, which directly or indirectly impair performance. Employee is required to produce great performance. To produce this great performance, people have to be involved in their job more than before (Turner, Barling & Zacharatos, 2002). According to Lam and Kirby (2002), emotional intelligence boosts the productivity and performance of workers. Keeping this in mind, the current research work analyzes the association between emotional intelligence and employee engagement. Based on these conversations, this study has been focused on solving following research questions:

i)   What is the situation of emotional intelligence and employee engagement in Nepalese commercial banks?

ii)   Is there relationship between emotional intelligence and employee engagement in Nepalese commercial banks?

iii)   What is the impact of emotional intelligence (self-awareness, motivation, empathy,

social skills and self-management) and employee engagement?

1.3 Objectives of the Study

The basic objective of this research has been to analyze the relationship between emotional intelligence of employees and their engagement in the workplace in Nepalese Commercial Banks in Kathmandu Valley. The following specific objectives has guide the study:

i) To examine the situation of emotional intelligence and employee engagement in Nepalese commercial banks of Kathmandu Valley.

ii) To examine the relationship among various dimensions of emotional intelligence (self-awareness, motivation, empathy, social skills and self-management) and employee engagement.

iii) To analyze the impact of emotional intelligences (self-awareness, motivation, empathy, social skills and self-management) on employee engagement.

1.4 Research Hypotheses

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

H1: There is a significant relationship between self-awareness and employee engagement.

H2: There is significant relationship between self-management and employee engagement.

H3: There is significant relationship between motivation and employee engagement.

H4: There is significant relationship between empathy and employee engagement.

H5: There is significant relationship between social skills and employee engagement.

1.5 Rationale of the Study

Today, companies encounter issues that may be classified into three categories thus; the sustainable challenge, the global challenge and the technological challenge. Human resource has become one of the most significant resources for firms as they depend on competent personnel to be productive, creative and inventive and to deliver high-quality customer service to cope with the three issues. However, the work is difficult and there is no assurance of job stability. Therefore, how to recruit and keep a dedicated, productive staff amid uncertain economic situations that give possibility for financial success is a

challenge that organizations have to solve via reforms (Noe, Hollenbeck, Gerhert, & Wright, 2008).

During this era of information and highly talented work teams, emotional intelligence has become a crucial ability to possess. It has become vital for people to interact and communicate with each other on a large variety of projects than to exercise technical abilities (Rasheed, Khan, & Ramzan, 2013), as mentioned by Ravichandran, Arasu and Kumar (2011). This is because as businesses continue to seek to do more for less, soft skills such as emotional intelligence have become crucial in leadership effectiveness and organizational success. How firms may accomplish more for less via soft skills such as emotional intelligence affecting employee engagement is a gap that needs to be addressed. Moreover, employee involvement may be the only permanent competitive edge for firms to handle the difficulties they confront. So, the major goal of this research is to investigate the effects of emotional intelligence on the employee engagement, and as a consequence, affect organizational success.

1.6 Limitation of the Study

The study has the following limitations that have been mentioned below;

i)   The study is predominantly based on primary source of data emotional intelligence and engagement of employees at workplace in Nepalese Commercial Banks in Kathmandu Valley. Therefore, the reliability of conclusions of the study depends upon the accuracy of the information provided by the Nepalese Commercial Banks employees.

ii)   The 355 respondents have been taken as respondents as out of 284 employees only responded for the study through convenience sampling method.

iii)   The study is based on the assumption of linear regression between the dependent i.e. employee's engagement and independent variable such as self-awareness, self-regulation, motivation, empathy and social skills. The sub-variables of both dependent and independent have not be taken into consideration.

iv)   The result of the study completed based on opinion provided by respondents so that result may not be applicable in other context employees' job satisfaction.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

This chapter focuses on the examination of literature and interpretation of prior work on emotional intelligence and employee engagement. It also deals with the connected publications, journals and others resources in more extensive and descriptive aspects. Based on those prior papers and literature, current research is fashioned by establishing comparison between the past and contemporary reality. According to Mayer and Salovey (1997), emotional intelligence is defined as the capacity to become aware of one's own thoughts and emotions as well as those of others, to differentiate between them, and to make use of knowledge to direct one's thinking and actions. The manner in which we control our conduct, traverse the intricacies of social situations, and make personal choices that lead to favorable outcomes is influenced by it. Emotional intelligence is strongly connected or has an influence on employee's engagement at workplace. In today's competitive corporate environment, the careers of the professionals have gotten more complicated, therefore workers are in a situation where they confront with actively participating in multiple responsibilities. In order to achieve these employment requirements within the numerous jobs, the necessity for emotional intelligence has grown significant. When the professionals are aware of both their own and others emotions and when they succeed in regulating those emotions in a right manner, then it is feasible for them to operate more efficiently and successfully which would generate employee engagement in their job at the end of the day. Based on numerous past study on person-environment fit and employee turnover intention published on multiple places, literature review is prepared. This chapter has three parts: Theoretical Review, Empirical Review and Conceptual Framework.

2.1.1 Introduction of Emotional Intelligence

Emotional Intelligence in the simplest terms refers to the capacity to detect and control emotions in ourselves and others (Goleman & Cherniss, 2001) to make successful judgments (Ciarrochi & Mayer, 2007), (Matthews, Zeidner, & Roberts, 2002). EI may be

a relatively new term, not more than 25 years old but the roots of EI can be found in The Bhagavad- Gita, 5000 years ago where Krishna's Sthithapragnya (Emotionally stable person) is very close to Mayer and Salovey's Emotionally Intelligent person (Gayathri, & Meenakshi, 2013), and also the work of Plato, 2000 years ago where he stated: All learning has an emotional base (Shankar, & Keerthi, 2010). Since then, academics, scientists, educators, and philosophers have sought to show or reject the value of feelings and emotions in day to day living. Though we experience a broad spectrum of emotions in our everyday lives, their influence on human conduct has long been a matter of contention (Hume, 2012). Unfortunately, for a major part of past two millennia, prevalent idea was, Emotions are in the way, they impede us from making effective judgments, and they keep us from concentrating. In the past three decades, a rising body of research is indicating quite the contrary by suggesting that Emotions are vital signals that help us survive and prosper (Clayton, 2009). Over the past several decades, attitudes about emotions and intellect have both altered, while intelligence was previously perfection, people were discovering that there was more to life. Where emotion was formerly perdition, individuals were understanding that it may have substantial benefit (Freedman, 2002). This was the consequence of the work of psychologists in the 19th century when they started to relate emotions to mind which further led to thorough study on the linkage of emotion and thought and that is when the notion of EI was officially acquiring existence.

2.1.2 History of Emotional Intelligence

Below is a quick overview of the evolution of the idea of emotional intelligence:

In the 1930s, Edward Thorndike defined social intelligence as the capacity to comprehend one's own and other people's innermost feelings, motivations, and actions (Thorndike & Stein, 1937). This allowed one to get along with others.

 In the 1940s, David Wechsler created the idea of non-cognitive intelligence, arguing that it is necessary for success in life and that intelligence is incomplete until its non-cognitive components cannot be identified (Wechsler, 1943).

1950s: Abraham Maslow, a humanistic psychologist, proposed that emotional fortitude may be developed in individuals (Maslow, 1950).

1975 - In his book The Shattered Mind, Howard Gardner presents the idea of multiple intelligences.

1983: In his book "Frames of Mind," Howard Gardner defined interpersonal and intrapersonal intelligence and said that they are just as significant as IQ.

In his PhD dissertation "A study of emotion: Developing emotional intelligence; self-integration; relating to fear, pain, and desire," Wayne Payne coined the phrase "emotional intelligence" in 1985. Theory, reality's structure, problem-solving techniques, constriction and expansion, tuning in, coming out, and letting go Payne (1985).

1987: Keith Beasley used the phrase "emotional quotient" in a Mensa Magazine article. Although Reuven Bar-On claims to have used the word in an unpublished version of his graduation thesis (Beasley, 1987), it has been speculated that this is the term's first published usage.

1990 saw the publication of the seminal work "Emotional Intelligence" by psychologists Peter Salovey and John Mayer in the journal "Imagination, Cognition, and Personality" (Salovey & Mayer, 1990).

1995 saw the release of Daniel Goleman's book "Emotional Intelligence: Why It can Matter More than IQ," which helped promote the idea of EI (Goleman, 1995).

1997: Bar-on concentrated on a variety of emotional and social skills, such as the capacity to recognize, comprehend, and communicate oneself; to recognize, comprehend, and relate to others; to manage intense emotions; and to adjust to changes and resolve issues of a social or private nature (Bar-On, 1997).

2.1.3 Definitions of Emotional Intelligence

Understanding one's own and other people's emotions is the goal of all the definitions of emotional intelligence that are complimentary to one another (Emmerling & Goleman, 2003). The term "emotional intelligence" was first used by Salovey and Mayer (1990), who defined it as a subset of social intelligence that includes the capacity to observe and distinguish between one's own and others' feelings and emotions and to use this knowledge to inform one's decisions and behavior.

Emotional intelligence (EI) was initially described as "the ability to perceive and express

emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others" (Mayer, Salovey, Caruso, 2000). EI was later redefined in 1997. After publishing "Emotional Intelligence, Why It Matters More Than IQ," Goleman's book quickly shot to the top of bestseller lists all over the globe. He first defined emotional intelligence (EI) as the capacity to recognize our own feelings as well as those of others, to motivate ourselves, and to effectively manage emotions in both ourselves and others (Goleman, 1995). Later, he redefined EI as the ability to motivate oneself. In his PhD dissertation, Bar-On coined the term "Emotional Quotient" (EQ) as a counterpart to the Intelligent Quotient (IQ). "A range of non-cognitive capacities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" is how he described emotional intelligence (Bar-On, 1997).

The most comprehensive definition of emotional intelligence (EI) was provided by Nourizade and Mohseni, who described it as non-cognitive talents that are related to abilities that support an individual in navigating everyday life, in contrast to most other definitions. An array of non-cognitive talents, abilities, and competences that affect a person's capacity to deal with stresses and demands from the environment is what he described as emotional intelligence (EI) (Mrtinez, 1997). According to Nourizade and Mohseni (2014), the capacity to recognize, analyze, and manage both good and negative emotions in oneself and others is the most formal definition of emotional intelligence (EI) (Matthews, Zeidner, & Roberts, 2003).

When it comes to competence in emotion perception, it includes both knowledge of one's own physical states associated to emotion and the ability to recognize others' emotion-related visual and vocal clues. Understanding the origins, effects, and distinctions between various emotions are necessary for being competent in comprehending both one's own and other people's feelings (Shutte, Malouff, & Thorsteinsson, 2013). According to this conceptualization, the fundamental skills of emotional intelligence are the ability to perceive, comprehend, use, and effectively manage emotions in oneself and others (Shutte, Malouff, & Thorsteinsson, 2013); (Mayer, Salovey, & Caruso, 2004); (Mayer, Salovey, & Caruso, 2008); (Maul, 2012).

2.1.4 Models of Emotional Intelligence

Various theories (Goleman, 1995; Bar-On & Parker, 2000) make an effort to comprehend and describe the competencies, characteristics, and aptitudes connected to emotional intelligence. (Goleman, 1998). A different approach would be to recognize that having multiple theories can frequently serve to elucidate additional aspects of complex psychological constructs, even though some might argue that the goal of research should be to identify and define a single theoretical framework to be labeled as the correct version of emotional intelligence (Emmerling & Goleman, 2003). There are three basic schools of thought that include all the ideas and models used in the conceptualization of emotional intelligence: the trait approach, the ability approach, and the mixed approach. These are the models that Bar-on, Goleman, and Mayer and Salovey have suggested. In each of their theoretical frameworks, emotional intelligence is conceptualized from one of two angles: either as a mixed intelligence that combines mental ability with personality traits like optimism, adaptability, and well-being, or as a pure intelligence that consists solely of mental ability (Salovey & Mayer, 1990). Up until now, Salovey and Mayer's (1990) ability model of emotional intelligence has been the only one available. According to them, emotional intelligence is a kind of pure intelligence made up only of cognitive ability. The two mixed models differ from one another; these variations are explained by the different perspectives on what emotional intelligence really entails (Gayathri & Meenakshi, 2013). In his conceptualization of a model with personality dimensions, Bar-On (1997) emphasized the relationship between personality characteristics and the ability components of emotional intelligence and how these relate to well-being. Conversely, Daniel Goleman advanced a mixed model of performance that combined a person's aptitudes and disposition to produce relevant impacts in the workplace (Goleman & Cherniss, 2001).

Model of Mayer-Salovey-Caruso ability

The phrase "emotional intelligence" was originally used by Peter Salovey and John Mayer in 1990 (Salovey & Mayer, 1990), and they have since carried out more study on the concept's importance. Gardner's studies and theories on personal intelligence served as the foundation for their conceptualization of the Ability-Based Emotional Intelligence Model (Mayer & Salovey, 1997). Their concept has five overarching domains: emotional

intelligence, self-motivation, identifying the emotions of others, and managing interpersonal interactions. Salovey and Mayer (1997) offered four areas of emotional intelligence and redefined the concept. Four sample talents are given for each branch, with differences in their developmental antecedents.

Branch I: Emotion Perception It includes the most fundamental abilities connected to emotions and include the receipt and recognition of emotional information. It involves the capacity to effectively communicate feelings and needs to others as well as the awareness of one's own emotions. It also entails being able to discern between truthful and deceptive emotional expressions, as well as correct and inaccurate ones. Prior to processing emotional data further in order to address difficulties, certain fundamental input processes are required.

Section II: Utilizing Emotions It explains how emotions may be used to improve thinking and suggests a range of emotional experiences that facilitate mental processing. It is the capacity to discern between the many emotions that one is experiencing and to recognize those that are impacting their mental processes by drawing attention to significant details. This branch includes feelings that draw attention to significant information as well as various moods that may support various types of thinking (e.g., deductive vs. inductive reasoning). Similar to how emotional mood swings cause a person's thought pattern to shift from optimistic to pessimistic, considering other viewpoints is encouraged. Certain emotional states stimulate certain methods to problem solving; for example, being happy encourages creativity and inductive reasoning.

 Section III: Comprehending Emotions: It consists of four typical skills requiring abstract knowledge and reasoning about emotions and includes the cognitive processing of emotions. These elements include the capacity to identify anticipated emotional shifts as well as the capacity to identify relationships between words and the feelings themselves. It involves having an understanding of complicated emotions and being able to recognize when one feeling changes into another, such as when rage changes into satisfaction or shame.

Branch IV, "Managing Emotions," discusses how to better foster emotional and intellectual development by learning how to control one's own and other people's emotions. The most

sophisticated abilities fall under this category. These include the capacity to remain receptive to emotions, both good and bad, as well as the capacity to control emotions in others and oneself by amplifying positive emotions and reducing negative ones. According to Mayer, Salovey, and Caruso (2000), the four branches work in a hierarchical fashion, with reflective control of emotions functioning as the most complicated or top branch and emotion perception, evaluation, and expression functioning as the most basic or bottom branch. In order to effectively manage and deal with emotions, it is important to detect and balance a variety of aspects, including motivational, emotional, and cognitive factors, which are represented by this highest branch.

