



# Assessment of the Relevance of Goleman's Emotional Intelligence Model Among the Managers of Commercial Banks in Nepal

Indira Shrestha, PhD Scholar<sup>1</sup>, & Rewan Kumar Dahal, PhD<sup>2</sup>

<sup>1</sup> Principal Author

Tribhuvan University, Faculty of Management, Nepal Commerce Campus, Kathmandu, Nepal

Email: [indirastha@ncc.edu.np](mailto:indirastha@ncc.edu.np),

<https://orcid.org/0000-0001-8449-7509>

<sup>2</sup> Corresponding Author

Tribhuvan University, Faculty of Management, Nepal Commerce Campus, Kathmandu, Nepal

Email: [rewan.dahal@ncc.edu.np](mailto:rewan.dahal@ncc.edu.np)

<https://orcid.org/0000-0002-1629-3720>

## Keywords

Empathy, motivation, self-awareness, self-regulation, social skill

## JEL Classification Codes:

C52, M54

## Online Access



## DOI:

<https://doi.org/10.3126/nccj.v8i1.63122>

## How to Cite (APA Style)

Shrestha, I., & Dahal, R. K. (2023).

Assessment of the Relevance of Goleman's Emotional Intelligence Model among the Managers of Commercial Banks in Nepal. *NCC Journal*, 8(1), 22-31.

## Abstract

*Even if today's managers can use technology, they are accused of lacking emotional stability. However, to manage the corporate house effectively, a leader needs to possess the decisive trait of emotional stability. So, the study aimed to examine how Goleman's notion of emotional intelligence applies to bank managers. The study's participants included branch heads of commercial banks located in Kathmandu, Bhaktapur, and Lalitpur districts. Information about emotional intelligence was obtained from 215 branch heads using convenience sampling. Exploratory and confirmatory factor analyses were employed using 25 test items to confirm the constructs of emotional intelligence. Due to a low standardized regression weight, one out of 25 items could not be retained. According to the findings, self-awareness, self-regulation, motivation, empathy, and social skills are the five categories into which Nepalese bank managers fall under the emotional intelligence concept. Thus, companies can use this emotional intelligence measure to assess the characteristics of managers who constitute true leaders.*

## Introduction

As artificial intelligence advances, people worldwide are becoming accustomed to new technological advances. However, it is shown that individuals in many organizations lack emotional intelligence. Determining a leader's emotional intelligence is becoming increasingly crucial to an organization's success (Ghimire et al., 2021). Individual variations might be observed in groups or in daily life. Awareness of these traits is crucial when hiring people for leadership roles (Mayer et al., 2000; Shrestha et al., 2023). According to Salovey and Mayer (1990), emotional intelligence is a part of socially intelligent people who can keep track of a broad range of life experiences. Furthermore, people distinguish between and utilize their own and people's feelings and emotions as a basis for decision-making. The knowledge of emotional intelligence is essential in differentiating them from one another.

Daniel Goleman (1998) coined emotional intelligence and highlighted its significance for corporate leadership. It took ten years to develop the essential leadership ability required to be a great leader (Dahal, 2022; Ovans, 2015). Research indicated that a manager's or leader's emotional intelligence level accounts for between 26 and 69 percent of a company's success (DuVernay, 2008). Numerous studies have created and verified the emotional intelligence



scale to determine the characteristics and cognitive capacities of school teachers, kids, adults, and business personnel. According to [Goleman \(1998\)](#), an individual possessing vital emotional intelligence is more valuable as a leader or manager in a company than someone with a high intelligence quotient. Researchers employed many emotional intelligence measures besides [Goleman's \(1995\)](#) four emotional intelligence factors. However, the five areas of emotional intelligence that [Goleman \(2004\)](#) presented have not received the same level of endorsement. Such attributes are required to substantiate that assist firms in assessing a leader's emotional stability and efficacy in the banking industry in Nepal.

## **Literature Review**

Today's managers are being criticized for not being emotionally stable despite how capable they are of technological know-how ([Karki et al., 2023](#)). The adaptive application of cognition has long been the main focus of intelligence study ([Piaget, 1972](#); [Wechsler, 1939](#)). Many theorists nowadays, such as [Gardner \(1983\)](#) and [Stenberg \(1988\)](#), have put out more comprehensive ideas to account for intelligence. The capacity to identify not only one's feelings but also those of others and to control one's feelings and interpersonal interactions is known as emotional intelligence. Sustaining emotional intelligence contributes to a happy existence ([Extremera et al., 2007](#); [Gannon & Ranzijn, 2005](#)), academic achievement, and work ([Dahal et al., 2023](#); [Slaski & Cartwright, 2002](#)), leadership capacity ([Charbonneau & Nicol, 2002](#); [Shahi et al., 2022](#)).

