

UNIVERSITY OF CO-OPERATIVE AND MANAGEMENT, SAGAING
DEPARTMENT OF MANAGEMENT STUDIES
HUMAN RESOURCE DEVELOPMENT PROGRAMME
MASTER OF BUSINESS ADMINISTRATION

**THE EFFECT OF PERSONALITY TRAITS ON EMOTIONAL
INTELLIGENCE AND JOB PERFORMANCE AT
MYAWADDY BANK LIMITED**

ZIN MINN HTIKE

JUNE, 2025

University of Co-operative and Management, Sagaing
Department of Management Studies
Human Resource Development Programme
Master of Business Administration

**THE EFFECT OF PERSONALITY TRAITS ON EMOTIONAL
INTELLIGENCE AND JOB PERFORMANCE AT MYAWADDY
BANK LIMITED**

Supervised by

Dr. Wint War Khin
Professor / Program Director
Head of Department of Management Studies
University of Co-operative and Management, Sagaing

Submitted by



Zin Minn Htike
2MBA-097

ACCEPTANCE

This thesis entitled “The Effect of Personality Traits on Emotional Intelligence and Job Performance at Myawaddy Bank Limited.” submitted by Mg Zin Minn Htike (2MBA-097) has been approved by Board of Examiners in partial fulfillment of the requirements for Master of Business Administration in University of Co-operative and Management, Sagaing.

BOARD OF EXAMINERS

.....

(Chairman)

Prof. Dr. Moe Moe Yee

Rector

University of Co-operative and Management, Sagaing

.....

(External Examiner)

Prof. Dr. Daw Tin Hla

DBA Programme Leader

Myanmar Imperial College

Partnership with The Great Manchester University;

Visiting Professor of University of Co-operative

and Management, Sagaing

.....

(External Examiner)

Prof. Daw Khin Aye Myint

Head of Department of Statistics

(Retired)

University of Co-operative and

Management, Sagaing

.....

(Examiner & Supervisor)

Dr. Wint War Khin

Professor / Program Director

Head of Department of Management Studies

University of Co-operative and Management, Sagaing

ABSTRACT

This study examines the effect of personality traits on emotional intelligence and job performance among managerial-level employees at Myawaddy Bank Limited. The decision to focus on the banking sector in Myanmar was motivated by a strong academic interest in leadership development within financial institutions. The study outcome is intended to assist human resource professionals, organizational leaders, and training designers in understanding how personality traits influence emotional competencies and, in turn, enhance managerial performance, ultimately improving organizational effectiveness. For this study, a quantitative research method is employed, and empirical research is applied to collect data to test hypotheses related to the participants. Survey research is conducted by distributing questionnaires among Myawaddy Bank's managerial staff, and primary data collection is made. A sample size of 114 managers is selected using a simple random sampling method. Collected data are analyzed and interpreted with the help of SPSS (Statistical Package for the Social Sciences) through descriptive statistics, reliability analysis, Pearson correlation, and multiple linear regression. The results show that extraversion, conscientiousness, and openness positively influence emotional intelligence, while agreeableness and neuroticism have no significant effects. In turn, emotional intelligence, particularly social awareness and relationship management components, significantly impacts job performance. Surprisingly, self-awareness and self-management have no significant effects on job performance among these managers. According to this study, social awareness and relationship management-focused emotional intelligence training should be implemented. For improved hiring and development, it suggests utilizing personality tests such as the NEO-PI-R. People with high neuroticism or low EI should receive specialized coaching. To increase effectiveness, training should take into account Myanmar's cultural norms. To improve HR strategies and guarantee long-lasting effects, constant monitoring is necessary.

ACKNOWLEDGMENTS

First and foremost, I would like to express my deepest gratitude and utmost respect to Professor Dr. Moe Moe Yee, Rector of the University of Co-operative and Management, Sagaing, for her invaluable guidance, unwavering support, and encouragement throughout my academic journey. Her visionary leadership and commitment to academic excellence have been a constant source of inspiration.

I am also sincerely grateful to Professor Dr. Daw Tin Hla, DBA Programme Leader of the Myanmar Imperial College in partnership with The University of Manchester, and Visiting Professor at the University of Co-operative and Management, Sagaing, for her insightful advice, constructive feedback, and continuous motivation, which greatly contributed to the successful completion of this study.

My heartfelt appreciation further extends to Professor Daw Khin Aye Myint, Retired Professor and former Head of the Department of Statistics, University of Co-operative and Management, Sagaing, for her valuable academic input, encouragement, and kind support throughout the research process.

I would like to express my sincere gratitude to my supervisor, Dr. Wint War Khin, Professor, Program Director, and Head of the Department of Management Studies, University of Co-operative and Management, Sagaing, for her invaluable guidance, insightful feedback, and continuous support, which were instrumental in completing this dissertation and enhancing my professional development.

I sincerely thank the University of Co-operative and Management, Sagaing, and the Department of Management Studies for the invaluable opportunity to pursue and complete my MBA degree.

I would like to extend my sincere thanks to my Chief Information Officer, Daw Khin Mya Marlar Tun, and my colleague for their leadership and support, which enabled me to complete this study at Myawaddy Bank Limited. I am also grateful to my friends and classmates whose encouragement, collaboration, and shared learning greatly enriched my academic journey.

CONTENTS

| Particular | Page |
|---|-------------|
| ABSTRACT | i |
| ACKNOWLEDGMENTS | ii |
| CONTENTS | iii |
| LIST OF TABLES | v |
| LIST OF FIGURES | vi |
| LIST OF ABBREVIATIONS | vii |
| CHAPTER I INTRODUCTION | 1 |
| 1.1 Rationale of the Study | 2 |
| 1.2 Problem Statement | 3 |
| 1.3 Research Questions | 4 |
| 1.4 Objectives of the Study | 4 |
| 1.5 Hypotheses of the Study | 4 |
| 1.6 Method of Study | 5 |
| 1.7 Scope and Limitations of the Study | 6 |
| 1.8 Background of Myawaddy Bank Limited | 6 |
| 1.9 Organization of the Study | 9 |
| CHAPTER II LITERATURE REVIEW | 10 |
| 2.1 Personality Traits | 10 |
| 2.2 Emotional Intelligence | 14 |
| 2.3 Job Performance | 19 |
| 2.4 Previous Studies on the Related Research Area | 21 |
| 2.5 Conceptual Framework of the Study | 25 |
| CHAPTER III RESEARCH METHODOLOGY | 27 |
| 3.1 Research Design | 27 |
| 3.2 Sampling Design | 30 |
| 3.3 Questionnaire Design | 31 |
| 3.4 Data Analysis Methods | 32 |

| | | |
|-------------------|--|-----------|
| CHAPTER IV | ANALYSIS OF THE EFFECT OF PERSONALITY TRAITS ON EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE AT MYAWADDY BANK LIMITED | 36 |
| 4.1 | Demographic Characteristics of Respondents | 36 |
| 4.2 | Employees' Perception on Personality Traits, Emotional Intelligence and Job Performance | 38 |
| 4.3 | Relationship Between Personality Traits, Emotional Intelligence and Job Performance | 48 |
| 4.4 | Effect of Personality Traits on Emotional Intelligence Forwarding to Job Performance | 50 |
| 4.5 | Hypotheses and Statistical Results | 55 |
| 4.6 | Summary of Research Questions, Objectives, and Findings | 57 |
| CHAPTER V | CONCLUSION | 60 |
| 5.1 | Findings and Discussions | 60 |
| 5.2 | Suggestions and Recommendations | 64 |
| 5.3 | Implications of the Study | 65 |
| 5.4 | Needs for Further Study | 67 |
| REFERENCES | | |
| APPENDICES | | |

LIST OF TABLES

| Table No. | Description | Page No. |
|------------------|---|-----------------|
| Table 3.1 | Seven-point Likert scale mean values and their Interpretation Adopted from (Pimentel, 2019) | 31 |
| Table 3.2 | Reliability Analysis of Variables | 33 |
| Table 4.1 | Demographic Characteristics of Respondents | 37 |
| Table 4.2 | Employees' Perception on Openness to Experiences | 38 |
| Table 4.3 | Employees' Perception on Conscientiousness | 39 |
| Table 4.4 | Employees' Perception on Extraversion | 40 |
| Table 4.5 | Employees' Perception on Agreeableness | 41 |
| Table 4.6 | Employees' Perception on Neuroticism | 42 |
| Table 4.7 | Summary of Employees' Perception on Personality Traits | 43 |
| Table 4.8 | Employees' Perception on Self-Awareness | 44 |
| Table 4.9 | Employees' Perception on Self-Management | 45 |
| Table 4.10 | Employees' Perception on Social Awareness | 45 |
| Table 4.11 | Employees' Perception on Relationship Management | 46 |
| Table 4.12 | Summary of Employees' Perception on Emotional Intelligence | 47 |
| Table 4.13 | Employees' Perception on Job Performance | 48 |
| Table 4.14 | Correlation Analysis of Personality Traits and Emotional Intelligence | 49 |
| Table 4.15 | Correlation Analysis of Emotional Intelligence and Job Performance | 50 |
| Table 4.16 | Regression Analysis of Personality Traits and Emotional Intelligence | 51 |
| Table 4.17 | Regression Analysis of Emotional Intelligence and Job Performance | 54 |
| Table 4.18 | Summary of Hypotheses and Statistical Results | 56 |
| Table 4.19 | Summary of Research Questions, Objectives, and Findings | 58 |

LIST OF FIGURES

| Figure No. | Description | Page No. |
|-------------------|--|-----------------|
| Figure 2.1 | Salovey and Mayer's 1990 Model of EI | 16 |
| Figure 2.2 | Refined framework of Goleman's mixed model of emotional intelligence | 17 |
| Figure 2.3 | Emotional Competence Model | 18 |
| Figure 2.4 | The Influence of Bank's Frontlines' Personality Traits on Job Performance | 22 |
| Figure 2.5 | Emotional Intelligence on Job Performance of Bank Managers in SriLanka | 23 |
| Figure 2.6 | The Effect of Emotional Intelligence on Job Performance of Expatriate Teachers at ISM, Yangon | 24 |
| Figure 2.7 | Emotional Intelligence, Career Commitment, and Job Performance of Nurses at Yangon General Hospital | 25 |
| Figure 2.8 | Impact of Emotional Intelligence on Job Performance and Organizational Commitment in Selected Banks of Nepal | 25 |
| Figure 2.9 | Conceptual Framework of the Study Based on Previous Studies | 26 |
| Figure 3.1 | The Research Onion | 28 |

LIST OF ABBREVIATIONS

| | | |
|--------|---|---|
| BFI | - | Big Five Inventory |
| CCO | - | Chief Compliance Officer |
| CFO | - | Chief Financial Officer |
| CIO | - | Chief Information Officer |
| COO | - | Chief Operating Officer |
| CRMO- | | Chief Risk Management Officer |
| CTO | - | Chief Treasury Officer |
| DGM | - | Deputy General Manager |
| ECI | - | Emotional Competence Inventory |
| EI | - | Emotional Intelligence |
| FFM | - | Five-Factor Model (of Personality Traits) |
| GM | - | General Manager |
| HEXACO | - | Honesty–Humility, Emotionality, eXtraversion, Agreeableness, Conscientiousness, Openness |
| HR | - | Human Resources |
| IWP | - | Individual Work Performance |
| IWPQ | - | Individual Work Performance Questionnaire |
| MBTI | - | Myers-Briggs Type Indicator |
| NEO-PI | - | NEO Personality Inventory |
| OCEAN | - | Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism (Big Five Traits) |

CHAPTER I

INTRODUCTION

A high-performing and versatile workforce is becoming more important in today's fast-paced banking industry due to increased market competition, increasing consumer expectations, and the need to respond quickly to changes. Due to the country's shift toward digitization and a cashless society, where the majority of official financial payment transactions are required to be made through bank transfers, the expansion of Myanmar's banking sector has made employee attributes like emotional intelligence and personality traits critical to the success of organizations. Understanding the impact of these employee traits on work performance is crucial for Myawaddy Bank Limited to sustain success in a demanding environment, where competitive advantage is built on excellence in customer service and operational efficiency.

