

IMPACT OF EMOTIONAL INTELLIGENCE IN FEMALES' JOB PERFORMANCE IN CONTEXT OF NEPALESE SERVICE SECTOR

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ABSTRACT

The world economy started drastically changing since 19th century. There are many ups and downs in between and still are to this day. Some of the events in the history has led to successful evolution whereas some of them acted as a barrier. Nonetheless, there are some of the phenomenal trends that has led towards the changes in the structure of world economy. To name a few, some of them are information technology, globalization, changing workforce, changing employment relationship, more women in professions and workforce, different needs of Generation X, Y and Baby boomers and so on. Some of these trends such as globalization, information technology, changing employment relationship are rapidly taking place all over the world whereas women in workforce are found to be more in developed countries and less in developing countries. They are basically moving in a snail pace. It has been proved and now become a common fact that men and women are two wheels of a vehicle which in this particular context means equal contribution from both sides are crucial for a consistent and smooth development of a nation. However, it is found that women in developing nation like our country Nepal, are more effected and emotionally stressed than men when it comes to balance family responsibility and work life. Despite of their hard work, skills, ability and efforts, due to stereotype thoughts-difference in societal expectation and attitude toward their work still exist and hence they are still undervalued and lagging in most of the professions and workforce. Under this context, it is interesting to understand ways to help female to improve and excel in their work performance as well as their overall life. This study attempted to understand how females' ability to understand, regulate and handle own as well as other's emotions as response to certain emotional and external events can influence their job performance in Nepalese service sector. For this research, Daniel Goleman's approach of Emotional Intelligence sub dimensions has been considered as independent variables. Based on data analysis, it was found that Self-motivation, Self-regulation and Social skills have positive and significant impact on female's job performance on the other hand, Empathy was found to have non-significant impact on female's job performance.

Keywords- Job Performance (JP), Emotional Intelligence (EI), Self-Regulation (SR), Self-Motivation (SM), Social Skills (SS), Empathy (EM)

1. INTRODUCTION

Nepal is one of the developing countries where most of the females are still lagging in many of the economic sector. Some of the main issues that are identified to have more impact on females than men

are emotional stress, family issues, narrow minded upbringing and so on. The expectation of the society and their attitude toward male and female are vastly different and is in need of substantial change. Despite of all the hardworking and effort by female employees, they are almost always neglected and undervalued (Nanda & Randhawa, 2022). Due to this scenario, it is relevant to identify different factors that may contribute to improve job performance and satisfaction of female employees in Nepalese economic sector. One way can be identifying difference in females' work performance due to various emotions they hold.

The first study that has advocated the positive link between positive emotions and performance of manager is by Barbara L. Fredrickson and Marcial F. Losada in their study (Fredrickson & Losada, 2005). Here, positive emotions are defined as sociable, broad minded to new ideas, suggestions and actions. These characteristics are commonly defined as traits of Emotional Intelligence (hereafter referred as EI). Employees attitude, their behavior toward job is said to be the outcome of EI. Many studies have been conducted in western countries investigating the relationship between EI and Job performance (hereafter referred as JP) based on gender whereas few of them can be seen conducted in Asian countries and if we talk about Nepal it's very few. Prior studies which were conducted in Western countries have found that there is a positive correlation between higher EI and increased JP. Whereas there have been only few studies conducted that were focused on female job performance.

This study aimed to investigate whether these findings from the prior studies prove to be similar in context of the Kathmandu valley, Nepal. There was a study conducted in 2019 in Nepal, where they found that only 22% females of working age were employed out of the total population (Shrestha, 2019). This result was published in one of the reputed newspapers of Nepal. The total population of females in Nepal is higher in proportionate to males where the employment ratio gap is even higher. Whereas females those who are already working in different sectors are still lagging in terms of their promotions, recognition, fare opportunities. Their efforts and ideas are underestimated and criticized by their male colleagues and bosses.

