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Emotional Intelligence and Employees Job Performance of Commercial Banks in Pokhara Metropolis

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ABSTRACT

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The study explores the behaviour constructs of emotional intelligence and job performance of the employees working in the commercial banks of Pokhara Metropolitan City, Nepal, with the aim to find out the impact of emotional intelligence on their job performance. In this study, emotional intelligence has been considered by defining its various dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills.

Job performance, meanwhile, has been measured in terms of task performance and contextual performance. The study applied the method of simple random sampling for the selection of 249 participants for analysis from eight different commercial banks in Pokhara. Primary data were collected directly from employees working in commercial banks in Pokhara through structured questionnaires administered via Google Forms according to the theoretical model of Goleman on emotional intelligence. Data have been analyzed using multiple regression technique by employing SPSS software version 25. The findings of the study revealed that emotional intelligence has a statistically significant positive impact on job performance, and social skills emerged as the most important predictor. Similarly, manager empathy and self-regulation were found comparatively insignificant. The analysis revealed that there is a significant effect of the dimensions of emotional intelligence on performance at work. This study provides practical recommendations for banking executives and human resource managers in order to improve the efficiency and effectiveness of the workforce of Nepali commercial banks.

Keywords: Empathy, emotional intelligence, job performance, self-awareness, social skills

INTRODUCTON

In this competitive business world where survival is more critical, organizational success is largely influenced by employees success. Among many factors influencing job performance, one factor that has received attention from both academicians and practitioners is emotional intelligence. Emotional intelligence is the capability of knowing and understanding one's own emotion as well as others and it is critical in influencing employee effectiveness at work (Goleman, 1995). This particular study highlights the relationship between emotional intelligence and job performance of employees in the commercial banks of Nepal. Job performance is an important aspect of organizational psychology and states to an individual effectiveness in performing organizational duties. In this study, job performance includes two categories: task performance involving tasks that are outlined in job description and contextual performance involving actions which favour organizational environment (Borman & Motowidlo, 1993). Effective job performance is very central for organizational effectiveness and can be influenced by a number of constructs including personality, job design, leadership, and organizational culture.

The concept of emotional intelligence (EI) is a very complex concept because there are various necessary factors that are responsible for influencing individual and professional performances. First of all, there is the component of self-awareness, and this is characterized with a person having high levels of self-knowledge regarding his/her emotions and their influence on his/her thoughts and actions; having an understanding of the impact of one's emotional state; and the capacity of accurately judging his/her emotional state. Such awareness will enable individuals to control their emotions as well as reactions (Goleman, 1995). Self-regulation comes after self-awareness and emphasizes controlling one's emotions particularly in difficult situations. In modern-day organizations, the performance of employees is no longer limited to their productivity alone. The behaviors such as problem-solving skills, adaptability, cooperation, and self-direction have also been identified as part of job performance. According to Campbell (1990), job performance is viewed as a group of behaviors aligned to organizational goals, where it is further divided into core task performance, citizenship behavior, and counterproductive behavior.

The major research gap is the partial and inconsistent knowledge about the effect of emotional intelligence (EI) on the performance of employees within the banking industry in developing countries. Indeed, previous studies consistently demonstrate that there is a significant positive correlation between EI and performance, but most of the studies have

been carried out among general organizations rather than banks, and most of the researches considered EI as one-dimensional constructs without considering the dimensions of EI. There is not enough empirical data concerning the influence of EI on performance among employees in the developing world. Therefore, the study focuses on commercial banking sector emotional intelligence and job performance of employees.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

The definition of Emotional Intelligence is understanding emotions, perceiving emotions, managing emotions, and using emotions in both themselves and others. In their model of Emotional Intelligence, the four branches consist of the ability to perceive emotions, which means to recognize and identify accurately the emotions within themselves and in other people; the ability to use emotions in facilitating thought, meaning using emotions as a guide to enhancing the cognitive processes; understanding emotions, referring to understanding the reasons behind and results of certain emotions; and managing emotions, meaning the capability of controlling their own emotions and others effectively (Salovey & Mayer, 1990). Their definition shows the role of Emotional Intelligence in promoting various functions of emotional and social abilities. Employee Job Performance is the behavior of the employee that contributes towards the goals of the organization, either positively or negatively (Borman & Motowidlo, 1993). This includes observable actions or behavior that affect organization's goals and lead to quantifiable results (Campbell, 1990). Job performance includes the degree to which a person has achieved organizational goals, adhered to organizational standards, and met the expectations of the supervisor (Schmidt & Hunter, 1998).