Emotional intelligence is the ability to recognize and manage one's and others' emotions to influence behavior (Salovey & Mayer, 1990). To develop personality, they simplified emotional intelligence as the ability to notice, interpret, help in thinking, absorb, and control feelings. Daniel Goleman (1998) cites self-awareness, self-regulation, motivation, empathy, and social skills as crucial emotional and social domains. Four emotional intelligence components were identified by Goleman (2001): self-awareness, self-management, social awareness, and relationship management or social skills. These attributes increase worker engagement and productivity. Professional connections, emotional management, and empathy for coworkers and clients are all aided by emotional intelligence. These skills improve banking performance and customer satisfaction, where consumer participation is crucial.

Economists increasingly recognize personality as a non-cognitive quality that strongly impacts economic decisions and results (Cobb-Clark et al., 2012). This viewpoint generated interest in the dynamics of personality transformation. Personality traits are fundamental in shaping emotional intelligence, as they influence how individuals perceive, react to, and manage emotional situations. Traits such as openness, conscientiousness, extraversion, agreeableness, and emotional stability can directly affect an employee's emotional response and, consequently, their job performance. Employees who exhibit higher emotional intelligence often demonstrate

stronger job commitment, improved interpersonal interactions, and greater adaptability to workplace challenges.

Job performance is a multidimensional concept encompassing task completion, problem-solving abilities, resource utilization, and resilience under pressure. Many work performance theories focus on (a) individual task performance and (b) actions that build and sustain the social and organizational environment for others to work. These traits are task and contextual performance (including citizenship and counterproductive actions) according to Borman and Motowidlo (1993). Emotionally intelligent and optimistic people flourish in the banking profession, which involves precision, efficiency, and customer service. Their success affects individual results and Myawaddy Bank's corporate goals and competitiveness.

This study analyzes how personality factors affect emotional intelligence and work performance at Myawaddy Bank Limited. This study seeks to identify the links that align the bank's staff with its strategic goals, improving job satisfaction and organizational performance.

1.1 Rationale of the Study

With the growth of the banking sector in Myanmar at an all-time high rate, employee performance is crucial for competitive gain and meeting organizational targets. Human resources are responsible for providing high service despite customer expectations, and employees play an important role in this regard. Thus, Myawaddy Bank Limited must grasp how personality and emotional intelligence affect employee work performance.

Personal qualities affect emotional intelligence and work effectiveness. High emotional intelligence helps employees handle interpersonal and client connections, improving job happiness and efficiency. When employees possess emotional intelligence, they are more likely to engage positively with colleagues and clients, fostering a collaborative and efficient work environment. This is particularly important in the banking industry, where strong communication and teamwork across departments are critical to success.

Job performance reflects how well employees meet their responsibilities and contribute to their team's success. In banking, where customer relationships and quality service make a real difference, strong job performance is often connected to emotional intelligence and personality traits that support collaboration and adaptability.

Employees who perform well not only keep customers coming back but also improve productivity and foster a supportive, team-oriented environment that helps the whole organization thrive.

Employee performance also depends on company culture. Positive cultures that foster cooperation, trust, and support can boost employee motivation. Engagement and performance increase when employees feel valued and connected with the company's objective. Therefore, Myawaddy Bank's culture must promote emotional intelligence and use its employees' different personalities to enhance productivity.

These elements are important; thus, this study examines how personality characteristics, emotional intelligence, and work performance at Myawaddy Bank Limited relate. By identifying how these attributes interact, the study seeks to provide valuable insights that can inform management practices, improve employee engagement, and ultimately enhance service delivery. Understanding this relationship is critical for fostering a high-performing workforce that can thrive in the competitive banking landscape of Myanmar.

1.2 Problem Statement

The banking industry is realizing that emotional intelligence and personality qualities boost employee success. Myawaddy Bank Limited lacks a vital grasp of how these elements affect its personnel effectiveness.

There is a limited understanding of how specific personality traits influence the emotional intelligence of employees at Myawaddy Bank Limited. This lack of insight may impede the bank's ability to cultivate a workforce that possesses the emotional awareness and skills necessary to manage interpersonal relationships effectively. Without this understanding, the bank may struggle to implement targeted training and development initiatives that harness the potential of its employees.

Although emotional intelligence is widely associated with improved job performance, there is insufficient empirical evidence to demonstrate this relationship within the context of Myawaddy Bank Limited. The absence of concrete data may hinder the bank's ability to leverage emotional intelligence as a key driver of employee productivity and customer satisfaction. By clarifying this relationship, the bank can better inform its strategies for performance management and employee development.

Not fully understanding how personality traits influence emotional intelligence and how emotional intelligence impacts job performance can limit Myawaddy Bank's

potential to create a high-performing, emotionally aware workforce. Without targeted insights, the bank may struggle to build employee engagement and productivity, which are essential for meeting customer expectations and staying competitive. By uncovering these connections, this study can support Myawaddy Bank's efforts to foster an environment where employees thrive and customers are well-served.

1.3 Research Questions

This study aims to investigate how personality traits, emotional intelligence, and job performance interact among the bank's managerial-level staff in the head office. To meet the study's goals and provide Myawaddy Bank Limited with practical insights, the following research questions connect the Big Five personality traits (openness, conscientiousness, extraversion, agreeableness, neuroticism) to EI domains (self-awareness, self-management, social awareness, relationship management) and job performance dimensions.

- (1) How do personality traits affect the emotional intelligence of employees at Myawaddy Bank Limited?
- (2) How does emotional intelligence affect the job performance of employees?

1.4 Objectives of the Study

The objectives of the study are as follows:

- (1) to examine the effect of personality traits on emotional intelligence of employees at Myawaddy Bank Limited.
- (2) to analyze the effect of emotional intelligence on the job performance of employees at Myawaddy Bank Limited.

1.5 Hypotheses of the Study

Based on the conceptual framework and supporting literature, hypotheses were developed to meet study objectives and questions. The first set of hypotheses examines how personality traits affect emotional intelligence, which is Objective 1. These hypotheses test whether Myawaddy Bank Limited employees' emotional intelligence is affected by the Big Five personality characteristics (openness, conscientiousness, extraversion, agreeableness, and neuroticism) as follows.

H₁: Openness significantly positively affects employees' emotional intelligence at Myawaddy Bank Limited.

H₂: Conscientiousness significantly positively affects employees' emotional intelligence at Myawaddy Bank Limited.

H₃: Extraversion significantly positively affects employees' emotional intelligence at Myawaddy Bank Limited.

H₄: Agreeableness significantly positively affects employees' emotional intelligence at Myawaddy Bank Limited.

H₅: Neuroticism significantly positively affects employees' emotional intelligence at Myawaddy Bank Limited.

Objective 2 examines how emotional intelligence affects job performance; hence, the second set of hypotheses is created as follows.

H₆: Self-awareness significantly positively affects employees' job performance at Myawaddy Bank Limited.

H₇: Self-management significantly positively affects employees' job performance at Myawaddy Bank Limited.

H₈: Social awareness significantly positively affects employees' job performance at Myawaddy Bank Limited.

H₉: Relationship management significantly positively affects employees' job performance at Myawaddy Bank Limited.

1.6 Method of Study

This study examined the effect of personality traits on the emotional intelligence and job performance of employees at Myawaddy Bank Limited. Both primary and secondary data were used to accomplish the research objectives. The study focused on employees at the head office of Myawaddy Bank Limited, which had a total of 501 employees. Among them, the study primarily focused on the 159 managerial-level employees. According to Taro Yamane's formula (1967), 114 employees were randomly selected as respondents using a simple random sampling method. A survey was conducted with the selected respondents using a structured questionnaire based on a seven-point Likert scale. Secondary data were collected from relevant textbooks, research papers, previous research studies, annual reports published by Myawaddy Bank Limited, and internet sources. The data collection period was in March 2025.

Descriptive statistics, reliability analysis, correlation analysis, and multiple linear regression analysis were used.

1.7 Scope and Limitations of the Study

This study examines the effect of personality traits on emotional intelligence and job performance at Myawaddy Bank Limited, specifically focusing on employees at the bank's head office in Yangon.

The scope of the study is limited to the head office of Myawaddy Bank Limited and does not include data from other branches or regions. Additionally, the study concentrates on employees at the managerial level, excluding lower-level staff from the analysis. The findings may not be generalizable to the workforce of other banking institutions in Myanmar.

Although Goleman's mixed model of emotional intelligence (EI) and the Five-Factor Model (FFM) of personality are used in this study, there are theoretical limitations to these frameworks. Despite being extensively validated, the FFM might ignore culturally relevant characteristics unique to Myanmar. Because of the characteristics of the respondents and time constraints, this study cannot include all questions from each model; instead, it uses a selection of related questions to create questionnaires that assess the personality traits, emotional intelligence, and job performance of managerial-level employees at the bank. Additionally, the study depends on self-reported data collected via questionnaires, which could introduce bias.

1.8 Background of Myawaddy Bank Limited

Myawaddy Bank Limited was officially opened on 4 January 1993 and began operations on 5 January 1993, marking over 30 years of service as of today. It is a private company established under the Myanmar Companies Act of 1914 and operates as a licensed financial institution under the Financial Institutions of Myanmar Law of 1990, authorized to provide investment, development, and commercial banking services. It has been reorganized following the Financial Institutions of Myanmar Law of 2016 and the Myanmar Companies Law of 2017.

Myanmar Economic Holdings Public Company Limited owns all shares of Myawaddy Bank Limited, a private bank. The bank started operations with 60 million MMK in paid-up capital and one billion MMK in permitted capital in 1993. It has

gradually grown its authorized and paid-up capital. The bank's 2024–2025 budget year financial report shows 175 billion MMK in paid-up capital.

Myawaddy Bank Limited offers reliable financial services to individuals and corporations, under the supervision of its Board of Directors and the Central Bank of Myanmar. It provides a secure platform for savings and deposits while addressing the working capital requirements of entrepreneurs and commercial enterprises in Myanmar's developing market economy. The bank follows the principles encapsulated in slogans like "Myawaddy Bank for Security", "Secure, Secret, Swift, and Correct, Myawaddy Bank", and "Engage with Myawaddy Bank for your success and prosperity", demonstrating its dedication to trust, efficiency, and customer satisfaction.

Bank Vision: “To be the bank of Excellence in providing efficient and innovative banking services and fulfilling customer satisfaction.” The mission is to become the top commercial bank with the best client satisfaction by excelling in service, convenience, and innovation”. The Objectives of the bank are

- (1) Achieve a 20% market share in the banking sector.
- (2) Ensure banking services are accessible and delivered within 15 minutes.
- (3) Maintain a 100% customer satisfaction rate.
- (4) Expand the range of products and services to attract a broader customer base.
- (5) Increase branch presence in emerging economic zones (e.g., Special Economic Zones) to serve growing customer needs.

Myawaddy Bank was established with the core values that prioritize security, confidentiality, efficiency, and precision in all activities. These values are embodied in the bank's commitment to promoting customer wealth and success, guaranteeing a reliable and trustworthy banking service. Myawaddy Bank's strategy encompasses the enhancement of domestic banking services, reinforcement of financial resources, creation of employment possibilities, and expansion of its digital services portfolio. The bank intends to introduce supplemental digital banking services, notably a wallet and QR payment system. Concentration is directed towards utilizing technology and innovation to enhance service delivery and customer convenience.

To successfully implement the set visions, missions, and objectives, Myawaddy Bank Limited has effectively organized and established a strong organizational structure. Myawaddy Bank Limited has a hierarchical organizational structure that facilitates good governance, enhances operational efficiency, and ensures compliance

with regulations. The Chairman and Vice Chairman lead the Board of Directors, which is at the top of this structure and provides strategic direction and oversight. The Chief Financial Officer (CFO), Chief Operating Officer (COO), Chief Treasury Officer (CTO), Chief Risk Management Officer (CRMO), Chief Information Officer (CIO), Chief Credit Officer (CCO), Chief Internal Auditor (CIA), and Chief Compliance Officer (CCO) are all executives overseeing specialized fields vital to the bank's operations. General Managers (GMs) and Deputy General Managers (DGMs) are in charge of certain operational divisions and departments. This makes the executive organization even stronger.

1.8.1 Personality Traits, Emotional Intelligence, and Job Performance

Myawaddy Bank Limited's HR and training departments are working together to improve the personality traits, emotional intelligence, and job performance of its employees. In order to help employees adjust more quickly and boost their confidence and job performance metrics, the HR Department conducts personality and emotional intelligence self-assessment exercises during onboarding and orientation programs. Using feedback forms, the HR department incorporates personality and emotional intelligence assessments into performance reviews to determine how traits and emotional intelligence affect job outcomes.