A depiction of this four-branch model is illustrated in the figure below, which outlines the four branches and the corresponding stages in emotion processing associated with each branch. Following their continuing research, Salovey and Mayer's initial definition of EI was revised to "The ability to perceive emotion, integrate emotion to facilitate thought,
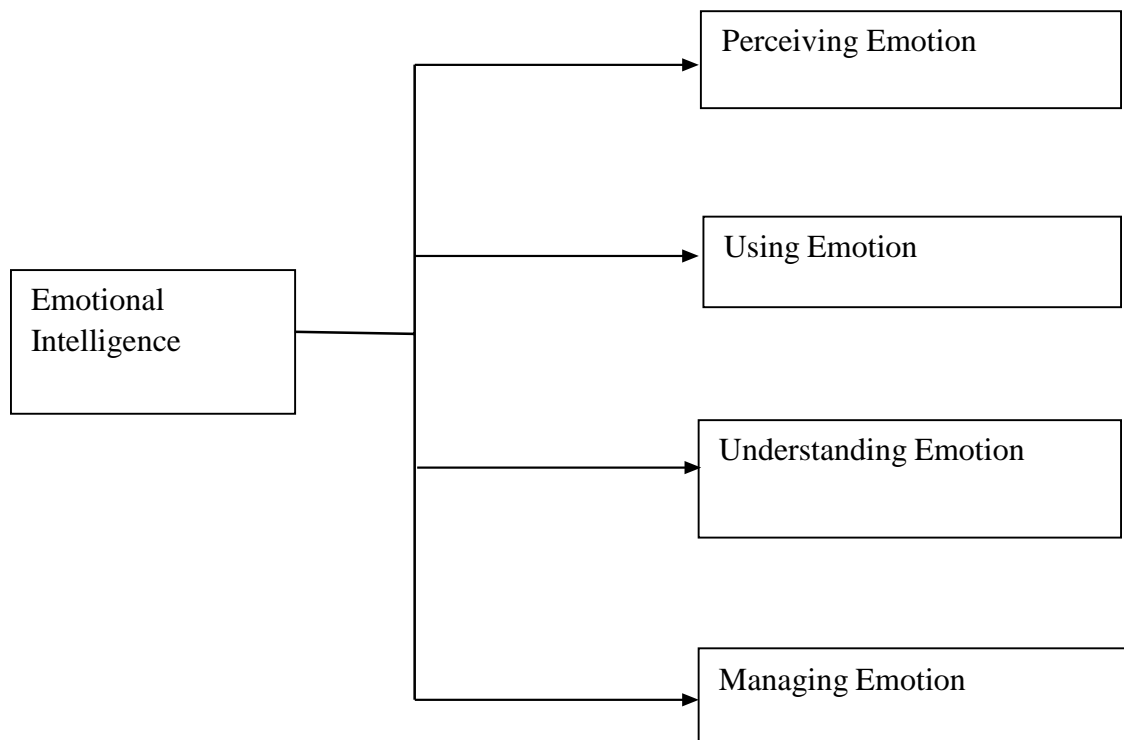
understand emotions and to regulate emotions to promote personal growth."

Figure 1: Four-Branch Model of Emotional Intelligence

Source: Mayer and Salovey (1997)

In short, the model claims that EI includes four types of abilities:

- Sensing emotions - the capacity to recognize and interpret feelings in voices, faces, images, and cultural objects, as well as the capacity to recognize feelings in oneself. Since it enables all further processing of emotional information, the ability to perceive emotions is a fundamental component of emotional intelligence.

- Emotional intelligence: the capacity to use emotions to support a range of cognitive functions, including reasoning and problem-solving. The 86 emotionally savvy individual can make the most of his or her mood swings to suit the work at hand.

- Comprehension of emotions - the capacity to recognize intricate connections between feelings and to understand the language of emotions. For instance, being able to identify and characterize how emotions change over time, as well as being sensitive to minute differences across feelings, are all parts of comprehending emotions.

- Emotional regulation: the capacity to control our own and other people's feelings. As a result, the emotionally intelligent individual is able to control their emotions including unpleasant ones in order to accomplish desired outcomes.

- •According to the ability-based paradigm, emotions may be helpful sources of information for understanding and navigating social environments. According to the paradigm, people differ in their capacity to comprehend emotional input and in connecting that processing to broader cognitive processes. It has been seen that this capacity shows itself in certain adaptive actions. Four categories of talents are said to be part of EI by the model:

- Sensing emotions: This is the capacity to recognize and interpret feelings in other people, faces, images, sounds, and cultural objects. It also includes the capacity to recognize one's own feelings. Since it enables all further processing of emotional information, the ability to perceive emotions is a fundamental component of emotional intelligence.

- Using emotions: This refers to the capacity to use feelings to support a range of cognitive tasks, including reasoning and problem-solving. An emotionally savvy individual knows how to take full use of their mood swings to suit the work at hand.

- Comprehending emotions: This refers to the capacity to grasp the language of emotions and recognize the intricate connections between them. For instance, being able to identify and characterize how emotions change over time, as well as being sensitive to minute differences across feelings, are all parts of comprehending emotions.

- Emotion management is the capacity to control our own and other people's feelings. As a result, the emotionally intelligent individual is able to control emotions including unpleasant ones and use them to further desired objectives. Research has shown that the ability EI model lacks face and predictive validity in the workplace.

Goleman's Competency Model

In 1995, Daniel Goleman authored the seminal book "Emotional Intelligence," which helped popularize the idea of emotional intelligence. According to Goleman (1998), emotional intelligence is the capacity to "manage one's moods and keep distress from swamping the ability to think; to empathize and to hope; to motivate oneself and survive in the face of frustrations." The five emotional intelligence constructs are described in Goleman's paradigm. The capacity to detect one's emotions, acknowledge their significance, and make judgments based on intuition is known as self-awareness. Self-management is the ability to restrain one's feelings and impulses so that one may change with the times.

Motivation is the propensity of emotions to direct the achievement of objectives. It consists of the zeal, dedication, ambition, and initiative. The capacity to comprehend and recognize the needs of others is known as empathy. The capacity to survive, prosper, and convince within a social group is known as social skills. It is more about group leadership, collaboration, etc. Each component of emotional intelligence in Goleman's paradigm has a set of emotional competencies. He believed that emotional competencies are acquired skills

that need to be honed and improved in order to reach exceptional results.

SELF-AWARENESS Emotional self-awareness Accurate self-assessment Self-confidence	SOCIAL AWARENESS Empathy Organizational awareness Service orientation
SELF-REGULAITON Self-control Transparency Adaptability Achievement drive Initiative	RELATIONSHIP MANAGEMENT Inspirational leadership Developing others Influence Change catalyst Teamwork Collaboration

Figure 2: Goleman's Competency Model

Source: Goleman (1998)

Bar-On's Mixed Model

In his PhD dissertation from 1988, Bar-On created the term "Emotional Quotient" (EQ) as a counterpart to "Intelligent Quotient" (IQ). His emotional intelligence approach may be seen as a hybrid kind of intelligence that includes elements of personality, health, and well-being in addition to cognitive ability. It is seen as process-oriented as opposed to outcome-oriented and has to do with performance and success potential. "A range of non-cognitive capacities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" is how he described emotional intelligence (Bar-On, 1997). A multitude of concepts are covered by the definition, including emotional self-

awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationships, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness, and optimism. Emotional difficulties and failure might be indicators of low emotional intelligence. According to Bar-On, a person's general intelligence ultimately reflects their potential for success in life. Both cognitive and emotional intelligence play an equal role in this.
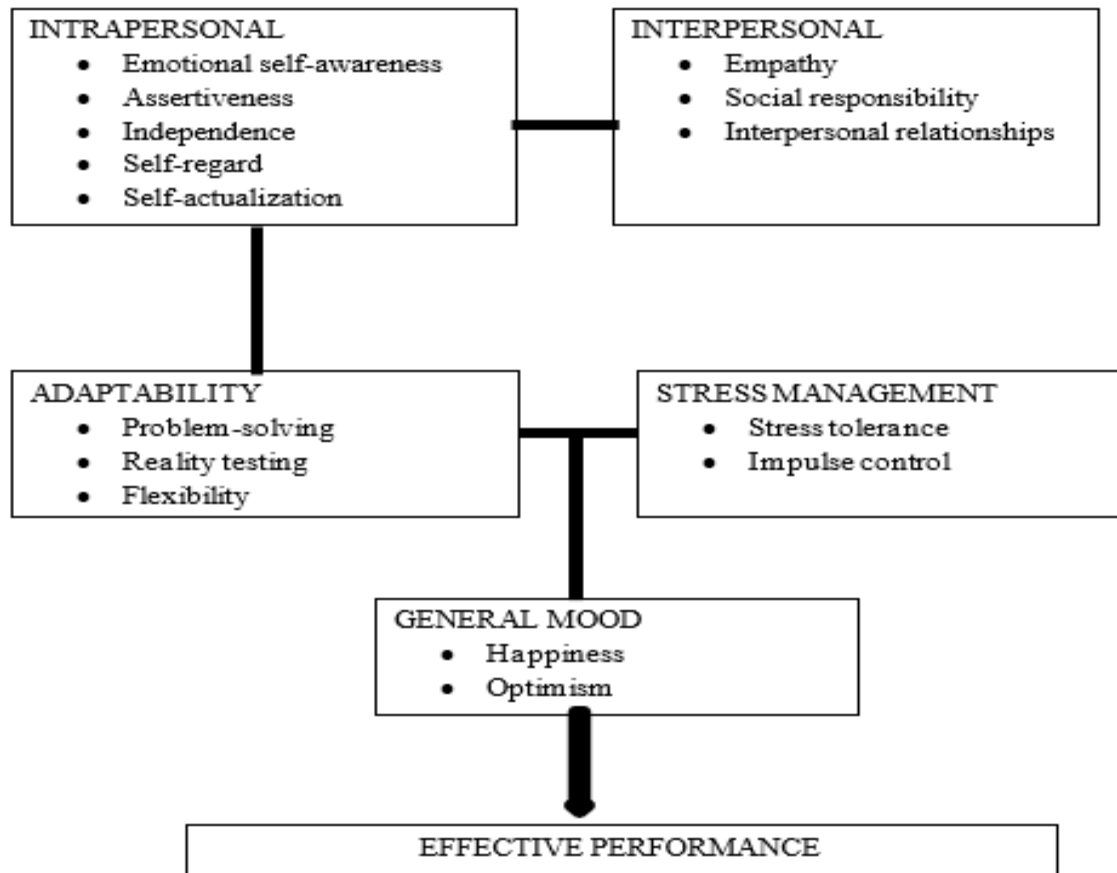
Figure 3: Bar-On's Mixed Model

Source: Bar-On (1997)

Bar-On reviewed personality characteristics supposed to determine life success beyond cognitive intelligence and identified five broad dimensions. He regards these dimensions, which are further subdivided into 15 subscales, as key factors of EI. They are:

1.   Intrapersonal skills, comprising

•   Self-regard (being aware of, understanding and accepting oneself),

- Emotional self-awareness (being aware of and understanding one's emotions),

- Assertiveness (expressing one's emotions, ideas, needs, and desires)

- Self-actualization (realizing one's potential capacities),

- Independence (being self-directed, self-controlled and free of emotional dependency);

2. Interpersonal skills, comprising

    - Empathy (being aware of and understanding others' emotions),

    - Social responsibility (demonstrating oneself as a constructive member of one's social group),

    - Interpersonal relationships (forming and maintaining intimate relationships);

3. Adaptability, comprising

    - Problem solving (solving personal and social problems constructively),

    - Reality testing (validating one's thinking and feelings),

    - Flexibility (adjusting one's feelings, thoughts, and behavior to changing conditions);

4. Stress management, comprising

    - Stress tolerance (actively and positively coping with stress),

    - Impulse control (resisting or delaying an impulse or drive, and controlling one's emotions); as well as

5. General mood, comprising

    - Happiness (feeling satisfied with one's life),

    - Optimism (maintaining positive attitudes).

Bar-On introduced an updated version of this EI type in 2000. Ten elements from the original model make up this revised conceptualization, which these authors dubbed "a

model of emotional and social intelligence." Self-worth, emotional self-awareness, empathy, assertiveness, interpersonal relationships, stress tolerance, impulse control, reality testing, adaptability, and problem-solving are some of these qualities. Instead of being essential elements of emotional and social intelligence, the other five subcomponents of the original model self-actualization, independence, social responsibility, optimism, and happiness are now seen as facilitators.

2.1.5 Employee Engagement

One of the key factors in a workplace is employee engagement, which is the degree to which workers are physically, mentally, and emotionally invested in their organizational tasks. The level of energy with which a person carries out their work is referred to as their physical involvement. The term "cognitive engagement" describes how a worker feels about their boss and the workplace. According to Kahn (1990), an employee's emotional involvement is defined as how they feel about their boss, their company, and their working environment.

In the area of employee engagement, Kahn was a pioneer. According to him, employee engagement is the process by which members of a company apply themselves to their job duties. When engaged, individuals use their bodies, minds, and emotions to accomplish their roles. Since Kahn first put out this idea, other scholars have put forth alternative definitions, each of which reflects a unique view of employee involvement in that study.

Employee Engagement as a Multi-Faceted Construct

May, Gilson, and Harter (2004) claimed that flexible application of emotions and actions was just as important to employee engagement as cognitive thinking. According to Wellins and Concelman (2005), engagement is a result of a combination of ownership, productivity, commitment, and loyalty. Employee engagement, according to Saks (2006), is a distinct and special term made up of behavior, emotion, and knowledge. Employee engagement, which has three dimensions work engagement, organizational recognition, and perception of work value was described by Cha (2007) as the employee's active participation in the workplace as well as the state of complete physiology, cognition, and emotion that goes along with it. According to Macey and Schneider (2008), employee engagement is a broad term that encompasses various forms of engagement (behavioral, psychological state, and

trait engagement). Each type of engagement requires a different conceptualization, such as involvement (behavioral engagement), proactive personality (trait engagement), and organizational citizenship behavior (behavioral engagement). The engagement was summed up by Bakker, Albrecht, and Leither (2011) as a pleasant, highly aroused emotional state with two features: participation and energy. Three elements make up the concept of employee engagement created by Soane, Bailey, and Alfes (2012): a work-role focus, activation, and positive affect. Employee engagement was broken down into four categories by Xu, Guo, and Wang (2013): organizational identification, work attitude, mental health, and responsibility effectiveness. Employee engagement, according to Xiao and Duan (2014), is conceptualized using five dimensions: initiative, loyalty, effectiveness, identification, and commitment. According to Liu (2016), there are five components that make up employee engagement for knowledge workers: organizational identification, devotion, energy, absorption, and pleasant harmony.

Employee Engagement as a Dedicated Willingness

Employee engagement, according to Hewitt (2004), is the degree to which workers are willing to stick with a firm and put in a lot of effort on its behalf. This is demonstrated in three areas: Say: Workers speak well about their employer, their coworkers, and their positions.