In the literature, several corroborated tools were available in 1990 for figuring out how to measure someone's emotional intelligence. [Dey and Roy \(2022\)](#) mentioned that although different writers have developed the emotional intelligence measuring scale for different targeted demographics, different researchers have employed distinct emotional study questionnaires for the same aim. According to [Bar-On \(2006\)](#), researchers have prioritized the study of emotional intelligence more. Positive psychology and emotional intelligence are related, according to [Bar-On \(2010\)](#). It showed the most reliable indicator of work environment contentment, health, and productivity. Three categories comprised [Salovey and Moyer's \(1990\)](#) conceptualization of emotional intelligence: evaluating and expressing, checking, and using sensation to discuss an individual's mental health. The following four elements were added to [Salovey and Moyer's \(1990\)](#) conceptual model. These are seeing feelings, applying emotion to express opinions, recognizing sentiments, and emotion management to improve social relationships and personal growth.

[Husain et al. \(2022\)](#) measured the emotional intelligence of males and females aged between 18 and 77 years using four areas: presenting emotion, regulating emotion, intrinsic emotion satisfaction, and extrinsic emotion satisfaction. Four components comprise the emotional intelligence paradigm that [Cooper and Sawaf \(1997\)](#) introduced: understanding feeling, emotional adaptation, knowledge of emotion, and emotional enhancement. By taking white workers from a major New Zealand transport firm, Trait-related emotional intelligence was defined by [Petrides and Furnhan \(2001\)](#) in five domains: overall state of mind, managing tension, adaptability, interaction, and innermost.

In the Indian context, [Yadav \(2017\)](#) recognized the [Goleman \(1998\)](#)-based emotional intelligence scale in four areas: social skill for maintaining social relationships, self-awareness, self-policing, and social consciousness. Many aspects of emotional intelligence have been conceptualized for the past thirty years. These ideas created three models: ability, trait, and mixture ([Bru-Luna, 2021](#)). The hybrid model of emotional intelligence developed by [Shi and Wang \(2007\)](#) combines mental capacity with traits of the personality, including well-being and self-efficacy. Mental capacity is the focus of the ability model ([Mayer, 1999](#)). Instrument construction using these models was created. Chinese university students' emotional intelligence was validated by [Shi and Wang \(2007\)](#) in the areas of emotion usage, regulating feeling, evaluating one's own emotions, and evaluating the emotions of others. Four components were examined by [Wong and Law \(2002\)](#): evaluating one's own feelings, others' feeling evaluation, and emotion management. and emotional usage) and confirmed in Hong Kong undergraduate students. Iranian children aged 6 to 9 were examined for emotional intelligence by [Kazemi et al. \(2023\)](#). The scale's authors verified their conceptualization of emotional intelligence, which they divided into seven factors: self-awareness, regulating feelings, ability to control one's actions, ability to solve difficult situations, flexibility,

empathy, and sociability.

Durham et al. (2023) stated that emotional intelligence is linked to favorable behavioral, health, and well-being outcomes. Using tests on Indian school teachers, Dey and Roy (2022) created and finalized emotional intelligence variables into five sectors: ability to know themselves, ability to balance themselves, self-drive, being empathetic, and friendliness. Tapia and Marsh II (2006) developed an emotional intelligence assessment based on the Salovey and Mayer (1990) model, and they confirmed that it comprises four factors: using feelings, handling relationships, self-controlling power, and empathy. Three factors—emotion controlling ability, emotion regulation, and evaluation of emotion—were identified by Austin et al. (2004) as indicators of emotional intelligence.

Professionals can improve their emotional intelligence by questioning themselves, claim Goleman and Nevarez (2018). The first is the discrepancy between your self-perception and that of others. Understanding what is important to you is the second. Recognizing what needs to change is the third step. Davies et al. (2010) verified a quick measure of emotional intelligence in emotion regulation, self-evaluation, and other people's emotional assessment, control over other people's feelings, and effective use of feelings. Akerjordet and Severinsson (2009) finalized the emotional intelligence scale based on the three areas established by Goleman (2005) and Goleman et al. (2002). These are social skills, self-control and creativity, and emotional self-awareness. Salovey and Mayer (1990) first proposed the idea of emotional intelligence in 1990. It was separated into four sections: emotion management while solving problems, capacity to check one's own feelings, and ability to sense people's feelings.

