

Impact of Emotional Intelligence on Job Performance: Evidence from the Employees of the Commercial Banks in Dhangadhi¹

Shiba Prasad Sapkota, Tek Bahadur Madai, & Deepak Raj Pant

Abstract

The ability to recognize our feelings and those of others and manage emotions well in ourselves is the major contributing factor to employees' performance. Emotional intelligence is relevant for predicting employees' work performance because most jobs require the ability to manage emotions. The objective of the study is to examine the impact of emotional intelligence on employees' performance in the commercial banks in Dhangadhi City. This study adopted quantitative research design and used descriptive as well as inferential statistical tool to analyze the data. 100 questionnaires were randomly administered to respondents out of which 82 were returned that were used for analysis. Regression analysis was used to analyze the collected data. The study revealed that there was a significant relationship between employees' emotional intelligence and employee's job performance. The coefficient of determination between EI and employees job performance was 82 percent. Similarly, the regression analysis also depicted that the emotional intelligence factors positively impacts the performance of employees in the organization. Hence, it is recommended that organization should introduce various training programs and developmental activities related to EI in their workplace for employees at every level in order to create better management of talent and performance on the one hand, and more effective team outcomes, service outcomes and relationship outcomes on the other.

Key words: Emotional quotient, Intelligence quotient, Motivation, Self-awareness, Self-regulation, Social skills

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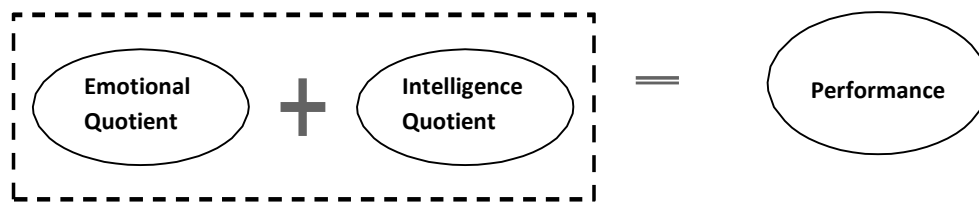
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Introduction

Organizations deal with both material and human resources. In today's globalized world, Emotional Intelligence (EI) is starting to get public attention and is being highlighted as an essential part of the organizational environment. Intelligence, which is combined with emotions in every human being, determines effective life. According to scientific evidence, Emotional Quotient (EQ) is more essential than Intelligence Quotient (IQ). Any individual's IQ can get them to the top, but it's their EQ that makes them a top person. Darwin (1992) reported that EI is one of the important behavioral constructs that contributes to the performance of an individual at the workplace and family.

Figure 1

Emotional Intelligence Quotient



Every human resource department should be aware of the Emotional Intelligence Quotient (EIQ). It has been shown to save time and money while enhancing an organization's growth rate and efficiency. Recruiting employees with high EQ results in larger sales, better knowledge of customers' interests, improved customer contentment, and the creation of an inquisitive and intelligent workforce that creates a healthy work culture. Emotional Quotient isn't simply a fad; it's a chance to educate, strengthen, and turn the workforce into a market leader.

Emotional intelligence

Emotional intelligence is a set of skills that enable a person to be aware of, comprehend, and control their own emotions, as well as recognize and understand the feelings of others, and to use this knowledge to their own and others' success. It has an effect on many facets of our daily lives, including how we act and interact with coworkers, customers, elderly, and family. It is more important than our intellectual ability to interact successfully with these stakeholders since it aids in the development of stronger connections, the achievement of career goals, and professional success.

The world of work, as well as the companies and individuals that work for them, is fast changing on a daily basis. Increased performance demands are

accompanied by increasing technical progress, competition, globalization, the expansion of the service sector, and delivery speed. According to Truner et al. (2002), in order to perform at a high level, today's employees must be much more emotionally and mentally invested in their jobs as well as physically involved.

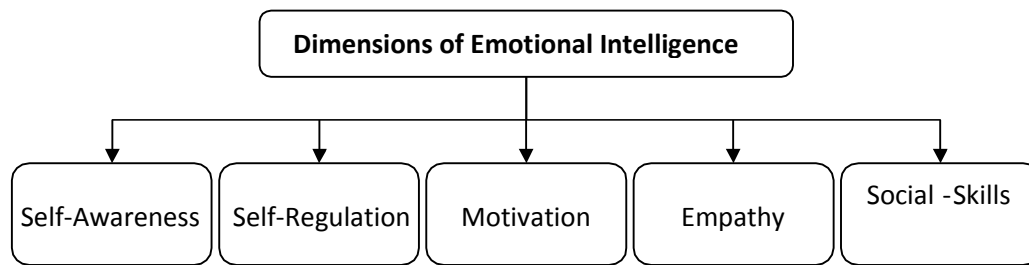
In 1985 the term EI was used in the Doctoral Thesis of Wayne Payne, "A study on Emotion" developing EI from this point, the field has become rich with different models for defining EI. Salovey and Mayer (1990) defined emotional intelligence as a sort of intelligence characterized by the capacity to monitor one's own and others' moods and emotions, discriminate between them, and apply this knowledge to direct one's thinking and actions. Later, these authors updated their definition of emotional intelligence, with the present characterization currently being the most frequently recognized. The new definition (Mayer & Salovey, 1997) states that emotional intelligence is the capacity to accurately perceive, appraises, and express emotion; the capacity to access and/or generate feelings when they facilitate thought; the capacity to understand emotion and emotional knowledge; and the capacity to regulate emotions to promote emotional and intellectual growth.