2) Stay: Rather than utilizing their current positions as a temporary stopgap, workers fervently aspire to become a part of the organization and wish to remain there for an extended period of time. 3) Strive: Workers are prepared to put in more time and effort to contribute to the company's success. Employee engagement, which may be further divided into sensual and rational engagement, is therefore defined as the desire and capacity of workers to contribute to the success of businesses. The interaction between people and businesses, including how well workers comprehend their individual and departmental responsibilities, is often the focus of rational engagement.

Employees will exhibit a reasonable sense of involvement when their employment offers financial rewards, opportunities for professional growth, personal development, or other advantages. Employee happiness and a feeling of accomplishment from one's work as an organization member are key components of sensual engagement (Fang, Shi, & Zhang,

2010). According to Xie (2006), employee engagement is defined as a worker's commitment to their line of work, which includes self-assurance, hard effort, loyalty to the employer, and devotion to the firm.

Employee Engagement as a Positive State of Mind

According to Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002), engagement is a more pervasive and persistent affective-cognitive state that is not focused on any particular object, event, person, or behavior. It is also a positive, fulfilling state of mind related to work that is characterized by vigor, dedication, and absorption. Employee engagement was characterized by Harter, Schmidt, and Hayes (2002) as a person's participation, contentment, and excitement for their job. A long-lasting, good emotional and motivational state of awakening their job, being prepared to commit oneself to work at any moment, and being accompanied by pleasant, proud, and encouraging events while work are all considered aspects of employee engagement, according to Zeng and Han (2005).

Workplace Engagement as the Counterbalance to Burnout

According to Maslach, Schaufeli, and Leiter (2001), burnout has three characteristics that correlate to engagement: cynicism, diminished professional efficacy, and weariness. Therefore, engagement and burnout are two extremes of a continuum. Engagement is defined as energy, involvement, and effectiveness. According to Schaufeli and Bakker (2004), vitality and devotion are the exact opposites of cynicism and fatigue, respectively. Two sets of opposed dimensions (cynicism-dedication, emotional exhaustion-vigor) were enlarged as two distinct and latent dimensions (energy and identity) by Gonzalez-Roma, Schaufeli, Bakker, and Lloret (2006).

2.1.6 Different theories on Employee Engagement

"A sense of energetic and effective connection of employees with their work activities and they see themselves as able to deal well with the demands of their job," is how Schaufeli and Bakker (2003) defined employee engagement. Employee engagement was described by Meyer, Backer, and Vandenberghe (2004) as the degree of dedication and participation that staff members have for their company and its principles. Speaking well about the company, coworkers, prospective employees, and customers is the main behavior of

engaged employees. They also put in additional effort to help the company succeed and have a strong desire to join the organization. Employee engagement, which is a step up from commitment, is defined by Robinson (2004) as a favorable attitude maintained by the employee towards the business and its values.

Employee engagement, according to Stairs, Galpin, Page, and Linley (2006), may be characterized as the level of dedication to a certain work. There are two types of commitment: emotional and rational. Emotional commitment is motivated by a deeper sense of conviction in the organization or employment, while logical commitment is motivated by the desire to get financial benefits. The Ten C's of employee engagement connect, career, clarify, communicate, congratulate, contribute, control and cooperate, credibility & confidence summarise Sejits and Crim's (2006) range of options for action.

Employee engagement, according to Lockwood (2007), is a crucial business factor for organizational performance. High levels of participation in local and international businesses encourage consumer loyalty, talent retention, organizational success, and shareholder value. Engagement is a complicated idea that is impacted by a wide range of elements, including leadership, firm reputation, trust and respect, organizational communication, and work culture. According to Gupta's (2008) findings, a "engaged employee" is someone who is both intellectually and emotionally connected to the business, has a strong sense of enthusiasm for its objectives, and is aware of its values. Superior performance is produced by motivated staff members who get the proper tools, are inspired and mentored by the leadership, and are under the proper protocols and procedures. However, the organization has to put in some work in order to inspire them.

According to Rusber's (1997) analysis, workers will have a sense of engagement when they get personal fulfillment and motivation from their job, receive encouraging interpersonal support, and work in an effective work environment all of which may be achieved via effective leadership development. Employee engagement results in improved productivity and financial success for the company; it is not only about the dedication or participation of the workforce. Any company that makes an effort to include its staff will ultimately benefit from it.

Schmidt and Hayers (2007) noted that a high degree of employee engagement is positively correlated with customer satisfaction, profitability, and productivity. They also noted that employee engagement is linked to meaningful business outcomes and that many of the core issues of engagement are ones over which managers have substantial influence.

According to Markos and Sridevi (2010), an employee who is emotionally invested in the company and works assiduously is said to be engaged in a harmonious and good connection with their employer. According to their research, work happiness, employee commitment, and organizational citizenship behavior are not the same as employee engagement, which is a different and more comprehensive term. For this reason, businesses are working extra hard to raise employee engagement levels. Additionally, Steve (2004) examined how employee engagement affects company performance and, eventually, shareholder value. Businesses with more engaged workers see improvements in customer satisfaction, retention, and financial success. They also have more productive workers. Businesses that have greater employee engagement rates outperform their counterparts in the industry.

2.1.7 Antecedents and Consequences of Employee Engagement
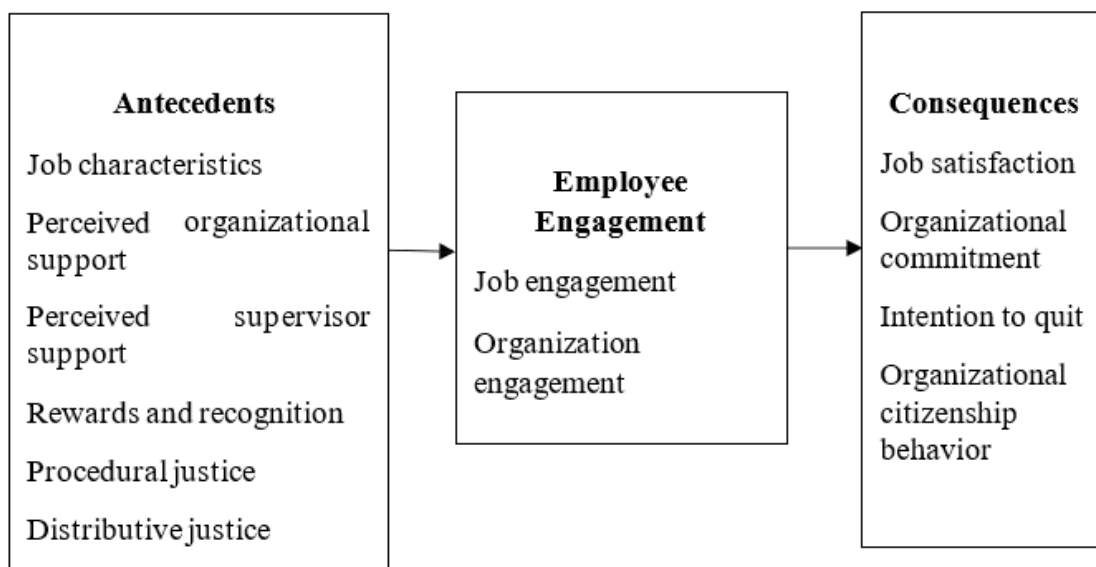
Figure 4: Antecedents and Consequences of Employee Engagement

Source: Kahn (1990), Maslach, Schaufeli, and Leiter (2001)

Reasons for Employee Involvement Features of the job

A feeling of return on investment from one's self-inrole performances is necessary for psychological meaningfulness (Kahn, 1992). Psychological meaningfulness, according to Kahn (1992), may be attained via task features that provide difficult work, diversity, the chance to use a range of abilities, autonomy, and the chance to make significant contributions. This is based on the five basic work characteristics (i.e., skill diversity, task identity, task importance, autonomy, and feedback) of the job characteristics model developed by Hackman and Oldham. Jobs that score well on the key job qualities provide people the freedom and motivation to be more involved or to put more of themselves into their work. Job enrichment was shown to be positively correlated with meaningfulness and meaningfulness by May, Gilson, and Harter (2004). The association between work enrichment and engagement was observed by Nepalese Commercial Bank.

Perception of supervisory and organizational support

Perceived organizational support (POS) and perceived supervisor support are two variables that are believed to encapsulate the core of social support (PSS). The term "POS" describes the widespread perception that one's employer appreciates their work and is concerned about their welfare (Rhoades & Eisenberger, 2002). According to Kahn (1990), trust, support from superiors, and support from coworkers all foster psychological safety, which encourages employees to try new things. SET is the fundamental tenet of organizational support research. Social Exchange Theory (SET) states that workers who have fulfilling, difficult, and distinctive work have greater levels of engagement. Friendly relationships between employers and employees are fostered by perceived supervisor support, which fosters a creative and inspiring work environment. Supervisors' lack of support may cause burnout (Maslach, Schaufeli, & Leiter, 2001).

Accomplishments and Appreciation

According to Kahn (1990), people's levels of participation differ depending on how they see the advantages of a particular position. According to Maslach, Schaufeli, and Leiter (2001), engagement may be hampered by inadequate recognition and incentives, and burnout can result from them.

Procedural and Distributive Justice

Kahn (1990) distinguished between predictable and consistent social settings and the safety dimension. Distributive justice is concerned with how fair one believes decisions to be, while procedural justice is about how fair one believes the methods and procedures used to decide how much and how to distribute resources are (Rhoades, Eisenberger, & Armeli, 2001).

 Effects of Employee Involvement contentment in one's work

A happy or pleasant emotional state that arises from evaluating one's work or experiences at work is known as job satisfaction (Locke, 2005).

The Commitment of Organizations (OC)

This is distinct from engagement as well, since OC is more concerned with an individual's disposition and bond with their company. Engagement is the extent to which a person is focused and involved in carrying out their tasks; it is not an attitude.

Goal to Give Up

The main components of intention to quit are the reasons an employee plans to resign from their position and the circumstances that led to their departure from the company. Engaged workers don't leave their jobs too often.

Conduct of Organizational Citizenship (OCB)

While engagement focuses more on an individual's performance in their official function than their extra-role activities, OCB encompasses voluntary and informal actions that may benefit colleagues and the business. As to Harter, Schmidt, and Oldham (2002), there exists a correlation between employee engagement and company outcomes.

2.1.8 Emotional Intelligence at workplace

Organizational leaders and researchers view emotional intelligence as a mechanism for improved organizational performance because the social world is changing quickly and interpersonal social skills and emotional intelligence are becoming more and more important to successful organizational operations (Goleman, Boyatzis, & Mckee, 2001).

Organizational success is correlated with emotional intelligence, and leaders who are able to identify this link may better position their firm to reap the advantages.

Emotional intelligence, along with technical and cognitive abilities, are prerequisites for success in management (Skinner & Spurgeon, 2005). Understanding people and human relationships, or emotional intelligence, has become, if not more important than cognitive intelligence, for successful performance in businesses at all levels (Goleman, 1995). As a result, businesses are now more conscious of the dynamics within teams, the emotional intelligence of team members, and the potential consequences. An organization may benefit greatly from the use of emotional intelligence training, since emotional intelligence can have a significant influence on the company (Cherniss & Goleman, 2001). Managerial competence, emotional intelligence, and intelligence quotient (IQ) are related. A high level of emotional intelligence becomes more crucial as one moves up the organizational ladder (Goleman & Cherniss, 2001). In addition to inspiring others to follow their own potential and purpose, emotional intelligence awakens people's deepest values and ambitions, turning them from ideas into actions.

2.1.9 The Relationship between Emotional Intelligence and Employee Engagement

Professionals' jobs are becoming more complicated in today's cutthroat corporate environment, which puts workers in a situation where they must actively engage in several responsibilities. Emotional intelligence becomes crucial in order to meet these work demands within the various professions. Professionals may perform more efficiently and successfully, which ultimately leads to employee engagement in their workplace, if they are aware of their own emotions as well as those of others and are successful in regulating those emotions in a healthy manner.

The link between emotional intelligence and employee engagement was investigated in a research including 119 information technology workers. The findings indicate a slight but favorable association between the two dimensions (Ravichandran, Arasu, & Kumar, 2011). Professionals with high emotional intelligence levels are more productive and engaged workers (Deshwal, 2015).

workers who are engaged tend to be more motivated and perform better than other workers. They have an emotional connection with their companies as well. Organizations should

give employee engagement enough consideration if they want to keep such valuable staff members. Gupta (2008) asserts that only intellectually and emotionally engaged workers have a strong sense of commitment to their employers, are enthusiastic about their work, and are more aware of the company's ideals.

2.2 Empirical Review

Al Khoury, G., Thrassou, A., Papasolomou, I., and Vrontis (2023) conducted research on 'The Essential Role of Emotional Intelligence in Customer Service in the Retail Banking Sector.' The study aimed to identify and refine the role of emotional intelligence (EI) in the interaction between retail banking employees and customers, with a focus on developing a framework to enhance genuine customer service without incurring excessive organizational costs in Lebanon. The research demonstrated that EI plays a crucial role in modulating levels of customer satisfaction and significantly influences the company's customer interface. Despite its importance, the study revealed that the role of EI is currently undervalued and inadequately controlled. The findings highlight key factors and behavioral attributes of EI within the customer service process, offering a comprehensive framework of scholarly and practical significance for both academics and executives.

Lourens, Indradevi, Tambvekar and Neig (2022) investigated the "Role of Emotional Intelligence Employment Engagement: An Empirical Study." The study aimed to determine how employee emotional intelligence affects managers' emotional maturity and employee engagement. Surveying a sample of 196 respondents, the study found that emotional intelligence plays a significant role in employee engagement, highlighting its importance in the workplace.

Johari, Razali, Zainun, and Adnan (2022) conducted a study titled "Job Characteristics and Work Engagement: The Moderating Role of Emotional Intelligence." The research aimed to assess the relationship between job characteristics and work engagement, with a specific focus on investigating emotional intelligence as a moderator. Using a Partial Least Squares Structural Equation Modeling (PLS-SEM) technique with 200 nurses working in public hospitals, the study contributed to the job demand resources model and job characteristics theory by substantiating partial support of the theory.

Akhter, Karim, and Islam (2021) examined "The Impact of Emotional Intelligence, Employee Empowerment, and Cultural Intelligence on Commercial Bank Employees' Job Satisfaction" in Bangladesh. The study aimed to examine the impact of emotional intelligence (EQ), employee empowerment (EE), and cultural intelligence (CQ) on commercial bank employees' job satisfaction. With a sample of 200 bank employees, the study revealed that emotional intelligence, employee empowerment, and cultural intelligence were significant predictors of job satisfaction, providing notable implications for commercial bank managers.

Febrina, Astuti, and Triatmanto (2021) explored "The Impact of Organizational Culture and Emotional Intelligence on Employee Performance: An Empirical Study from Indonesia." Their study aimed to determine the effect of organizational culture, job involvement, and emotional intelligence on employee performance through job satisfaction and organizational commitment at commercial banks in Great Malang. Applying the purposive sampling method to obtain data from 240 workers, the study offered reliable information for HRD practice and encouraged further exploration of research related to organizational culture, job involvement, and emotional intelligence.