Goleman (1995) publicized the idea of being emotionally intelligent following the release of his book Emotional Intelligence. Different conceptual theories of emotional intelligence offer different theoretical foundations for conceiving the construct of emotional intelligence. Even if the constructs are similar, they indicate different perspectives on emotional intelligence. Goleman's (1995) book delineated the four constituents of emotional intelligence: self-awareness, social awareness, self-management, and relationship management. The five emotional intelligence categories that executives require to effectively lead enterprises effectively are awakening oneself, motivating oneself, self-regulation, being empathetic, and social competence, according to Goleman (2004). Cloddish people are unable to regulate their emotions and empathize with others. Therefore, in the context of Nepal, no single study has been found to confirm the construct based on Daniel Goleman's notion of emotional intelligence (2004). When all the attention is on one person, that leader must possess the emotional intelligence to handle successfully and raise productivity levels inside the company. Table 1 presents the operational definitions of five constructs under emotional intelligence as proposed by Goleman (2004).

**Table 1:** Five Components of Emotional Intelligence at Work

	Definition	Hallmarks
Self-awareness	The capacity to identify and comprehend your desires, emotions, and moods, as well as how they affect other people	Pridefulness True self-reflection Humble
Self-regulation	The capacity to restrain and refocus erratic emotions and impulses The tendency to reserve judgment and deliberate before doing action	Dependable and honesty Feel easy with obscurity Change acceptance
Motivation	A strong desire to labor for causes other than wealth or prestige A tendency to pursue objectives with vigor and perseverance	Optimistic Committed to organization Expert in talent retention
Empathy	The capacity to comprehend the emotional constitution of others The ability to treat individuals based on their responses	Considerate Customer support Change management skill
Social skills	Expertise in creating networks and managing relationships The capacity to establish rapport and identify common ground	Convincingness Team player

Source: Goleman, (2004)

As stated in Table 1, a leader must have emotional intelligence. Evaluating the five Goleman (2004)

emotional intelligence characteristics in the context of Nepali bank managers was, thus, the primary objective of this research.

### Methodology

To assess the relevance of Goleman's emotional intelligence model among the managers of Commercial Banks in Nepal, the study's population comprised all the managers or branch heads of the Commercial Banks located in the Kathmandu, Bhaktapur, and Lalitpur districts. The population was defined to see the emotional intelligence level of managers considered a key component of effective leadership in managing their branches. A field survey based on a structured questionnaire was conducted from August to November 2023. A total of 400 survey questionnaires, based on a convenient sampling approach, were distributed to the intended respondents, and 215 properly filled-out responses were received, showing a 53.75 % response rate. Kyriazos (2018) claimed that a sample size of 200 and above is adequate in social science studies. Hence, 215 responses were employed to represent the study's sample size. The general information of the respondents who completed the survey and shared their thoughts on the study is shown in Table 2.

**Table 2:** Demographic Information of the Respondents

	Nos	%		Nos	%
Sex:			Educational Degree:		
Female	41	19.1	Bachelors	7	3.3
Male	174	80.9	Masters	208	96.7
Marital Status:			Service Years:		
Unmarried	7	3.3	5 Yrs. and below	22	10.2
Married	208	96.7	6 – 10 Yrs.	30	14.0
Monthly Earnings in NRs:			11 – 15 Yrs.	99	46.0
≤ 100,000	131	60.9	16 – 20 Yrs.	58	27.0
≥ 100,000	84	39.1	21 Yrs. and above	6	2.8
Age:					
30 and below	17	7.9			
31 to 45	124	57.7			
46 and above	74	34.4			
Total	215	100.0	Total	215	100.0

A survey questionnaire with a five-point Likert-type scale (1 = strongly disagree to 5 = strongly agree) was created in order to verify the study's claims. Twenty-five emotional intelligence survey items were based on the Goleman scale (1998). Overall, Cronbach's Alpha reliability of the emotional intelligence from 25 test items yielded 0.932. In addition, the study assessed the possible presence of common method bias (CMB) utilizing the Harman-one factor variance technique, as recommended by Podsakoff et al. (2003). The study observed a variance of 39.335 % in a single component across twenty-five study variables. The recorded result was below the recommended level of 50 %, as Podsakoff et al. (2003) suggested. Hence, a total of 25 test items were advanced for further research.

The study utilized exploratory factor analysis (EFA) in IBM SPSS 26. The process of factor extraction involved the application of Principal Component Analysis (PCA), which yielded the creation of 5 factors. Further analysis of the EFA results revealed that there were five extracted factors with Eigenvalues more significant than 1, that the Bartlett's Test of Sphericity produced a significant p-value of 0.000, and that the Kaiser–Myer–Olkin (KMO) value of 0.804 exceeded the advised minimum value of 0.6 (Kaiser, 1974). The cumulative variance explained was 79.140 %, with loadings over 0.3, as suggested by Pallant (2013). In addition, the study assessed the reliability of the variables using Cronbach's Alpha for each extracted factor. The findings pertaining to the outcomes are presented in Table 3.