To foster qualities like conscientiousness through time management training and extraversion through communication skills sessions, the Training Department offers workshops and personality trait enhancement programs. Self-awareness, self-regulation, motivation, empathy, and social skills are the main topics of the Emotional Intelligence Development Training that is provided by the Training Department. Additionally, the bank provides job-specific skill development with EI integration, combines technical skills with EI applications, and emphasizes manager leadership development.

Collaborative efforts between the HR and Training Departments ensure targeted growth in traits and EI, aligning employees with job demands and improving performance consistency. The bank is aligning efforts with its goal of 15-minute service delivery, recruiting emotionally intelligent staff and reinforcing this through customer-focused EI training.

1.9 Organization of the Study

This study is organized into five chapters. Chapter one presents the introduction, encompassing the rationale for the study, objectives, methods, scope, limitations, and an overview of the study's organization. Chapter two focuses on the literature review, examining the concepts of personality traits, emotional intelligence, and job performance, alongside relevant previous studies and the conceptual framework guiding this research. In Chapter three, the research methodology is detailed, outlining the research design, data collection methods, and analytical techniques used to assess the effects of personality traits on emotional intelligence and its effect on job performance at Myawaddy Bank Limited. Chapter four presents the results of the analysis, focusing on the relationships between personality traits, emotional intelligence, and job performance. Finally, Chapter five concludes the study by summarizing key findings, discussing their implications, offering suggestions and recommendations, and the need for future study.

CHAPTER II

LITERATURE REVIEW

The theoretical framework and empirical review of personality traits, emotional intelligence, and job performance are presented in this chapter. It studies personality traits, focusing on the Big Five Model, emotional intelligence via its ability, mixed model, and task and contextual work performance. To lay the groundwork for this study, it evaluates previous studies on personality traits, emotional intelligence, and job performance.

2.1 Personality Traits

The personality of an individual is that which enables the prediction of the individual's behavior in a given situation. Personality encompasses the entirety of an individual's responses to and engagements with their surrounding environment. Traits are an individual's traits or predisposition to behave a certain way (Guion & Gottier, 1965). Hoekstra (1993) suggests that personality characteristics are long-term patterns of thinking, emotion, and behavior that affect occupational interests, choices, work styles, job satisfaction, and performance efficacy. Early personality studies sought to classify an individual's behavioral features. Personality traits are constant, stable attributes that are shown in numerous contexts (Robbins & Judge, 2021). Personality traits are consistent thought, emotion, and behavior patterns. Personality traits suggest consistency and stability; for example, a high Extraversion score indicates friendliness across situations and time (Diener & Lucas, 2019).

The Myers-Briggs Type Indicator (MBTI) and the Big Five Model (BFM) are the most common and recognized personality frameworks. Myers-Briggs has little empirical evidence, but the Big Five has decades of research (Robbins & Judge, 2021). A major development in personality psychology over the past 50 years has been the recognition that adults' most significant personality traits can be grouped into five domains: agreeableness, neuroticism, extraversion, openness, and conscientiousness. A standardized framework, the "Big Five" domains, improves field communication and teamwork.

2.1.1 The Big Five Model of Personality Traits

The Big Five personality traits, or the OCEAN model, or Five-Factor Model (FFM), prevail. OCEAN stands for Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (Diener & Lucas, 2019). This predicts job success and emotional well-being (Ozer & Benet-Martínez, 2006).

(i) Openness to Experience

Open-minded people are innovative, curious, and inventive (Robbins & Judge, 2021). Openness to experience includes imagination, aesthetics, emotions, diversity, and intellectual curiosity.

High-scoring individuals for openness are typically creative, adventurous, and interested in exploring new ideas and experiences. They tend to be intellectually curious, enjoy thinking about abstract concepts, and are more willing to engage with new and unconventional activities (McCrae & Costa, 2004). Such people see the world in a more unique and imaginative way. Their Intellectual curiosity and adaptability make them more receptive to diverse ideas and perspectives, and they are often eager to step outside their comfort zones and try things they have never done before.

Individuals with low openness may prefer routine and familiarity and may be more conservative in their thinking, showing less interest in abstract ideas and new experiences (McCrae & Costa, 2008). They usually seek comfort in the familiar. They tend to work away from trying new things, like traveling to new places or making big changes in their careers. Instead, they prefer the security of their everyday surroundings and the predictability of their routines. They often hold on to familiar traditions and routines, finding comfort in what they already know. Because of this, they might avoid new experiences and prefer to stay within their comfort zone.

(ii) Conscientiousness

Conscientious people are reliable, persistent, and structured (Robbins & Judge, 2021). It reflects the tendencies of achievement, hard work, responsibility, and dependability (Kermani, 2013). Salgado (1997) suggests that conscientiousness strongly and consistently correlates with job performance and job satisfaction.

Individuals with high scores in conscientiousness exhibit greater dependability, a focus on achievement, and goal-oriented behaviors. Conscientious individuals tend to gravitate toward life situations that enhance well-being (McCrae & Costa, 1991). They

also establish higher goals and exhibit a greater degree of motivation (Judge & Ilies, 2002).

Individuals with low conscientiousness can be characterized as impulsive, careless, impatient, moody, distractible, and undependable (Costa & McCrae, 2006). They may be less detail-oriented, more procrastinating, and less likely to stick to routines or follow through on responsibilities.

(iii) Extraversion

The dimension of extraversion reflects an individual's relational approach toward the social environment. Extroverts are typically gregarious, assertive, and sociable (Robbins & Judge, 2021). Personality traits such as sociability, talkativeness, assertiveness, and ambition, characteristics of extraversion, are identified in the work of Barrick and Mount (1991).

Those who exhibit high levels of extraversion are frequently more vivacious, forceful, gregarious, and dominant in social settings. These people might take risks, make snap decisions, and strive for positional dominance. Extraverted people are also renowned for having excellent social skills, which are essential for defining the relational function that customer service representatives play in the service sector.

There are potential downsides to this trait. Individuals associated with extraversion may also exhibit personality traits such as hostility, anger, and dissatisfaction, which can negatively impact service delivery and problem-solving approaches. Avoidance behaviors in extraverted individuals may weaken business relationships, a phenomenon that has been shown to impact these relationships negatively.

(iv) Agreeableness

According to Robbins and Judge (2021), agreeableness is a personality component that identifies an individual who is not just trusting but also cooperative and has a positive attitude. Agreeableness is defined by a tendency to be friendly, selfless, and concerned with others' feelings. According to Barrick and Mount (1991), agreeableness is a trait that is associated with individuals who are cooperative, trustworthy, forgiving, tolerant, courteous, and have a soft personality. An individual who has a high score on the agreeableness scale is characterized as being kind-hearted,

trustworthy, helpful, forgiving, gullible, and forthcoming with their thoughts and feelings.

A person with a high agreeableness score is described as being open and honest about their ideas and feelings, kind, trustworthy, helpful, forgiving, and naive. On the other end of the spectrum, a person might be characterized as manipulative, cynical, impolite, suspicious, uncooperative, spiteful, cruel, and impatient (Costa & McCrae, 2006). People who score low on the agreeableness measure believe that some level of manipulation is necessary in life. Employees with higher agreeableness values express better levels of pleasure with their working relationships, according to Organ and Lingl (1995).

(v) Neuroticism

Neuroticism correlates with dependability, hard work, and perseverance (Barrick & Mount, 1991). It represents a lack of emotional stability. Neurotics are more susceptible to stress, have poor attention, and are emotionally unstable when stressed at work (Barling & Boswell, 1995), which leads to poor social skills and distrust. In dealing with top management, coworkers, and customers, this person would struggle (Lounsbury et al., 2012).

An individual exhibiting high levels of neuroticism, as measured by the Big Five Inventory (John & Srivastava, 1999), typically struggles with stress management, experiences significant worry, becomes easily upset and nervous, fails to maintain composure in stressful situations, and may display symptoms of depression, moodiness, and tension. Individuals exhibiting high levels of emotional stability demonstrate characteristics such as calmness, relaxation, emotional restraint, resilience, security, and self-satisfaction. Individuals exhibiting low emotional stability scores tend to experience heightened worry, nervousness, emotionality, insecurity, feelings of inadequacy, and hypochondriacal tendencies (Costa & McCrae, 2006).

2.1.2 The Measure of Personality Traits

The NEO-PI (NEO Personality Inventory) and the BFI (Big Five Inventory) are the prominent tools to measure personality traits, the study's independent variable. Each instrument serves different purposes, depending on the depth of analysis, context, and audience.

The NEO Personality Inventories, developed by McCrae and Costa, have evolved since their inception, reflecting advancements in personality psychology. Initially introduced in 1978 as the NEO Inventory, this tool measured three of the five core dimensions of the Five-Factor Model (FFM): Neuroticism (N), Extraversion (E), and Openness to Experience (O) (Costa & McCrae, 1990). Agreeableness (A) and Conscientiousness (C) were not included at this stage. This inventory was renamed the NEO Personality Inventory (NEO-PI) in 1985, marking a major revision that expanded its scope to include all five traits of the FFM. This version also introduced six sub-facets for each of the original three traits (N, E, and O), enhancing its depth and comprehensiveness (Costa & McCrae, 1990).

In 1990, McCrae and Costa published the NEO-PI-R (Revised NEO Personality Inventory), which became the gold standard for assessing all five traits, now with six sub-facets for each trait, making 30 subscales in total. This version contained 240 items, offering a detailed and nuanced personality analysis (Costa & McCrae, 1990). Alongside the NEO-PI-R, the authors introduced the NEO Five-Factor Inventory (NEO-FFI), a shorter, 60-item version that focused on the five broad traits without measuring sub-facets. The NEO-FFI provided a more time-efficient alternative for personality assessment (Costa & McCrae, 1990).

The FFM is the most popular personality structure model (Goldberg, 1993). In the late 1980s, John, Donahue, and Kentle (1991) created the very short Big Five Inventory (BFI). Compared to other FFM devices, the BFI takes only a few minutes. John and Srivastava (1999) said that the BFI was created as a quick, psychometrically sound FFM test. The 44-item BFI measures FFM. Extraversion (8 items), Agreeableness (9 items), Conscientiousness (9 items), Neuroticism (8 items), and Openness (10 items) are the subscales. All items are brief sentences (e.g., "is chatty," "is depressed, blue," "tends to be lethargic") based on prototype trait descriptors connected to each concept and assessed on a 5-point scale (1 = disagree strongly, 5 = agree strongly) (John & Srivastava, 1999). The 44-item Big Five Inventory measures the Big Five personality dimensions.

2.2 Emotional Intelligence

To completely comprehend the idea of emotional intelligence, people need to recognize both emotions and intelligence (Mayer et al., 2004). Charles Darwin, a famous philosopher, said that feelings show up clearly and quickly in response to

people and situations (Kothari, 2010). Ekman (2008) outlined three characteristics of emotion. The primary characteristic of emotions is their possession of indicators that others can interpret. The second characteristic is the automatic triggering of emotions, which can have quite complex underlying causes. The third characteristic is that emotions initially lack conscious awareness. A person can't detect emotional expression unless others explain that intelligence is linked to abstract cognition and noticing and adapting to one's environment (Mayer et al., 2004). Self-motivation, emotion regulation, and relationship management are all part of emotional intelligence (Goleman, 1998).

Salovey and Mayer (1990) described emotional intelligence 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." Cognitive intelligence excludes human traits, while emotional intelligence does (Goleman, 1995). Bar-On (1997) defines emotional intelligence as a non-cognitive skill set that influences stress management. Petrides and Furnham (2001) define emotional intelligence as lower-level personality self-perceptions.