The theoretical construct of the emotional intelligence in Goleman's Competency Model involves four elements: the ability to withstand frustration and self-motivate, control impulses and postpone gratification, control your emotions so that the suffering does not obstruct rationality, empathize with people, and keep up hope. Goleman has put forth the concept of emotional intelligence (EQ), based on performance indicators, to test the emotional intelligence of the employees along with areas for improvement in respect to their intelligence. This model contains five different elements.

Self-Awareness

Individuals who are emotionally intelligent possess a comfort with their own cognitive and affective processes and a recognition of how these processes influence others. Being attuned to and accepting of one's emotions is frequently the initial step in addressing them effectively.

Self-Regulation

Control and management of impulses and emotions is another essential aspect. Impulsive and less cautious actions make many mistakes and often spoil relationships with either clients or colleagues.

Internal Motivation

Goleman contends that motivation caused by nothing other than money or wealth is not an admirable quality. Once individuals love what they are doing, emotional intelligence becomes significantly enhanced. Along with this passion comes the better understanding of the company objectives, improved decision-making, and long-term motivation.

Empathy

Understanding one's own emotional states is important; however, the capacity to recognize and respond to others' emotional states is also critical. Being able to identify a specific mood or emotional state in a client or staff member and responding appropriately can greatly improve interpersonal relations.

Social Skill

Goleman defines social skills as friendliness with a purpose, which is to say that, although each individual is addressed respectfully and courteously, good rapport is utilized strategically to both the individual's and the company's benefit.

The above model of competencies is directly related to work performance because it explains how self-awareness, self-regulation, motivation, empathy, and social skills allow individuals to control their emotions, establish working relationships, and align their behaviors with the objectives of the organization. As a result, higher emotional intelligence improves decision-making, teamwork, flexibility, and motivation.

Self-Awareness to Employees Performance

Self-awareness is seen as one of the key components of emotional intelligence that affects job performance. According to Goleman (1998), individuals who are aware of their emotions, strengths and weaknesses (self-awareness), make a considerable positive contribution to employee performance at work. Cherniss (2010) also stated that the self-aware employees control their emotional responses; this process has a direct positive influence on their work performance and social interactions with others. Similarly, Wong and Law (2002) indicated that self-appraisal of emotions correlates significantly positively with job performance. The

relationship between emotional intelligence and employee job performance: An empirical study based on the commercial banks in Srilanka by Welikala and Dayarathna, (2015) shows that there is a highly significant correlation between EI dimensions and job performance. In the workplace, the employee who is extremely self-aware may be quite harsh with himself because of his mistakes and weaknesses. As a consequence, the employee becomes emotionally tired, stressed, and exhausted. Self-awareness without appropriate emotional regulation results in confusion and uncertainty, according to Chon and Sitkin (2021).

H₁: Self-awareness has a significant effect on employee's job performance in Nepali commercial banks.

Self-Regulation and Employees performance

Self-regulation has a huge impact on the performance of employees at the workplace in any organization. As per Goleman (1998), when the employees are able to regulate themselves, then they can adjust to the changes and situations prevailing in the workplace leading to high performance. As per Mayer et al. (2004), self-regulation is positively related to stress management and task performance. In addition to this, as per Carmeli (2003), there exists a positive relationship between self-regulation and organizational performance. On the contrary, as per Muraven & Baumeister (2000), the act of continuous self-regulation may result in the depletion of self-control, reducing determination, the quality of decisions, and overall performance. A Nepali commercial bank study reported that there exists a positive relationship between self-awareness, motivation, empathy, social skills, and employee performance while self-regulation has insignificant effects on performance (Joshi, 2024). However, in some other banking sectors, it is evident that self-regulation influences job performance of employees in a positive way. According to a study of women employees in banking industry by Pandey (2025), self-regulation positively influences job performance.

H₂: Self-regulation has a significant effect on employee's job performance in Nepali commercial banks.

