

## Impact of Emotional Intelligence on Organizational Performance in Commercial Banks, Itahari, Sunsari, Nepal

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### Abstract

The ongoing debate surrounding Emotional Intelligence (EI) and Organizational Performance (OP) has been a consistent topic of discussion across various cultures worldwide. This article aims to assess the current status of EI and OP in Nepalese Commercial Banks, analyze the relationship between EI and OP, and measure the impact of EI on OP. Employing a deductive research approach, the study utilizes a descriptive and cross-sectional research design, with the population comprising all employees in commercial banks in Itahari, Sunsari, Nepal. The sample size is 167, chosen through convenience sampling, employing a structured questionnaire with a five-point Likert scale to collect primary data. Mean and Standard Deviations assess the status of EI and OP, while Pearson correlation matrix and linear regression analysis measure the impact of EI on OP. Chronbach alpha is used to test the reliability of constructs. The results indicate a positive presentation of both EI and OP in commercial banks, with statistically significant relationships within the model. The analysis suggests that employees with high EI exhibit higher OP compared to those with lower emotional intelligence. Notably, social awareness emerges as a key construct significantly influencing OP, followed by relationship management and self-awareness. The findings propose potential benefits for banks in enhancing EI levels during recruitment, training, and development programs for their personnel.

*Keywords:* commercial banks, emotional intelligence, organizational performance

## Introduction

Over the past fifteen years, significant attention has been directed towards the concept of Emotional Intelligence (EI), largely spurred by the work of Goleman (1995). Goleman's assertion that EI plays a more pivotal role in an individual's success compared to IQ, as suggested by Dulewicz et al. (2003), has been a catalyst for this heightened interest. The foundational theoretical and empirical groundwork for EI was laid out and subsequently refined by Salovey and Mayer (1990). They defined EI as "the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (1990: 189). According to Zeidner et al. (2004), this definition by Salovey and Mayer is widely regarded as a highly esteemed scientific elucidation of EI, emphasizing the centrality of emotional information processing as a fundamental precursor to effective emotional regulation.

Recent research indicates that individuals possessing high Emotional Intelligence (EI) outperform their peers, as highlighted by Law et al. (2004). In order to maintain and enhance productivity in the current business environment, it is imperative for management to prioritize the emotional intelligence of individuals. The objective of this research article is to assess the impact of EI on Organizational Performance (OP).

Goleman (2000) asserts that emotional intelligence distinguishes a

great leader from a merely good one by comprising a set of five competencies that enable leaders to enhance their own performance and that of their followers. Leaders with a critical mass of EI traits experience a 20% increase in their teams' annual profits.

The influence of emotional intelligence within an organization extends across various domains, including employee selection, development, team dynamics, and organizational effectiveness. Management is urged to coach individuals for enhancing their personal skills and providing training to optimize team collaboration and job performance (Bar-On et al., 2007).

While extensive research on emotional intelligence in organizational settings has been conducted globally, particularly in Western nations, there is a notable gap in research for developing and least developed economies like Nepal. This study aims to fill this gap by examining the impact of emotional intelligence on organizational performance (OP) in Nepalese commercial banks, focusing on the financial sector, considered crucial and dynamic for the country's economy. The research specifically explores the status, relationships, and effects of emotional intelligence on organizational performance in a commercial bank located in Itahari, a sub-metropolitan city in Sunsari, Nepal.

## Research Objectives

1. To assess the status of Emotional

Intelligence and Organizational Performance in Nepalese Commercial Banks

2. To analyze the relationship between Emotional Intelligence and Organizational Performance
3. To measure the impact of Emotional Intelligence on Organizational Performance

### Review of Literature

Numerous research papers have focused on examining the correlation between Emotional Intelligence (EI) and Organizational Performance (OP), with a prevailing trend indicating a positive relationship between the two.

Bar-On (1997) defines emotional intelligence as a collection of non-cognitive capacities, qualities, and skills influencing one's ability to achieve success in adapting to contextual demands. Goleman (1998b) characterizes EI as the competence to perceive one's own emotions and those of others, empowering self-management and effective emotional regulation within relationships.

Organizational performance, a fundamental concept in management, is described as the accomplishment of organizational and social objectives, surpassing standards and fulfilling organizational responsibilities (Haghighi et al., 2010). The Oxford English Dictionary links performance to continuous and committed task execution, emphasizing its interconnectedness with job-related inputs and outcomes (Atafar et

al., 2013).