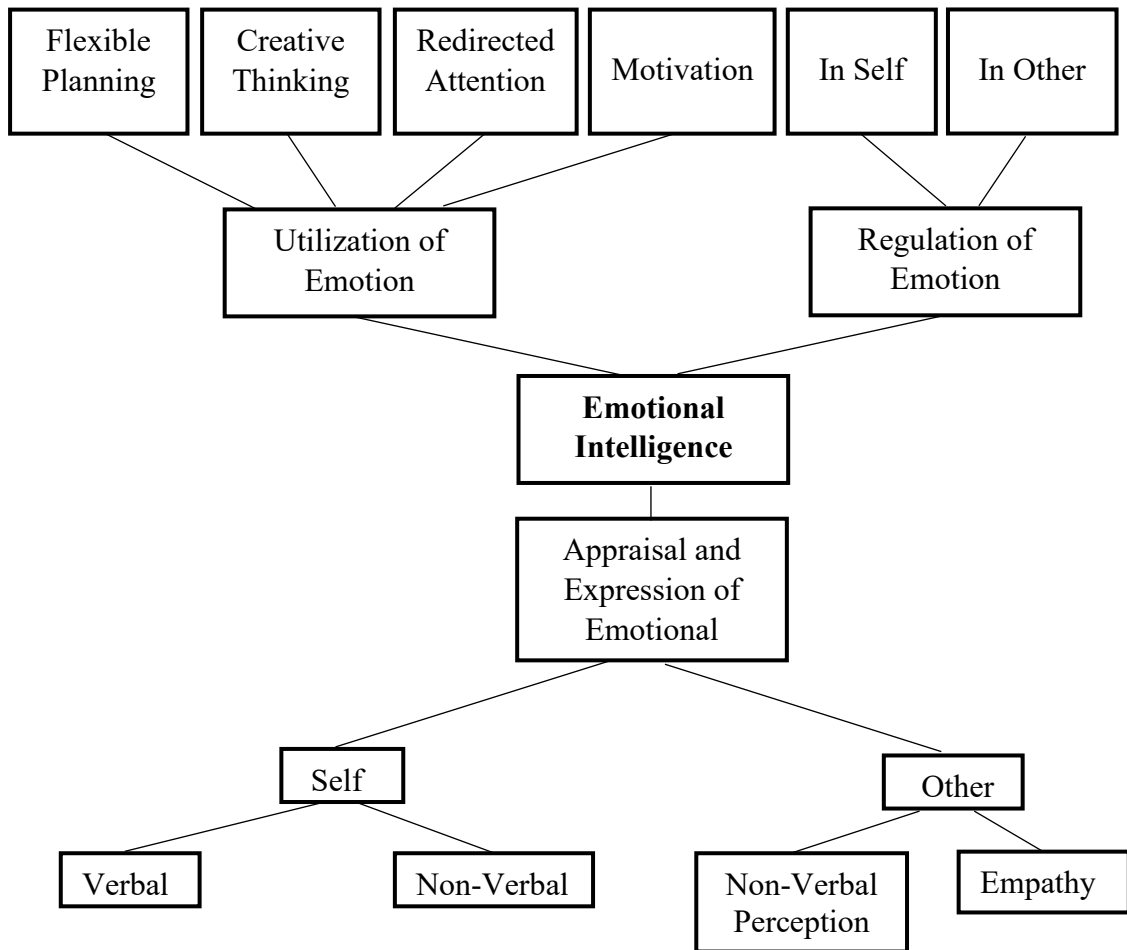
Major philosophers significantly influenced models of emotional intelligence. Ability, mixed, and trait models of emotional intelligence exist. Bar-On, Goleman & Petrides, Salovey, and Mayer defined emotional intelligence differently (Kanesan & Fauzan, 2019). Ability and mixed models are possible. Except for Mayer and Salovey's ability model, EI conceptualizations vary, expanding their meaning by integrating numerous personality traits. Ability vs. mixed models of EI differ greatly in conceptualizations and suggested methods for measuring it. Mixed models use self-report EI measurements, whereas the ability model uses performance-based emotional capacities (Neubauer & Freudenthaler, 2005).

2.2.1 Ability Model of Emotional Intelligence

The ability model is the most significant emotional intelligence paradigm since it employs cognitive ability to understand emotions and is empirically confirmed. Instead of a characteristic, Mayer and Salovey (1997) suggest emotional intelligence develops with age and instruction. Mayer and Salovey (1997) included four abilities in their paradigm: recognizing, assessing, and expressing emotions; utilizing emotions to think; interpreting and analyzing emotions; and controlling emotions via reflection.

Peter Salovey and John Mayer established emotional intelligence (EI) in 1990

to connect cognition and emotion, traditionally studied separately in psychology. Figure 2.1 shows their methodical approach to integrating emotional processing and adjustment research. They classify EI into three connected processes: the appraisal and expression of emotion, the regulation or control of emotion, and the utilization of emotion in adaptive ways. Figure 2.1 shows the framework's lowest branch (appraisal and expression), focusing on self and others.



Source: Neubauer and Freudenthaler (2005)

Figure 2.1 Salovey and Mayer's 1990 Model of EI

Empathy is the ability to read others' emotions through language, but both comprehension and expression of emotions are necessary (Salovey & Mayer, 1990). Four upper left branch subfactors are shown in Figure 2.1. This idea states that high-EQ people can detect, express, and respond to their own and others' emotions. They may also influence their own and others' emotions to motivate or enhance mood. These people are also more creative, versatile, and self-motivated, which helps them overcome obstacles and inspire others (Mayer & Salovey, 1993).

2.2.2 Mixed Model of Emotional Intelligence

The mixed models of Bar-On (1997) and Goleman (2001) do not solely refer to EI as emotion or intellect, unlike Mayer and Salovey's ability conceptualization. They asserted that EI, rather than the ability model, typically serves as an indicator for various personality qualities that could predict professional and personal success. Bar-On's mixed model is theoretical; Goleman's is practical (Petrides & Furnham, 2001). Bar-On (1997) defines EI as noncognitive abilities, competencies, and skills that impact environmental stress management.

Bar-On (1997) defines emotional intelligence as non-cognitive abilities, competencies, and skills that impact stress management. Bar-On divided his 15-component model into components (self-regard, emotional self-awareness, assertiveness, empathy, interpersonal relationships, problem-solving, flexibility, reality testing, stress tolerance, and impulse control) and facilitators in 2000.

| | Self (Personal Competence) | Other (Social Competence) |
|-------------|--|---|
| Recognition | Self-Awareness <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-confidence | Social Awareness <ul style="list-style-type: none"> • Empathy • Service orientation • Organization awareness |
| Regulation | Self-Management <ul style="list-style-type: none"> • Emotional self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative | Relationship Management <ul style="list-style-type: none"> • Developing others • Influences • Communication • Conflict Management • Visionary leadership • Catalyzing Change • Building Bonds • Teamwork and collaboration |

Source: adapted from Goleman (2001)

Figure 2.2 Refined framework of Goleman's mixed model of emotional intelligence

According to Goleman (1995), emotional intelligence (EI) is any human trait not demonstrated by cognitive intelligence. The initial model comprised 25 competencies (Goleman, 1998) and five dimensions: self-awareness, self-regulation,

social skills, empathy, and motivation. Based on Boyatzis and Rhee's study, Goldman divided this model into four areas (self-awareness, self-management, social awareness, and relationship management) with 20 abilities in 2001. Figure 2.2 illustrates how this revised model links skills and personality traits (Goleman, 2001).

2.2.3 The Measure of Emotional Intelligence

Trait, mixed, and ability models of emotional intelligence are well-known. The conceptual model of EI and its estimated measures are closely related. Trait-based instruments are usually self-reported scales with no right or wrong responses; individuals choose the item that best fits their behavior. Self-reported EI mixed conceptualization questionnaires examine characteristics, social skills, competences, and personality. Ability EI tools are used in situations demanding a deep comprehension of emotions (O'Connor et al., 2019).

| | |
|--------------------------|--------------------------------|
| Self-Awareness | Social Awareness |
| Emotional Self-Awareness | Emotional Self-Control |
| Accurate Self-Awareness | Transparency |
| Self-Confidence | Adaptability |
| | Achievement |
| | Initiative |
| | Optimism |
| Self-Management | Relationship Management |
| Empathy | Developing Others |
| Organizational Awareness | Inspirational Leadership |
| Service Orientation | Change Catalyst |
| | Influence |
| | Conflict Management |
| | Teamwork and Collaboration |

Source: Hay Group (2005)

Figure 2.3 Emotional Competence Model

According to Hay Group (2005), the ECI (Emotional Competence Inventory), is a 360-degree assessment of emotional talents in people and groups. In *Working with Emotional Intelligence* (1998), Dr. Daniel Goleman covers emotional skills, as do Hay/McBer's *General Competency Dictionary* (1996) and Dr. Richard Boyatzis's *Self-Assessment Questionnaire*. Richard Boyatzis and Daniel Goleman created the ECI

model's questions using the 1991 Self-Evaluation Questionnaire. To account for model noncognitive skills, Richard Boyatzis and Daniel Goleman modified questions. This portion was 40% of the new strategy. The remaining 60% are comprised wholly of fresh questions. The Emotional Competence Inventory (ECI) tests 18 skills in four clusters: self-awareness, self-management, social awareness, and relationship management, with four items per competency, as shown in Figure 2.3.

2.3 Job Performance

In human resource management, job performance is considered the primary dependent variable; therefore, reconsidering the assessment as a capital concern. Murphy and Kroecker (1989) characterized employee job performance in terms of behavior instead of the attained outcomes. Campbell and Wiernik (2015) assert that workers' controllable actions contribute to job success, enabling the company to achieve its objectives. They said that success is a set of behaviors, not the factors that affect them or their results.

Job performance is hard to measure since it changes over time (Aguinis, 2013) and varies considerably (Sackett & Lievens, 2008). Task performance, contextual performance, and counterproductive work behavior comprise job performance (Sackett & Lievens, 2008). These parts give a complete and simple work performance evaluation. Borman and Motowidlo (1993) classify these characteristics as task and contextual performance (citizenship and counterproductive behaviors).

Task performance is categorized into two distinct types. Raw resources are converted into the organization's goods and services in the first category. Examples of such jobs encompass positions in retail, operation of production machinery in factories, teaching roles in educational institutions, management within healthcare facilities, and processing transactions in banking environments. The second category of tasks includes activities that support the main operations by supplying raw materials, delivering finished products, and providing necessary staff, as well as planning, coordinating, and overseeing functions that help the organization run smoothly and effectively. Task performance depends on the organization's technological core, either through technical procedures or technical needs (Motowidlo et al., 2014).

Contextual performance is accountability outside a position's principal tasks. Contextual performance is discretionary extra-role conduct (Koopmans et al., 2011). While contextual performance does not assist the organization's core technology

operations, it does maintain the organizational, social, and psychological framework the technical core needs. Motowidlo, Borman, and Schmit (2014) define it as acts that strengthen the social and organizational network and improve the technical core's psychological environment. These actions include helping and cooperating with others, following organizational policies and procedures even when it's inconvenient, supporting, defending, and endorsing organizational goals, persevering when needed to complete one's own tasks, and volunteering to do tasks outside the job description.

Borman and Motowidlo (1993) divided behaviors into tasks and contextual performances based on their characteristics. Task performance is linked to technical abilities and domain knowledge. Contextual performance behaviors include interactions with coworkers, managers, and customers, as well as self-discipline, tenacity, and effort.

2.3.1 The Measure of Job Performance

Social demographic and work behavior surveys, IWPQ (Individual Work Performance Questionnaire), OCB (Organizational Citizenship Behavior Scale), and CWB (Workplace Deviation Scale) assess job performance. IWP is conduct or action that promotes organizational goals (Campbell, 1990).

The Individual Work Performance Questionnaire (IWPQ) is business-enhancing behavior. Multiple dimensions include task, environmental, and counterproductive work behavior. Task performance, the ability to do basic job tasks, has traditionally been focused on (Campbell, 1990). The second component of IWP is contextual. Contextual performance refers to behaviors that support the organizational, social, and psychological surroundings of the technical core (Borman & Motowidlo, 1993). Rotundo and Sackett (2002) identified unproductive work behavior as the third IWP trait that harms the firm. Destructive work behavior, the third IWP trait that hurts the firm. The Individual Work Performance Questionnaire (IWPQ) covers all three aspects of IWP and no contradictory items. It was designed and improved for a general sample of workers in all occupations. Since it's general, the IWPQ works for all vocations (i.e., blue-, pink-, and white-collar workers).

2.4 Previous Studies on the Related Research Area

The continuous development of the business makes individual job performance crucial. Businesses must preserve or enhance their competitiveness. One of the most important measures of team and corporate performance to get a competitive advantage is individual work and job performance. In human resource management, job performance is everything (Organ & Paine, 1999). Job performance evaluations are capital for organizational activities including hiring, remuneration, and training. Organizations require accurate performance assessments regardless of the reason, and it's even better if they save time and effort (DeNisi & Murphy, 2017).