Daniel Goleman's book *Emotional Intelligence*, which was released in 1995, introduced the most well-known idea of emotional intelligence. EI consists of the power to motivate oneself and endure in the face of frustration; to manage the need and postpone fulfillment; to regulate one's moods and keep disturbed from swamping one's ability to think; to sympathize, and to hope (Goleman, 1995). Goleman (1998) defines 'emotional competence' as a learned skill based on emotional intelligence that results in exceptional work performance. He has lately proposed a difference between emotional intelligence and emotional competence. He created a framework of emotional intelligence that has five components which are presented in the Figure 2.

Self awareness

People with high EI are usually very aware of themselves. They understand their emotions, and because of this, they do not let their feelings rule them. They are confident because they trust their intuition and do not let their emotions get out of control. They know their strengths and weaknesses, and they work on these areas so that they can perform better. They believe that this self-awareness is the most important part of emotional intelligence.

Figure 2: Dimensions of Emotional Intelligence

***Self-Regulation***

This is the ability to control emotions and impulses. People who self-regulate typically do not allow themselves to become too angry or jealous, and they do not make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

Motivation

People with a high degree of emotional intelligence are usually motivated. They are willing to defer immediate results for long-term success. They are highly productive, love challenge, and are very effective in whatever they do.

Empathy

Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

Social Skills

It is usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

Highly emotionally intelligent executives are more punctual and take maximum initiatives on the job, they put much amount of efforts to expend their job and have better work performance as compared to their counterparts.

Emotional intelligence may be applied to any human contact in the workplace, from employee motivation to customer service, brainstorming to company presentations. Employees must act or lead in accordance with their emotional intelligence, since it will guide their actions, inactions, and reactions to events and people. Emotional intelligence is crucial for achieving professional success. It is a collection of non-cognitive talents, abilities, and competences that affect a person's ability to cope with external demands and stresses.

Job Performance

Campbell (1990) defines job performance as only the behavior or actions that are related to the aim of the organization. Performance is something a single person does. Core task behaviors, citizenship behaviors, and counterproductive behaviors have all been added to the definition of job performance in recent years. The basic needed duties of a job are referred to as core task performance. Employees' extra behaviors, above and beyond their core task requirements, that actively support and increase the organization's effectiveness are referred to as citizenship performance (e.g., helping coworkers). Counterproductive performance is defined as voluntary actions that impair the organization's well-being (e.g., theft).

Job performance is divided into two dimensions: task performance and contextual performance. Task performance includes the execution of technical processes as well as the maintenance and servicing of technical requirements, and it is directly tied to work completion. Interpersonal behaviors or activities that assist the organization are referred to as contextual performance. Borman and Motowidlo (1997) reported that contextual performance entails things like assisting and working with others, according to organizational rules and processes, and volunteering to do task. A good skill set, and a productive work environment combine to make an efficient employee.

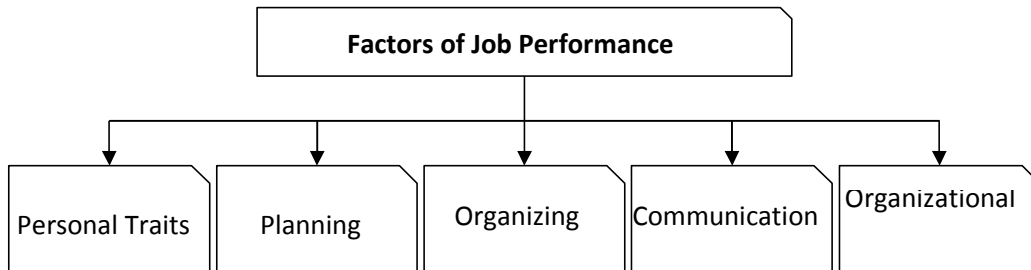
Many elements influence employee performance, which managers must be aware of and always strive to improve. Organizations must offer employees with the tools they need to succeed in order to get the best out of them. EI has the potential to be a major predictor of performance insofar as managing social behavior includes managing emotions. According to Hochschild (1983), organizations may discover that tying emotional intelligence to performance offers a reliable substitute for selecting and assessing employees.