Internal Motivation and Employees Job Performance

One of the most vital dimensions of emotional intelligence that can significantly improve employee performance is motivation. As discussed by Goleman (1998), motivation is described as the inner drive which enables people to be focused and enthusiastic about their goals. It is

explained by Goleman (1998) as the internal force that will enable individuals to become more insistent and positive with regard to achieving their goals, thus improving performance. In cases where organizations require the employees to complete tasks that are not exciting for them, employees who have high levels of intrinsic motivation may result in reduced productivity (Deci & Ryan, 2000). It is noted that according to Robbins and Judge (2017), highly motivated employees tend to be both more productive and effective. Boyatzis (2001) has established through his research that among the emotional competencies such as achievement motivation, the best predictor of top performance at work was achieved. In recent years, the significance of intrinsic motivation as a critical factor that affects employee performance in banks has been increasingly recognized. In the Nepalese environment, Bhatta and Acharya (2024) found that intrinsic factors including job satisfaction, personal development, and professional development positively influence the performance of bank employees. Similarly, Sabara et al. (2025) reported that intrinsic motivation employs a direct positive effect on bank employees' performance and mediates the influence of organizational justice and job satisfaction.

H₃: Motivation has a significant effect on employee's job performance in Nepali commercial banks.

Empathy and Employees Job Performance

Empathy enables the employees to do their jobs better. Goleman (1998) suggested that empathy contributes to collaboration and interpersonal interaction with customers and will eventually help improve job performance. However, too much empathy in the workplace may lead to negative impacts on the performance of employees because this may cause emotional involvement, burnout, and psychological energy deprivation. The emotional involvement that employees may experience while absorbing others' emotions may create emotional exhaustion that affects their ability to concentrate and make decisions. As a result, their work performance is negatively impacted (Figley, 2002). Cherniss (2010) argues that empathy promotes interpersonal interaction and improves leadership effectiveness. Lopes et al. (2006) found that empathic employees performed better in an organizational setting. Empathy is one of the dimensions of emotional intelligence and a predictor of employees' job performance in the banking sector. Current empirical research done in Nepali commercial banks has shown that there is a strong positive relationship between empathy and performance of the employees because those who show understanding and empathic reactions towards their colleagues and customers tend to perform better (Joshi, 2024). Likewise, Pariyar (2025) explores that empathy

significantly influences employee performance and relationship management, suggesting that emotionally agreed employees contribute to higher work quality and teamwork in financial institutions.

H₄: Empathy has a significant effect on employee's job performance in Nepali commercial banks.

Social Skill and Employees Job Performance

The connection between social skills and employees' job performance is significant. For example, Goleman (1998) pointed out that social skills were found to be one of the most important determinants of success in work. As per Bar-On (1997), interpersonal competencies positively correlate with the efficacy of employees. In addition to that, Carmeli (2003) proved that social competence can significantly improve job performance of employees. It is true that according to Ferris et al. (2001), too much usage of social skills through impression management can lead to undesirable organizational behavior instead of improved performance because they draw attention away from the job itself. As a part of emotional intelligence, social skills are essential in terms of boosting employee job performance within the banking industry. Recently, empirical evidence from Nepali commercial banks revealed a significant positive relationship between social skills and employee performance in the sense that those who excel in communication, cooperation, and relationship management have better job performance (Joshi, 2024). Also, Pandey (2025) examines that the social skills of bank employees influence their professional performance significantly.

H₅: Social skill has a significant effect on employee's job performance in Nepali commercial banks.

RESEARCH METHODS

The research has been conducted by using a causal research design in order to establish the level at which emotional intelligence affects the performance of the Nepali banking sector's workers. As reported by HR heads of respective banks operating in the province of Gandaki, there are 657 permanent workers who work as assistants, supervisors, officers, and managers within the offices, branches, and extension counters of the respective provincial banks. The sample frame for the research is made up of only permanent workers of the respective banks operating in the province of Gandaki who work as assistants, supervisors, officers, and managers within the offices, branches, and extension counters of the respective banks. Using a simple random

sampling technique using the lottery method, 249 respondents were randomly chosen from the finite population of banks operating in the province of Gandaki using Yamane’s (1967) formula for determining sample size. Sample Size(n)= $N/1+N(e)^2$