Research shows that emotional intelligence predicts performance well. Studies show that emotional intelligence predicts various crucial employment outcomes. Ashkanasy and Daus (2005) admit that mixed models may have conceptual similarities with other metrics yet may predict performance well. Cherniss (2010) says mixed models may forecast better. A meta-analysis by O'Boyle Jr., Humphrey, Pollack, Hawver, and Story (2011) suggests that emotional intelligence may be especially essential in service and other customer-facing positions.

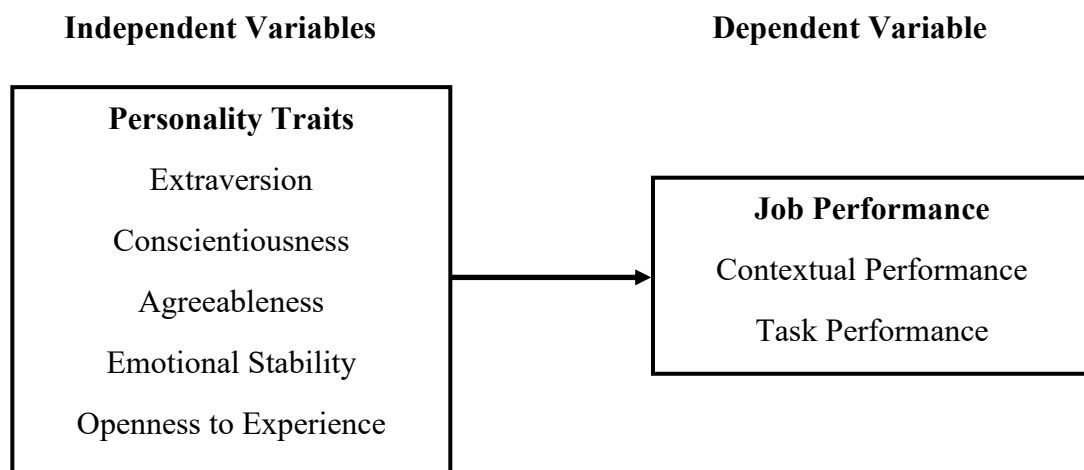
Many researchers have shown that personality affects work performance. An amiable individual integrates quicker and builds relationships faster (Yang & Hwang, 2014), improving job effectiveness (Mount et al., 1998). The employment of frontline workers includes interpersonal connection and collaboration, and agreeableness may predict job effectiveness (Mount et al., 1998). Extraversion traits, such as sociability, assertiveness, and activeness, can lead to excellent job performance and conflict avoidance (Hurtz & Donovan, 2000).

The Influence of Bank's Frontlines' Personality Factors on Job Performance by Rashid et al. (2015) examined how personality factors affect financial and banking job performance. Work performance, comprising task and contextual performance, was the dependent variable, while the Big Five personality traits (openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability) were independent variables. The study explored how these traits impact customer-facing banking service quality, staff performance, and organizational results.

Results indicated all five personality variables influenced employment performance. Extraversion and agreeableness increased contextual performance, like collaboration and customer service, whereas conscientiousness and emotional stability

improved task performance. The findings highlighted how personality factors improve customer happiness, service performance, and organizational success.

Rashid et al. (2015) investigated the impact of personality traits on job performance among frontline employees in the banking sector. Using the Big Five personality traits as independent variables and job performance (task and contextual performance) as the dependent variable, the study examined how personality influences service quality and employee effectiveness. The results showed that all five traits significantly affect job performance, with conscientiousness and emotional stability enhancing task performance, while extraversion and agreeableness improved contextual performance, such as teamwork and customer service. The study emphasized the importance of aligning personality traits with job roles, recommending the use of personality assessments in recruitment to improve performance and organizational outcomes. It also highlighted that fostering a supportive environment can enhance customer satisfaction, reduce turnover, and promote long-term success in the financial sector.



Source: Rashid et al. (2015)

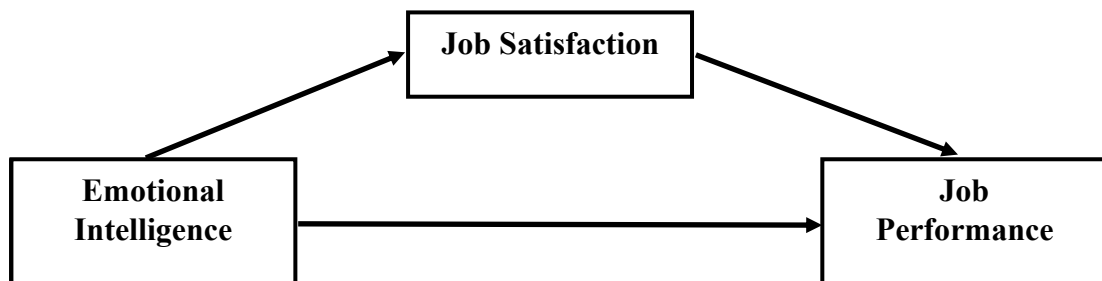
Figure 2.4 The Influence of Bank’s Frontlines’ Personality Traits on Job Performance

Praveena (2015) evaluated the relationship between EI, work satisfaction, and job performance among 163 Sri Lankan commercial bank managers. It employed emotional intelligence as an independent variable and work satisfaction and performance as dependent variables. An emotional intelligence scale with 33 items was constructed, with many items deleted based on factor loading criteria.

Emotional intelligence and work happiness were positively correlated with job performance. Emotional intelligence also affected work performance, matching prior

public and private sector research. These findings emphasize the importance of emotional intelligence as a management ability that boosts workplace happiness and performance.

The study stressed the necessity of leadership training, emotional management, and interpersonal communication for banking workers to improve emotional intelligence. It concluded that emotional intelligence is essential for developing effective leaders in the financial services sector. However, the study also acknowledged its limitations, including its reliance on self-reported data and the focus on only two dependent variables. To build on these findings, Praveena (2015) recommended future research that incorporates a broader range of managerial and organizational variables across diverse institutional contexts.

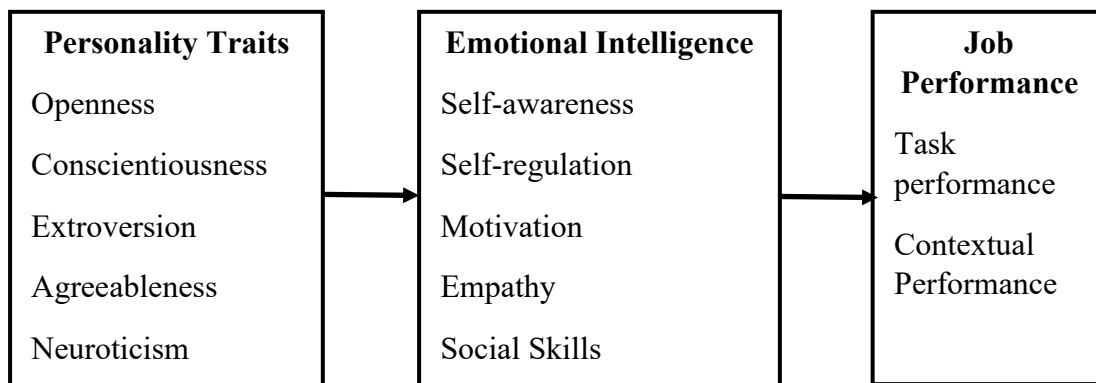


Source: Praveena (2015)

Figure 2.5 Emotional Intelligence on Job Performance of Bank Managers in SriLanka

Hlaing (2019) studied how personality factors impact emotional intelligence (EI) and work performance in 75 expatriate teachers at the International School of Myanmar (ISM) in Yangon. The Big Five Personality Traits were independent variables, while Goleman's Emotional Intelligence model and Borman and Motowidlo's job performance framework were dependent variables.

Extraversion, conscientiousness, and agreeableness increased emotional intelligence. Empathy and self-regulation improved task performance, whereas social skills improved context. The study found a positive correlation between emotional intelligence and professional performance, underscoring the importance of developing both personality and emotional intelligence. The study recommended implementing training programs focused on EI development and independent workflow management for expatriate teachers. However, it also acknowledged certain limitations, such as the reliance on self-reported data and the narrow scope of the research.



Source: Hlaing (2019)

Figure 2.6 The Effect of Emotional Intelligence on Job Performance of Expatriate Teachers at ISM, Yangon

Nandar (2019) explored how emotional intelligence (EI) influences career commitment and work performance in 209 nurses at Yangon General Hospital. Career dedication and professional performance were dependent variables in this research of emotional intelligence. Goleman's Emotional Intelligence framework assessed EI, whereas the Three-Component Model of Occupational Commitment and Schwirian's Six-Dimension Model of Nursing measured career commitment and job performance.

The findings showed that emotional intelligence and career dedication positively affect work performance. However, the analysis also indicated that the self-management and social skills components of EI did not show a significant relationship with either professional or occupational commitment.

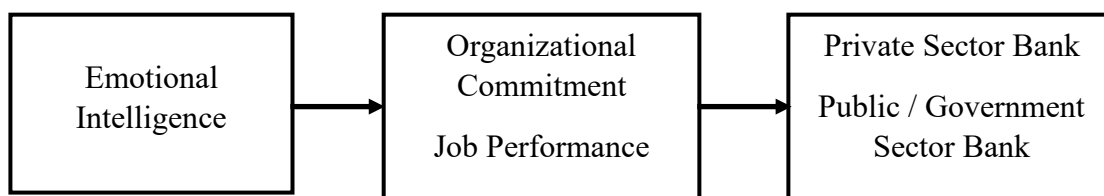
The study emphasized the importance of enhancing emotional intelligence among nursing professionals through leadership training, communication skills development, and workshops focused on stress management, problem-solving, and teamwork. To further improve career commitment and job performance, it is recommended to implement professional development initiatives and recognition and reward programs and to promote decentralized decision-making and team-based nursing care models. These strategies aim to foster nurses' autonomy, strengthen leadership abilities, and increase the societal recognition of the nursing profession.



Source: Nandar (2019)

Figure 2.7 Emotional Intelligence, Career Commitment, and Job Performance of Nurses at Yangon General Hospital

Dhungana and Kautish (2020) examined how emotional intelligence (EI) affects job performance (JP) and organizational commitment (OC) in selected Nepalese public and private banks. EI was the independent variable, while JP and OC were the dependent variables in the research of 300 bank staff, 150 from each sector. Past research quantified organizational commitment and job performance characteristics using EI frameworks and Allen and Meyer's Organizational Commitment Scale. In public and private banks, emotional intelligence improved job performance and organizational commitment. Public bank employees had higher EI than private sector workers, the survey found. Regression demonstrated that emotional intelligence predicted job performance and organizational commitment, demonstrating its importance in the workplace.



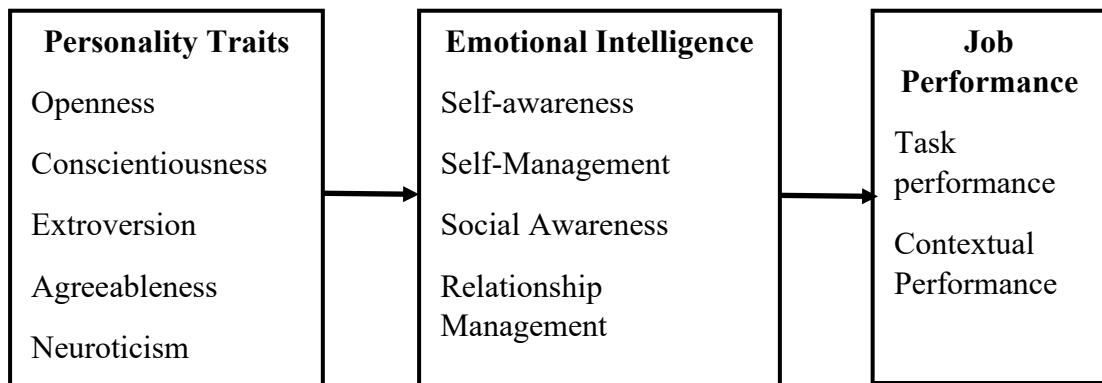
Source: Dhungana & Kautish (2020)

Figure 2.8 Impact of Emotional Intelligence on Job Performance and Organizational Commitment in Selected Banks of Nepal

2.5 Conceptual Framework of the Study

The conceptual framework of this study is constructed based on the study's objectives and supported by previous research findings. It is designed to examine two key relationships: first, the effect of personality traits on the emotional intelligence of

employees at Myawaddy Bank; and second, the influence of emotional intelligence on their job performance.