There are numerous factors that influence employee performance at work. Personal characteristics, planning, organizing, communication, and organizational climate were all included in the study. Because the researcher believes that these variables are predictive of bank employees' emotional intelligence.

Figure 3

Factors of Job Performance

Personal traits



The characteristics that make up the whole person include physique, intellectual and their interests, attitudes, beliefs, values and expressive lifestyles. It includes behavioral characteristics, both inherent and acquired, that distinguish one person from another and that can be observed in people's relations to the environment and to the social group.

Planning

Planning is an intellectual process of thinking in advance. Planning is a process where a number of steps are to be taken to decide the future course of action. Planning bridges the gap from where we are to where we want to go. It includes the selection of objectives, policies, procedures and programs from among alternatives. A plan is a predetermined course of action to achieve a specified goal. Planning is the primary function of management.

Organizing

Organizational skills are some of the most important and transferable job skills an employee can acquire. They encompass a set of skills that help a person to plan, prioritize, and achieve his or her goals. Staying organized in the workplace can save a company time and money. Organizational skills are essential for multitasking and keeping a business running smoothly and successfully. Employees with good organizational skills are able to keep themselves calm and prepared with systematic planning and scheduling.

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Communication

Communication skills are an essential component of a productive workplace, allowing employees to work together cohesively and professionally. Good communication skills help to reduce the barriers erected because of language and cultural differences. Companies that provide communication training to domestic and international employees reap the benefits of effective workplace communication. Effective communication causes productivity to increase, errors to decrease and operations to run smoother.

Organizational climate

Organizational climate serves as a measure of individual perceptions or feelings about the organization. The organizational climate is reflected in the organization's objective to develop its staff or employees by providing them good working environments and conditions and assisting and supporting them so that they can achieve job satisfaction; all of these enhance commitment among the staff toward the organization.

All the above variables have positive impact on the performance of the employees. Thus, the researcher aimed to analyse the impact of emotional intelligence towards the job performance variables like personal traits, planning, organizing, communication and organizational climate among the commercial bank employees in Dhangadhi city.

Problem Statement

Nepalese banking system is gearing itself towards more commercial and customer-oriented banking system. Banks have become much more demanding as well as complex and ambiguous places of work. The bank employees are expected to show their worth in creating conditions in which people can deliver the best results necessitating mastery of a set of new competencies which includes EI related competencies. At present there is a stiff competition among private, public and foreign banks. They now reach the doorsteps of the customers and yet there is a very stiff competition and every organization has to be competitive in nature and well equipped with efficient staff members.

To determine the effect of emotional intelligence on job performance, studies like W et al. (2017), Alghamdi et al. (2017), Raveena (2015), Shahhosseini and Daud (2015), Saeid et al. (2010), and Srivastava et al. (2016) have been carried out. However, the majority of earlier research focused on academics, student attitudes and behaviors,

teamwork, job performance, job happiness, and quality of work life among workers of businesses, banks, and other service industries, as well as leadership, customer service, etc. Numerous studies comparing the productivity of workers at public and private banks have been carried out in Nepal and other nations. However, there is no research on how emotional intelligence affects the work performance of Dhangadhi City's commercial bank personnel. Thus, the researcher raised the following research questions:

1. Do the bank employees have EI skill?
2. Will the EI skill be helpful to the bank employees to be successful in their performance?

The following are the study's goals, which are based on the questions it raises:

1. To identify the dimensions of EI, namely self-awareness, self-regulation, empathy, motivation, and social skills, among the employees of commercial banks in Dhangadhi city
2. To ascertain how emotional intelligence influences the performance of commercial bank personnel in Dhangadhi city

Review of Literature

Saeid et al. (2010) found that there is a correlation between the variables of EI that influence an employee's service performance and the impact on customer retention. The research was done among the Syndicate Bank's middle managers and workers. The findings show that EI has an impact on managers' and employees' conduct in public sector organizations. EI provides the strength to make quick decisions and the ability to handle work-related circumstances. This study addresses the gap in the literature by investigating the impact of EI towards the job performance particularly among the commercial bank employees. This study analyses the relationship between emotional intelligence (EI) which consists of five dimensions: Self-Regulations, Self-Awareness, Empathy, Motivation and Social Skill and job performance.

Belias, et al. (2013) studied bank employees in Greece who face workplace stress, which is linked to EI and demographic variables. The survey included employees from Greek banks and credit institutions from a variety of locations across the country. The study's findings revealed that the level of emotional intelligence of Greek bank employees, as well as a number of demographic factors, are likely to influence their experience of occupational stress.

Sharma and Pandey (2015) studied HDFC retail banking staff' emotional intelligence and job happiness. The study started with the hypothesis that there was a link between emotional intelligence and job happiness. Employees with higher emotional intelligence thought the work atmosphere was positive. They were also pleased with their income, promotions, and compensation package. Employees with strong emotional intelligence were also able to communicate effectively with their coworkers. Emotional intelligence was low in people who had a bad work-life balance.