Another common characteristic of Nepalese female workers is the dual responsibility that they have to fulfil. The first responsibility is their commitment toward family obligations (household chores, taking care of parents, children and million other things). The second responsibility is their duty toward organization. The continuous stress to manage their work life, personal life and family life affect their capability to fully extend their potentials, as well as may have negative impact on their health, well-being and productivity. This is the case for the majority of working females in developing country like Nepal. Active female participation is very crucial in every sector for the well-balanced and inclusive growth of a Nation.

The study aimed to recognize various dimensions of EI that has different level of impact on females' job performance. So that, organization can focus on enhancing, training and improving these aspects resulting improved job performance which may ultimately lead to boosting overall performance of Organization and its effectiveness.

1.1. Problem statement

As per the study done by (Alheet & Hamdan, 2021), they suggested that for managers' Job excellence EI is more valued than Intelligent Quotient (hereafter referred as IQ) by 75%. Another study by (Suleman et al., 2020) suggested that for psychological well-being and successful life, EI is regarded as one of the crucial elements of human life. Individuals having higher EI level are perceived to have better skills in understanding, regulating and controlling oneself feelings and as the others.

Most of the women in developing countries are still lagging in various working and professional sectors. They are behind in their work life in terms of power, position, career growth opportunities and recognition (Nanda & Randhawa, 2022). No matter how hard they work for it, most of the time it goes underestimated and unnoticed. Societal expectations and attitude toward male and female work life are vastly different

and is in serious need of change in developing country. Female employees seem to bear more responsibility and hence are more stressed than male employees whenever their family life obstruct their work life.

EI has many dimensions. Some of the dimensions such as empathy, self-motivation, self-awareness, emotional stability, etc. has been recognized to have significant impact on employees' performance in various level (Suleman et al., 2020). Similarly, subdimensions of EI such as emotional stability, managing relation are suggested to have positive impact on job satisfaction whereas other such as empathy, self-awareness, are suggested to have less or no positive influence on job satisfaction. Whereas Goleman has approached a mixed model methodology to explain EI which indicates a series of skills and abilities in five key areas: **self-regulation, empathy, social skills, self-awareness and motivation** (Goleman, 1998).

Similarly, another study by (Rao Aamir Khan et al., 2019) suggested that EI dimensions such as perceiving, using, understanding and managing emotions too have influence on performance of employees in several level.

However, there is still dearth of study in respect to which of the EI dimensions have higher impact and which of these dimensions have lower to no impact in the job performance of female employees. Here, it is assumed that all the dimensions may not have equal contribution.

This research is an effort to recognize different dimensions of EI that may have higher impact on females' job performance in service sector with a hope to assist them in advancing their work performance by focusing the training part on those factors in Kathmandu Valley service sectors which in turn may help organization to boost its overall performance and productivity. This study has used Goleman's approach to EI dimensions: Self-regulation (SR), Self-motivation (SM), Empathy (EM) and Social skills (SS).

1.2. Objectives of the research

Following are the objectives of this research:

- To identify what impact (from higher to lower) does SM have on females' JP.
- To investigate what impact (from higher to lower) does SR have on females' JP.
- To measure what impact (from higher to lower) does SS have on females' JP.
- To measure out what impact (from higher to lower) does EM have on females' JP.

1.3. Research questions

The following are the questions that this research is trying to answer:

- Is there a significant association between SM and females' JP?
- Is there a significant association between SR and females' JP?
- Is there a significant association between SS and females' JP?
- Is there a significant association between EM and females' JP?

1.4. Scope of the research

The scope of this research is to understand the impact of different dimensions of EI in females job performance working in service sector of Kathmandu valley. The service sector selected here are IT and finance sectors only. Various dimensions of EI are suggested to have different level of impact on the performance of employees. However, this research is only limited to Self-motivation, self-awareness, empathy and social skills. This research has used mixed approach i.e., qualitative and quantitative for the purpose of data collection and analysis.