Source: Own Compilation Adopted from Previous Studies, 2025

Figure 2.9 Conceptual Framework of the Study Based on Previous Studies

As illustrated in Figure 2.9, the conceptual model outlines the interconnected relationship between personality traits, emotional intelligence, and job performance. The model proposes that personality traits that comprise the Big Five dimensions of openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism affect job performance through emotional intelligence. Emotional intelligence, defined by Goleman (2001) as consisting of self-awareness, self-management, social awareness, and relationship management, plays a critical role in enabling individuals to manage workplace challenges, foster positive interpersonal relationships, and enhance overall job performance. Accordingly, the framework suggests that individuals who possess specific personality traits may be more likely to develop higher emotional intelligence, which subsequently leads to improved performance in their professional roles.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a comprehensive overview of the research methodology employed in this study. It details the specific procedures and techniques used to systematically collect and analyze the data. It explains the sampling design, including the selection process of the target population and the justification for the chosen sample size. It also describes the research design and offers a detailed discussion of the questionnaire structure to ensure the validity and reliability of the instrument. Furthermore, the chapter outlines the data collection methods and the statistical techniques applied, including reliability testing, correlation analysis, and regression analysis.

3.1 Research Design

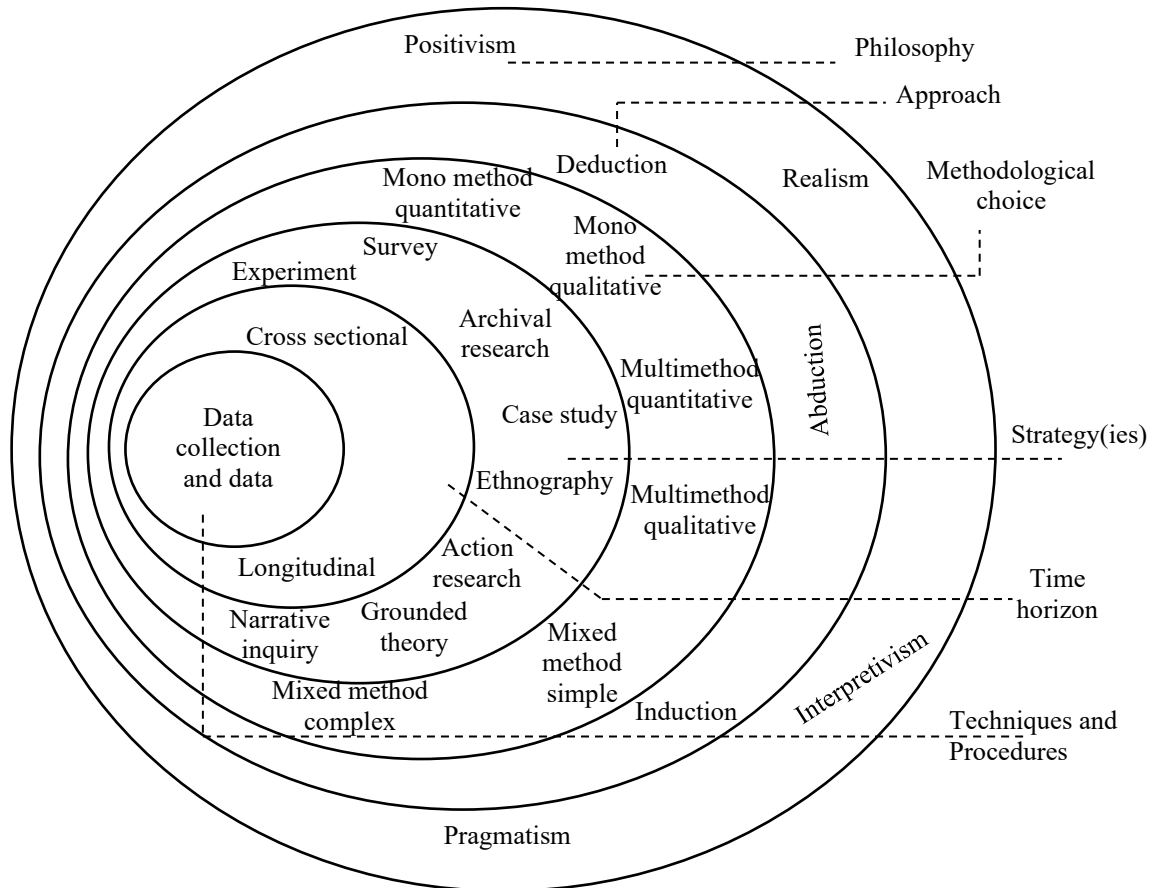
This section describes the study's research philosophy, approaches, strategies, and design to examine how personality traits, emotional intelligence, and job performance affect managerial-level employees at Myawaddy Bank Limited's Head Office.

Saunders et al. (2012) introduced the Research Onion model as a structured framework for designing research methodologies. The model outlines six interrelated layers, from philosophical foundations to specific data collection techniques, promoting coherence and clarity for academic studies like theses and dissertations.

The first layer addresses research philosophy, which shapes how researchers view knowledge and reality. Saunders et al. (2012) highlight three main philosophies: positivism, which seeks objective, generalizable results through structured methods; interpretivism, which explores subjective experiences using qualitative approaches (Creswell & Poth, 2018); and pragmatism, which flexibly combines both. This study adopts a positivist philosophy, using structured questionnaires and statistical tools to objectively examine the relationships between personality traits, emotional intelligence, and job performance.

The second layer concerns the research approach, categorized as inductive or deductive. Inductive research builds theories from data, often qualitative, while deductive research tests existing theories using data, typical in quantitative studies

(Saunders et al., 2012). This study follows a deductive approach, guided by frameworks such as the Big Five Personality Traits (McCrae & Costa, 2008) and Emotional Intelligence theory (Goleman, 1995), tested through employee data from Myawaddy Bank Limited.



Source: Saunders et al. (2012)

Figure 3.1 The Research Onion

The third layer focuses on methodological choices, including mono-method, multi-method, or mixed-method designs (Saunders et al., 2012). This study employs a quantitative mono-method, enabling statistical measurement of variable relationships, enhancing generalizability, and aligning with its positivist, deductive foundation (Johnson et al., 2020).

The fourth layer outlines research strategies such as case studies, experiments, and surveys (Saunders et al., 2012). This study uses a survey strategy, distributing structured questionnaires to assess psychological constructs across a large sample, consistent with its quantitative, positivist design (Malhotra, 2010).

The fifth layer addresses time horizons, either cross-sectional (single-point data collection) or longitudinal (over time) (Saunders et al., 2012). This study adopts a cross-sectional design, suitable for examining stable traits like personality and emotional intelligence within a limited timeframe.

The final layer involves techniques and procedures for data collection and analysis. Data were gathered from managerial employees at Myawaddy Bank Limited using validated questionnaires, with digital platforms enhancing accessibility. Data analysis included reliability analysis, Pearson correlation, and multiple regression, ensuring robust, statistically sound results.

In summary, the Research Onion model provided a systematic roadmap for this study, ensuring methodological coherence in examining the links between personality traits, emotional intelligence, and job performance at Myawaddy Bank Limited through a positivist, deductive, and quantitative approach.

3.1.1 Data Collection

The study used primary and secondary data. It collects primary data for a specific purpose, as stated in the research goals. Primary data is collected via structured questionnaires. Management-level workers' personality characteristics, emotional intelligence, and job performance were gathered from closed-end questionnaires. Because this study collects primary data on personality traits, emotional intelligence, and job performance, it employs three measurement tools. Second, data aids problem-solving, literature review, questionnaire creation, and main data assistance. Secondary data sources include any relevant books, journals, papers, online sites, and documents on personality characteristics, emotional intelligence, and work performance.

Twenty managerial-level employees pretested the questionnaire before the data collection process started in order to find and fix any potential misunderstandings, flaws, and shortcomings. The majority of the questions, according to the pilot testing, were understandable and produced favorable outcomes. Google Forms was used to administer the completed survey. Employees at the managerial level were emailed the form link and detailed instructions on how to fill it out. In order to maintain confidentiality and convenience, respondents were asked to complete this questionnaire in advance and were made aware that they had to do so directly through the platform. Email and phone follow-up reminders were sent to guarantee prompt responses. 114 of the 159 Google Forms links that were sent to managers were filled out and turned in.

3.2 Sampling Design

The study primarily focuses on the managerial-level employees at Myawaddy Bank Limited (Head Office). This specific focus on managerial-level employees is intended to examine how their personality traits influence emotional intelligence and job performance. Managerial-level employees play a critical role in decision-making, policy implementation, and driving overall organizational success, making their insights invaluable for this research.

According to records from Myawaddy Bank Limited, the total number of managerial-level employees at the Head Office is 159, which defines the population size for this research. This number defines the population size for this study and ensures the focus remains on individuals directly impacting organizational outcomes.

Simple random sampling is used in this study to maintain impartiality. This strategy gives all managerial-level employees an equal and independent opportunity of selection. This reduces sampling bias and boosts study trustworthiness. The sample size is calculated using Taro Yamane's formula. It's common to use Taro Yamane's formula to compute sample sizes when the population size is known.

Taro Yamane's formula is expressed as follows:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = the required sample size

N = the population size (159)

e = the margin of error (usually set at 0.05 for 95% confidence level)

Substituting the values into the formula:

$$n = \frac{159}{1+159(0.05)^2} = \frac{159}{1+159(0.0025)} = \frac{159}{1+0.4} = \frac{159}{1.4} \approx 114$$

Thus, the sample size required for this study is approximately 114 managerial-level employees. This sample size ensures that the findings are statistically significant and representative of the overall population, allowing for reliable conclusions to be drawn.

3.3 Questionnaire Design

This study utilized the closed format, leading, and 7-points Likert scale questions in the questionnaire. The structured questionnaire includes a varying number of items, each assessed using a Seven-Point Likert scale ranging from 1 to 7 (1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neutral, 5 = somewhat agree, 6 = agree, and 7 = strongly agree). Based on Pimentel's interpretation guidelines for seven-point Likert scale items, the mean values are interpreted as follows.

Table 3.1 Seven-point Likert Scale Mean Values and Interpretation

Adopted From (Pimentel, 2019)

| Likert scale | Ranking/mean values | Interpretation |
|--------------|---------------------|--|
| 1 | 1.00-1.85 | Extremely dissatisfied (strongly disagree) |
| 2 | 1.86-2.71 | Very dissatisfied (disagree) |
| 3 | 2.72-3.57 | Dissatisfied (somewhat disagree) |
| 4 | 3.58-4.43 | Neither satisfied nor dissatisfied (neutral) |
| 5 | 4.44-5.29 | Satisfied (somewhat agree) |
| 6 | 5.30-6.15 | Very satisfied (agree) |
| 7 | 6.16-7.00 | Extremely satisfied (strongly agree) |

Source: Adopted from (Pimentel, 2019)

The questionnaires were designed to address specific information needs, with each question carefully justified. The Big Five Inventory (BFI), based on the Five-Factor Model (OCEAN), was used to assess extraversion, agreeableness, conscientiousness, neuroticism, and openness. The 44-item BFI assesses the FFM's five subscales: extraversion, agreeableness, conscientiousness, neuroticism, and openness. The study was limited in time and used only pertinent elements in a basic style. Emotional intelligence was measured using Daniel Goleman's mixed model and the Emotional Competence Inventory (ECI), which evaluates 18 abilities. This paradigm emphasizes self-awareness, self-management, social awareness, and relationship management. The questionnaire was streamlined for clarity and the convenience of answers. The Individual Work Performance Questionnaire (IWQP) was used to assess task and contextual performance, omitting counterproductive conduct. This study examined how emotional intelligence improves job performance using simple, understandable questions.

Questionnaires were structured to be clear, concise, and easy to comprehend, comprising four distinct sections:

1. Section A is designed to capture the respondents' demographic information.
2. Section B is structured to measure the personality traits of the respondents.
3. Section C is focused on measuring the emotional intelligence of the respondents.
4. Section D is explored to measure the job performance of the respondents.