Shahhosseini and Daud (2015) studied the link between EI and bank managers' job performance in Iranian banks. Their research looked at the impact of four emotional intelligence characteristics on job performance, compared job performance of public and private bank managers, and compared job performance by age, management experience, and educational level. It was discovered that EI and job performance had a moderately good relationship. In terms of job performance, there was no significant difference in EI between private and public bank managers, and no significant interaction impact between the respondents' degree of education, management experience, and age.

Das and Ali (2015)revealed that, in the Indian Banking Industry, there is a link between a leader's emotional intelligence and employee engagement. The study was done among 200 banking employees in Varanasi, Uttar Pradesh, to investigate the effects of leaders' emotional intelligence on employee engagement. According to the findings, managers' EI components such as Application of Emotion, Instruction to Emotion, Self-Emotion Appraisal, and Others' Emotion Appraisal all have a substantial impact on Job Advancement, which is a component of Employee Engagement.

Praveena (2015)investigated the impact of EI on bank managers' job performance in Sri Lanka. To test the EI qualities of managers, a study was done among 200 managers from four commercial banks (Hatton National Bank, Commercial Bank PLC, People's Bank, and Bank of Ceylon). According to the findings of the study, higher levels of EI in bank managers led to higher levels of job performance and job satisfaction at work.

Sahu and Das (2016) studied the link between emotional intelligence and the ability to manage customer relationships in selected Indian bank workers. Three hundred bank employees from five different banks (both public and private sector) in the state of Chhattisgarh were studied to see if their demographic factors, emotional

intelligence, and capacity to manage customer relationships were related. The study discovered that emotional intelligence, demographic characteristics, and the capacity to manage client relationships have a large and strong association.

Shukla and Srivastava (2016) studied the link between emotional intelligence, socio-demographic factors, and workplace pressures. The research involved 546 retail personnel from various retail outlets in New Delhi, India, who were in charge of interacting with customers. There is a socio-demographic difference in trait emotional intelligence (EI) and job stress, according to the findings. When compared to individual demographic traits, EI was proven to be a more effective competency. Gender, age, marital status, education, annual salary, and work experience are less important influencing factors for job stress than EI qualities.

Alghamdi et al. (2017) studied Personality attribute as a predictor of emotional intelligence in university professors who serve as student advisors. A survey of 100 student advisers was undertaken (50-Male, 50-Female). Five personality qualities were investigated: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. They discovered that three of them are significant predictors of emotional intelligence, as well as that conscientiousness and neuroticism had no bearing on it.

Makkar and Basu (2019) investigated the impact of EI on employee behavior in the Indian banking sector was explored. Employees from six banks were chosen for the study, including three public sector and three private sector banks in Mumbai. Their research looked at the impact of EI on bank workers' work behavior and contrasted the behavior of public and private sector bank employees. They discovered a robust link between emotional intelligence and employee workplace behavior, as well as a significant variation in employee conduct between public and private sector banks.

Conceptual Framework

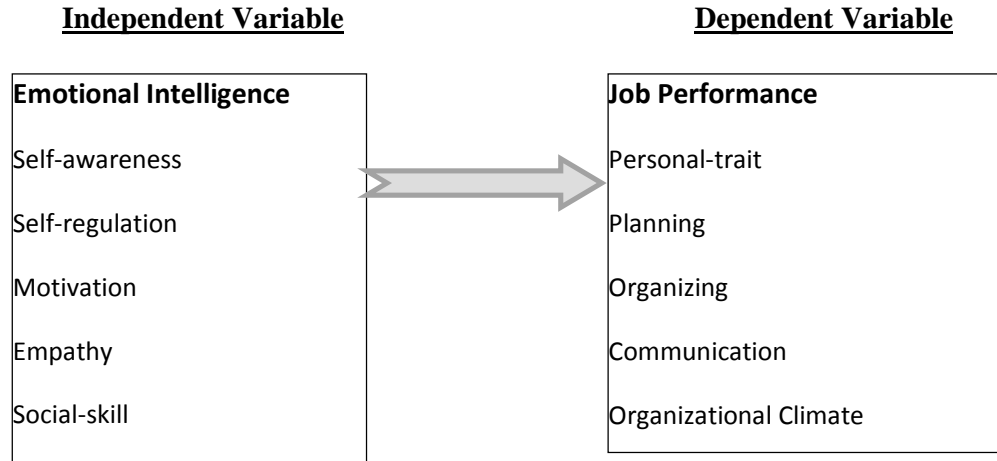
The study contributes to the empirical research on Impact of Emotional Intelligence on the Job Performance among the Employees. The conceptual framework for the study is developed through the literature review regarding emotional intelligence and the job performance. It demonstrates that emotional intelligence can positively impacts the job performance.