Where,

n= Sample Size, N=Total Population Size, e= Sampling Error

A quantitative research approach was employed for analyzing the impact of emotional intelligence on job performance among the employees. Primary data were collected from the employees working in commercial banks based in Pokhara using a structured questionnaire tool using the Google form medium. The rating scale used for answering ranged from 5 for “strongly agree” to 1 for “strongly disagree”. Reliability testing of the tool was done using internal consistency method employing Cronbach alpha (α). To increase the reliability and validity of the answers, the participants’ replies were checked against those evaluated by the managers and supervisors. Data collected using the structured questionnaire were then statistically analyzed using inferential statistics with the assistance of software tools like Microsoft Excel and SPSS (Version 25). The impact of emotional intelligence on job performance among employees was examined using multiple linear regression analysis. The Regression Model is:

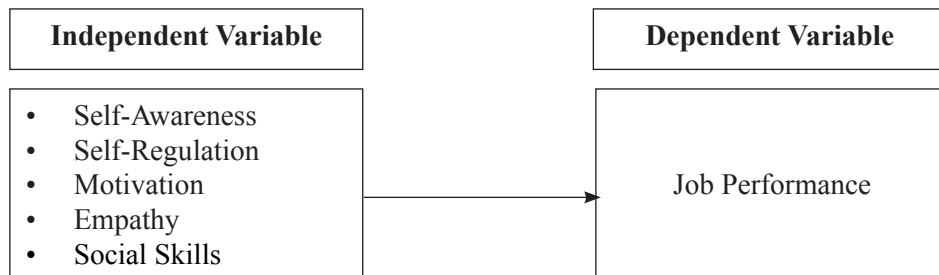
$$JP = \beta_0 + \beta_1(SA) + \beta_2(SR) + \beta_3(MOT) + \beta_4(EMP) + \beta_5(SS) + \epsilon_1$$

Research Framework

This study reveals that there is a high impact of Emotional Intelligence (EI) on the performance of employees (JP). In this model, EI has been treated as an independent variable while Job Performance as a dependent variable. The proposed research framework, which is based on the literature review, has been developed as follows:

Figure 1

Conceptual Framework



Reliability Test of Constructs

The reliability test of construct is done to check the level of internal consistency and stability of the measures used to measure latent constructs of interest in the study, ensuring that the measures reliably measure what they are supposed to measure. In this particular case, statistics like Cronbach’s alpha was used in determining whether the scale measures were correlated enough.

Table 1

Reliability of Constructs

Variables	Item-Total Statistics	
	Items Assumed	Cronbach’s Alpha
Self-Awareness	5	0.949
Self-Regulation	5	0.960
Motivation	5	0.949
Empathy	5	0.947
Social Skills	5	0.944
Job Performance	5	0.943
N of Items		Cronbach’s Alpha
6		0.957

Table 1 presents the reliability statistics for the study variables, showing how consistently the items in each scale measure their respective constructs. The Cronbach’s Alpha values for all variables are very high, ranging from 0.943 to 0.960, which indicates excellent internal consistency. Among the emotional intelligence dimensions, self-regulation shows the highest reliability at 0.960, suggesting that the items used to assess this factor are highly consistent and dependable. Similarly, self-awareness and motivation both have strong reliability scores of 0.949, followed closely by empathy (0.947), social skills (0.944), and job performance (0.943). The overall Cronbach’s Alpha value for all six variables combined is 0.957, confirming that the questionnaire used in this study is highly reliable and that the responses provided by participants are consistent and trustworthy for further statistical analysis.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

The research is premised on the analysis of 249 respondents. The respondent profile will have data concerning gender, age, job position, years of experience, and the bank in which they

are serving their job. the total respondents, (53.01%) were male and (46.99%) were female, indicating a nearly balanced representation of both genders. This suggests that both male and female employees are actively engaged in the banking sector in Pokhara, offering diverse perspectives on how emotional intelligence influences job performance. There is a minor male lead that depicts the general structure of Nepali banking institutions as the males have a slightly higher number of them in the administrative and managerial positions of the bank.