3.4 Data Analysis Methods

SPSS 25 was used to compute and analyze the data. The personality characteristics, emotional intelligence, and work performance of managerial-level employees were assessed using a 7-point Likert scale. First, frequency descriptions in tables, comprising demographic and institutional features of survey participants, were used to get empirical data. Second, the factors were reliability-analyzed. Reliability analysis is followed by correlation to determine variable relationships. Finally, regression analysis detailed how personality and emotional intelligence affected respondents' job performance.

3.4.1 Reliability Analysis

Internal consistency reliability is a method for analyzing the internal consistency of a series of items when summed to generate a scale score. Split-half dependability is the simplest internal consistency measure. All potential split-halves from different scale item splits are averaged to calculate Cronbach's alpha. This coefficient ranges from 0 to 1, and 0.6 or below suggests poor internal consistency dependability (Malhotra, 2010). The study's questionnaire was assessed for reliability using Cronbach's alpha. Alphas of 0.70 or above are deemed dependable for measuring tools. This section displays the reliability analysis results for the study's independent and dependent variables. Reliability is measuring consistency. Highly trustworthy measurements yield consistent findings under constant conditions. Cronbach's alpha is a popular dependability metric. This statistic helps assess scale reliability in surveys and questionnaires with several Likert items. Cronbach's alpha interpretation follows guidelines: $\alpha > 0.9$ (Excellent), $0.8 \leq \alpha < 0.9$ (Good), $0.7 \leq \alpha < 0.8$ (Acceptable), $0.6 \leq \alpha < 0.7$ (Questionable), $0.5 \leq \alpha < 0.6$ (Poor), and $\alpha < 0.5$ (Unacceptable). Alpha values above 0.7 are often acceptable. Table 3.2 indicates study reliability.

Table 3.2 Reliability Analysis of Variables

| Sr. No. | Particular | Variables | Number of Items | Cronbach's Alpha |
|---------|--------------|-------------------------|-----------------|------------------|
| 1 | Personality | Openness | 5 | 0.751 |
| 2 | Traits | Conscientiousness | 5 | 0.837 |
| 3 | | Extraversion | 5 | 0.811 |
| 4 | | Agreeableness | 5 | 0.813 |
| 5 | | Neuroticism | 5 | 0.816 |
| 6 | | Emotional | Self-Awareness | 5 |
| 7 | Intelligence | Self-Management | 5 | 0.806 |
| 8 | | Social-Awareness | 5 | 0.825 |
| 9 | | Relationship Management | 6 | 0.839 |
| 10 | | Job Performance | 6 | 0.849 |

Source: Survey Data (March,2025)

Table 3.2 summarizes this study's reliability analysis. The 5-item personality trait variable openness has a Cronbach's alpha of 0.751, which is satisfactory. Conscientiousness, extraversion, agreeableness, and neuroticism have Cronbach's alphas of 0.837, 0.811, 0.813, and 0.816. All five elements are equal, and all Cronbach's alpha ratings are good. Self-Awareness (5 items) and Relationship Management (6 items) in the Emotional Intelligence category got high Cronbach's Alpha scores of 0.839, indicating good reliability. Self-Management (5 items) with 0.806, Social Awareness (5 items) with 0.825, and Job Performance (6 items) with 0.849 were all good, indicating consistency and reliability.

Overall, all variables exceeded the acceptable threshold of 0.7, with most achieving good reliability (0.8 or higher), suggesting that the measures used in this study are reliable and well-suited for further analysis.

3.4.2 Correlation Analysis

Correlation evaluates the two variables' connection, relationship, or correlation to discover their relationship. When two variables influence each other, they establish a relationship. Correlation coefficients measure variable relationships. Correlation coefficients describe the direction and strength of a relationship between two variables

(Obilor & Amadi, 2018). This study used Pearson's product-moment correlation coefficient to link personality, emotional intelligence, and job performance. Pearson's product-moment correlation coefficient measures two variables' interval-scaled relationship's strength and direction. Positive and negative correlation coefficients vary in magnitude and direction. The correlation coefficient (r) is -1.00 to +1.00. A -1.00 or +1.00 correlation coefficient shows complete correlation. Statistics uses correlation to determine if and how strongly variables are connected. Positive or negative connections exist between the factors. Good values imply good relationships, whereas negative values suggest negative ones. Positive values imply that increasing one variable enhances the other. Negative values mean the other variable lowers as the first rises. This study used correlation analysis to investigate independent and dependent variables, as shown below. Pearson correlation values are interpreted as follows:

The absolute value of r between 0.1 and 0.4 indicates a weak correlation.

The absolute value of r between 0.5 and 0.7 indicates a moderate correlation.

The absolute value of r between 0.8 and 0.9 means strongly correlated.

3.4.3 Multiple Regression Analysis

The study examined how personality traits affect emotional intelligence and how emotional intelligence affects job performance using multiple regression analysis. This study examined how personality affects emotional intelligence using the first multiple regression analysis. Openness, conscientiousness, extraversion, agreeableness, and neuroticism are independent (X), but emotional intelligence is dependent (Y). The second multiple regression research evaluated how emotional intelligence affects job performance. Emotional intelligence (self-awareness, self-management, social awareness, and relationship management) is independent (X), and job performance is dependent (Y). The general function for the multiple regression analysis is as follows:

$$Y = f(X_1, X_2, X_3, \dots, X_n)$$

Where:

Y = Dependent variable

X₁, ..., X_n = Independent variables

To ensure the validity of the multiple linear regression analysis, this study examined the fundamental assumptions of multiple regression, namely linearity, homoscedasticity, multivariate normality, and multicollinearity.

The first assumption is the linear relationship between the independent variables and the dependent variable. Multiple linear regression requires that this relationship be linear to produce valid and reliable results. This assumption can be visually assessed through scatter plots, which help determine whether a linear trend exists between the variables.

The second assumption is homoscedasticity, which means that the variance of the error terms should remain constant across all levels of the independent variables. In other words, the spread of residuals should be consistent along the regression line. This assumption was evaluated by inspecting scatter plots of standardized residuals. If the residuals are evenly dispersed along the regression line without forming any specific pattern, it indicates that the assumption of homoscedasticity is satisfied.

The third assumption is multivariate normality, which requires that the residuals of the model follow a normal distribution. This assumption is important to ensure the accuracy of significance tests within the regression analysis. The normality of residuals was assessed using a histogram with a fitted normal curve and a P-P plot. If the residuals approximate a bell-shaped curve in the histogram and the points in the P-P plot closely follow the diagonal reference line, it suggests that the assumption of normality has been met.

The fourth assumption is the absence of multicollinearity, meaning that the independent variables should not be highly correlated with one another. Multicollinearity can lead to inflated standard errors and unreliable estimates of the regression coefficients. This assumption was tested using the Variance Inflation Factor (VIF), calculated as $VIF = 1 / (1 - R^2)$. A VIF value greater than 10 typically indicates a high degree of multicollinearity. Additionally, it is important to ensure that the residuals are independent of the independent variables, meaning the standard errors of the dependent variable are uncorrelated with the predictors. Satisfying this assumption contributes to the accuracy and reliability of the regression results.

CHAPTER IV

ANALYSIS OF THE EFFECT OF PERSONALITY TRAITS ON EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE AT MYAWADDY BANK LIMITED

Four key sections make up this chapter. The first part describes respondents' demographics. The descriptive statistics and mean response value for each item per variable are shown in the second section. Third, assess the independent and dependent variable correlation and association. The fourth and final segment investigates how personality and emotional intelligence affect job performance.

4.1 Demographic Characteristics of Respondents

Based on structured questionnaire data from March 2025, this section examines respondents' gender, education level, marital status, age, years of job experience, and remuneration.

In line with the demographic results, the survey respondents are composed of 81 female employees and 33 male employees. As a consequence of this, Myawaddy Bank has a greater number of female workers, which is reflective of the nature of the working environment.

About age distribution, the respondents fall into the following groups: 23 respondents (20.2%) are under 31 years old; 51 respondents (44.7%) are between 31 and 40 years old; 30 respondents (26.3%) are between 41 and 50 years old; and 10 respondents (8.8%) are over 50 years old. The age distribution suggests that most of the responders fall into the 31–40 year range. Regarding marital status, 42 respondents (36.8%) are married while 72 respondents (63.2%) are single. Therefore, Myawaddy Bank's staff consists mostly of single people.

The distribution of education levels is as follows: 81 respondents (71.1%) have a Bachelor's degree; 32 respondents (28.1%) have a Master's degree; and 1 respondent (0.9%) has a Doctoral degree. This emphasizes that most of the staff of Myawaddy Bank hold a Bachelor's degree. Concerning working experience, respondents fall into the following groups: 17 employees (14.9%) have less than 5 years of experience, 35 (30.7%) have 5 to 10 years, 36 (31.6%) have between 11 and 15 years of experience, 15 (13.2%) have 16 to 20 years of experience, and 11 (9.6%) have more than 21 years

of experience. With 11 to 15 years of experience, the largest group of employees at Myawaddy Bank points to a notable trend of long-term employment and organizational commitment. This suggests a workforce with significant mid-career expertise.

Table 4.1 Demographic Characteristics of Respondents

| Sr. No. | Particular | | No. of Respondents | Percentage (%) |
|---------|----------------------------|----------------------------|--------------------|----------------|
| | Total Respondents | | 114 | 100 |
| 1 | Gender | Male | 33 | 28.9 |
| | | Female | 81 | 71.1 |
| 2 | Age (Years) | < 31 | 23 | 20.2 |
| | | 31 - 40 | 51 | 44.7 |
| | | 41 - 50 | 30 | 26.3 |
| | | Above 50 | 10 | 8.8 |
| 3 | Marital Status | Single | 72 | 63.2 |
| | | Married | 42 | 36.8 |
| 4 | Level of Education | Bachelor Degree | 81 | 71.1 |
| | | Master Degree | 32 | 28.1 |
| | | Doctoral Degree | 1 | 0.9 |
| 5 | Working Experience (Years) | < 5 | 17 | 14.9 |
| | | 5 – 10 | 35 | 30.7 |
| | | 11 – 15 | 36 | 31.6 |
| | | 16 – 20 | 15 | 13.2 |
| | | Above 21 | 11 | 9.6 |
| 6 | Monthly Salary (MMK) | Less than or equal 500,000 | 42 | 36.8 |
| | | 500,000 – 700,000 | 48 | 42.1 |
| | | Above 700,000 | 24 | 21.1 |

Source: Survey Data (March,2025)

Regarding monthly pay, respondents fall into the following groups: 42 respondents (36.8%), earn 500,000 MMK or less; 48 respondents (42.1%), earn between 500,000 and 700,000 MMK; and 24 respondents (21.1%) make more than 700,000 MMK. This means that the biggest group of staff members makes 500,000 to

700,000 MMK a month. This summary emphasizes the demographic makeup of Myawaddy Bank's workforce, offering valuable insights into its organizational dynamics and employee profile.

4.2 Employees' Perception on Personality Traits, Emotional Intelligence, and Job Performance

This section presents the descriptive statistics of personality traits, emotional intelligence, and job performance among managerial-level employees of Myawaddy Bank Limited.

4.2.1 Employees' Perception on Personality Traits

The personality traits consist of five dimensions: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. To assess these traits, respondents were presented with a total of 25 statements, with 5 statements dedicated to evaluating each dimension.

(i) Employees' Perception on Openness to Experiences

Openness to experiences is measured with five statements, and this study's survey collected the data for it, as shown in Table 4.2.

Table 4.2 Employees' Perception on Openness to Experiences

| Sr. No. | Descriptions | Mean | Standard Deviation |
|--------------|---|------|--------------------|
| 1 | Innovative problem-solving. | 5.46 | 0.833 |
| 2 | Creative enhancement of customer experience | 5.32 | 0.847 |
| 3 | Inventive process improvement and team reflection | 5.42 | 0.664 |
| 4 | Attention to detail and aesthetic quality | 5.63 | 0.875 |
| 5 | Strong sense of quality and professionalism in banking services | 5.60 | 0.817 |
| Overall Mean | | 5.49 | |

Source: Survey Data (March,2025)

It presents the perceptions of employees at Myawaddy Bank Limited regarding their openness to experiences. The overall mean score is 5.49, indicating that respondents generally fall within the "agree" or "very satisfied" level. Among the five

aspects measured, the highest mean score is 5.63, which reflects those employees highly value attention to detail and aesthetic quality in their work. On the other hand, the lowest mean score is 5.32, suggesting that while still positive, employees place relatively less emphasis on using creativity to enhance customer experience.