The below conceptual framework, the independent variable is Emotional Intelligence (i.e., Self-awareness, Self-regulation, Motivation, Empathy and Social-skill),

and dependent variable Job performance (Personal-traits, Planning, Organizing, Communication and Organizational Climate), are taken from literature review.

Figure 4

Conceptual Framework



The research aims to explore the determination of Impact of Emotional Intelligence on Job Performance among the Employees of Commercial Banks of Dhangadhi City. The following research hypotheses are developed as follows:

H1: There are no Emotional Intelligence Skills namely Self-awareness, Self-regulation, Empathy, Motivation and Social Skills among the employees of selected commercial banks in Dhangadhi city.

H2: There is no positive impact of factors of Emotional intelligence on job performance of the employees of selected commercial banks in Dhangadhi city.

Methods and Procedures

This session explains the method employed in this study, which includes the nature and sources of the data, sample selection and classification of variables, validity and reliability tests, techniques, and steps adopted in interpreting and analyzing the data. Mainly, this chapter provides the overall plan for the collection, analysis, and presentation of the data required to fulfill the objective of the study.

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This study uses a quantitative research design. The purpose of the study was to investigate and analyze how employees of the commercial bank in Dhangadhi City reacted to emotional intelligence as it related to their work performance. To address the different concerns mentioned in this study, descriptive and causal research designs were selected in consideration of the study's aims. Dhangadhi City is the focus of this research project. All of the personnel working at commercial banks in Dhangadhi City make up the study's population. The respondents in this study were tracked via convenience sampling. Email and in-person distribution of the surveys were both done. More than 100 responders get questionnaires from the researcher and 82 workers out of them answered, as seen in Table 1.

The data for this study were gathered by a questionnaire survey since it is based on primary data. This study is based on information gathered from respondents to a structured questionnaire that included tick-box and 5-point Likert-scale questions.

The questionnaire prepared to collect the information from the survey was divided into three parts. The first element of the survey instrument covers the demographic information of respondents. The demographic data includes the following information: profession or occupation, gender, educational background, work history, age, and name of employer. The second part of the questionnaire consists of questions relating to factors of emotional intelligence, and the third part is associated with the factor of job performance.

The goal of the current study was to create various measurement scales that were related to the various elements of the survey instrument. The questionnaire's bipolar scale questions, which were presented on a five-point Likert scale with strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5, make up the majority of the survey instrument. Questionnaire survey data has been analyzed using analytical software, SPSS version 25. The statistical tool Cronbach's alpha has been employed to test the inter-item consistency and reliability of respondents' answers to all the items in a measure. Descriptive statistics like frequency, percentage, mean, standard deviation, histogram, and boxplot have been used to describe the characteristics of the sample responses. Similarly, multiple regression analysis has been used to measure the effect of factors of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) on

job performance. Likewise, simple linear regression analysis has been used to measure the effect of overall emotional intelligence on aggregate job performance.

Table 1

Names of the banks of the respondents

S.No	NAME OF BANK	N	%
1	ADBL	3	3.7
2	NIC ASIA BANK LTD	14	17.3
3	NMB	8	9.9
4	PRABHU BANK LTD	9	11.1
5	SANIMA BANK LTD	1	1.2
6	SIDDARTHA BANK LTD	3	3.7
7	SUNRISE BANK LTD	3	3.7
8	BOK	2	2.5
9	GLOBAL IME BANK LTD	6	7.4
10	KUMARI BANK LTD	6	7.4
11	MBL	4	4.9
12	MEGA BANK NEPAL LTD	1	1.2
13	NABIL	5	6.2
14	RBB	14	17.3
15	NBL	2	2.5
Total		81	100

Source: Field survey 2022

Model 1

Multiple Regression Model-: Effect of factors of emotional intelligence (self-awareness, self-regulation, motivation, empathy, social-skill) on job performance

$$= + {}_1X_1+ {}_2X_2+ {}_3X_3+ {}_4X_4+ {}_5X_5 + e_i$$

Where,

=Dependent variable (Job Performance)

X_1 = Independent Variables (Self-awareness)

X_2 =Independent Variables (Self-regulation)

X_3 = Independent Variables (Motivation)

X_4 = Independent Variables (Empathy)

X_5 = Independent Variables (Social skill)

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=Constant

β_1 = (Beta value) Coefficient of slope of regression model

e_i = Error term

Model 2

Simple Linear Regression Model: Effect of overall emotional intelligence on job performance

$$Y_i = \beta_0 + \beta_1 X_i + e_i$$

Where,

Y_i = Dependent variable (Job performance)

X_i = Independent Variables (Emotional Intelligence)

β_0 = Constant

Results and Discussion

The data gathered from the primary source has been presented and examined in this session in order to determine the answers to the study's research questions and make inferences on its results.