D'Amico, Geraci, and Tarantino (2020) conducted a study titled "The Relationship between Perceived Emotional Intelligence, Work Engagement, Job Satisfaction, and Burnout in Italian School Teachers: An Exploratory Study." Investigating the relationship between perceived emotional intelligence, burnout, work engagement, and job satisfaction in 238 Italian school teachers, the study highlighted the protective role of emotional intelligence in preventing negative working experiences.

Sudibjo and Sutarji (2020) explored "The Roles of Job Satisfaction, Well-being, and Emotional Intelligence in Enhancing Teachers' Employee Engagements." The study aimed to analyze the effects of job satisfaction, well-being, and emotional intelligence on teachers' employee engagements at SDS Pelangi Kasih Jakarta. Using a quantitative approach with the PLS-SEM method, the study revealed positive effects of job satisfaction, well-being, and emotional intelligence on teachers' employee engagements.

Nadeem, Ali, Iftikhar and Shamshad (2019) investigated "The Relationship between Work Values, Affective Commitment, Emotional Intelligence, and Employee Engagement: A

Moderated Mediation Model." Their research considered work values as a critical element of organizational commitment and explored their impact on affective commitment. Based on a sample of 354 employees from the banking sector of Pakistan, the study confirmed the mediation of emotional intelligence and moderation of employee engagement in the relationship between work values and affective commitment, offering practical foresight for HRM professionals.

Milhem, Muda, and Ahmed (2019) conducted a study titled "The Effect of Perceived Transformational Leadership Style on Employee Engagement: The Mediating Effect of Leader's Emotional Intelligence." Their aim was to find the causal effect of perceived transformational leadership on employee engagement through the mediating role of leader's emotional intelligence. Analyzing data from a sample of 338 full-time employees in the ICT sector in Palestine using confirmatory factor analysis and structural equation modeling, the study found that the effect of transformational leadership on employee engagement was completely mediated by leader's emotional intelligence, contributing theoretically and practically to the understanding of these relationships.

Karamustafa and Kunday (2018) explored "The Relationship Between Emotional Intelligence and Employee Engagement with the Moderating Role of Gender." The objective was to examine the impact of emotional intelligence dimensions on employee engagement, considering self-management, self-awareness, social-awareness, and relationship management, with the moderating role of gender. The quantitative survey method, with data collected from 245 professionals in Istanbul, showed a significant relationship between emotional intelligence and employee engagement, with no potential moderator impact of gender.

Quang, Khuong, and Le (2015) delved into "The Effects of Leaders' Emotional Intelligence on Employee Engagement in Vietnamese Construction Companies – A Case of Hoa Binh Corporation." Their research aimed to investigate the application of leaders' emotional intelligence in formulating appropriate leadership styles for enhancing employees' job engagement. Employing a quantitative approach with a structured questionnaire distributed to 400 white-collar employees, the study revealed a strong influence of emotionally intelligent leadership in retaining and developing workforce

engagement.

Ravichandran, Arasu, and Kumar (2011) conducted an empirical study titled "The Impact of Emotional Intelligence on Employee Work Engagement Behavior." The research aimed to contribute to the literature by providing more information about emotional intelligence and its potential to alleviate work engagement behavior. Employing the 33-item Schutte Self-Report Inventory (SSRI) for emotional intelligence measurement and the shortened version of the Utrecht Work Engagement Scale (UWES) for engagement measurement, the study's findings discussed both managerial and theoretical implications.

Deswal (2015) explored the "Impact of Emotional Intelligence on Employee Engagement." The objective was to contribute a fresh perspective to the field of human resources and behavioral sciences, specifically regarding the impact of emotional intelligence on employee engagement. Analyzing data from a sample of 60 respondents, Deswal identified a negative association between high emotional intelligence and low employee engagement, providing valuable insights into the intricate dynamics between emotional intelligence and engagement.

Sarangi and Vats (2015) conducted a study titled "Role of Emotional Intelligence on Employee Engagement: A Study among Indian Professionals." The main objective of their research was to examine the role of emotional intelligence as an individual antecedent of employee engagement. Using a sample of 182 professionals in Indian organizations, they captured and analyzed responses, revealing that emotional intelligence, particularly mood repair, significantly enhances employee engagement, as evidenced by higher levels of vigor, dedication, and absorption. The findings have noteworthy implications for both research and practice, shedding light on the pivotal role of emotional intelligence in fostering employee engagement.

Shooshtarian, Ameli, and Amini Lari (2013) investigated "The Effect of Labor's Emotional Intelligence on Their Job Satisfaction, Job Performance, and Commitment." The study aimed to determine the effect of labor's emotional intelligence on these key organizational dimensions. With a sample of 350 participants from Fars Province industries in Iran, the study revealed positive correlations between employees' emotional intelligence and job satisfaction, as well as job performance. However, there was no significant relationship

between emotional intelligence and commitment, emphasizing the multifaceted nature of emotional intelligence in work situations.

The articles reviewed in this study have been presented in Meta table as well below;

Table 1

Meta-Analysis

Authors & Year	Title	Objectives	Methodology	Findings
Al Khoury, Thrassou, Papasolomou and Vrontis (2023)	The requisite role of emotional intelligence in customer service in the retail banking sector	To identify and refine the role of emotional intelligence (EI) in the retail banking employee–customer contact context.	Used descriptive analysis with sample technique of convenience	The findings highlight key factors and behavioral attributes of EI within the customer service process, offering a comprehensive framework of scholarly and practical significance for both academics and executives.
Lourens, Indradevi, Tambvekar, and Neig (2022)	Role of Emotional Intelligence Employment Engagement: An Empirical Study	Examine the impact of employee emotional intelligence on managers' emotional maturity and employee engagement.	Surveyed 196 respondents, highlighting the significant role of emotional intelligence in employee engagement.	Emotional intelligence plays a significant role in employee engagement.
Johari, Razali, Zainun, and Adnan (2022)	Job Characteristics and Work Engagement: The Moderating Role of Emotional Intelligence	Assess the relationship between job characteristics and work engagement, exploring emotional intelligence as a moderator.	Used PLS-SEM with 200 nurses, providing partial support for the job demand resources model and job characteristics theory.	Emotional intelligence was found to be a significant moderator in the relationship between job characteristics and work engagement.

			Emotional intelligence was investigated as a moderator.	
Akhter, Karim, and Islam (2021)	The Impact of Emotional Intelligence, Employee Empowerment, and Cultural Intelligence on Commercial Bank Employees' Job Satisfaction	Examine the effects of emotional intelligence, employee empowerment, and cultural intelligence on job satisfaction.	Studied 200 bank employees, revealing significant predictors for job satisfaction, offering implications for commercial bank managers.	Emotional intelligence, employee empowerment, and cultural intelligence were found to be significant predictors of job satisfaction.
Febrina, Astuti, and Triatmanto (2021)	The Impact of Organizational Culture and Emotional Intelligence on Employee Performance: An Empirical Study from Indonesia	Investigate the effect of organizational culture, job involvement, and emotional intelligence on employee performance.	Applied purposive sampling to 240 workers, offering reliable information for HRD practice and encouraging further research.	Emotional intelligence, job involvement, and organizational culture significantly influenced employee performance.
D'Amico, Geraci, and Tarantino (2020)	The Relationship between Perceived Emotional Intelligence, Work Engagement, Job Satisfaction, and Burnout in Italian School Teachers: An Exploratory Study	Explore the relationship between perceived emotional intelligence and work-related outcomes in Italian school teachers.	Analyzed 238 teachers, emphasizing the protective role of emotional intelligence in preventing negative working experiences.	Perceived emotional intelligence had a protective role in preventing negative working experiences.
Sudibjo and Sutarji (2020)	The Roles of Job Satisfaction, Well-being, and Emotional Intelligence in	Analyze the impact of job satisfaction, well-being, and emotional	Used PLS-SEM with 65 teachers, revealing positive effects	Job satisfaction, well-being, and emotional intelligence had positive effects on

	Enhancing Teachers' Employee Engagements	intelligence on teachers' employee engagements.	on teacher engagement.	teachers' employee engagements.
Nadeem, Ali, Iftikhar, and Shamshad (2019)	The Relationship between Work Values, Affective Commitment, Emotional Intelligence, and Employee Engagement: A Moderated Mediation Model	Examine the impact of work values on affective commitment, mediated by emotional intelligence and moderated by employee engagement.	Surveyed 354 banking professionals, providing practical foresight for HRM professionals.	Work values had a significant impact on affective commitment, mediated by emotional intelligence and moderated by employee engagement.
Milhem, Muda, and Ahmed (2019)	The Effect of Perceived Transformational Leadership Style on Employee Engagement: The Mediating Effect of Leader's Emotional Intelligence	Investigate the causal effect of perceived transformational leadership on employee engagement, mediated by leader's emotional intelligence.	Analyzed data from 338 employees, contributing theoretically and practically to understanding these relationships.	Transformational leadership's effect on employee engagement was completely mediated by leader's emotional intelligence.
Karamustafa and Kunday (2018)	The Relationship Between Emotional Intelligence and Employee Engagement with the Moderating Role of Gender	Examine the impact of emotional intelligence on employee engagement, considering gender as a moderator.	Surveyed 245 professionals, highlighting a significant relationship between emotional intelligence and employee engagement with no gender moderation.	Emotional intelligence had a significant relationship with employee engagement, with no gender moderation.
Quang, Khuong, and Le (2015)	The Effects of Leaders' Emotional Intelligence on Employee Engagement in Vietnamese Construction	Investigate the influence of leaders' emotional intelligence on employee engagement.	Used a structured questionnaire with 400 employees, revealing a strong influence of	Emotionally intelligent leadership strongly influenced workforce engagement.

	Companies – A Case of Hoa Binh Corporation		emotionally intelligent leadership on workforce engagement.	
Ravichandran, Arasu, and Kumar (2011)	The Impact of Emotional Intelligence on Employee Work Engagement Behavior	Contribute to the literature by exploring the impact of emotional intelligence on work engagement behavior.	Employed SSRI and UWES for emotional intelligence and engagement measurement, offering both managerial and theoretical implications.	Emotional intelligence significantly contributed to work engagement behavior.
Deswal (2015)	Impact of Emotional Intelligence on Employee Engagement	Contribute a fresh perspective on the relationship between emotional intelligence and employee engagement.	Analyzed data from 60 respondents, identifying a negative association between high emotional intelligence and low employee engagement.	Emotional intelligence had a negative association with employee engagement.
Sarangi and Vats (2015)	Role of Emotional Intelligence on Employee Engagement: A Study	Examine the role of emotional intelligence as an individual antecedent of employee engagement.	Captured and analyzed responses from 182 professionals, revealing that emotional intelligence, particularly mood repair, significantly enhances employee engagement.	Emotional intelligence, especially mood repair, augments high levels of employee engagement manifested through higher vigor, dedication, and absorption in employees. The findings have significant implications for both research and practice.

Shooshtarian, Ameli, and Amini Lari (2013)	The Effect of Labor's Emotional Intelligence on Their Job Satisfaction, Job Performance, and Commitment	Determine the effect of labor's emotional intelligence on job satisfaction, job performance, and commitment.	Sampled 350 participants in Fars Province industries, showing positive correlations between emotional intelligence and job satisfaction and job performance.	Positive correlations were found between employees' emotional intelligence and job satisfaction, as well as job performance. No significant relationship between emotional intelligence and commitment was found.

Review of Nepalese Studies

Shrestha (2021) conducted research on "Working on failures and vulnerabilities: Improving my practice leading an educational initiative concerned with Emotional Intelligence in Nepal". Through the development of a living-educational-theory, experienced a transformative journey in recognizing and challenging personal beliefs. Engaging in critical reflection and fostering dialogues about personal experiences, Shrestha adapted to diverse circumstances, fostering a sense of belonging as an educator. This process encouraged questioning deeply held assumptions and beliefs, leading to an enhanced response to conflicting thoughts, feelings, and actions, ultimately fostering a perspective of transformation.

Thapa et al. (2023) explored "The impact of emotional intelligence on employee well-being and engagement in the digital era in Nepal". Using a self-administered survey, the study collected data from 250 employees. The findings revealed a positive impact of emotional intelligence on both employee well-being and engagement, even after accounting for socio-demographic factors. The authors concluded that considering emotional intelligence is crucial for organizations aiming to promote employee well-being and engagement in the digital era.

2.3 Research Gap

In the Nepalese context, the study of emotional intelligence and employee engagement in the financial sector has seen some attention. However, a critical research gap exists

specifically in the domain of Nepalese Commercial Banks in Kathmandu Valley. While there have been efforts to explore emotional intelligence in various industries, studies focusing on key sectors like agriculture and tourism are notably lacking. Authors such as Lourens (2022), Johari (2022), and Akhter (2021) emphasize the scarcity of research tailored to the unique context of Nepal. Furthermore, there is a dearth of longitudinal studies tracking the developmental trajectory of emotional intelligence and its sustained impact on employee outcomes. The literature also lacks investigations into potential gender moderation in the relationship between emotional intelligence and employee engagement within Nepalese workplaces, a facet deserving further exploration (Akhter, 2021; Johari, 2022; Lourens, 2022). Addressing these gaps is crucial for a comprehensive understanding of emotional intelligence in the Nepalese setting, providing practical insights relevant to the country's cultural and economic context.

CHAPTER III

RESEARCH METHODOLOGY

This chapter has explained the research methods used to meet the stated objectives of the study.This chapter pictures the whole idea of how the research has been conducted. The methodologies undertaken in relation to the research paradigm has been sampling process, data collection and analysis techniques to study the relationship between emotional intelligenceand employee engagement at workplace are explained in this chapter. This chapter has also explained the collection procedure of data and methodology has been by researcher for analyzingthe available data. It includes preparation of the questionnaire to be answered by the respondents. A description of method and procedure employed for collecting and analyzingthe data has been explained.

3.1 Research Design

This study included a causal comparative research strategy in addition to a descriptive one. Because the facts and features regarding the population under study have been reported only by statistical analysis, the research is descriptive in nature. Because research is done to look at the link between dependent and independent variables, the study is also causal comparative. This poll's results are entirely derived from the original survey. The association between emotional intelligence and employee engagement at work is the primary topic of the research. The staff of Nepalese Commercial Banks sectors were given a series of self-administered questionnaires to complete in order to gather data.

For a thorough approach, the study uses both descriptive and causal-comparative research approaches. While causal-comparative design investigates the connection between emotional intelligence and employee engagement, descriptive design assists in the presentation of statistical data regarding Nepalese Commercial Banks sectors. The combination improves the study's breadth and depth by offering in-depth explanations of certain causal relationships and demographic features. Employees' self-administered questionnaires serve as the main source of data, allowing for a targeted analysis of the study's goals.