The initial Ability Model of Emotional Intelligence (EI), initially conceived by Salovey and Mayer in 1990, garnered significant attention following Daniel Goleman's advocacy. This model underwent further development in 1997, wherein EI was delineated into four distinct domains: Perception and Expression of emotions, Integration of emotions in cognition, Comprehension and Analysis of emotions, and Regulation of emotions. Goleman (2001) subsequently introduced a competency-based framework that featured four principal branches: Self-Awareness, Self-Management, Social Awareness, and Relationship Management, also referred to as Social Skills.

Goleman and Bar-On present differing perspectives on EI models. While Goleman's model focuses on specific emotional abilities, Bar-On (2000) integrates emotional and social components, describing a more comprehensive construct as "emotional-social intelligence." This broader conceptualization views EI as a spectrum of emotional, personal, and social competencies interacting to enhance one's overall capacity to adapt effectively to daily demands, rooted in the ability to be aware of, understand, control, and express emotions proficiently.

Emotional intelligence significantly influences employee satisfaction and performance in the workplace (Ali Shah & Ellahi, 2012).

Companies aiming to enhance market share should prioritize improving their organizational performance measurement systems, with the Balanced Scorecard by Kaplan & Norton (1992) being a widely utilized tool. This model assesses organizational performance across four perspectives: customer, internal processes, financial, and organizational learning and innovation. Additionally, qualitative aspects such as job satisfaction, turnover, absenteeism, organizational commitment, and organizational citizenship behavior are crucial indicators of organizational performance.

Research by Helgeson & Rosener (1990) on the impact of emotional intelligence on the quality of hospital services revealed a highly positive influence, especially among nurses. The study emphasized the importance of individuals possessing the ability to understand and express emotions effectively. Nurses with higher emotional intelligence were found to exceed patient expectations, resulting in positive patient behaviors (Ezzatabadi et al., 2012).

Pernault & Irwin (1996) conducted a study comparing male and female executives in various business settings, concluding that females demonstrated superiority in 28 out of 31 skill areas. Similar findings were reported by Sharpe (2000) and Shore (1993), with female officers consistently outperforming male counterparts in skill assessments.

Rahim's (2002) research focused on understanding the impact of demographic factors on emotional

intelligence and its correlation with organizational performance. The study, based on a sample size of 250 and utilizing statistical tools such as correlation and regression, found that female employees exhibited higher emotional intelligence. Age and marital status were inversely associated with emotional intelligence, while education showed a positive and significant correlation.

Rajagopal & Rekha (2004) conducted a study titled "Emotional Intelligence and Organizational Effectiveness: A Study Among Executive-Level Staff of Bilt Industrial Packaging Company, Coimbatore," revealing a significantly positive relationship between emotional intelligence and organizational effectiveness.

In a separate study, Kumari and Priya (2004) delved into the realms of Emotional Intelligence (EI), Organizational Commitment (OC), and Job Performance (JP) among managers employed in both Public and Private Banks. Utilizing a sample size of 600, the investigation failed to reveal any notable disparity in EI levels between managers in public and private banking sectors. However, it did observe that managers within public banks demonstrated higher levels of organizational commitment and job performance. This finding underscores a positive and statistically significant correlation between EI, OC, and JP.

In a related study, Holt and Jones

(2005) explored the ramifications of emotional intelligence on organizational performance in their work entitled "Emotional Intelligence and Organizational Performance: Implications for Performance Consultants and Educators."

Menges & Bruch (2009) conducted an empirical study on "Organizational Emotional Intelligence and Performance," concluding that emotional intelligence is positively associated with operational, financial, and innovation performance within an organization.

Fard & Khan (2014) conducted a research article investigating the relationship between emotional intelligence and organizational commitment among municipal employees. The study identified dimensions of emotional intelligence, including self-awareness, self-control, self-motivation, social consciousness, and social skills. Using a descriptive approach with a sample of 287 participants, the research confirmed a significant relationship between these dimensions of emotional intelligence and organizational commitment.

Yoke and Panatik (2016) undertook a research endeavor aimed at assessing the mediating influence of job satisfaction on the association between emotional intelligence and perceived job performance. The study encompassed a sample of 640 educators drawn from 12 primary and secondary educational institutions across Peninsular Malaysia.

Employing a questionnaire-based approach for primary data collection, the investigation utilized bootstrapping techniques to scrutinize the mediating role of job satisfaction. Findings revealed that the intrinsic component of job satisfaction significantly mediated the relationship between all facets of emotional intelligence (namely others' emotional appraisal, utilization of emotions, and regulation of emotions) and perceived job performance, with the exception of the self-emotional appraisal dimension. However, extrinsic aspects of job satisfaction did not serve as mediators in the direct impact of emotional intelligence dimensions on perceived job performance.