**Table 3: Rotated Component Matrix and Cronbach Alpha**

S. N	Observed items	Rotated Component Matrix <sup>a</sup>					Reliability Analysis	
		Component					Construct	Cronbach Alpha
		1	2	3	4	5		
1.	Realize quickly when I lose my temper.	0.689					Social Awareness [SA - 6 items]	0.846
2.	I know what makes me happy.	0.783						
3.	Aware of my emotions.	0.762						
4.	Anger no longer affects me.	0.499						
5.	Understand the reason for my anxiety.	0.302						
6.	It can refresh bad situations quickly.	0.821						
7.	I do not display my feelings.		0.850				Managing Emotion [ME - 4 items]	0.814
8.	I rarely become angry.		0.751					
9.	Meet deadline.		0.604					
10.	Others cannot understand my feeling.		0.525				Motivation [MO - 4 items]	0.816
11.	Motivate me to do difficult tasks.			0.504				
12.	I rarely worry about work or life.			0.856				
13.	Never waste time.			0.656				
14.	Motivate myself even when I feel depressed.			0.764			Empathy [EM - 6 items]	0.834
15.	See things from the other's perspective.				0.753			
16.	Good at empathizing with other's problems.				0.557			
17.	Know if someone is unhappy with me.				0.355			
18.	Understand why people feel difficult towards me.				0.607			
19.	Understand that each one is different.				0.681			
20.	Good listener.				0.830		Social Skills [SS- 5 items]	0.856
21.	Good at adapting to a variety of people.					0.458		
22.	Ask questions; it is essential for people.					0.537		
23.	Accept challenges working with difficult people.					0.669		
24.	Build relationships with those I work with.					0.498		
25.	Able to prioritize essential activities.					0.723		

*Extraction Method: Principal Component Analysis*

*Rotation Method: Varimax with Kaiser Normalization*

*a. Rotation converged in 11 iterations.*

The dependability of the test variables was confirmed by the alpha values, all of which are reported in the last column of Table 2, surpassing Taber's (2018) suggested threshold of 0.70. Regarding external validity, the KMO values supported the latent variables, and Bartlett's test of sphericity yielded a statistically significant result, showing meaningful correlations among the variables under examination. The analytical findings for each construct are displayed in Table 4.

**Table 4: External Validity Insights**

Construct	Test items	KMO value	Bartlett's test of sphericity		
			Chi-square	df	p-value
Self-Awareness [SA]	6	0.829	537.953	15	0.000
Self-Regulation [SR]	4	0.744	339.315	6	0.000
Motivation [MO]	4	0.790	292.750	6	0.000
Empathy [EM]	6	0.766	547.176	15	0.000
Social Skills [SS]	5	0.852	475.086	10	0.000



The Bartlett's Test of Sphericity yielded a statistically significant result, as the p-value was less than 0.05, and the KMO measures of sampling adequacy were above the recommended threshold of 0.6, as proposed by Kaiser (1974)). Such results suggest that the constructs were consistent and the sample size used in the study was sufficient; hence, the current data can be considered acceptable.