Most of the respondents (71.08%) are aged 25 years to 34 years, then (14.06%) are aged 18-24 years old and (12.45%) are aged 35-44 years old. The 45-54 range can only be attributed to a small percentage (2.41). These data mean that the human resource in the commercial banks of Pokhara is both young and enthusiastic, which makes them probably flexible and willing to be trained in the skills of emotional-intelligence. Employees of younger age tend to encounter more emotional and performance difficulties in setting goals and relations between each other, which makes emotional intelligence especially applicable to this population. With regard to job hierarchy, the highest percentage of the respondents was in the assistant positions (59.44 %), then (18.88%) in the officers, (5.22%) in the managers and (2.81%) in the senior managers. This distribution demonstrates that the majority of the participants are in junior and middle-level jobs and customer-facing, operation-oriented positions, which require high levels of emotional involvement. As assistants and officers deal with everyday communication with customers and cooperate, emotional intelligence may have a significant effect on job performance and service quality in the banks.

In terms of work experience, most of the respondents (43.78%) have a work experience of 1 to 3 years, (19.68 %) with 4 to 6 years, (13.65%) with 10 and more years, (12.05%) with less than 1 year and (10.84%) with 7 to 9 years respectively. This distribution demonstrates that most workforce is comparatively young in their career path and this indicates that emotional intelligence training and development could be a significant determinant in the job performance and career advancement in the long-term.

There are 249 participants who include eight leading commercial banks in Pokhara. The highest representation belongs to Nabil Bank (19.28 %), Machhapuchchhre Bank and Rastriya Banijya Bank with (15.66%) each. The Agricultural Development Bank has (7.63%) which is the least represented institution). The inclusion of various banks is an advantage as it gives a holistic picture of the industry, hence improving the generalizability of their findings with respect to the possible impact of emotional intelligence and job performance in various institutional cultures.

Demographics shows that the respondents are mostly young employees in early-career stages in the operational levels, gender balance is quite equal, and there is a variety of banks represented. This collaboration is perfect to research emotional intelligence because people in such positions have greater chances of being exposed to and handling emotional dynamics in their everyday labor. The demographic diversity, therefore, enhances the reliability of the study in explaining the role played by emotional intelligence on employee performance in the commercial banking industry of Pokhara.

Impact of Emotional Intelligence on Job Performance

The impact of emotional intelligence on job performance is analyzed through multiple regression model which is calculated using SPSS software. The regression result with P-value is presented in the Table 2.

Table 2

Impact of Emotional Intelligence on Job Performance

Model	B	Std. Error	t.	Sig.	VIF
(Constant)	.068	.109	.621	.535	
Self-Awareness	.189	.050	3.809	.000	3.971
Self-Regulation	.130	.037	3.526	.001	2.396
Motivation	.168	.052	3.240	.001	3.916
Empathy	.155	.058	2.682	.008	4.592
Social Skills	.371	.057	6.501	.000	5.364

$R^2 = 0.848$, F -statistics = 271.85, P -value of F -statistics = 0.001 < 0.01

a. Dependent Variable: Job Performance

Table 2 shows the outcome of a multiple regression test that was conducted to assess the effect of emotional intelligence on job performance. The values of Variance Inflation Factor (VIF) are also between 2.396 and 5.364. Based on the thumb rule, when VIF = 1, it means there is no multicollinearity, a VIF less than 5 is considered reasonable, and a VIF more than 10 is serious. All VIF values in this model are less than 10 with majority being smaller than 5 with social skills slightly higher than 5. Nonetheless, all the values do not go above 10 and so multicollinearity is not an issue that can be a major concern in such a regression model.

The value R^2 is 0.848, indicating that five independent variables, namely self-awareness, self-regulation, motivation, empathy, and social skills, explain 84.8 percent of the overall variation in the job performance. This shows that the model has an extremely high power of explaining. The adjusted $R^2 = 0.845$ which is quite near to R^2 means that the model is stable

and not overestimated because the model comes with more than two predictors. Additionally, the value of F-statistic is 271.85 and the p-value is 0.001 and this is less than 0.01. This proves that the regression model in general is statistically significant at one percent. That is, the relationship of the emotional intelligence dimensions on job performance is strong together.

As to the individual independent variables, self-awareness has a positive regression coefficient ($\beta = 0.189$) with t-value of 3.809 and p-value of 0.000. The p-value is lower than 0.01 and therefore the impact is significant at 1 percent level. This means that the more the level of self-awareness, the more the level of job performance as other factors held steady. Employees who are aware of their feelings, strengths, and weaknesses are likely to execute well in the position of work. In the same manner, there is a positive coefficient ($\beta = 0.130$) of self-regulation with a t-value of 3.526, and a p-value of 0.001, as well is significant at the 1 percent. This implies that the employees that are able to tame and regulate the occurrence of their emotions are in a better position to enhance their job performance. Emotional stability and control also enable the employees to deal with work pressure and remain productive.