In a research article by Shrestha and Lertjanyakit (2019) on "Emotional Intelligence and Job Satisfaction: A Study of Commercial Bank Employees in Kathmandu, Nepal," the objective was to analyze the association between emotional intelligence and job satisfaction among commercial bank employees. The study also aimed to explore the relationship between different demographic dimensions and emotional intelligence and job satisfaction. Using a sample of 394 and convenience sampling, the research employed a combination of descriptive and inferential analyses with a quantitative approach. The findings revealed a positive and significant relationship between emotional intelligence and job satisfaction among employees in the commercial banking



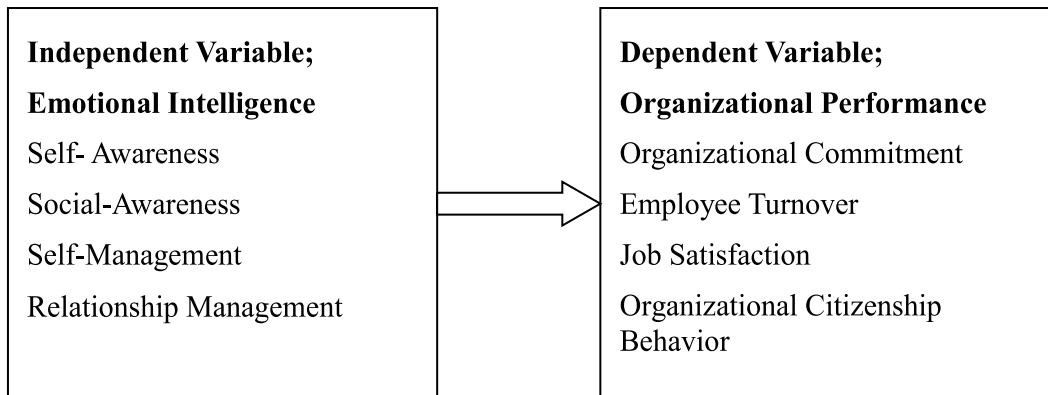
sector.

Melina and Punam (2021) conducted a research study titled "Emotional Intelligence among Nursing Students of a Government Campus in Eastern Nepal." The primary objective of this study was to evaluate the emotional intelligence levels among nursing students, utilizing a cross-sectional research design with a sample size of 132 participants. Structured questionnaires were administered, and both descriptive and inferential statistics, including the Chi-square test, were employed to examine the relationship between emotional intelligence and demographic

variables. The findings revealed a moderate level of emotional intelligence among nursing students, with no significant correlations observed between emotional intelligence levels and demographic characteristics.

Pramila et al. (2022) investigated the influence of emotional intelligence (EI) on transformational leadership (TL) within selected academic institutions in Kathmandu, Nepal. Employing a cross-sectional research design, the study involved 133 academic managers as participants, determined through Cochran's method. Convenient sampling was utilized, and respondents used a

**Figure 1**  
*Conceptual Framework*



five-point modified Likert scale to rate 20 validated emotional intelligence items and 25 validated transformational leadership items. Data analysis involved statistical techniques such as simple percent, mean, standard deviation, and linear regression. The results of the regression analysis revealed a significant positive effect of emotional intelligence on transformational leadership ( $r = 0.749$ ,  $R \text{ Square} = 0.561$ ,  $Ad$

$(R \text{ Square}) = 0.557$ ,  $P > 0.05$ ). Additionally, ANOVA and MANOVA tests were employed to explore associations between demographic variables and emotional intelligence. The findings indicated a notable discrepancy in emotional intelligence levels across different academic disciplines, and MANOVA analysis demonstrated a significant difference between gender

and emotional intelligence. The study underscores the pivotal role of both emotional intelligence and transformational leadership in fostering intellectual capabilities, effective communication, and empathy, suggesting that academic institutions should prioritize the cultivation of these attributes among academic managers. The paper concludes by advocating for further research endeavors encompassing diverse fields and regions of Nepal, employing larger and more diverse samples along with qualitative methodologies to garner a comprehensive understanding of the data.

### **Methodology**

This article is conducted on the basis of blending descriptive, analytical and cross-sectional research design. Descriptive design (mean, standard deviation, frequency, percentage) is used to comprehensively assess the status of EI and OP, inferential statistics (correlation, multiple linear regression, ANOVA, coefficient) are used to analyze the relationship between EI and OP and measure the impact of EI on OP with their respective constructs.