Demographic information about the respondents

The demographic variables and other related information from the questionnaire collected from the 81 respondents are described and analyzed through descriptive analysis.

Table 2

Demographic Information about the Respondents

Demographic Variables	Items	No. of response	Valid %
Gender	Male	55	67.9
	Female	26	32.1
Age in Years	24-29	19	23.5
	30-34	12	14.8
	Below 23	50	61.7
Work Experience	Less than 2 years	14	17.3
	More than 2 years	34	42
	More than 5 years	33	40.7
Designation	Assistant	55	67.9
	Officer	22	27.2
	Manager	4	4.9
Education Level	Undergraduate	8	9.9

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Graduate	41	50.6
Postgraduate	32	39.5

Source: Field Survey 2022

Mean rank of the factors related to emotional intelligence

The various dimensions of emotional intelligence undertaken for this study are self-awareness, self-regulation, motivation, empathy and social-skill. People scoring high at these dimensions are conscious about and can regulate their own and other's emotions. There can manage sound relationship with their environment. An empirical survey was carried out among the commercial bank employees using self-administered questionnaire on a five point Likert scale (1= strongly disagree to 5= strongly agree) containing twelve statements for each dimension, whereby respondents were asked to give their agreement or disagreement.

Table 3

Friedman's test to find mean rank for most significant factor related to Emotional Intelligence

Factors	N	Mean	SD	Rank
Self-Awareness	81	50.09	4.57	III
Self-regulation	81	49.00	4.96	V
Motivation	81	49.30	5.11	IV
Empathy	81	51.28	5.05	I
Social-skill	81	51.05	4.84	II

Table 3 illustrates the mean rank of factors of emotional intelligence measured among the employees of commercial bank in Dhangadhi city. It is observed from the study that the mean ranges from 49 to 51.28 and standard deviation ranges from 4.57 to 5.11. Among all the EI factors, empathy is ranked at first with a mean of 51.28 followed by social-skill (51.05), self-awareness (50.09), motivation (49.30) and self-regulation (49).

Mean Rank of the Factors Related to Job Performance

The various dimensions of job performance undertaken for this study are personality-traits, planning, organizing, and communication and organization climate. An empirical survey was carried out among the commercial bank employees using self-administered questionnaire on a five-point Likert scale (1= strongly disagree to 5=

strongly agree) containing twelve statements for each dimension, whereby respondents were asked to give their agreement or disagreement.

Table 4

Friedman’s test to find mean rank for most significant factor related to Job Performance

Factors	N	Mean	SD	Rank
Personal trait	81	42.88	4.30	II
Planning	81	43.24	4.22	I
Organizing	81	42.11	5.13	IV
Communication	81	42.37	4.22	III
Organizational climate	81	41.95	5.07	V

Table 4 illustrates the mean rank of factors of job performance measured among the employees of commercial bank in Dhangadhi city. It is observed from the study that the mean ranges from 41.95 to 43.24 and standard deviation ranges from 4.22 to 5.13. Among all the factors of job performance, the planning factor is ranked at first with a mean of 43.24 followed by personal trait (4.30), communication (42.37), organizing (42.11) and organizational climate (41.95).

Cronbach’s Alpha

In this study Cronbach's alpha is used to test reliability of the primary data. It allows us to measure the reliability of the different categories. It is a function of the number of test items and the average inter correlation among the items. Cronbach's alpha consists of estimates of how much variation in scores of different variables is attributable to chance or random errors. As a general rule, a coefficient greater than or equal to 0.7 is considered acceptable and is a good indication of construct reliability.

Table 5

Cronbach’s Alpha for the factors of EI and Job Performance

Items	Alpha
EI Factors	
Self-Awareness	0.80
Self-Regulation	0.80
Motivation	0.83
Empathy	0.87

Social Skill	0.87
Job Performance Factors	
Personal Traits	0.82
Planning	0.91
Organizing	0.92
Communication	0.88
Organizational Climate	0.89

The total of 12 items were undertaken for each EI factors (Self-awareness, Self-regulation, Motivation, Empathy and Social-skill) and the corresponding alpha are 0.80, 0.80, 0.83, 0.87 and 0.87 which are more than 70%. It indicates that the scale is highly reliable. And the total of 10 items was considered for each job performance factors (Personal Traits, Planning, Organizing, Communication, Organization Climate) and the corresponding alpha are 0.82, 0.91, 0.92, 0.88 and 0.89. All the cronbach's alphas are more than 70% indicating the scale are satisfactory and reliable.

One Sample t-test

One sample t-test is used to analyze the overall emotional intelligence skills of the respondents in the private sector banks.

Null Hypothesis:

There is no emotional intelligence skill among the commercial bank employees in Dhangadhi city.