1.5. Significance of the research

The research could be valuable in a multitude of situations. The above research might make the many influences on the key segments.

- It may assist organization to know the relevance of EI with respect to female employees' JP.
- It may help female employees in understanding and recognizing EI dimension that may have higher impact on their work performance. Thus, they can train and focus on these areas to improvise accordingly.
- It may aid future researchers to perform similar type of research in different part of the country or even different country, may be different sectors and suggest new research ideas.

2. LITERATURE REVIEW

2.1 History of Emotional Intelligence

The formal definition of Emotional Intelligence was given by (Salovey & Mayer, 1990), where they have defined EI as one's ability of regulating and distinguishing feelings and emotion of own as well as the others and the ability to navigate actions and thinking of their own. Historically, Emotions and Intelligence were understood as a contradictory term. However, (Salovey & Mayer, 1990) later explained EI as a competency to carry emotional knowledge to understand and regulate emotions well and to promote emotional and intellectual growth. Later on, the authors revised their definition and presented comprehensive definition of EI as the ability to perceive feelings, coordinating them to inspire thoughts and to regulate feelings to promote self-improvement.

After the incredible contribution by (Salovey & Mayer, 1990) in EI, there was further development in the area of EI by the work of Daniel Goleman. (Goleman, 1995) defined EI as a mixture of skills and abilities to handle negative emotions such as impulse and dissatisfaction to regulate one's mindset and ability to think, to empathize and to be optimistic. Goleman has approached a mixed model methodology to explain EI which indicates a series of skills and abilities in five key areas: **self-regulation, empathy, social skills, self-awareness and motivation** (Goleman, 1998). Whereas, in 1997 Reuven Bar-On as defined in (Bar-On, 2006) referred EI as assortment of non-intellectual capabilities that may have impact on one's ability to perform well by managing environmental pressure and demands.

Bar-On has classified EI into five parts: interpersonal, adaptability, general mood, stress management and intrapersonal. Similarly, another definition of EI was given by Stone where EI is explained as ability of recognizing, persisting and regulating driving forces, making clear communication and extraordinary decisions, tackling issues and performing with other individuals in a way that makes achievements and companionship (Stone-McCown et al., 1998). Another author (Bradberry & Greaves, 2009) has explained EI as ability of individual to accurately recognize and appraise emotions, and to manage own senses against other individuals and during assemblies.

Eventually, when the theory of EI was developed-emotions were perceived of making mental process more adaptive and suggested that suggested that individual are capable of thinking rationally about their emotions (Brackett et al., 2011). Emotions are perceived as organized responses that arise as a reaction to a certain event that could be either internal or external, which has positive or negative value to the individual (Salovey & Mayer, 1990). The term of Emotions is different than another closely related concept of mood where emotions are usually short and more intense. Whereas Intelligence can be defined as the ability to distinguish true from false. It is individual's capacity to act decisively, think rationally and capable of dealing with their environment effectively (Salovey & Mayer, 1990).

2.2 Dimension Of EI

i. Self-Regulation

Self-regulation is a concept that is perceived as one's competence to stay calm during conflicting or provoking situation and still keeping defensive attitude as minimum as possible with the purpose to

renovate rationality (Mohamad & Jais, 2016). According to (Schunk & Zimmerman, 2003) self-regulation (hereafter referred as SR) refers to systematic behaviors and thoughts that is oriented toward the achievement of learning goals which would motivates individuals to take powerful roles on their emotions, thoughts and performance.

ii. Self-Motivation

Self-motivation is another concept that is explained as one's competence to control emotional tendencies that may assist one to reach their goals (Goleman, 1995). Similarly, it also refers to the capabilities to set goals and be positive and focused despite any setbacks occurred while one is setting and strive to achieve the goals. Self-motivation (hereafter referred as SM) can be involved in every day-to-day action which may or may not committed to a particular reason.