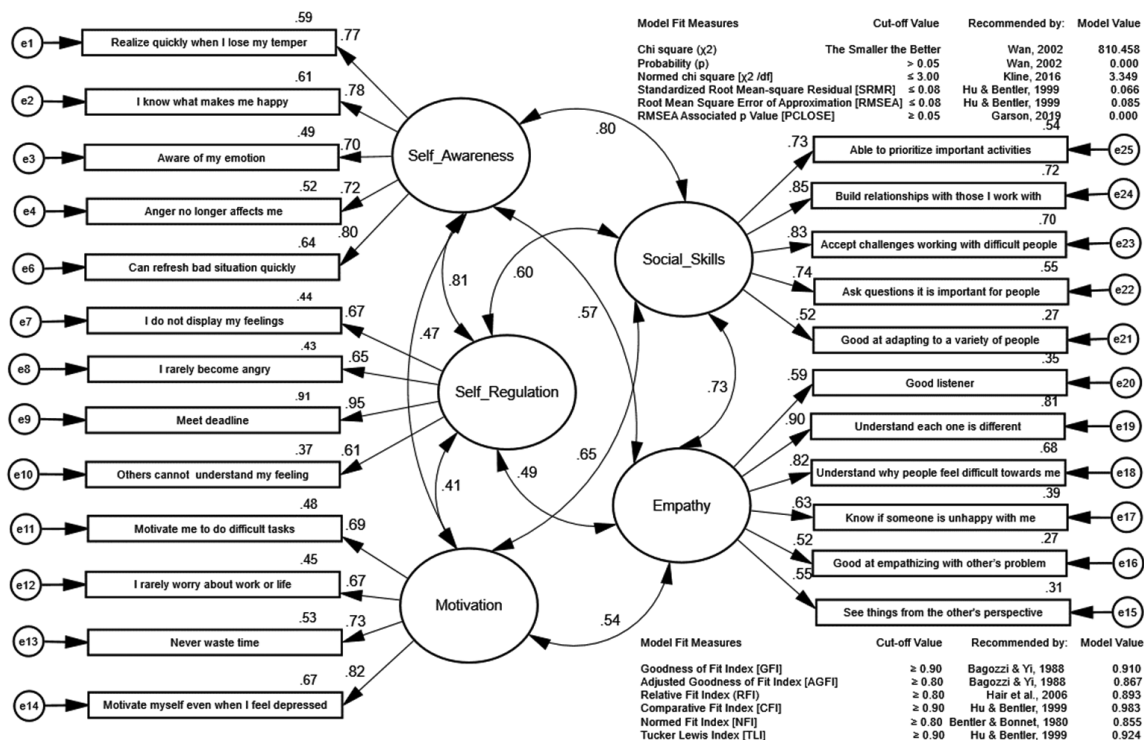
### Results

Descriptive statistics were performed to assess the features of the data and variables. Table 5 presents the range, minimum, maximum, mean, and standard deviation values obtained from the tests.

**Table 5: Descriptive Statistics (n=215)**

Construct	Range	Minimum	Maximum	Mean	St. Deviation
Self-Awareness [SA]	3.17	1.83	5.00	3.6008	.66290
Self-Regulation [SR]	2.75	2.00	4.75	3.7640	.60982
Motivation [MO]	2.50	2.00	4.50	3.4407	.63506
Empathy [EM]	3.00	1.83	4.83	3.5674	.64144
Social Skills [SS]	2.80	2.00	4.80	3.4279	.75799

The study employed confirmatory factor analysis (CFA) to explain the association between latent constructs and observed items. With 25 test items, five constructs based on Goleman's emotional intelligence model were used to perform the CFA. Examining convergent validity required utilizing two measures: average variance extracted (AVE) and construct reliability (CR). The selection of specific scale items for the computation of AVE and CR was restricted to those exhibiting standardized regression weights of 0.50 or above, as recommended by (Hair et al., 2014). The objective of this criterion was to guarantee that the selected objects precisely mirrored the concepts under study. Consequently, 24 test items were retained across five domains, and one variable related to social awareness, namely 'understand the reason for my fear,' was excluded from the study since its standardized regression weight was below 0.50. Figure 2 displays the specific values of the standardized regression weights for the 24 selected items.



**Figure 2: Retained observed test items.**

The [Fornell and Larcker \(1981\)](#) criterion served as the foundation for assessing the independent construct's discriminant validity. Table 6 presents the study's internal validity statistics and promotes 24 test items within five constructs. Furthermore, Pearson's correlation coefficients, presented in Table 6, have also revealed the strength and nature of relationships among various emotional intelligence constructs among the managers of commercial banks in Nepal.

**Table 6:** *Convergent and Discriminant Validities Insights*

Constructs	Convergent validity			Discriminant validity					
	Retained items	CR	AVE	The square root of AVE and the inter-construct correlations					
				SA	ME	MO	EM	SS	
SA	5	0.869	0.570	0.754 <sup>+</sup>					
SR	4	0.818	0.539	.813**	0.734 <sup>+</sup>				
MO	4	0.814	0.532	.473**	.414**	0.729 <sup>+</sup>			
EM	6	0.836	0.471	.575**	.486**	.541**	0.686 <sup>+</sup>		
SS	5	0.859	0.556	.797**	.597**	.648**	.727**	0.746 <sup>+</sup>	

\*\* The significance level for correlation is 0.01 (2-tailed).

+ The square roof of AVE

The CR values of all the constructs exceeded the threshold of 0.70, as proposed by [Hair et al. \(2014\)](#). Similarly, the AVE values were higher than 0.40, as [Bagozzi and Baumgartner \(1994\)](#) advised, thus validating the convergent validity. In addition, the square root of the AVE for the constructs did not show significant results compared to the inter-construct correlations, suggesting that the constructs were not well differentiated. According to the criteria established by [Fornell and Larcker \(1981\)](#), the correlations with other constructs should be smaller than the average of the square roots of the AVE for a specific construct. As presented in Figure 2, the model fitness indicators were all outstanding, meeting the respective required threshold values. Hence, the collective assessment of the five constructs confirms Goleman's model of emotional intelligence among managers in commercial banks in Nepal.