Table 6

One-Sample t-test for emotional intelligence skills among the employees

Emotional Intelligence Dimension	N	Mean	SD	t-value	p value
Overall Self-awareness	81	50.09	4.57	98.59	<0.00**
Overall Self-regulation	81	49.00	4.96	88.91	<0.00**
Overall Motivation	81	49.30	5.11	86.29	<0.00**
Overall Empathy	81	51.28	5.05	88.46	<0.00**
Overall Social-skill	81	51.05	4.84	93.21	<0.00**

** Represents 5% level of significance

Table 6 indicates the emotional intelligence skills among the respondents. It is noted from the table that the mean values range from 49 to 51.28 and standard deviation ranges from 4.57 to 5.11. All the emotional intelligence factors mean values are greater

which indicate the employees have adequate level of emotional intelligence skills at their working environment.

The one-sample t-test is used to measure emotional intelligence skills among the employees of commercial banks in Dhangadhi city. It is observed from the study result that for all the overall emotional intelligence factors p values are less than 0.05; therefore, the null hypothesis is rejected at 5% level of significance. Hence the study aimed to identify the dimensions of emotional intelligence namely self-awareness, self-regulation, motivation, empathy and social skills among the bank employees, concluded that the commercial bank employees in Dhangadhi city have emotional intelligence skills at their workplace.

Multiple Regression

Multiple regression equation is used to analyze the impact of EI dimensions with job performance

Null Hypothesis

There is no positive impact of factors of Emotional intelligence on job performance of the employees of selected commercial banks in Dhangadhi city.

Regression equation to analyze the job performance among the employees of private banks and EI dimensions is $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + \beta_7X_7 + \beta_8X_8 + \beta_9X_9 + e_i$ where dependent variable Job performance (Y), Five independent variables self-awareness (X₁), self-regulation (X₂), motivation (X₃), empathy (X₄) and social skills(X₅). The above equation used in the present study will be more effective in describing, understanding, predicting, and controlling the stated variables. There result obtained from the above equation is as follows:

Table 7

Multiple regression analysis between the EI dimensions and Job performance

R	R Square	F value	p value
0.83	0.69	24.52	0.00**

***Represents 5% level of significance*

Multiple regression analysis is used to study the relationship between the dependent variable (job performance) and the five independent variables (self-awareness, self-regulation, motivation, empathy and social skills). From the above table it is observed that the multiple correlation coefficient is 0.83 which shows the degree of

relationship between the actual values and the predicted values of the adjustment. The predicted values are obtained as a linear combination of job performance and overall EI dimensions. Thus, the coefficient value of 0.83 indicates that the relationship between adjustment and the five independent variables is quite strong and positive.

The Coefficient of Determination R-square measures the goodness-of-fit of the estimated Sample Regression Plane (SRP) in terms of the proportion of the variation in the dependent variables explained by the fitted sample regression equation. Thus, the value of R square is 0.69 which simply means that about 69% of the variation in adjustment is explained by the estimated SRP. The overall self-awareness overall self-regulation, overall motivation, overall empathy and overall social skills as the independent variables and R square value is significant at 5 % level.

Table 8

Coefficients of EI dimensions and Job performance

	Unstandardized Coefficients		Standardized Coefficients	t value	p value
	B	Std. Error	Beta		
(Constant)	26.019	18.174		1.432	0.158
Overall self-awareness	0.075	0.421	0.018	0.177	0.86
Overall self-regulation	0.313	0.487	0.081	0.644	0.522
Overall motivation	1.131	0.428	0.309	2.643	0.011
Overall empathy	0.75	0.487	0.196	1.539	0.13
Overall social-skill	1.453	0.528	0.346	2.751	0.008

***Represents 1% level of significance*

Table 8 shows that the coefficient of X_1 is 0.075 reveals the partial effect on overall self-awareness, holding overall job performance as constant. The estimated positive sign implies that such an effect is positive. That adjustment score would increase by 0.075 for every unit increase in overall self-awareness and it is concluded the relationship at 5% level of significance is insignificant. The coefficient of X_2 is 0.313 shows the partial effect on self-regulation, holding job performance as constant. The estimated positive sign implies that such an effect is positive that adjustment score would

increase by 0.313 for every unit increase in overall self-regulation and it is concluded that the relationship at 5% level of significance is insignificant.

The coefficient of X_3 is 1.131 reveals the partial effect on overall motivation holding job performance as constant. The estimated positive sign implies that such an effect is positive that adjustment score would increase 1.131 for every unit increase in overall motivation and it is concluded that there is relationship at 5% level of significance.

Similarly, the coefficient of X_4 is 0.75 shows the partial effect on overall empathy holding job performance as constant. The estimated positive sign implies that such an effect is positive that adjustment score would increase 0.75 for every unit increase in overall empathy however, it is concluded that the relationship at 5% level of significance is insignificant. Likewise, the coefficient of X_5 is 1.453 shows the partial effect on overall social skills holding job performance as constant. The estimated positive sign implies that such an effect is positive that adjustment score would increase 1.453 for every unit increase in overall social skills and it is concluded that there is relationship at 5 percent level of significance.