iii. Self-Awareness

Self-awareness is considered to be the most significant ability related with work place EI. It is defined as the capability to identify one's feelings, distinguish among them, to recognize why one is feeling in a certain way or what caused such feeling (Goleman, 1998). (Yeung, 2009) defined that being self-aware as much as possible is the first step to become emotionally intelligent. To explain this, Yeung also gave a scenario where self-awareness is a map reading skills to go in the journey of EI.

iv. Social Skills

Social skills refer to individual's capability to maintain relationship with others and build systems also known as people skills. Respect for others, frankness, ability to sympathize, tolerating and negotiating capacity, commitment, communication, etc. are said to be set of social skills (hereafter referred as SS). It also involves ability to exchange information, meet each other's needs, persuade, build and lead teams (Goleman, 1995).

v. Empathy

Self-awareness is the foundation of empathy. One who knows about their feelings well are the one who are skilled in reading other people emotions (Goleman, 1995). In simple words, Empathy means being conscious of other people's emotion, concerns and needs. Empathy (hereafter referred as EM) is said to be one of the key elements of EI as it means a person understand what others' feels and is able to feel it with them.

3. RESEARCH METHODOLOGY

3.1. Research design

This approach combines both qualitative and quantitative approach, hence known as mixed approach as the name suggest it self. This approach helps researcher to conduct in-depth exploration in subjective aspect and measurement of numerical data for quantitative analysis. This research has used Mixed approach.

3.1.1 Data collection

This research has used questionnaire as a research tool for collecting the required data from the respondents. Within questionnaire, there are two types of method: Online and Paper. Here, online questionnaire has been used where forms were digitally created and softcopy were distributed online to gather response.

3.1.2 Sampling

Choosing a sampling method typically depends upon nature of the study, finite or infinite nature of population and available resources. Here, the chosen sampling method is Convenience non-probabilistic method. As the population for the study is infinite, and due to its convenient nature, this method was selected.

3.1.3 Data validation

The accuracy of response gathered is ensured by model validation which is done through reliability test. For the purpose of validating the model, Cronbach's alpha is used as it helps to show how well each item in both (one dependent and four independent variable) are dependent to each other and measure how closely they are related in a group.

3.1.4 Research Approach

For this research, both qualitative as well as quantitative research approaches were followed.

3.2. Proposed research methodology

3.2.1. Descriptive research

Likert-type plus well before elements will be included in the questionnaire topics that will function as the foundation for the descriptive study approach. Descriptive experiment will help us to select the main important outcomes of the analysis and extrapolate those to a larger group.

3.2.2. Exploratory research

It involves gaining the additional insights from the researches that has been solved. This study uses different literature reviews for better understanding of the research variables and the relationships involved.

4. DATA ANALYSIS

4.1. Data analysis methodology

This includes assigning different category of data with numeric value so that it can be analyzed. After the data were assigned to different numeric values, the next step was to analyze these collected data by using analytical and logical/statistical techniques to elucidate and evaluate data. One can only be able to give meaningful information to the raw data with the help of this step. Therefore, it is very crucial part of the research.

4.2 Overview analysis of questionnaires

Online method was use to distribute questionnaire marked with required response. Out of 510 questionnaires distributed, 339 responses were received. Out of 339, only 325 were selected for data analysis and 14 were discarded. There were some invalid options selected for these 14 responses. The rest of 325 responses were valid as questionnaire were distributed online marked with required response. The next step was to assign different category of data with numeric value so that it can be analyzed.

4.2.1 Analysis of quantitative data

Descriptive analysis is based on analysis of demographic part of the data which was collected from the response of questionnaire distributed online. Here, the demographic data are categorized into age group, marital status and qualification.

In the figure 1, data for three demographic factors has been represented.