## Discussions

This study examined the applicability of [Goleman's \(1998\)](#) emotional intelligence scale to Nepalese commercial bank managers. The outcome demonstrated its compliance within the framework of Nepalese bank managers. The CFA of emotional intelligence constructs showed convergent and discriminant validity and good internal consistency. Just one item under the social awareness category-out of the 25 items under the emotional intelligence dimensions was removed due to a low standardized regression weight. The emotional intelligence scale, therefore, revealed five items under social awareness, four under motivation, four under self-regulation, six under empathy, and five under social skill. It uses five dimensions to assess managers' emotional intelligence in the workplace.

Scholars validated the emotional intelligence required for various stakeholders in various circumstances. Two constructs of this study are in line with [Shi and Wang \(2007\)](#) confirmed the domains of self-emotion evaluation and emotion management in students of Chinese universities. The three constructs of this study; self-awareness, social awareness, and self-management - align with the elements of emotional intelligence described in [Goleman's \(1995\)](#) book, except for empathy and motivation. Thus, the study revealed empathy and motivation as two more attributes a leader needs. It is also consistent with emotional intelligence, as presented by [Salovey and Mayer \(1990\)](#), which deals with controlling and assessing one's emotions.

The construct (self-regulation) identified in this study is in line with [Husain et al. \(2022\)](#) but contradicted by presenting emotion, intrinsic emotion satisfaction, and extrinsic emotion satisfaction. The result of this study contradicted [Cooper and Sadaf's \(1997\)](#) study that introduced emotional intelligence in the areas of emotional literacy, emotional fitness, emotional depth, and emotional enhancement. The study's four variables align with the model of emotional intelligence proposed by [Kazemi et al. \(2023\)](#), which they grouped into seven factors:

empathy, self-awareness, emotion regulation, social skills, and, except (impulse control, problem-solving, flexibility). This study's three constructs; self-perception, self-regulation, and empathy - align with the categories of emotional intelligence established by [Dey and Roy \(2022\)](#) (excluding self-drive and social purpose). The literature demonstrated that researchers have examined the emotional intelligence of various target respondents in various circumstances. Thus, this study's outcome was consistent with and inconsistent with other findings.

## Conclusion

The study examined the relevancy of [Goleman's \(1998\)](#) concept of emotional intelligence to managerial roles in Nepalese commercial banks. The EFA and CFA demonstrated the five dimensions that [Goleman \(2004\)](#) characterized: self-awareness, self-regulation, motivation, empathy, and social skills. The study's five emotional intelligence categories addressed a different quality a leader must have for their organization to prosper. More importantly, it addressed how leaders should be sensitive to and control their feelings, inspire staff members by learning about their circumstances, show empathy, and uphold positive interpersonal interactions. This study focuses primarily on the emotional intelligence quality of the leader, even though various authors detected distinct emotional intelligence notions in different respondents' groups. Future studies and companies might use this holistic perspective on the emotional intelligence dimension found in the study to understand the emotional intelligence of managers or leaders.

This survey only included branch heads of commercial banks; other managers and CEOs were not included. Therefore, it is advised that human resources operating at various management levels be included in future studies. Researchers can also include other organizational sectors like the tourism industry and educational institutions to examine the connection between emotional intelligence and other factors (such as productivity and leadership effectiveness).