3.2 Population, Sample and Sampling Procedure

The population of this study has been the employees of Nepalese Commercial Banks sectors from inside Kathmandu Valley. The 355 employees working in Nepalese Commercial Banks in Kathmandu Valley has been selected those who are convenient to approach for survey. Thus, non-probability convenience sampling technique has been applied for selection of 355 employees as sample. However, out of 355 questionnaires distribution only 80 percent i.e. 284 numbers of Nepalese Commercial Banks employees have successfully distributed. Thus, the real sample size the study is 284 for data analysis purpose.

3.3 Instrumentation of Data Collection

The original data served as the study's basic foundation. The main tool for gathering primary data has been a questionnaire that was taken from earlier studies on the subject. The study questionnaire is divided into three sections: one for the respondent's personal information, another for their emotional intelligence, and a third for employee engagement at work. The questions about employee engagement and emotional intelligence were taken from the journal articles "The relationship between emotional intelligence and employee engagement with the moderating role of gender" by Karamustafa & Kunday (2018) and "Emotional intelligence and employee participation in decision-making" by Kiyani, Haroon, Liaqat, Khattak, Bukhari, and Asad (2011). In an effort to explain what has been seen about the hypothetical framework constructed by consulting the relevant literature on the issue, data was gathered based on the questionnaire and analyzed using the statistical software SPSS. The questionnaire consists of five Likert scale questions and multiple answer questions. For each statement on the stimulus items, the respondent must indicate how much they agree or disagree. Every scale item answer has a corresponding category, ranging from "strongly disagree" to "strongly agree." At the conclusion of the study, an Appendix including a sample questionnaire form is provided.

3.4 Data Collection Procedure

Primarily, the data collecting process has been dependent on primary data. The investigator gathers and uses primary data first for a predetermined goal. First-hand knowledge gathered in the field is always reliable and genuine. In order to gather quantitative data, a

questionnaire survey was used to collect primary data. The modes of data administration that have been used are the personal approach and the electronic survey technique. The respondents were given the questionnaire by the researcher using a personal approach. Using the internet as a surveying tool, questionnaires have been sent to respondents electronically. Questions have undergone extensive testing, evaluation, and design to guarantee legitimate answers. The secondary data used in this study was gathered from a variety of sources, including articles on employee engagement and emotional intelligence, several websites and online journals, and relevant research studies.

In the Kathmandu Valley of Nepal, reputable Nepalese commercial banks provided the data used in this study. Employees of Nepalese Commercial Banks in the Kathmandu Valley were given questionnaires, which they were asked to complete in accordance with their own preferences. 284 questionnaires in all have been gathered. Since every questionnaire was completed, all of them were chosen for examination. An approximate duration of three weeks has been anticipated for the data gathering phase.

Following data collection, mathematical tools were used to compute the findings, which were then presented to the reader in the form of tables, graphs, and pie charts for easy comprehension. Ultimately, a conclusion has been reached based on the research's findings and analysis. An example questionnaire form is included as Annexure at the conclusion of the report for the convenience of the user or reader. In order to reduce the amount of time needed to answer the questions, the questionnaire included closed-ended questions. In order to construct a questionnaire that is impartial and simple to respond, the majority of the closed-ended questions have been rated using Likert scales. The scale items include interval points for agree, neutral, and disagree, with scores ranging from a high of 1 (strongly agree) to a low of 5 (strongly disagree).

3.5 Methods of Analysis
This part represents the analyses conducted in Chapter 4, where it was important to adhere to the prescribed methods and procedures in order to comprehend the outcome and draw conclusions that might be applied to a wider audience. Excel was also used for analysis once the data was gathered and entered into SPSS Ver. 25. The coding is done in

accordance with the relevant rules, depending on the kind of questions. Cronbach's alpha for the reliability data has been computed. Following the dependability determination, the data was examined using a variety of instruments, including as

The analysis used in the research follows a defined process. Tables showing percentages and frequencies for demographic characteristics provide a concise summary. In order to evaluate the degree of agreement among items, descriptive analysis computes the mean and standard deviation. Correlation and regression analysis, which look at the links and effects between dependent and independent variables, are examples of inferential analysis. With a focus on p-values for significance, regression analysis assesses the effects of many independent factors on a single dependent variable in more detail. The study's conclusions and recommendations are drawn directly from its results, guaranteeing that they are consistent with the data that was examined.

Multiple Regression Analysis Model

$EE = \alpha + \beta1SA + \beta2SR + \beta3M + \beta4E + \beta4SS + ej$

Where,

EE	= Employee Engagement
α	= Constant term
β	= Coefficient of variables
SA	= Self-Awareness
SR	= Self-Regulation
M	= Motivation
E	= Assurance
SS	= Social Skills
ej	= Error term

3.6 Theoretical Framework and Definitions of Variables

Based on previous theoretical and empirical evaluations, a theoretical framework is put out for this study that promotes a methodical examination of the service industry by examining the variables influencing employees' job engagement and emotional intelligence. The framework illustrates how emotional intelligence affects workers' participation at work. Nowadays, one of the most studied subjects in organizational studies is the development

of emotional intelligence, particularly when it comes to human behavior. The capacity to identify and control our own and other people's emotions is known as emotional intelligence (Goleman, 1998).
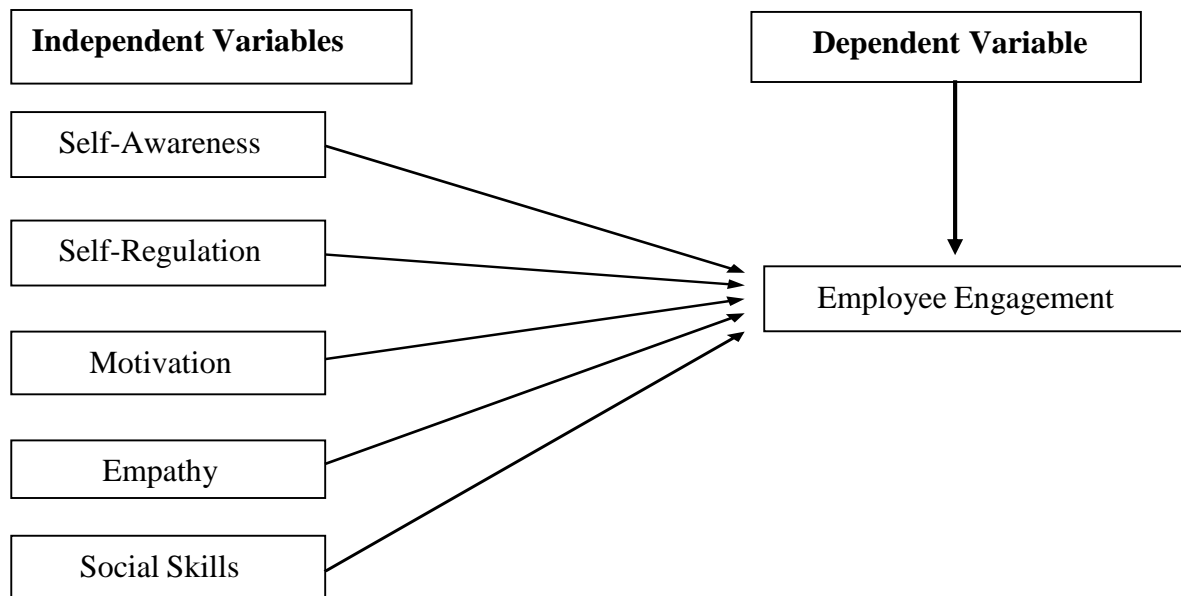
Figure 5: Research Framework

Source: Goleman (1998) and Kahn (1990)

Similarly, employee engagement is defined by EI pioneer Kahn (1990) as the organization's members use themselves to fulfill their job responsibilities. When performing a part, individuals engage in engagement by using their bodies, minds, and emotions. The four primary Emotional Intelligence (EI) components identified by Goleman are: self-awareness, self-regulation, social awareness, and relationship management. Prior studies have generally shown that an employee's job engagement is related to a number of elements, including self-awareness, self-regulation or self-control, social awareness, and social competence or relationship management.

Definitions of Variables

Self-Regulations

Learning that comes from a student's self-generated ideas and actions that are methodically focused on achieving their learning objectives is referred to as self-regulation (or self-regulated learning) (Schunk & Zimmerman, 2003). Goleman has identified self-regulation

as his second key competency. Self-regulation is the capacity to maintain composure in the face of adversity or confrontation, minimize defensiveness, and finally restore reason (Wolmarans & Martins, 2001). Self-regulation develops in stages, starting with societal sources and moving on to individual ones. Self-control would empower individuals to have a greater influence over their ideas, feelings, and actions.

Self-Awareness

The most important emotional intelligence competence for the workplace is self-awareness. According to Grayson (2013), self-awareness is the capacity to identify one's emotions, distinguish between them, understand what is happening within oneself and why, and identify the origin of one's sentiments. Self-awareness is the ability to recognize one's own feelings and the potential effects they may have (Goleman, 1998). Being as self-aware as feasible is the first step in developing emotional intelligence, according to Yeung (2009). He also said that self-awareness would be the ability to read a map if emotional intelligence were a voyage.

Motivation

According to Goleman (1995), emotional motivation is the capacity to regulate one's own emotional inclinations in order to help one achieve their objectives. Motivation also includes the capacity to establish and accomplish difficult objectives, as well as the ability to stay motivated and upbeat in the face of failures. This is a desire to learn new things and better oneself. It is the ability to persevere in the face of adversity in life. It involves making plans and carrying them out. According to Goleman, a person who falls into this category of emotional maturity has qualities like initiative, devotion to finishing a goal, and endurance in the face of difficulty.

Empathy

This is the capacity to comprehend the feelings and responses of others. Only after achieving self-awareness can empathy be attained. According to Goleman, understanding oneself is a prerequisite for understanding others. The ability to perceive others, show interest in others' worries and concerns, predict someone's emotional reaction to a problem or situation, comprehend social norms and the reasons behind people's actions are all

examples of emotional maturity in this category.

Social Skill

Social skills, also known as people skills, are the ability to manage relationships with others and create systems. Respect for others, reciprocity, dedication, openness, tolerance, empathy, negotiation, and communication are all part of the social skill set. It entails being able to attend to one another's needs, develop a relationship over time, and communicate thoughts, feelings, and ideas. Among other things, social skills are useful for influencing people, creating and managing teams, and driving change (Goleman, 1995). The benefits of social connection are many as well. It provides self-assurance and social validation. It offers managers several benefits. It may assist with a variety of tasks that are impossible to do on your own, such as obtaining team support or finishing a project (Pettry, 2006).

Employee Engagement

The definition of employee engagement is when people of the company are empowered to carry out their jobs. When performing a part, individuals engage in engagement by using their bodies, minds, and emotions. It's tied to managing business results, and a lot of the fundamental engagement problems are ones that managers have significant control over. The findings indicate a small but positive link between the two dimensions of emotional intelligence and employee engagement (Ravichandran, Arasu, & Kumar, 2011). Professionals with high emotional intelligence levels are more productive and engaged workers (Deshwal, 2015).

CHAPTER IV
RESULTS AND DISCUSSION

Through an empirical analysis of the information gathered from the respondents, this chapter seeks to accomplish the study's goals. The findings from the data analysis and research technique covered in chapter three are presented in this chapter. The study's target audience was personnel in the banking industry in Nepal. 284 research participants completed the questionnaire. With the aid of SPSS and MS-Excel, an analysis was conducted based on the survey replies. This chapter includes a detailed description of the respondents, a descriptive analysis of their responses, and a correlation study between the independent and dependent variables. The study variables' mean value and standard deviation are examined using descriptive analysis to determine the role that emotional intelligence characteristics play in determining employee engagement at work. The average response on the Likert scale is shown by the mean value, which provides information to the researcher. The average difference from the mean is shown by the standard deviation. Most observations would be concentrated around the mean if the standard deviation was low. The presence of a large standard deviation indicates a great degree of variety in the responses. To make it easier to comprehend, the data are provided using tables and figures.

The pragmatic data from the respondents' replies is arranged and explained in this chapter. It is possible to retrieve the findings by tabulation. The study's results and conclusions are discussed, along with the descriptive and inferential analyses, in this demonstration. A total of 284 sample sizes form the basis of the study.

In order to arrive at the study's main conclusions, primary data that were extracted from surveys sent using Google Forms are presented in this part in a variety of methods. In order to comprehend and analyze the data, sophisticated statistical and financial tools have been included. Similarly, in order to attain the intended results, the mean, standard deviation, minimum value, maximum value, correlation coefficient, and simple and multiple linear equations have been included. This has allowed the research question to be addressed, the hypothesis to be tested, and the objective to be fulfilled.

4.1 Respondents' Profile Analysis

Frequency analysis is done to find out the basic information about the respondents. Descriptive analysis of the sample respondents taken for the study is described in this part. In other words, it deals with the frequency analysis and interpretation of primary data collected through survey questionnaires.

The survey was based on the response of 284 respondents. Thus, from the responses of questionnaire, we are able to get various insights. The details of demographic profile of the respondents in the study include gender, age, marital status, academic qualification, household income, current status in the organization, job experience, and the department they belong to.

Table 2

Distribution by Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	136	47.9	47.9	47.9
Female	148	52.1	52.1	100.0
Total	284	100.0	100.0	

Source: Survey, 2023

The Table 2 provides information on the gender distribution of the sample population of the research study. The sample size is 284, out of which 136 (47.9%) are male and 148 (52.1%) are female. The total percentage adds up to 100%, indicating that the data is complete and all participants' gender is accounted for.

This information is important as it helps the reader understand the demographic characteristics of the study population. Knowing the gender distribution of the sample can be relevant to various aspects of the study, such as the gender-specific differences in emotional intelligence and employee engagement. The researcher could use this information to analyze the research findings by gender and draw conclusions accordingly.

Table 3

Distribution by Age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
Below 25	45	15.8	15.8	15.8
25-29	170	59.9	59.9	75.7
30-34	69	24.3	24.3	100.0
Total	284	100.0	100.0	

Source: Survey, 2023

The Table 3 provides information on the age distribution of the sample population of the research study. The sample size is 284, and the age groups are divided into three categories. The first category is "Below 25," which includes 45 participants (15.8%). The second category is "25-29," which includes 170 participants (59.9%). The third category is "30-34," which includes 69 participants (24.3%). The total percentage adds up to 100%, indicating that the data is complete and all participants' age is accounted for. This information is important as it helps the reader understand the age distribution of the sample population. Knowing the age distribution of the sample can be relevant to various aspects of the study, such as age-specific differences in emotional intelligence and employee engagement. The researcher could use this information to analyze the research findings by age group and draw conclusions accordingly.

Table 4

Distribution by Marital Status

Marital Status	Frequency	Percent	Valid Percent	Cumulative Percent
Single	132	46.5	46.5	46.5
Married	152	53.5	53.5	100.0
Total	284	100.0	100.0	

Source: Survey, 2023

The Table 4 provides information on the marital status distribution of the sample population of the research study. The sample size is 284, and the two categories of marital status are "Single" and "Married." The first category, "Single," includes 132 participants

(46.5%), and the second category, "Married," includes 152 participants (53.5%). The total percentage adds up to 100%, indicating that the data is complete and all participants' marital status is accounted for. This information is important as it helps the reader understand the marital status distribution of the sample population. Knowing the marital status distribution of the sample can be relevant to various aspects of the study, such as the impact of marital status on emotional intelligence and employee engagement. The researcher could use this information to analyze the research findings by marital status and draw conclusions accordingly.