Motivation also has a positive coefficient ($\beta = 0.168$) with the t-value of 3.240 and p-value of 0.001. This implies that motivation and job performance are positively influenced and the relationship is statistically significant. Internally driven and goal-oriented employees work harder and deliver higher results at their workplace. Empathy positively influenced to ROA with the regression coefficient ($\beta = 0.155$) of t-value = 2.682 and p-value = 0.008, which is significant at the level of 1 percent. This implies that employees who appreciate and put into consideration the emotions of others are bound to perform better. Empathy makes the team work better, communicating better, and in harmony with the workplace which eventually leads to improved performance. The social skills are the most important variable among all variables with the highest coefficient ($\beta = 0.371$) of t-value of 6.501 and p-value of 0.000. This proves that social skills have the highest positive and statistically significant effects on job performance. When there is good communication, leadership, and interpersonal skills then the employees can easily coordinate with others and can work towards organizational objectives.

DISCUSSION

The study examines how all the aspects of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills have a positive and significant impact on employee job performance in the commercial banks in Pokhara. Amongst these factors, the social skills play a vital role in predicting the outcome since social skills help build effective

inter personal relations, teamwork, and connection through intra group interaction. In banking, it is the social skill that serves as the best predictor of job performance because the success of a firm largely depends upon collaboration with other people, establishing trust with clients, and communicating effectively. Workers with better social skills are bound to work together, create strong relationships with customers and communicate the message with persuasion, resulting in improved performance of both individuals and firms. This finding conforms with those made by Bhandari et al. (2024) and Prajapati (2025), who found social competence as the key driver of employee engagement and effectiveness of the leadership role. Self-awareness and motivation are other two job performance predictors corroborated by Karmacharya (2023) and Prajapati (2025), arguing that having awareness of own affective state and motivational drive can make one successful at the workplace. Similarly, self-regulation and empathy were also relevant and in agreement with Sapkota et al. (2023) and Pariyar (2025), but their roles were comparatively lesser in comparison to social skills.

The results of this study have been discussed based on the theories that were used during the research. As per Goleman's Emotional Intelligence Theory, self-awareness, self-regulation, motivation, empathy, and social skills are vital capabilities that contribute to enhanced performance at work. These results are confirmed by the findings as all five of these dimensions had a positive and significant influence on job performance. At the same time, social skills were seen as being more influential than other dimensions, suggesting that in commercial banks, interpersonal and communicational abilities are more valuable to performance. Similarly, Campbell's Job Performance Theory emphasizes the importance of both technical knowledge and behavioral/personal competencies in defining job performance. The significant relationship between emotional intelligence and job performance revealed in this study confirms this theory. Thus, the obtained results highlight the validity of these two theories in the context of commercial banks in Pokhara.

CONCLUSION

The findings and the theoretical analysis through the theories of Emotional Intelligence Theory by Goleman and Job Performance Theory by Campbell prove that emotional intelligence is a very important factor which affects employee job performance in commercial banks of Pokhara. According to the findings, all five factors of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) have positively affected employee performance in a statistically significant way, thus supporting the theory that emotionally

intelligent people tend to be more successful at managing themselves and others within the banking sector. In particular, social skills turned out to be the best indicator among all those mentioned variables. It proves that good interpersonal relations and communication play an extremely important role for employees within the bank environment.

The findings further confirm Campbell's Job Performance Theory, as per which it is not merely technical competencies alone but certain behavioral aspects along with personal qualities that affect job performance. The important contribution made by the dimensions of emotional intelligence towards employee performance indicates that emotional and social skills of the employees are important behavioral competencies for improving the performance of their tasks at work. Thus, the results confirm not only Goleman's theory of emotional intelligence but also Campbell's job performance theory for the employees of Nepali commercial banks, showing that emotional intelligence plays an important role as a personal competency in improving employee effectiveness. This means that emotional intelligence competencies, especially social skills, need to be developed among the employees to improve their performance.