- The first factor Age has been categorized into 4 groups: 20-25, 25-30, 30-35 and 35-40. Here, the maximum number of responses is collected from the age group of 25-30 which 49.20%. It was expected to receive highest number of responses from this age group as in Nepal this is the average age of active female working employees. The second highest number of responses is collected from the age group of 30-35 which is 31.70%. Similarly, the response collected from the age group between 35-40 is comparatively less most of females between these age groups are more devoted toward their family life and less toward work life 14.50%. At last, the response collected from the age group between 20-25 is the lowest which is 4.60% as females between these age group are mostly engaged in their studies (in domestic and abroad).
- The second demographic factor is Marital status. Here, the highest number of responses is collected from married women which is 59.40%. This could be because in our country, most of the females between 25-35 age group are already married. As the highest number of responses collected was from these respective age groups. Whereas, response collected from unmarried women is second highest i.e., 36.60%. At last, there is another category of marital status as Others, this category is for those who may have been divorced or widowed but for respondents' ease, it was named as others. Their response is the among the lowest i.e., 4.0%.
- The third demographic factor is Qualification. Here, the highest number of responses collected is from individuals who have completed their Bachelor's degree. The total percentage is around 50.50%.

Similarly, the second highest response is collected from individuals with Master degree which is around 40.60%. As the sample taken is highest from the age group between 25-35, it is usual for most of them to have at least bachelor or master degree. Another group of response under this category comprise of respondents with MPhil and PhD qualification which are comparatively low in proportion i.e., 4.3% and 2.8%. There are two more groups with lowest ratio with qualification Intermediate and SLC which are around 1.5% and 0.3% respectively.

Factors		Frequency	Percent	Valid Percent	Mean	Median	Mode	SD	Range
Age	20-25	15	4.6	4.6	2.56	2.00	2	0.794	3
	25-30	160	49.2	49.2					
	30-35	103	31.7	31.7					
	35-40	47	14.5	14.5					
	Total	325	100.0	100.0					
Marital Status	Married	193	59.4	59.4	1.45	1.00	1	0.573	2
	Others	13	4.0	4.0					
	Unmarried	119	36.6	36.6					
	Total	325	100.0	100.0					
Qualification	Intermediate	5	1.5	1.5	3.65	4.00	4	0.728	5
	Bachelors	164	50.5	50.5					
	Masters	132	40.6	40.6					
	MPhil	14	4.3	4.3					
	PhD.	9	2.8	2.8					
	SLC	1	0.3	0.3					
	Total	325	100.0	100.0					

Figure 1 Descriptive Analysis

4.2.2 Significance of the questionnaires collected

Correlations						
		Job_performance	Self_regulation	Self_motivation	Social_skills	Empathy
Job_performance	Pearson Correlation	1	.573**	.770**	.712**	.096
	Sig. (2-tailed)		.000	.000	.000	.085
	N	325	325	325	325	325
Self_regulation	Pearson Correlation	.573**	1	.468**	.411**	-.011
	Sig. (2-tailed)	.000		.000	.000	.846
	N	325	325	325	325	325
Self_motivation	Pearson Correlation	.770**	.468**	1	.549**	.051
	Sig. (2-tailed)	.000	.000		.000	.359
	N	325	325	325	325	325
Social_skills	Pearson Correlation	.712**	.411**	.549**	1	.157**
	Sig. (2-tailed)	.000	.000	.000		.005
	N	325	325	325	325	325
Empathy	Pearson Correlation	.096	-.011	.051	.157**	1
	Sig. (2-tailed)	.085	.846	.359	.005	
	N	325	325	325	325	325

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 2 Correlation and Significance of Data Obtained

Range	Strength of association
Greater than .5	Strong Positive
Between .3 and .5	Moderate Positive
Between 0 and .3	Weak positive
0	None
Between 0 and -.3	Weak Negative
Between -.3 and -.5	Moderately Negative
Less than -.5	Strong Negative

Pearson correlation was used for the purpose of correlation analysis. This method of analysis helps to detect and quantify the level of interrelatedness between multiple independent and single dependent variable. Similarly, Pearson’s two tailed test has been used as relation between these variables are unknown. Once the items were combined for each variable by using mean, single variable were formed and thereafter correlation analysis were performed to determine their strength of association and their direction.