Table 5

Distribution by Academic Qualification

Academic Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Intermediate or Below	25	8.8	8.8	8.8
Bachelor Level	124	43.7	43.7	52.5
Masters Level	135	47.5	47.5	100.0
Total	284	100.0	100.0	

Source: Survey, 2023

The Table 5 provides information on the academic qualification distribution of the sample population of the research study. The sample size is 284, and the three categories of academic qualification are "Intermediate or Below," "Bachelor Level," and "Masters Level." The first category, "Intermediate or Below," includes 25 participants (8.8%), the second category, "Bachelor Level," includes 124 participants (43.7%), and the third category, "Masters Level," includes 135 participants (47.5%). The total percentage adds up to 100%, indicating that the data is complete and all participants' academic qualifications are accounted for.

This information is important as it helps the reader understand the academic qualification distribution of the sample population. Knowing the academic qualification distribution of the sample can be relevant to various aspects of the study, such as the impact of academic qualification on emotional intelligence and employee engagement. The researcher could use this information to analyze the research findings by academic qualification and draw

conclusions accordingly.

Table 6

Distribution by Income Level

Income Level	Frequency	Percent	Valid Percent	Cumulative Percent
Below Rs. 25,000	44	15.5	15.5	15.5
Rs. 25,001 to Rs. 50,000	110	38.7	38.7	54.2
Rs. 50,001 to Rs.75,000	67	23.6	23.6	77.8
Rs. 75,001 to Rs.1,00,000	41	14.4	14.4	92.3
Above Rs.1,00,000	22	7.7	7.7	100.0
Total	284	100.0	100.0	

Source: Survey, 2023

The Table 6 provides information on the income level distribution of the sample population of the research study. The sample size is 284, and the five categories of income level are "Below Rs. 25,000," "Rs. 25,001 to Rs. 50,000," "Rs. 50,001 to Rs.75,000," "Rs. 75,001 to Rs.1,00,000," and "Above Rs.1,00,000."

The first category, "Below Rs. 25,000," includes 44 participants (15.5%), the second category, "Rs. 25,001 to Rs. 50,000," includes 110 participants (38.7%), the third category, "Rs. 50,001 to Rs.75,000," includes 67 participants (23.6%), the fourth category, "Rs. 75,001 to Rs.1,00,000," includes 41 participants (14.4%), and the fifth category, "Above Rs.1,00,000," includes 22 participants (7.7%). The total percentage adds up to 100%, indicating that the data is complete and all participants' income levels are accounted for.

This information is important as it helps the reader understand the income level distribution of the sample population. Knowing the income level distribution of the sample can be relevant to various aspects of the study, such as the impact of income level on emotional intelligence and employee engagement. The researcher could use this information to analyze the research findings by income level and draw conclusions accordingly.

Table 7

Distribution by Working Experience

Working Experience	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 2 Years	30	10.6	10.6	10.6
2-5 Years	121	42.6	42.6	53.2
6-8 Years	65	22.9	22.9	76.1
More than 8 Years	68	23.9	23.9	100.0
Total	284	100.0	100.0	

Source: Survey, 2023

The Table 7 provides information on the working experience distribution of the sample population of the research study. The sample size is 284, and the four categories of working experience are "Less than 2 Years," "2-5 Years," "6-8 Years," and "More than 8 Years." The first category, "Less than 2 Years," includes 30 participants (10.6%), the second category, "2-5 Years," includes 121 participants (42.6%), the third category, "6-8 Years," includes 65 participants (22.9%), and the fourth category, "More than 8 Years," includes 68 participants (23.9%). The total percentage adds up to 100%, indicating that the data is complete and all participants' working experience is accounted for.

This information is important as it helps the reader understand the working experience distribution of the sample population. Knowing the working experience distribution of the sample can be relevant to various aspects of the study, such as the impact of working experience on emotional intelligence and employee engagement.

Table 8

Distribution by Working Position

Working Position	Frequency	Percent	Valid Percent	Cumulative Percent
Junior Management	93	32.7	32.7	32.7
Middle Management	142	50.0	50.0	82.7
Senior Management	49	17.3	17.3	100.0
Total	284	100.0	100.0	

Source: Survey, 2023

The Table 8 provides information on the working position distribution of the sample population of the research study. The sample size is 284, and the three categories of working position are "Junior Management," "Middle Management," and "Senior Management." The first category, "Junior Management," includes 93 participants (32.7%), the second category, "Middle Management," includes 142 participants (50.0%), and the third category, "Senior Management," includes 49 participants (17.3%). The total percentage adds up to 100%, indicating that the data is complete and all participants' working positions are accounted for.

This information is important as it helps the reader understand the working position distribution of the sample population. Knowing the working position distribution of the sample can be relevant to various aspects of the study, such as the impact of working position on emotional intelligence and employee engagement. The researcher could use this information to analyze the research findings by working position and draw conclusions accordingly.

Table 9

Distribution by Belonging Department

Belonging Department	Frequency	Percent	Valid Percent	Cumulative Percent
Operation	74	26.1	26.1	26.1
Credit	24	8.5	8.5	34.5
Administration	45	15.8	15.8	50.4
Marketing	39	13.7	13.7	64.1
Human	23	8.1	8.1	72.2
Finance	29	10.2	10.2	82.4
IT	33	11.6	11.6	94.0
Risk Management	17	6.0	6.0	100.0
Total	284	100.0	100.0	

Source: Survey, 2023

The Table 9 provides information on the belonging department distribution of the sample population of the research study. The sample size is 284, and the eight categories of

belonging departments are "Operation," "Credit," "Administration," "Marketing," "Human," "Finance," "IT," and "Risk Management." The first category, "Operation," includes 74 participants (26.1%), the second category, "Credit," includes 24 participants (8.5%), the third category, "Administration," includes 45 participants (15.8%), the fourth category, "Marketing," includes 39 participants (13.7%), the fifth category, "Human," includes 23 participants (8.1%), the sixth category, "Finance," includes 29 participants (10.2%), the seventh category, "IT," includes 33 participants (11.6%), and the eighth category, "Risk Management," includes 17 participants (6.0%). The total percentage adds up to 100%, indicating that the data is complete and all participants' belonging departments are accounted for.

This information is important as it helps the reader understand the belonging department distribution of the sample population. Knowing the belonging department distribution of the sample can be relevant to various aspects of the study, such as the impact of belonging department on emotional intelligence and employee engagement. The researcher could use this information to analyze the research findings by belonging department and draw conclusions accordingly.

4.2 Descriptive Analysis

Descriptive analysis is a statistical method used to summarize and describe the characteristics of a dataset. In the context of your research on emotional intelligence and employee engagement, descriptive analysis can help you to understand the distribution of responses to your survey questions and identify a To perform descriptive analysis on a 5-point Likert scale, calculations of mean, standard deviation, and frequency distribution for both independent and dependent variables can be done. This enables the determination of the data's central tendency, variability, and distribution. Visualization of results can be achieved through the use of charts and graphs.

The data collected on self-awareness, motivation, empathy, social skills, self-regulation, and employee engagement can be analyzed by computing the mean, standard deviation, and frequency distribution of each variable. The mean represents the average score for each variable, while the standard deviation quantifies the degree of deviation of scores from the mean. Frequency distribution displays the number of respondents who chose each response

option, such as strongly disagree, disagree, neutral, agree, or strongly agree trends or patterns.

Table 10

Descriptive Statistic for Self-Awareness

Items of self-awareness	N	Min.	Max.	Mean	SD
I can recognize my emotions and their effects easily.	284	1	5	3.99	.759
I am aware of my strengths and limits.	284	1	5	3.96	.602
I can judge my self-worth and capabilities.	284	1	5	4.14	.830
I assess my emotional state and its influence on my interactions.	284	2	5	4.04	.622
I'm mindful of how emotions affect my performance and decision-making.	284	1	5	4.14	.697
Weighted Average Mean and Standard Deviation				4.05	.702

The Table 10 presents data related to self-awareness of the respondents. The results suggest that the participants in your study generally perceive themselves as having a high level of self-awareness, with mean scores ranging from 3.96 to 4.14 on a scale of 1 to 5. The ability to recognize one's emotions and their effects is an essential aspect of emotional intelligence, and the mean score of 3.99 for this item suggests that the majority of respondents are confident in their ability to do so. Similarly, the mean score of 3.96 for the item "I am aware of my strengths and limits" suggests that respondents believe they have a good understanding of their personal strengths and weaknesses, which is another crucial aspect of emotional intelligence.

The item "I can judge my self-worth and capabilities" also received a high mean score of 4.14, indicating that participants in your study generally have a positive self-image and are confident in their abilities. The mean for ' I assess my emotional state and its influence on my interactions' is 4.04 with SD .622 and for ' I'm mindful of how emotions affect my performance and decision-making' is 4.14 and SD .697 respectively.

Overall, the high mean scores 4.05 with SD .702 for all five items suggest that the respondents have a high level of self-awareness, which is a crucial component of emotional intelligence. A high level of emotional intelligence is generally associated with better employee engagement, which suggests that the respondents in your study are likely to be highly engaged in their work.

Table 11

Descriptive Statistic for Self-Regulation

Items of self-awareness	N	Min.	Max.	Mean	SD
I can keep in check my disturbing emotions and desires.	284	2	5	3.88	.731
I always maintain standards of honesty and integrity.	284	2	5	4.13	.536
I always take responsibility of my personal performance.	284	2	5	4.24	.663
I am quite flexible in handling change.	284	1	5	3.93	.650
I feel comfortable with new ideas, approaches and new information.	284	2	5	4.03	.680
Weighted Average Mean and Standard Deviation				4.07	.66

The Table 11 demonstrates data related to several emotional intelligence dimensions that can influence employee engagement. The results suggest that the respondents perceive themselves as having a high level of emotional intelligence, with mean scores ranging from 3.88 to 4.24 on a scale of 1 to 5.

The item "I can keep in check my disturbing emotions and desires" refers to the ability to regulate one's emotions, which is an essential aspect of emotional intelligence. The mean score of 3.88 suggests that the respondents have some level of ability to manage their emotions but may have some difficulty in doing so.

The item "I always maintain standards of honesty and integrity" relates to ethical behavior and is another important dimension of emotional intelligence. The mean score of 4.13 suggests that the respondents highly value honesty and integrity in their personal and professional lives.

The item "I always take responsibility of my personal performance" relates to the ability to take ownership of one's actions, which is also a crucial component of emotional intelligence. The mean score of 4.24 suggests that the respondents perceive themselves as highly accountable for their own performance.

The item "I am quite flexible in handling change" relates to adaptability, which is another important dimension of emotional intelligence. The mean score of 3.93 suggests that the respondents may have some level of adaptability but may also experience some difficulty in adjusting to change.

Finally, the item "I feel comfortable with new ideas, approaches, and new information" also relates to adaptability and openness to new experiences. The mean score of 4.03 suggests that the respondents generally feel comfortable with new ideas and information.

Overall, the high mean scores for all five items suggest that the respondents have a high level of emotional intelligence, which is positively associated with employee engagement. However, it's important to note that the data is based on self-reporting, which may have limitations due to social desirability bias or other factors that could affect the accuracy of the responses.

Table 12

Descriptive Statistic for Motivation

Items of motivation	N	Min	Max	Mean	SD
I always push myself to improve or meet a standard of excellence.	284	3	5	4.00	.713
I align my goals with the goals of the group or organization.	284	3	5	4.08	.446
I am always ready to act on opportunities.	284	2	5	4.21	.672
I keep myself persistence in pursuing goals despite of obstacles and setbacks.	284	1	5	4.07	.594
Weighted Average Mean and Standard Deviation				4.12	.57

The Table 12 provides data related to motivation, which is another important dimension of emotional intelligence that can influence employee engagement. The results suggest that the respondents perceive themselves as having a high level of motivation, with mean scores ranging from 4.00 to 4.21 on a scale of 1 to 5. The item "I always push myself to improve or meet a standard of excellence" refers to the ability to strive for excellence, which is an essential aspect of motivation. The mean score of 4.00 suggests that the respondents have a moderate to high level of self-motivation to achieve excellence.

The item "I align my goals with the goals of the group or organization" relates to goal orientation and is another crucial component of motivation. The mean score of 4.08 suggests that the respondents have a high level of motivation to align their personal goals with the goals of the group or organization.

The item "I am always ready to act on opportunities" relates to readiness to take action, which is also an important aspect of motivation. The mean score of 4.21 suggests that the respondents perceive themselves as being highly motivated to take advantage of opportunities.

The item "I keep myself persistence in pursuing goals despite obstacles and setbacks" relates to perseverance, which is another critical component of motivation. The mean score of 4.07 suggests that the respondents have a moderate to high level of persistence in pursuing their goals despite obstacles and setbacks.

Overall, the high mean scores for all four items suggest that the respondents have a high level of motivation, which is positively associated with employee engagement. However, it's important to note that the data is based on self-reporting, which may have limitations due to social desirability bias or other factors that could affect the accuracy of the responses.

Table 13

Descriptive Statistic for Empathy

Items of empathy	N	Min.	Max.	Mean	SD
I understand others development needs and encourage their abilities.	284	2	5	4.04	.520
I anticipate, recognize and meet customer's needs.	284	3	5	4.13	.654
I can develop opportunities through different kind of people.	284	2	5	3.95	.663
I can analyze group is emotional, current and power relationships.	284	2	5	4.05	.546
Weighted Average Mean and Standard Deviation				4.04	.62

The Table 13 illustrates the data related to empathy, which is another important dimension of emotional intelligence that can influence employee engagement. The results suggest that the respondents perceive themselves as having a moderate to high level of empathy, with mean scores ranging from 4.04 to 4.13 on a scale of 1 to 5.

The item "I understand others' development needs and encourage their abilities" refers to the ability to recognize and support the growth and development of others, which is an essential aspect of empathy. The mean score of 4.04 suggests that the respondents have a moderate to high level of empathy towards others' development needs.

The item "I anticipate, recognize and meet customers' needs" relates to the ability to understand and meet the needs of others, which is also an important component of empathy. The mean score of 4.13 suggests that the respondents have a high level of empathy towards meeting customer needs.

The item "I can develop opportunities through different kinds of people" relates to the ability to build relationships and create opportunities through various individuals, which is another critical component of empathy. The mean score of 3.95 suggests that the respondents have a moderate level of empathy towards developing opportunities through different kinds of people.

The item "I can analyze a group's emotional, current, and power relationships" relates to the ability to understand the dynamics of group interactions, which is also an important component of empathy. The mean score of 4.05 suggests that the respondents have a moderate to high level of empathy towards analyzing a group's emotional, current, and power relationships.