## References

- Akerjordet, K., & Severinsson, E. (2009). Emotional intelligence: Part 1: The development of scales and psychometric testing. *Nursing and Health Science*, 11(1), 58-63. <http://dx.doi.org/10.1111/j.1442-2018.2009.00431.x>
- Austin, E. J., Saklofske, D. H., Huang, S. H. S., & McKenney, D. (2004). Measurement of emotional intelligence: Testing and cross-validating a modified version of Schutte et al.'s (1998) measure. *Personality and Individual Differences*, 36(3), 555-562. [https://dx.doi.org/10.1016/S0191-8869\(03\)00114-4](https://dx.doi.org/10.1016/S0191-8869(03)00114-4)
- Bagozzi, R. P., & Baumgartner, H. (1994). The evaluation of structural equation models and hypothesis testing. In R. P. Bagozzi (ed.). *Principles of Marketing Research*, 386 - 422. Cambridge: Blackwell.
- Bentler, P. M., & Bonnet, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin*, 88(3), 588-606. <https://dx.doi.org/10.1037/0033-2909.88.3.588>
- Bar-On, R. (2006). The Bar-on model of emotional-social intelligence (ESI). *Psicothema*, 18, 13- 25.
- Bar-On, R. (2010). Emotional intelligence: An integral part of positive psychology. *South African Journal of Psychology*, 40(1), 54-62.
- Bru-Luna, L. M, Martí-Vilar, M, Merino-Soto, C, & Cervera-Santiago, J. L. (2021). Emotional intelligence measures: A systematic review. *Healthcare*, 9(12), 1-36. <https://doi.org/10.3390/healthcare9121696>
- Charbonneau, D., & Nicol, A. A. M. (2002). Emotional intelligence and leadership in adolescents. *Personality and Individual Differences*, 33(7), 1101-1113. [http://dx.doi.org/10.1016/S0191-8869\(01\)00216-1](http://dx.doi.org/10.1016/S0191-8869(01)00216-1)
- Cooper, R. K., & Sawaf, A. (1997). *Executive EQ: Emotional intelligence in business*. London: Orion Business Books
- Davies, K. A., Lane, A. M., Devonport, T. J., & Scott, J. A. (2010). Validity and reliability of a brief emotional intelligence scale (BEIS-10). *Journal of Individual Differences*, 31(4), 198-208. <http://dx.doi.org/10.1027/1614-0001/a000028>
- Dahal, R. K. (2022). Effectiveness of learning and growth performance metrics in the Nepalese telecommunications industry for organizational success. *Problems and Perspectives in Management*, 20(4), 238-249. <http://>



[dx.doi.org/10.21511/ppm.20\(4\).2022.18](https://doi.org/10.21511/ppm.20(4).2022.18)

- Dahal, R. K., Ghimire, B., Karki, D., & Joshi, S. P. (2023). Elevating job searching effectiveness: The significance of self-directed learning and self-control. *Intellectual Economics*, 17(2), 418-434. <https://doi.org/10.13165/IE-23-17-2-08>
- Dey, A. & Roy, N. R. (2022). Construction and validation of emotional intelligence secondary school's teachers. *Educational Cultural, Psychological Studies Journal*, 26, 73-96. <https://dx.doi.org/10.7358/ecps-2022-026-dero>
- Durham, M. R. P, Smith R, Cloonan S, Hildebrand, L. L, Woods-Lubert, R., Skalamera J, ..., Killgore, W. D. S. (2023). Development and validation of an online emotional intelligence training program. *Frontier Psychology*. 14, 1-13. <https://doi.org/10.3389/fpsyg.2023.1221817>
- DuVernay, C. V. (2008). Hiring for emotional intelligence. *Harvard Business Review*, 1-5.
- Extremera, N., Duran, A., & Rey, L. (2007). Perceived emotional intelligence and dispositional optimism-pessimism: Analyzing their role in predicting psychological adjustment among adolescents. *Personality and Individual Differences*, 42(6), 1069-1079. <http://dx.doi.org/10.1016/j.paid.2006.09.014>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50. <http://dx.doi.org/10.2307/3150980>
- Garson, G. D. (2019). *Multilevel modeling: Applications in STATA (R), IBM (R) SPSS (R), SAS (R), R, & HLM (TM)*. Sage Publications Inc.
- Gannon, N., & Ranzijn, R. (2005). Does emotional intelligence predict unique variance in life satisfaction beyond IQ and personality? *Psychology of Individual Differences*, 38(6), 1353-1364. <http://dx.doi.org/10.1016/j.paid.2004.09.001>
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Ghimire, B., Rai, B., & Dahal, R. K. (2021). Corporate culture and organizational performance in the banking industry of Nepal. *Management Dynamics*, 24(2), 1-8. <https://doi.org/10.3126/md.v24i2.50031>
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam.
- Goleman, D. (2004). What makes a leader? *Harvard Business Review*, 82, 82-91.
- Goleman, D. & Nevarez, M. (2018). Boost your emotional intelligence with three questions. *Harvard Business Review*, 1-7.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate Data Analysis*. New Jersey: Prentice Hall, Pearson Education, Inc.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2014). *A Primer on Partial Least Squares Structural Equation Modelling (PLS-SEM)*. Los Angeles: SAGE Publications.
- Hu, L. T., & Bentler, P. M. (1999). Cut-off criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1-55. <https://doi.org/10.1080/10705519909540118>
- Husain, W., Inam, A., Wasif, S., & Zaman, S. (2022). Emotional intelligence: Emotional expression and emotional regulation for intrinsic and extrinsic emotional satisfaction. *Psychology Research and Behavior Management*, 15, 2901-2913. <http://dx.doi.org/10.2147/PRBM.S396469>
- Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika*, 39(1), 31-36. <https://doi.org/10.1007/BF02291575>
- Karki, D., Bhattarai, G., & Dahal, R. K. (2023). Human resource management practices and performances in Nepalese financial institutions. *Quest Journal of Management and Social Sciences*, 5(2), 316-330. <https://doi.org/10.3126/qjmss.v5i2.60930>
- Kazemi, A., Estaki, M., Ghobaribonab, M. B., & MoradiSabzevar, M. (2023). Designing and validation of emotional intelligence questionnaire (self-assessment form) for evaluation of children. *Journal of Psychological Science*, 22(123), 523-538. <http://dx.doi.org/10.52547/JPS.22.123.523>
- Kline, R. B. (2016). *Principles and Practice of Structural Equation Modeling*. New York: The Guilford Press.
- Kyriazos, T. (2018). Applied psychometrics: Sample size and sample power considerations in factor analysis