This study focuses on the population of three levels of employees (non-officer, officer, and managerial) within Nepalese commercial banks located in Itahari sub-metropolitan city, Sunsari. The sample frame comprises ten banks, each with a minimum of 10 years of experience, categorized as 3 Government banks (Nepal Bank Ltd, Rastriya Banijya Bank, and Agriculture

Development Bank), 4 joint venture banks (Nabil, Everest, Nepal Investment, and SBI), and 3 pure private banks (NIC, NMB, and Kumari). Two hundred questionnaires were distributed, resulting in 167 collected responses (83.5% response rate), with 97 male and 70 female respondents. The SPSS software package was utilized for data management and analysis. A structured questionnaire, employing a five-point Likert scale, was developed for data collection through stratified sampling. Primary data from the questionnaire and secondary data from bank websites, annual reports, journal articles, and dissertations were gathered. Statistical tools such as frequency, mean, standard deviations, Pearson correlation matrix, linear regression analysis, and Chronbach alpha were employed to assess the position of EI and OP. The questionnaire included 24 items for emotional intelligence (4 constructs with 6 items each), 24 items for organizational performance, and 5 demographic items, resulting in a total of 53 items. The Likert scale indicated higher scores represented higher EI and OP.

### **Results**

#### **Reliability of the Constructs**

All constructs are reliable and acceptable because all the values of Cronbach's Alpha are  $> 0.7000$  (George & Mallery, 2008).

Table 2 presents the outcomes of reliability measurements for the scales employed in assessing both the independent and dependent variables.

**Table 1**  
*Reliability of the Constructs in Aggregate*

Cronbach's Alpha	No. of constructs
0.803	8

**Table 2**  
*Reliability of the Constructs*

Constructs	No. of Items	Cronbach's Alpha
Self Awareness	6	0.778
Social Awareness	6	0.783
Self Management	6	0.780
Relationship Management	6	0.773
Organizational Commitment	6	0.776
Employee Turnover	6	0.771
Job Satisfaction	6	0.885
Organizational Citizenship Behavior	6	0.778

Table 3 displays a comparative analysis of data results gathered from questionnaires distributed in selected

banks, examining factors such as gender, marital status, age, education, and income

**Table 3**  
*Demographic Characteristics of Respondents*

Respondent Character	No. of Respondent	Percentage
Gender		
Male	97	57
Female	70	43
Total	167	100
Marital Status		
Married	98	58.57
Unmarried	69	41.43
Total	167	100
Age		
15-24	17	10.71
25-34	39	23.57
35-44	56	33.57



Respondent Character	No. of Respondent	Percentage
45-54	32	19.29
55 and above	23	12.86
Total	167	100
Education		
Master	41	24.29
Bachelor	52	31.43
Intermediate	45	27.14
SLC and below	29	17.14
Total	167	100
Annual Income		
Below Rs. 2,50,000	27	16.43
2,51,000-5,00,000	88	52.86
5,01,000-7,50,000	37	22.14
7,51,000 and above	15	8.57
Total	167	100

**Table 4**

*Descriptive Analysis of Emotional Intelligence and Organizational Performance*

Constructs	N	Minimum	Maximum	Mean	Standard Deviation
Self-Awareness	167	1	5	3.59	1.1
Social-Awareness	167	1	5	2.45	0.81
Self-Management	167	1	5	2.41	1.15
Relationship Management	167	1	5	2.73	0.91
Overall Emotional Intelligence	167	1	5	3.27	0.97
Organizational Commitment	167	1	5	3.67	0.97
Employee Turnover	167	1	5	3.59	0.99
Job Satisfaction	167	1	5	3.51	0.93
Organizational Citizenship Behavior	167	1	5	1.92	0.97
Overall Organizational Performance	167	1	5	2.93	0.94

Table 4 shows the mean value for EI as 112.34. This outcome suggests that the employees demonstrate a well-developed capacity to comprehend and regulate their emotions, as well as those of others. Additionally, the overall mean value for OP is 102.04. Given that all

mean values surpass 100 and the standard deviations exhibit uniformity, this implies that employees in the banking sector in Itahari sub-metropolitan city, Sunsari, Nepal, reflect an organizational performance status well above the average level.

**Table 5**

*Correlation between Emotional Intelligence and Organizational Performance*

Pearson's Correlation	N for Emotional Intelligence	N for Organizational Performance	Sig. (at the 2 -tailed)
0.516**	167	167	0.000

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

The table 6 provides the R and R square value. The R value is 0.516, which represents the simple positive

correlation. It indicates a moderate degree of correlation.

**Table 6**

*Regression between Emotional Intelligence and Organizational Performance*

Model	R	R Square	Adj. R Square	Std. Error of the estimate
1	0.516	0.266	0.264	9.7324

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

Table 6 indicates that the regression model effectively predicts the outcome variable, with a significance level of  $P < 0.05$ . This implies that, overall the

applied model can statistically and significantly predict the outcome variable.