Simple Linear Regression

Table 9

Simple linear regression analysis between the EI dimensions and Job performance

R	R Square	F value	p value
0.82	0.67	24.52	0

Simple linear regression analysis is used to study the relationship between the dependent variable (Job performance) and Emotional Intelligence (Aggregates of all EI factors). From the Table 9, it is observed that the multiple correlation co-efficient is 0.82 which shows the degree of relationship between the actual values and the predicted values of the adjustment. The predicted values are obtained as a linear combination of job performance and overall EI dimensions. Thus, the coefficient value of 0.82 indicates that the relationship between adjustment and the independent variables is quite strong and positive.

The Coefficient of Determination R-square measures the goodness-of-fit of the estimated Sample Regression Plane (SRP) in terms of the proportion of the variation in the dependent variables explained by the fitted sample regression equation. Thus, the value of R square is 0.67 which simply means that about 67 percent of the variation in

adjustment is explained by the estimated SRP. The EI as the independent variables and R square value is significant at 5 percent level.

Table 10

Coefficients of EI and Job performance

	Unstandardized		Standardized	t value	p value
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	23.314	17.625		1.323	0.191
EI	0.76	0.07	0.816	10.851	0

Table 10 shows that the coefficient of X_1 is 0.76 which indicate the job performance would increase by 0.76 for every unit increase in overall emotional intelligence. The estimated positive sign implies that the effect is positive. It is concluded that the relationship at percent level of significance is significant. Hence the study concludes that there is a strong and positive relationship between EI, and job performance and it also reveals that every unit increase in the overall EI skills of the employees will have positive impact on the job performance among the commercial bank employees.

However, the result of multiple regressions indicated that the relationship of only two dimensions of emotional intelligence (overall motivation and overall social skill) with job performance is significant.

Discussion

1. Friedman’s test shows that, there is a significant difference among the rankings with regard to factors of emotional intelligence. Based on the mean rank, “Empathy” scores highest mean whereas “Self-regulation” scores lowest mean.
2. Friedman’s test shows that there is a significant difference among the rankings with respect factors of job performance. Comparison of the mean ranks discloses that “Planning” opted by respondents scored first rank and “Organizational Climate” secured least rank.
3. According to one-sample t-test there is emotional intelligence skills among the bank employees. The dimensions of EI like self-awareness, self-regulation, motivation, empathy and social skills of the selected commercial bank employees are significant at 5% level of statistical significance.
4. Multiple Regression analysis results inferred that there is a significant strong and

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positive relationship between the two dimensions (Motivation and Social-skill) of EI and job performance and it is also concluded that every unit increase in the overall EI skills of the employees will have positive impact on the job performance among the private bank employees.

5. Simple linear regression results revealed that there is a significant strong and positive relationship between emotional intelligence and job performance.

Conclusion

The present study was carried out to measure the level of emotional intelligence among the commercial bank employees using self-administered questionnaire on a five-point likert scale (1= strongly disagree to 5= strongly agree) whereby respondents were asked to give their agreement or disagreement. The mean scores of all the statements were above 45, which clearly indicate that the bank employees know well about the importance of emotional intelligence skills to reach their organizational goal. The study concludes that the commercial bank employees in Dhangadhi city have significant level of emotional intelligence skills at their workplace and also reveals that dimensions of EI differs significantly with the gender classification and age group of the respondents. The study measured the level of job performance among the selected commercial bank employees using self-administered questionnaire on a five-point likert scale (1= strongly disagree to 5= strongly agree) whereby respondents were asked to give their agreement or disagreement. The result shows that the employees are very clear about factors of job performance and they acquired the adequate level of job performance factors at their workplace.

From the study it is concluded that the five independent variables (self-awareness, self-regulation, motivation, empathy and social skills) have a quite strong and positive impact on the dependent variable (job performance). Hence every unit increase in the independent variable will have positive effect on the dependent variable among the employees in the commercial banks in Dhangadhi city.

Implication

The Nepalese Banking sector is considered to be one of the most challenging work fronts as it involves time management, accuracy, service orientation, more responsibility and work pressure. An employee has to sustain all the above factors simultaneously on a daily basis which requires lot of energy and positive attitude. The

finds of the study will help in making the human resource managers to understand the importance of being emotionally intelligent and introduce various training programmes and developmental activities in their workplace for employees at every level in order to create better management of talent and performance on the one hand, and more effective team outcomes, service outcomes and relationship outcomes on the other. Also, the study will help managers to give various other practical trainings to employees to become emotionally stronger in order to manage bigger responsibilities and handle pressure in dynamic situations. It will also help managers for an effective resource allocation in order to include only those components of emotional intelligence which are more correlated as per the outcome of the employees' performance.

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