- From figure 2, it was found that there was strongly positive correlation and significant relationship ($r=.573$, $p<.05$) between Job performance and self-regulation. After comparing this correlation value with table 4.4, the value lies greater than 0.5, which means association is strongly positive and the

value $p=.000$, i.e., less than $.05$ reflects that the relationship is significant. This means females with higher self-regulation may perform very well on their job.

- From figure 2, it was found that there was very strong positive correlation and significant relationship ($r=.770$, $p<.05$) between Job performance and self-motivation. After comparing this correlation value with table 4.4, the value lies greater than 0.5 , which means association is strongly positive and the value $p=.000$, i.e., less than $.05$ reflects that the relationship is significant. This means female employees with higher level of self-motivation may perform very well on their job.
- From figure 2, it was found that there was strong positive correlation and significant relationship ($r=.712$, $p<.05$) between Job performance and social-skills. After comparing this correlation value with table 4.4, the value lies greater than 0.5 , which means association is strongly positive and the value $p=.000$, i.e., less than $.05$ reflects that the relationship is significant. This means female employees with higher level of social skills may perform very well on their job.
- From figure 2, it was found that there was low correlation and no significant relationship ($r=.096$, $p>.05$) between Job performance and Empathy. After comparing this correlation value with table 4.4, the value lies between 0 to 0.30 , which means association is negligible and the value $p=.085$, i.e., more than $.05$ reflects that the relationship is non-significant. This means female employees with Empathy has negligible to no impact on their job performance.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings and discussion

There were three demographic factors (age, marital status and qualification) considered in the questionnaire distributed. Looking from the age group perspective, the highest ratio of respondents was from 25-30 group which was about 49.20%. This was quite expected because in average females between these age group are the one mostly active in different job sectors in Nepal. Female population less than this age group are mostly engaged in their studies or have already flown abroad for further study/ work engagement. On the other hand, female population beyond this age group say over 35 are mostly engaged in taking of their kids, family, house or small business and prioritize these than their jobs. This is why only 14.5% of the respondents falls between these group 35-40. Similarly, looking from the perspective of marital status the highest ratio of them were married i.e., 59.40%. As most of the respondents were between the age group of 25-35, it was quite expected that females from these age group are mostly married in the context of Nepal. Similarly, looking from the qualification perspective the highest percentage of respondents has Bachelor's and then Master's degree. Getting a bachelor degree is pretty common in Nepal for the individuals who work at Bank and IT as it is minimum requirement in most of the banks and IT companies. This may explain why most of the respondents have bachelor degree qualification. Similarly, individuals opt to study masters when they want to grow in their career wise as well as for their personal growth in terms of education. There are few respondents with the age 30-35 plus with MPhil and PhD as well.

It was found that out of four EI dimension selected for this research, three of them (self-regulation, self-motivation, social skills) proved to have a positive and significant impact on females' job performance whereas the fourth one i.e., empathy, proved to have a negligible and non-significant impact on job performance. Many previous studies done on similar topic tends to favor the findings of this research whereas some differs. This study is in a line with a similar study by (Pekaar et al., 2017) which suggested job that requires more interpersonal contact requires employee with high EI to perform efficiently and effectively.

Likewise another study by (Alonazi, 2020), found similar finding where they concluded nurses with high EI having moderate influence on JP. They also found that nurses in critical, intensive and neonatal care units

have higher EI than nurses in other units. This also means that individuals to perform better in sensitive field such as caring and curing and service-oriented job requires higher EI

A gender study conducted in India by (Dhani & Sharma, 2017), found a similar finding where female employees scored higher in EI than men and was suggested that female were better performer. Another similar study conducted by (Hassan & Ayub, 2019) suggested Gender as a moderating variable to have positive impact on the relationship between EI and JP where female scored higher in EI than men.