**Table 7**

*ANOVA*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	16688.227	1	16688.227	175.014	0.000
Residual	37039.199	166	94.719		
Total	53727.426	167			

a. *Dependent variable: Organizational Performance* b. *Predictors (Constant): Self-Awareness, Social-Awareness, Self-Management and Relationship Management*

In Table 7, the coefficients reveal that the combined effect of predictor variables, including self-awareness,

social-awareness, self-management, and relationship management, significantly contributes to the overall model.

**Table 8**  
*Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	43.282	4.317		9.047	0.000
Self-Awareness (SA)	1.030	0.170	0.363	6.939	0.000
Social -Awareness (SA1)	0.027	0.203	0.009	0.17	0.859
Self-Management (SM)	0.399	0.205	0.097	1.574	0.147
Relationship Management (RM)	0.572	0.213	0.096	3.571	0.149

a. *Dependent Variable: Organizational Performance (OP)*  
*Note: The significant level is 5%.*

The estimated empirical equation is:

$$OP = 1.034SA + 0.027 SA1 + 0.399SM + 0.572RM.$$

Table 8 emphasizes the results of the regression analysis, gauging the influence of independent variables on organizational performance (OP). The findings indicate that all dimensions of Emotional Intelligence (EI) significantly impact OP. Specifically, in commercial banks in Itahari sub-metropolitan city, Sunsari, an increase in self-awareness by 1-point corresponds to a 1.034 point increase in OP, and this relationship is statistically significant at the 5 percent confidence level. However, the remaining three dimensions social awareness, self-

management, and relationship management exhibit positive effects, yet these effects are deemed insignificant on the organizational performance of commercial banks in the specified location in Nepal.

**Discussion**

The results of the study reveal a positive presentation of both emotional intelligence and organizational performance in commercial banks. This aligns with a similar study conducted in Iran, indicating a high mean EI score of 109.09. The research provides valuable insights into the correlation between emotional intelligence and organizational performance, encompassing organizational commitment, job

satisfaction, employee turnover, and organizational citizenship. The paper underscores the positively significant impact of emotional intelligence on organizational performance, consistent with earlier studies by Helgeson & Rosener (1990), Rajagopal & Rekha (2004), and Ezzatabadi et al. (2012), all highlighting a strong relationship between emotional intelligence and organizational performance. The positive linkage between EI and OP is attributed to high EI levels facilitating effective issue resolution, optimal task execution, and collaborative ideation in the workplace (Carmeli & Josman, 2006). The study emphasizes the consistent and influential role of emotional intelligence in the organizational performance of commercial banks. Moreover, the positively significant effects of self-awareness, social-awareness, self-management, and relationship management in enhancing organizational performance align with findings from previous studies (Goleman, 1995; Fard & Khan, 2014; Melina & Punam, 2021), all indicating that emotional intelligence significantly impacts banking employees' performance. This aligns with Bar-On's (1997) observation that an increase in emotional levels enhances employee performance. However, these findings differ from Murray's (1998), which reported an inverse association between emotional intelligence and job satisfaction, and insignificance between emotional intelligence dimensions and organizational performance dimensions. This suggests no impact or association

between emotions and employee performance.

### **Conclusion and Future Research**

Emotional intelligence holds significant importance in social sciences, particularly in research endeavors focused on developing and least developed nations like Nepal. Its direct and indirect connection with employee behavior, decision-making authority, and the ability to manage contextual situations underscores its relevance in organizational settings. This research explores the current status of emotional intelligence and organizational performance in Nepalese commercial banks in Itahari, Sunsari. The findings confirm a positive and significant relationship between emotional intelligence and organizational performance in these banks. Moreover, the study establishes an impact of emotional intelligence dimensions on organizational performance dimensions. To illustrate, the presence of adequate ATM services positively correlates with higher customer satisfaction, emphasizing the importance of investing in emotional intelligence to enhance employee performance in the banking sector. Consequently, the study suggests that banks should prioritize the development of emotional intelligence to elevate the performance levels of their employees.

There is a need for extensive research into both intrinsic and extrinsic constructs that interplay with employee behavior and emotional intelligence. Sector-specific investigations could be beneficial to assess the emotional

intelligence levels of employees across various domains such as academia, agriculture, government leadership, tourism, etc. This diversified exploration aims to contribute to the overall prosperity of the nation by fostering emotionally intelligent human resources. It is important to note that this article is confined to the study of three levels of employees within commercial banks, focusing on four constructs each for both dependent and independent variables. However, future research endeavors will seek to broaden the scope by expanding the dimensions of variables and exploring diverse management areas.

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