- (EFA, CFA) and SEM in general. *Psychology*, 9, 2207–2230. <https://doi.org/10.4236/psych.2018.98126>.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). *Models of Emotional Intelligence*. In R. J. Sternberg (Eds.), *Handbook of intelligence*, Cambridge University Press, 396–420. <http://dx.doi.org/10.1017/cbo9780511807947.019>
- Mayer, J. D. (1999). Emotional intelligence: Popular or scientific psychology? *APA Monitor*, 30(50). [Shared Perspectives column] Washington, DC: American Psychological Association.
- Ovans, A. (2015). How emotional intelligence became a key leadership skill. *Harvard Business Review*, 28, 1-6.
- Pallant, J. (2013). *SPSS Survival Manual: A Step-by-step Guide to Data Analysis Using IBM SPSS* (5th ed.). Berkshire, England: MacGraw-Hill.
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15(6), 425-448. <https://doi.org/10.1002/per.416>
- Piaget, J. (1972). *The Psychology of Intelligence*. Totowa, NJ: Littlefield Adams.
- Podsakoff, P. M., MacKenzie, C. B., Lee, J. -Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879-903. <https://doi.org/10.1037/0021-9010.88.5.879>
- Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Shahi, B. J., Dahal, R. K., & Sharma, B. B. (2022). Flourishing organizational citizenship behaviour through job characteristics. *Journal of Business and Social Sciences Research*, 7(2), 29-46. <https://doi.org/10.3126/jbssr.v7i2.51490>
- Shi, J., & Wang, L. (2007). Personality and emotional intelligence scale in Chinese university students. *Personality and Individual Differences*, 43(2), 377-387. <http://dx.doi.org/10.1016/j.paid.2006.12.012>
- Shrestha, I., Dahal, R. K., Ghimire, B., & Rai, B. (2023). Invisible barriers: Effects of glass ceiling on women's career progression in Nepalese commercial banks. *Problems and Perspectives in Management*, 21(4), 605-616. [http://dx.doi.org/10.21511/ppm.21\(4\).2023.45](http://dx.doi.org/10.21511/ppm.21(4).2023.45)
- Slaski, M., & Cartwright, S. (2002). Health, performance, and emotional intelligence: An exploratory study of retail managers. *Stress and Health*, 18(2), 63-68. <http://dx.doi.org/10.1002/smi.926>
- Sternberg, R. J. (1988). *The Triarchic Mind: A New Theory of Human Intelligence*. New York: Viking.
- Schutte, N. S., Malouff, J. M., Hall, L., Haggerty, D. J., Cooper, J. T., Golden, C. J. & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25(2), 167-177. [http://dx.doi.org/10.1016/S0191-8869\(98\)00001-4](http://dx.doi.org/10.1016/S0191-8869(98)00001-4)
- Tapia, M., & Marsh II, G. E. (2006). A validation of emotional intelligence inventory. *Psicotheme*, 18, 55-58.
- Yadav, P. (2017). Validation of emotional intelligence's scale in the Indian context. *International Journal of Engineering Research & Technology*, 5(3), 1–3.
- Wan, T. T. H. (2002). *Evidenced-Based Health Care Management: Multivariate Modeling Approaches*. Norwell, MA: Kluwer Academic Publishers.
- Wechsler, D. (1939). *The Measurement of Adult Intelligence*. Baltimore, MD: William and Wilkins
- Wong, C. S., & Law, K. S. (2002). The effect of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243-274. [https://doi.org/10.1016/S1048-9843\(02\)00099-1](https://doi.org/10.1016/S1048-9843(02)00099-1)