Similar study by (Dhani et al., 2016; Rao Aamir Khan et al., 2019; Selvi & Aiswarya, 2022) found a strong correlation between EI and work performance. Individuals with higher EI are capable to promote better and positive communication with higher integrity leading to higher performance.

5.2 Significance of research

Here are few significant findings from the research conducted that are important for the real life scenario and future of E-Commerce services in Nepal.

- It may assist organization to know the relevance of EI with respect to female employees' JP.
- It may help female employees in understanding and recognizing EI dimension that may have higher impact on their work performance. Thus, they can train and focus on these areas to improvise accordingly.
- It may aid future researchers to perform similar type of research in different part of the country or even different country, may be different sectors and suggest new research ideas.

5.3 Limitations

This study is geographically limited to Nepal focused on Kathmandu valley, capital city of Nepal. Due to time restriction, the sample size collected for this study is limited to 325 female employees among the age group of 20-40. The purpose of this research is to understand impacts of EI in females JP. The study has focused its survey to the respondents of only few organizations of IT and Finance sectors.

5.4 Future research

It is recommended for future researcher to do same type of research with larger sample and on different types service sector or other industrial sector of economy of Nepal. It would be interesting to see whether or not manufacturing and trading sectors will have similar findings and compare with this study.

There are other dimensions of EI such as Use of emotions, Self-emotion appraisal and fifth dimension of EI based on Goleman's approach i.e., self-awareness which were not included in this study. Future researchers are suggested to include these as independent variables and conduct similar type of study on bank/IT companies. For the purpose of EI and JP testing, self-reporting methods were used for both measures. There may have some biasness due to this. Future researchers are suggested to use JP assessment of employees from supervisor/managers' side and compare the findings. It would be also interesting to see the same study conducted in other developing countries and compare the results with this study. Therefore, another thing to recommend future researcher is cross-country research.

5.5 Conclusion

This study investigates the impact of emotional intelligence on female's job performance working in service sector industry in Kathmandu Valley. Females in developing country like Nepal are still behind in many professionals and industry sectors. They are given much less opportunity to excel despite of their hard work and efforts. The societal expectation and attitude toward working females is bit harsh and distress in Nepalese society. They are always juggling between family, personal and work life and expected to contribute more time and effort to the family than men. It is found that females are more prone to emotional stress than men when put in a similar condition such as family obligations. The societal expectations and attitude toward them on top of their emotional stress and labor can have impact on their work performance.

EI is suggested to be a common element that assist one to be able to handle and manage stress, frustration, regulate their emotion and social interactions with others which supports their lives, perform better in their jobs and better social functioning (Cohen & Abedallah, 2015). Therefore, EI has been suggested as one of the ways to boost females' job performance in context of Kathmandu valley. There hasn't been any study done in Nepal with respect to this topic.

In gist, organizations should recognize and value emotions and needs of female employees. Female employees with skills but with lower positive emotion level or inability to handle stress may affect their brain and the way how they connect with their work which can directly impact on work outcome and overall productivity of the workplace. Many previous studies such as (Dhani et al., 2016; Rao Aamir Khan et al., 2019) have concluded that lower or absence of EI abilities can cause employee to not perform their very best whereas employee with higher EI abilities are better in team work and have higher accuracy in their work. These identified EI dimensions can be further tested in other industry sectors as well and if the findings are similar, organizations from those sectors can train female employees as per the required EI ability for the given job based on the above identified dimensions and their level of significance and correlation. Or else either recruit female employees having these EI abilities and assigned them to the job based on the work requirement which is assumed to be beneficial for empowerment and growth of female employees as well as for overall productivity and efficiency of the organization.

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