Overall, the mean scores for all four items suggest that the respondents have a moderate to high level of empathy, which is positively associated with employee engagement. However, it's important to note that the data is based on self-reporting, which may have limitations due to social desirability bias or other factors that could affect the accuracy of the responses.

Table 14

Descriptive Statistic for Social Skills

Items of social skills	N	Min.	Max.	Mean	SD
I listen to others effectively and send them convincing messages.	284	2	5	3.98	.626
I can negotiate and resolve disagreements.	284	2	5	3.96	.547
I inspire and guide individual and groups.	284	2	5	4.21	.656
I can take initiative and manage change easily.	284	1	5	3.98	.659
I develop helpful relationships.	284	1	5	4.11	.607
I work with others toward mutual goals.	284	1	5	4.26	.620
Weighted Average Mean and Standard Deviation				4.12	.63

The Table 14 shows data related to social skills, which is another critical component of emotional intelligence that can impact employee engagement. The results suggest that the respondents perceive themselves as having a moderate to high level of social skills, with mean scores ranging from 3.96 to 4.26 on a scale of 1 to 5.

The item "I listen to others effectively and send them convincing messages" relates to the ability to communicate effectively with others, which is an essential aspect of social skills. The mean score of 3.98 suggests that the respondents have a moderate to high level of social skills towards effective listening and sending convincing messages.

The item "I can negotiate and resolve disagreements" relates to the ability to manage conflicts effectively, which is also an important component of social skills. The mean score of 3.96 suggests that the respondents have a moderate to high level of social skills towards negotiating and resolving disagreements.

The item "I inspire and guide individuals and groups" relates to the ability to motivate and lead others effectively, which is another critical component of social skills. The mean score of 4.21 suggests that the respondents have a high level of social skills towards inspiring and guiding individuals and groups.

The item "I can take initiative and manage change easily" relates to the ability to adapt to new situations and take initiative in creating change, which is also an important component of social skills. The mean score of 3.98 suggests that the respondents have a moderate to high level of social skills towards taking initiative and managing change.

The item "I develop helpful relationships" relates to the ability to build and maintain positive relationships with others, which is another important component of social skills. The mean score of 4.11 suggests that the respondents have a moderate to high level of social skills towards developing helpful relationships.

The item "I work with others toward mutual goals" relates to the ability to collaborate and work effectively with others towards achieving common goals, which is also an important component of social skills. The mean score of 4.26 suggests that the respondents have a high level of social skills towards working with others towards mutual goals.

Overall, the mean scores for all six items suggest that the respondents have a moderate to high level of social skills, which is positively associated with employee engagement.

Table 15

Descriptive Statistic for Employee Engagements

Items of employee engagements	N	Min.	Max.	Mean	SD
I feel positive about my job.	284	1	5	3.94	.834
I feel energetic about my job.	284	2	5	3.99	.678
I am interested in my job.	284	1	5	4.11	.771
I am excited about my job.	284	1	5	3.91	.790
I exert my full effort on my job to complete my task.	284	1	5	4.09	.656
I try my hardest to perform well on my job.	284	1	5	4.13	.716
I devote a lot of energy to my job.	284	1	5	4.07	.664
At work, I focus fully on my job.	284	1	5	4.05	.719
I devote a lot of attention to my job.	284	2	5	4.04	.622
At work, my mind is focused on my job.	284	1	5	4.14	.697
Weighted Average Mean and Standard Deviation				4.05	.71

Based on the Table 15, the overall employee engagement score is 4.05, with a standard

deviation of 0.71. This indicates a relatively high level of employee engagement, with employees generally feeling positive, energetic, interested, and focused on their jobs. However, there is also some variation in the responses, with some employees indicating lower levels of engagement (i.e., scores closer to 1) on certain items, such as feeling excited about their job or devoting a lot of attention to their job. It may be worth exploring the reasons behind these lower scores and identifying strategies to improve employee engagement even further.

The mean score for this item "I feel positive about my job" was 3.94, indicating that employees generally feel somewhat positive about their job. The standard deviation of 0.834 suggests that there is a fair amount of variability in how positive employees feel about their job.

The mean score for this item "I feel energetic about my job" was 3.99, indicating that employees generally feel somewhat energetic about their job. The standard deviation of 0.678 suggests that there is some variability in how energetic employees feel about their job.

The mean score for this item "I am interested in my job" was 4.11, indicating that employees generally feel interested in their job. The standard deviation of 0.771 suggests that there is some variability in how interested employees feel about their job.

The mean score for this item "I am excited about my job" was 3.91, indicating that employees generally do not feel very excited about their job. The standard deviation of 0.790 suggests that there is some variability in how excited employees feel about their job.

The mean score for this item "I exert my full effort on my job to complete my task" was 4.09, indicating that employees generally put in effort to complete their tasks. The standard deviation of 0.656 suggests that there is some variability in the amount of effort employees put into their job.

The mean score for this item "I try my hardest to perform well on my job" was 4.13, indicating that employees generally try hard to perform well on their job. The standard deviation of 0.716 suggests that there is some variability in how hard employees try to perform well on their job.

The mean score for this item "I devote a lot of energy to my job" was 4.07, indicating that employees generally devote a fair amount of energy to their job. The standard deviation of 0.664 suggests that there is some variability in how much energy employees devote to their job.

The item 'At work, I focus fully on my job' assesses the degree to which employees are able to concentrate and fully immerse themselves in their work. The mean rating for this item is 4.05, which suggests that employees are highly engaged and focused on their work. A high rating on this item indicates that employees are able to tune out distractions and give their full attention to their tasks, which is likely to lead to better performance and productivity.

The item 'I devote a lot of attention to my job' assesses the amount of attention that employees devote to their job. The mean rating for this item is 4.04, which is similar to the first item and suggests that employees are highly attentive and invested in their work. A high rating on this item indicates that employees are committed to their work and take pride in doing it well, which is likely to lead to higher levels of job satisfaction and performance.

The item 'At work, my mind is focused on my job' assesses the degree to which employees are able to maintain their focus on their job and not get distracted by other things. The mean rating for this item is 4.14, which is slightly higher than the other two items and suggests that employees are particularly good at maintaining their focus and attention. A high rating on this item indicates that employees are able to stay on task and avoid getting sidetracked by unrelated things, which is likely to lead to higher levels of productivity and performance.

4.3 Correlation Analysis

In the context of research on emotional intelligence and employee engagement, it is common to use bivariate Pearson's correlation analysis to examine the relationship between emotional intelligence and employee engagement. Bivariate Pearson's correlation is a statistical technique that measures the strength and direction of the linear relationship between two continuous variables.

In this case, the continuous variables are emotional intelligence (measured by self-

awareness, motivation, empathy, social skills, and self-regulation) and employee engagement. The goal of the analysis is to determine whether there is a significant correlation between emotional intelligence and employee engagement, and if so, what the strength and direction of the relationship is.

To conduct bivariate Pearson's correlation analysis, the researcher would first calculate the correlation coefficient (r) between emotional intelligence and employee engagement. The correlation coefficient ranges from -1 to 1, with values closer to -1 indicating a negative correlation, values closer to 1 indicating a positive correlation, and values close to 0 indicating no correlation.

If the correlation coefficient is significant (i.e., $p < .05$), the researcher would then interpret the strength and direction of the correlation. For example, if the correlation coefficient is .50, this would indicate a moderate positive correlation between emotional intelligence and employee engagement. In other words, employees with higher levels of emotional intelligence are more likely to be engaged in their work.

It is important to note that correlation does not imply causation. Just because emotional intelligence and employee engagement are correlated does not necessarily mean that emotional intelligence causes employee engagement. However, the correlation analysis can provide valuable insights into the relationship between these two constructs and guide future research and interventions aimed at improving employee engagement in the workplace.

The results of the analysis would provide information on the strength and direction of the relationship between emotional intelligence and employee engagement. For example, if the correlation coefficient is positive and significant, it would indicate that higher levels of emotional intelligence are associated with higher levels of employee engagement. Conversely, if the correlation coefficient is negative and significant, it would indicate that lower levels of emotional intelligence are associated with higher levels of employee engagement.

By incorporating bivariate Pearson's correlation analysis into the research on emotional intelligence and employee engagement, researchers can gain a better understanding of the nature of the relationship between these constructs. This information can then be used to

develop targeted interventions and strategies to improve employee engagement by enhancing emotional intelligence competencies in the workplace.

Table 16

Correlation Analysis

Variables	SA	SR	M	E	SS	EE
SA	1					
SR	.560** (0.000)	1				
M	.481** (0.000)	.638** (0.000)	1			
E	.515** (0.000)	.558** (0.000)	.576** (0.000)	1		
SS	.496** (0.000)	.616** (0.000)	.557** (0.000)	.693** (0.000)	1	
EE	.544** (0.000)	.534** (0.000)	.513** (0.000)	.537** (0.000)	.589** (0.000)	1
**. Correlation is significant at the 0.01 level (2-tailed).						

Employee involvement in Nepalese commercial banks seems to be significantly positively correlated with self-awareness, according to Table 16 correlation coefficient. There is a moderate to strong positive association between these two variables, as shown by the correlation value of.544**. This data implies that workers who possess more self-awareness also tend to exhibit higher levels of engagement at work. Employees who exhibit self-awareness, which entails recognizing one's own emotions, abilities, limitations, and values, may be better able to manage obstacles and find satisfaction in their job.

In Nepalese commercial banks, there seems to be a strong positive relationship between staff engagement and self-regulation. There is a moderate to strong positive association between these two variables, as shown by the correlation value of.534**. Self-regulation is the capacity to manage one's own feelings, ideas, and actions. Self-regulating workers may be more adept at stress management, staying focused, and reacting to obstacles in a constructive way. In Nepalese commercial banks, staff engagement and motivation seem to be significantly positively correlated. There is a moderate to strong positive association between these two variables, as shown by the correlation value of.513**. Given that motivation represents an individual's zeal and excitement for their profession, it is a crucial

component of employee engagement. Highly motivated staff members are more likely to be involved in their job, show initiative, and help the company succeed.

Similarly, in Nepalese commercial banks, there seems to be a strong positive association between staff engagement and empathy. There is a moderate to strong positive association between these two variables, as shown by the correlation value of.537**. Since empathy is the capacity to comprehend and experience another person's emotions, it is a crucial component of emotional intelligence. Workers with empathy may have an easier time interacting with coworkers, forming bonds with them, and cooperating to accomplish shared objectives. Higher levels of involvement in their job may follow from this.

Social skills and employee engagement in Nepalese commercial banks seem to be significantly positively correlated, according to the correlation coefficient in the table. These two variables have a significant positive link, as shown by the correlation value of.589**. Social skills, which include the capacity for productive interpersonal interactions, relationship-building, and teamwork, are a crucial component of emotional intelligence. Strong social skills may help employees communicate more effectively, settle disputes, and develop trust among coworkers. Higher levels of involvement in their job may follow from this.

Commercial banks should also think about putting in place frequent feedback and reward programs to support staff members' growth in social skills. This may foster a more encouraging and upbeat work atmosphere and serve to emphasize the value of social skills in the workplace. Developing social skills may be a useful tactic for raising staff engagement and productivity in Nepalese commercial banks, according to the overall high positive association shown between social skills and engagement. Commercial banks may be able to build a more engaged and cooperative staff by making investments in employee development and fostering a culture that prioritizes social skills.

4.4 Regression Analysis

In the context of research on emotional intelligence and employee engagement, it is common to use simple and multiple linear regression analysis to examine the effect of emotional intelligence and employee engagement.

Table 17

Multiple-Regression Analysis

| | | Unstandardized Coefficients | | | |
		B	Std. Error	t	Sig.
Model					
1	(Constant)	0.427	0.249	1.718	0.087
	Self-awareness	0.206	0.047	4.389	0.000
	Self-regulation	0.104	0.073	1.431	0.154
	Motivation	0.144	0.069	2.090	0.037
	Empathy	0.116	0.080	1.457	0.146
	Social-Skills	0.325	0.080	4.051	0.000

Dependent Variable: Employees Engagements

R	0.679
R Square	0.461
Adjusted R Square	0.451
Std. Error of the Estimate	0.366
F-value	47.523
Sig.	0.00

The findings of a regression study evaluating the relationship between employee engagement and emotional intelligence (EI) in Nepalese commercial banks are shown in Table 17. Employee engagement is the dependent variable, whereas motivation, self-awareness, self-regulation, empathy, and social skills are the independent factors.

The correlation coefficient, shown by R in the table below, indicates the direction and degree of the linear connection between the dependent variable (employee engagement) and the independent variables (motivation, self-regulation, self-awareness, empathy, and social skills). The value of R in this instance is 0.679, which suggests that there is a reasonably high positive correlation between the variables.

The coefficient of determination, or R Square, shows how much of the variation in the dependent variable can be accounted for by the independent variables. In this instance, the

independent variables can explain for around 46.1% of the variation in employee engagement, as shown by the R Square of 0.461.

Similar to R Square, adjusted R square also considers the sample size and the number of independent variables. The table displays an Adjusted R Square value of 0.451, which is somewhat less than R Square. This suggests that the inclusion of certain independent variables may not have enhanced the predictive capacity of the model.

The average amount by which the dependent variable's actual values may differ from those predicted by the regression model is shown by the Standard Error of the Estimate. The model's predictions may differ from the actual values by an average of 0.366 units, according to the value of the Standard Error of the Estimate in this table, which is 0.366.

The regression model's overall statistical significance is shown by the F-value and the corresponding significance level (Sig.). The F-value in this instance is 47.523, demonstrating the statistical significance of the model. Furthermore, the statistical significance of the data is shown by the Sig. value of 0.00, which is below the alpha threshold of 0.05, indicating that they are not the product of chance.

The variable names used in the analysis are shown in the "Model" column. The constant value, which is 0.427, is shown in the first row. Row two displays the independent variable, "Self-awareness." The beta weights, or regression coefficients, are shown in the "Unstandardized Coefficients" column. The projected employee engagement score would be 0.427 when self-awareness is zero, according to the constant value's unstandardized coefficient of 0.427. The projected employee engagement score would rise by 0.206 for every unit increase in self-awareness, according to the unstandardized coefficient of 0.206 for self-awareness.

The p-value corresponding to the t-value is shown in the "Sig." column, indicating the importance of the correlation between the independent and dependent variables. Given that the p-value for self-awareness in this instance is 0.000 less than the typical cutoff of 0.05 it may be concluded that self-awareness significantly predicts employee engagement. Regarding recommending Nepalese media, it's unclear exactly what kind of guidance you're seeking. Nonetheless, these results may be used by Nepalese commercial banks to produce material that emphasizes the value of self-awareness in the workplace and the way

it can enhance employee engagement. They may also impart useful hints and resources to aid staff members in honing their self-awareness abilities. In order to provide a more thorough examination of the problem, they may also speak with authorities and thought leaders on the subject.