IMPLICATION

The study not only supports earlier theoretical assumptions but also provides region-specific evidence that strengthens the understanding of emotional competencies as important determinants of performance in the banking sector. The practical implications of the study are equally significant for bank management and employees. Since emotional intelligence dimensions were found to have a positive and significant impact on job performance, management should incorporate emotional competency development into human resource policies such as recruitment, training, appraisal, and promotion systems. Training programs focusing on interpersonal communication, stress management, empathy, and teamwork can enhance employees' effectiveness in handling customers and workplace challenges. For employees, improving emotional awareness and regulation can help in managing work pressure, reducing conflict, and maintaining professionalism in customer dealings. Enhanced emotional competence contributes directly to better service delivery, improved customer satisfaction, and long-term client relationships. In a competitive banking environment, strengthening these competencies can improve service quality and institutional performance.

However, the study has certain limitations that must be acknowledged. The research was limited to selected commercial banks in Pokhara, which restricts the generalization of the

findings to other regions or financial institutions. The use of a cross-sectional research design limits the ability to observe changes over time, and reliance on self-reported data may create the possibility of response bias. Additionally, other organizational factors such as leadership style, organizational culture, and work environment were not included in the analysis. Future research may expand the study to different regions and financial sectors, adopt longitudinal research designs to examine long-term effects, and incorporate additional moderate variable of spirituality to develop a more comprehensive model. Such efforts would provide deeper insight and strengthen the empirical understanding of factors influencing employee performance in the banking sector.

CONFLICT OF INTERESTS

The author's has no conflicts of interest to disclose.

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APPENDIEX-I: QUESTIONNAIRES

Section A: Demographic Information

Please tick the appropriate one.

1.Age:

- 18-24
- 25-34
- 35-44
- 45-54
- 55 and above

2.Gender:

- Male
- Female
- Other

3.Job Position:

- Assistant
- Supervisor
- Officer
- Manager
- Senior Manager

4.Years of Experience:

- Less than 1 year
- 1–3 years
- 4–6 years

- 7-9 years
- More than 10 years

Name of Bank:

- Rastriya Banijya Bank
- Agriculture Development Bank
- Everest Bank
- Nepal SBI
- Nabil Bank
- Machhapuchchhre Bank
- Prabhu Bank
- Prime Commercial Bank

Section B: Emotional Intelligence (Goleman’s Dimensions)

Instructions: Please indicate your level of agreement with the following statements using the scale below:

Where, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree and 5=Strongly Agree.

S.N.	Statements	1	2	3	4	5
	Self-Awareness (SA)					
01.	I am aware of how my emotions affect my work.					
02.	I can recognize my strengths and limitations.					
03.	I reflect on my actions and emotional reactions at work.					
04.	I am aware of how I feel in different work situations.					
05.	I can identify my emotional triggers and their impact on my work.					
	Self-Regulation (SR)					
01.	I manage my emotions effectively during high-pressure situations.					
02.	I remain calm and composed when facing workplace challenges.					

03	I think before reacting emotionally.						
04	I manage my emotional responses even during disagreements.						
05.	I do not allow frustration to affect my decision-making.						
	Motivation (M)						
01.	I am driven to meet work related goals without external pressure.						
02.	I recover quickly from setbacks and stay motivated.						
03.	I take initiative to improve work outcomes.						
04.	I am committed to achieving work-related success.						
05.	My job gives me a sense of accomplishment.						
	Empathy (E)						
01.	I understand the emotions of others in the workplace.						
02.	I respond sensitively to coworkers' concerns.						
03.	I consider customers' emotions during service delivery.						
04.	I actively listen to others before responding.						
05	My manager understands my feelings and concerns.						
	Social Skills (SK)						
01	I build strong working relationships with my colleagues and clients.						
02.	I handle workplace conflicts constructively.						
03.	I work effectively in a team setting.						
04.	I feel comfortable participating in group discussions.						
05	Social interactions at work contribute to my overall job performance.						

Section C: Employees Job Performance (EJP)

Instructions: Please indicate your level of agreement with the following statements using the scale below:

Where ,1=Strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree and 5=Strongly Agree

S.N.	Statements	1	2	3	4	5
01.	I consistently meet the performance targets set for my role.					
02.	I handle customer issues efficiently and empathetically.					
03.	I actively contribute to team success.					
04.	I can manage stress effectively during heavy workloads.					
05.	My emotional intelligence helps me perform better in my job.					

Thank you for your valuable time and participation!!!