The beta weights, or regression coefficients, are shown in the "Unstandardized Coefficients" column. The projected employee engagement score would rise by 0.104 for every unit increase in self-regulation, according to the unstandardized coefficient for self-regulation, which is 0.104. The t-value, a measurement of the coefficient's magnitude in relation to its standard error, is shown in the "t" column. The t-value in this instance is 1.431, suggesting that there is no statistically significant relationship between self-regulation and employee engagement.

The p-value corresponding to the t-value is shown in the "Sig." column, indicating the importance of the correlation between the independent and dependent variables. Given that the p-value for self-regulation in this instance is 0.154 above the traditional cutoff point of 0.05 it may be concluded that self-regulation does not significantly predict employee engagement. Since this research offers no concrete insights or suggestions, it may not be very helpful in this situation when it comes to recommending Nepalese media. Commercial banks and outlets, however, should take note of this findings and use care when extrapolating the significance of particular aspects in staff engagement. Additionally, they may provide a more thorough understanding of employee engagement, taking into account the significance of leadership, organizational culture, and other contextual elements that may have an impact on workers' levels of engagement. They may also discuss instances of effective employee engagement programs in Nepalese businesses and organizations, emphasizing the elements that made such programs successful.

The beta weights, or regression coefficients, are shown in the "Unstandardized Coefficients" column. The projected employee engagement score would rise by 0.144 for every unit increase in motivation, according to the motivation's unstandardized coefficient of 0.144. The standard error of the regression coefficient is shown in the "Std. Error" column. A lower standard error denotes more accuracy. The standard error represents the degree of precision of the coefficient estimate.

The t-value, a measurement of the coefficient's magnitude in relation to its standard error, is shown in the "t" column. The t-value in this instance is 2.090, suggesting a statistically significant relationship between employee engagement and motivation. The p-value corresponding to the t-value is shown in the "Sig." column, indicating the importance of the correlation between the independent and dependent variables.

Given that the p-value for motivation in this instance is 0.037 less than the traditional cutoff of 0.05 it may be concluded that motivation significantly predicts employee engagement. This investigation leads us to the conclusion that employee engagement is significantly enhanced by motivation. Therefore, in order to raise employee engagement levels, firms should concentrate on creating and retaining a motivated workforce.

Regarding recommendations for Nepalese media, they should make use of these results to produce material that emphasizes the value of motivation in the workplace and the ways in which it may enhance employee engagement. They may also give useful advice and resources to assist companies in creating a culture of motivation, such as goal-setting, giving praise and feedback, and creating chances for advancement. They may also conduct interviews with authorities and influential people in the field to give a deeper understanding of the problem and insights into the most effective methods for inspiring workers in Nepalese workplaces.

The beta weights, or regression coefficients, are shown in the "Unstandardized Coefficients" column. The projected employee engagement score would rise by 0.116 for every unit increase in empathy, according to the unstandardized coefficient for empathy, which is 0.116. The t-value, a measurement of the coefficient's magnitude in relation to its standard error, is shown in the "t" column. The t-value in this instance is 1.457, suggesting that there is no statistically significant relationship between empathy and employee engagement. The p-value corresponding to the t-value is shown in the "Sig." column, indicating the importance of the correlation between the independent and dependent variables. Given that the p-value for empathy in this instance is 0.146 above the traditional cutoff point of 0.05 it may be concluded that empathy is not a reliable indicator of employee engagement.

Table 18

Summary of Hypotheses

Alternative Hypotheses	P-value	Remarks
H1: There is significant relationship between self-awareness and employee engagement.	0.000	Accepted
H2: There is significant relationship between self-regulation and employee engagement.	0.154	Rejected
H3: There is significant relationship between motivation and employee engagement.	0.037	Accepted
H4: There is significant relationship between empathy and employee engagement.	0.146	Rejected
H5: There is significant relationship between social skills and employee engagement.	0.000	Accepted

4.5 Discussion

The study's findings show that the participants in the commercial banks in Nepal had high levels of motivation, self-awareness, emotional intelligence, empathy, and social skills. These traits are positively correlated with employee engagement and have the potential to boost output and performance. It is noteworthy, nevertheless, that the data was gathered by self-reporting, which may be subject to social desirability bias or other factors that might affect the accuracy of responses. As a result, while taking these limitations into account, the study's conclusions must be carefully analyzed in order to potentially improve productivity and performance. All things considered, the results point to the possibility of raising employee engagement and raising performance in Nepalese commercial banks via the development of emotional intelligence, motivation, empathy, and social skills. The significance of these attributes in fostering employee engagement and performance is further supported by the consistency of the study's findings with prior research, as evidenced by a comprehensive list of references that includes Amponsah et al. (2023), Levitats et al. (2022), Ghale (2017), Gupta (2021), Bates (2020), Thavaraj (2012), Pahuja (2012), Nair (2012), Beigi (2011), Ming-Ten Tsai (2011), Hummayoun (2008), Adrain (2000), Carmeli (2003), Lopes et al. (2006), Petrides, Frederickson and Furnham (2004),

and Adrain (2000).

The research finds an intriguing relationship between employee engagement in Nepalese commercial banks and emotional intelligence. As important factors that influence engagement and productivity, the study emphasizes the significance of self-awareness, self-regulation, motivation, empathy, and social skills. Commercial banks may want to think about introducing training courses or seminars that emphasize emotional intelligence development in order to further improve worker engagement. These initiatives might encompass a range of actions that support workers in enhancing their emotional intelligence, such giving frequent feedback and acknowledgment, fostering an environment that values candid criticism and open communication, and allowing workers to participate in decision-making. The results of this investigation are in line with those of other studies conducted by Uzma and Tajammal (2013), Thavaraj (2012), Pahuja (2012), Nair (2012), Beigi (2011), Ming-Ten Tsai (2011), Gunavathy and Ayswarya (2011), Cherniss (2010), Hummayoun (2008), Adrain (2000), Carmeli (2003), and Lopes et al(6). Commercial banks may increase the engagement and productivity of their staff and increase the success and sustainability of their company by investing in the development of emotional intelligence.

The findings indicate that employee involvement in Nepalese commercial banks is positively correlated with self-awareness, motivation, and social skills. Self-control and empathy don't appear to matter much, although those with stronger social skills are often more invested in their jobs. Commercial banks should concentrate on enhancing these competencies via focused training programs and one-on-one coaching in order to raise staff engagement. People may raise their degree of involvement and overall work success by developing their social skills. Additional elements that could affect employee engagement in Nepalese commercial banks should be investigated in future studies. These results are in line with earlier study by other researchers, such as Ghale (2017), Praveena (2015), Jain (2014), Amponsah et al. (2023), Levitats et al. (2022), and others.

CHAPTER V

SUMMARY AND CONCLUSION

5.1 Summary

This study contributes to the literature to explain the impact of emotional intelligence on employee engagement in banking sector. The basic objective of this research has been to analyze the relationship between emotional intelligence of employees and their engagement in the workplace in Nepalese Commercial Banks in Kathmandu Valley. A descriptive as well as causal comparative research design has been used for this research. The researchis descriptive in nature because it has described data and characteristics about the population being studied, on the basis of statistics without any manipulation. The research is also causal comparative because research is conducted to examine the relationship between dependent and independent variable. The non-probability convenience sampling technique has been applied for selection of 355 employees as sample. However, out of 355 questionnaires distribution only 80 percent i.e. 284 numbers of Nepalese Commercial Banks employees have successfully distributed. The required statistical tools have been incorporated. Basically, the descriptive and inferential statistical tools have been employed. The questionnaire has multiple response questions and five Likert scale questions that requires the respondent to indicate a degree of agreement or disagreement with each of a series of statement about the stimulus objects. Each scale item response categorizes ranging from "strongly agree" to "strongly disagree". The dependent i.e. employee's engagement and independent variable such as self-awareness, self-regulation, motivation, empathy and social skills.

The employees who are aware of their own and others feelings have an impact on the effectiveness of the processes within an organization such as creating a team spirit, collaborative work, participative teams, awareness of goals, objectives, and values. The importance of emotions on employee engagement is very clear; employees who can control their feelings and also who feel themselves happy within their workplace play an important role in terms of productivity.

The study's findings suggest that the banking industry would benefit by strengthening the emotional intelligence competencies of their employees. Developing specific recruitment tools, interviewing questions, and assessment criteria of applicants will help set the stage for more effective hiring decisions. With a focused hiring practices that include the evaluation and development of emotional intelligence, banking sector leaders can deliberately build a workplace that cultivates employee engagement through the emotional intelligence.

5.2 Conclusion

In conclusion, it is revealed that the respondents in the study have a high level of self-awareness, emotional intelligence, motivation, empathy, and social skills. These qualities are positively associated with employee engagement, which is likely to result in better performance and productivity. However, the data is based on self-reporting, which may have limitations due to social desirability bias or other factors that could affect the accuracy of the responses. It's important to consider these limitations when interpreting the results. This is likely to lead to higher levels of productivity and performance. Overall, the findings suggest that improving emotional intelligence, motivation, empathy, and social skills could potentially increase employee engagement and improve performance in the Nepalese commercial banks.

It is found that all the variables, including self-awareness, self-regulating, motivation, empathy, and social skills, have a significant positive correlation with employee engagement in Nepalese commercial banks. These results suggest that emotional intelligence is a crucial factor in employee engagement and productivity. To improve employee engagement and productivity, commercial banks may consider implementing training programs or workshops that focus on developing emotional intelligence among employees. These programs may include various activities that help employees develop self-awareness, self-regulating, motivation, empathy, and social skills. Providing regular feedback and recognition can also be helpful in reinforcing the importance of emotional intelligence in the workplace. Commercial banks may also consider creating a supportive and positive work environment that encourages collaboration, teamwork, and respect. This can be achieved by promoting a culture of open communication and constructive feedback,

encouraging employee involvement in decision-making processes, and providing opportunities for personal and professional growth. Overall, the correlation table suggests that emotional intelligence is a critical factor in employee engagement and productivity in Nepalese commercial banks. By investing in emotional intelligence development, commercial banks can create a more engaged and productive workforce, leading to greater success and sustainability for the organization.

The results indicate that all independent variables have a significant impact on employee engagement except for self-regulation and empathy. Self-awareness has a positive impact on employee engagement, indicating that individuals who are more self-aware tend to be more engaged in their work. Similarly, motivation has a positive impact on employee engagement, suggesting that individuals who are more motivated tend to be more engaged in their work. Social skills also have a positive impact on employee engagement, indicating that individuals who possess better social skills tend to be more engaged in their work. Based on these findings, the commercial banks should focus on developing the self-awareness, motivation, and social skills of their employees to improve employee engagement. This can be done through training programs and workshops aimed at enhancing these skills. Additionally, it may be beneficial for the commercial banks to assess the current levels of emotional intelligence of their employees and provide individualized coaching to help employees improve in areas where they may be lacking. Finally, future research should explore other potential factors that may influence employee engagement in the Nepalese commercial banks. In other words, the higher an employee's social skills, the more engaged they are likely to be. The benefit from focusing on developing your social skills. By improving your ability to communicate and build relationships with others, you may be able to increase your level of engagement at work. This could lead to improved job satisfaction, productivity, and overall success in your career. Additionally, this study could serve as a starting point for further research on employee engagement in the Nepalese commercial banks.

5.3 Implications

Additional research is needed to understand more fully the relationship between emotional intelligence of employees and the level of employee engagement and its importance to

operational effectiveness and performance. Following suggestions are for the researchers who wants to conduct research on the very topic:

i) The study has considered only five dimensions of emotional intelligence. So, one recommendation for future studies would be to use other important factors as well.

ii) The result is based on the data collected through the questionnaire method. Further studies can collect the response through conducting a detailed interview technique to understand the perception of employees in a well manner.

iii) In this study, the respondents included the employees from junior and middle management only. Further extensive research can be carried out in the executive level employees as well.

iv) In this study, the respondents were only the employees of commercial banks from Kathmandu. So, it is recommended to include the respondents from all over Nepal, where large number of commercial banks and their branches are located, which can give better result.

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APPENDIX

QUESTIONNAIRE

Dear Respondents,

The research entitled "Emotional Intelligence and Employee Engagement at Workplace in Nepalese Private Commercial Banks" is purely an academic research and your response will be used for academic purpose only. Your valued input will be highly beneficial for the study and all your responses will be kept confidential.

I appreciate your time and effort for filling up this survey form. Sanjay Thapa.

SECTION I: GENERAL INFORMATION

1.   Gender

- o   Male

- o   Female

2.   Age (in years)
- o   Below 25
- o   25-29
- o   30-35
- o   Above 35

3.   Marital Status

- o   Married

- o   Single

4.   Academic Qualification

- o   Intermediate level or below

- o   Bachelor's level

- o   Master's level

- o   Above Master's level

5.   Monthly Income

- o   Below Rs. 25,000

- o   Rs. 25,001 to Rs.50,000

- o   Rs. 50,001 to Rs.75,000

- o   Rs. 75,001 to Rs.1,00,000

- o   Above Rs.1,00,000

6.   Years of Experience

- o   Less than 2 years

- o   2 to 5 years

- o   6 to 8 years

- o   More than 8 years

7.   Your status in the organization

- o   Junior Management

- o   Middle Management

- o   Senior Management

8.   Department you belong to

- o   Operation

- o   Credit

- o   Administration

- o   Marketing

- o   Human

- o   Finance

- o   IT

- o   Risk Management

SECTION II

The following statements reveal your emotional reactions under different situations. Indicate your level of agreeability of the statements on 1-5 scale given below.

[1= Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

Self-Awareness (SA)	1	2	3	4	5
I can recognize my emotions and their effects easily.					
I am aware of my strengths and limits.					
I can judge my self-worth and capabilities.					
I assess my emotional state and its influence on my interactions.					
I'm mindful of how emotions affect my performance and decision-making.					
Self-Regulation (SR)					
I can keep in check my disturbing emotions and desires.					
I always maintain standards of honesty and integrity.					
I always take responsibility of my personal performance.					
I am quite flexible in handling change.					
I feel comfortable with new ideas, approaches and new information.					
Motivation (M)					
I always push myself to improve or meet a standard of excellence.					
I align my goals with the goals of the group or organization.					
I am always ready to act on opportunities.					
I keep myself persistence in pursuing goals despite of obstacles and setbacks.					
Empathy (E)					
I feel others feeling and perspectives and take an active interest in their concerns.					
I understand others development needs and encourage their abilities.					
I anticipate, recognize and meet customer's needs.					
I can develop opportunities through different kind of people.					
I can analyze group is emotional, current and power relationships.					
Social Skills (SS)					
I listen to others effectively and send them convincing messages.					
I can negotiate and resolve disagreements.					

I inspire and guide individual and groups.					
I can take initiative and manage change easily.					
I develop helpful relationships.					
I work with others toward mutual goals.					
Employee Engagements (EE)					
I feel positive about my job.					
I feel energetic about my job.					
I am interested in my job.					
I am excited about my job.					
I exert my full effort on my job to complete my task.					
I try my hardest to perform well on my job.					
I devote a lot of energy to my job.					
At work, I focus fully on my job.					
I devote a lot of attention to my job.					
At work, my mind is focused on my job.					

Thank You for Your Cooperation