These results suggest that employees at Myawaddy Bank Limited consider themselves open to new ideas, creative in problem-solving, and committed to maintaining high standards of professionalism and quality in their roles.

(ii) Employees’ Perception on Conscientiousness

Conscientiousness is measured with five statements, and this study’s survey collected the data for it, as shown in Table 4.3.

Table 4.3 Employees’ Perception on Conscientiousness

| Sr. No. | Descriptions | Mean | Standard Deviation |
|--------------|--|------|--------------------|
| 1 | Thorough and detail-oriented work | 5.75 | 0.771 |
| 2 | Dependable and timely performance | 5.75 | 0.714 |
| 3 | Efficient and quality-driven execution | 5.54 | 0.822 |
| 4 | Strategic planning and implementation | 5.50 | 0.744 |
| 5 | Proactive and goal-oriented mindset | 5.62 | 0.835 |
| Overall Mean | | 5.63 | |

Source: Survey Data (March,2025)

Table 4.3 presents the perceptions of employees at Myawaddy Bank Limited regarding their level of conscientiousness. The overall mean score is 5.63, indicating that respondents generally fall within the "agree" or "very satisfied" range.

Among the five statements measured, the highest mean score of 5.75 was achieved in two, which reflects that employees are strongly committed to accuracy, complete their work entirely with attention to detail, and consider themselves dependable. They consistently complete excellent work on time. The lowest mean score, which is 5.50, indicates a slightly reduced emphasis on strategic planning and implementation. However, this score remains positive and falls within a high satisfaction range.

These findings suggest that employees at Myawaddy Bank Limited view themselves as responsible, reliable, and highly motivated to achieve goals. Their

conscientious approach helps reinforce a culture of accountability, precision, and consistent performance within the organization.

(iii) Employees’ Perception on Extraversion

Extraversion is measured with five statements, and this study’s survey collected the data for it, as shown in Table 4.4.

Table 4.4 Employees’ Perception on Extraversion

| Sr. No. | Descriptions | Mean | Standard Deviation |
|--------------|---|------|--------------------|
| 1 | Effective and engaging communicator | 5.68 | 0.836 |
| 2 | Positive and motivating influence | 5.39 | 0.647 |
| 3 | Confident and solution-focused approach | 5.52 | 0.719 |
| 4 | Relationship-building and professional networking | 5.59 | 0.796 |
| 5 | Professional and thoughtful contributor | 5.57 | 0.775 |
| Overall Mean | | 5.55 | |

Source: Survey Data (March,2025)

Table 4.4 presents the views of employees at Myawaddy Bank Limited regarding their level of extraversion. The overall mean score is 5.55, indicating that respondents generally rate themselves between "agree" or "very satisfied" in this trait.

Among the five statements, the highest mean score is 5.68, suggesting that employees see themselves as effective and engaging communicators, which highlights strong interpersonal and interaction skills. In contrast, the lowest mean score is 5.39, indicating that while still positive, respondents show slightly less intensity in acting as a positive and motivating influence within their work environment.

These findings suggest that employees at Myawaddy Bank Limited perceive themselves as outgoing, communicative, and relationship-oriented. This extraverted nature supports strong teamwork, effective client engagement, and the ability to foster a collaborative work atmosphere.

(iv) Employees’ Perception on Agreeableness

Agreeableness is measured with five statements, and this study’s survey collected the data for it, as shown in Table 4.5.

Table 4.5 Employees' Perception on Agreeableness

| Sr. No. | Descriptions | Mean | Standard Deviation |
|--------------|--|------|--------------------|
| 1 | Supportive and selfless assistance | 5.61 | 0.710 |
| 2 | Conflict resolution with empathy | 5.54 | 0.832 |
| 3 | Considerate and outcome-focused communication | 5.53 | 0.822 |
| 4 | Collaborative and team-oriented mindset | 5.62 | 0.813 |
| 5 | Constructive and nonjudgmental feedback approach | 5.54 | 0.789 |
| Overall Mean | | | 5.57 |

Source: Survey Data (March,2025)

Table 4.5 reflects how employees at Myawaddy Bank Limited perceive themselves in terms of agreeableness. The overall mean score is 5.57, placing respondents in the "agree" or "very satisfied" category.

Among the five aspects measured, the highest mean score is 5.62, indicating that employees particularly value collaboration and a team-oriented mindset. This suggests a strong preference for working cooperatively toward shared goals. The lowest mean score is 5.53, which, while still high, reflects slightly less emphasis on outcome-focused communication, though respondents remain considerate and respectful in their interactions.

Based on these results, it is evident that employees at Myawaddy Bank Limited regard themselves as cooperative, empathetic, and team-focused individuals. These traits contribute to a harmonious, respectful, and effective work environment that supports both peer collaboration and client satisfaction.

(v) Employee Perception on Neuroticism

Neuroticism is measured with five statements, and this study's survey collected the data for it, as shown in Table 4.6.

Table 4.6 Employees' Perception on Neuroticism

| Sr. No. | Descriptions | Mean | Standard Deviation |
|--------------|---|------|--------------------|
| 1 | Managing tension professionally | 5.27 | 0.656 |
| 2 | Proactively addressing concerns | 5.18 | 0.584 |
| 3 | Emotional regulation for consistency | 5.21 | 0.697 |
| 4 | Staying composed under pressure | 5.25 | 0.723 |
| 5 | Emotional stability in difficult situations | 5.07 | 0.634 |
| Overall Mean | | | 5.19 |

Source: Survey Data (March,2025)

Table 4.6 presents how employees at Myawaddy Bank Limited perceive their ability to manage emotions and stress. The overall mean score is 5.19, indicating that respondents are generally at the "satisfied" or "somewhat agreed" level regarding their emotional stability and stress management.

Among the five statements, the highest mean score is 5.27, suggesting that employees feel confident in managing tension professionally when faced with difficult tasks. On the other hand, the lowest mean score is 5.07, which reflects comparatively lower but still moderate confidence in maintaining emotional stability in challenging situations.

These results suggest that employees at Myawaddy Bank Limited view themselves as emotionally balanced and capable of handling pressure. Their ability to regulate emotions and manage stress supports consistent performance, particularly in demanding work environments.

(vi) Summary of Employee Perception on Personality Traits

The overall mean values of respondents' personality traits are presented in Table 4.7. This table presents how employees at Myawaddy Bank Limited perceive their own personality traits. The overall mean values for all five traits range from 5.19 to 5.63, indicating that most respondents fall within the "agree" to "very satisfied" levels.

The highest mean score is 5.63 for Conscientiousness, which reflects that employees consider themselves dependable, organized, and achievement-oriented. This suggests that managers strongly value discipline and responsibility in their work, which likely contributes to their effectiveness in achieving goals and maintaining consistent performance. The lowest mean score is 5.19 for Neuroticism, which, while still within

the “satisfied” range (4.44–5.29), suggests that managers occasionally experience emotional instability or stress. Although not a negative result, it does highlight an opportunity for growth in stress management and emotional resilience.

Table 4.7 Summary of Employees’ Perception on Personality Traits

| Sr. No. | Personality Traits | Overall Mean |
|---------|------------------------|--------------|
| 1 | Openness to Experience | 5.49 |
| 2 | Conscientiousness | 5.63 |
| 3 | Extraversion | 5.55 |
| 4 | Agreeableness | 5.57 |
| 5 | Neuroticism | 5.19 |

Source: Survey Data (March,2025)

These findings show that employees at Myawaddy Bank Limited believe they have a well-rounded and effective personality profile. Strengths in conscientiousness, agreeableness, extraversion, and openness support their ability to lead, collaborate, and innovate. At the same time, the slightly lower score in neuroticism suggests a need for continued development in managing emotional challenges, which could further enhance job performance and emotional intelligence within the organization.

4.2.2 Employees’ Perception on Emotional Intelligence

Emotional intelligence consists of four dimensions: self-awareness, self-management, social awareness, and relationship management. To assess these dimensions, respondents were presented with a total of 21 statements to evaluate these dimensions.

(i) Employees’ Perception on Self-Awareness

Openness to experiences is measured with five statements, and this study’s survey collected the data for it, as shown in Table 4.8.

Table 4.8 Employees' Perception on Self-Awareness

| Sr. No. | Descriptions | Mean | Standard Deviation |
|--------------|--|------|--------------------|
| 1 | Awareness of personal emotions | 5.68 | 0.708 |
| 2 | Recognition of emotion-triggering situations | 5.61 | 0.858 |
| 3 | Understanding emotional impact on behavior | 5.34 | 0.762 |
| 4 | Reflection on emotional causes | 5.38 | 0.856 |
| 5 | Acknowledgment of strengths and weaknesses | 5.52 | 0.790 |
| Overall Mean | | | 5.51 |

Source: Survey Data (March,2025)

Table 4.8 presents the perceptions of employees at Myawaddy Bank Limited regarding their emotional understanding and self-recognition. The overall mean score is 5.51, suggesting that respondents are at the "very satisfied" or "agree" level when it comes to self-awareness, with all item means falling between 5.30 and 6.15.

Among the five statements, the highest mean score is 5.68, reflecting strong awareness of personal emotions. In contrast, the lowest mean score is 5.34, related to recognizing how emotions influence behavior, still within a positive range, but indicating a relatively lesser agreement compared to other aspects.

These findings reveal that employees at Myawaddy Bank Limited perceive themselves as emotionally self-aware. Their ability to identify emotions, understand their triggers and impact, and recognize personal capabilities likely contributes to improved decision-making and workplace relationships.

(ii) Employees' Perception on Self-Management

Self-management of experiences is measured with five statements, and this study's survey collected the data for it, as shown in Table 4.9. It highlights how respondents evaluate their ability to manage behaviors, goals, and reactions. The overall mean score is 5.22, indicating a general perception of being "satisfied" or "somewhat agree" with their self-management skills.

The highest mean score is 5.37, associated with taking calculated risks to achieve goals, showing a proactive and strategic approach. The lowest mean score is 5.01, related to the flexible use of standard procedures, suggesting some room for improved adaptability.

Table 4.9 Employees' Perception on Self-Management

| Sr. No. | Descriptions | Mean | Standard Deviation |
|--------------|--|------|--------------------|
| 1 | Impulsive actions | 5.22 | 1.037 |
| 2 | Flexible use of standard procedures | 5.01 | 0.825 |
| 3 | Goal adjustment based on circumstances | 5.18 | 0.759 |
| 4 | Setting measurable and challenging goals | 5.34 | 0.901 |
| 5 | Taking calculated risks to achieve goals | 5.37 | 0.865 |
| Overall Mean | | 5.22 | |

Source: Survey Data (March,2025)

According to the results, employees at Myawaddy Bank Limited perceive themselves as moderately skilled in self-management, particularly in goal-setting and risk-taking.

(iii) Employees' Perception on Social Awareness

Social awareness is measured with five statements, and this study's survey collected the data for it, as shown in Table 4.10. It presents respondents' views on their sensitivity to others' emotions, needs, and organizational dynamics. The overall mean of 5.48 indicates a general perception of being "satisfied" or "somewhat agree" level.

Table 4.10 Employees' Perception on Social Awareness

| Sr. No. | Descriptions | Mean | Standard Deviation |
|--------------|--|------|--------------------|
| 1 | Active listening to others | 5.61 | 0.647 |
| 2 | Awareness of emotions and body language | 5.51 | 0.755 |
| 3 | Understanding organizational history | 5.32 | 0.876 |
| 4 | Monitoring customer or client satisfaction | 5.46 | 0.833 |
| 5 | Aligning services/products with customer needs | 5.48 | 0.778 |
| Overall Mean | | 5.48 | |

Source: Survey Data (March,2025)

The highest mean value of 5.61 corresponds to active listening, showing a strong attentiveness to verbal communication. The lowest mean score of 5.32 relates to understanding the organizational history, suggesting this area, while still rated positively, has slightly less emphasis compared to others.

Based on these results, managerial employees at Myawaddy Bank Limited perceive themselves as highly socially aware. This trait likely enhances their effectiveness in client interactions and team management by enabling them to understand others' feelings, needs, and the broader organizational context.

(iv) Employees' Perception on Relationship Management

Relationship management is measured with five statements, and this study's survey collected the data for it, as shown in Table 4.11.

Table 4.11 Employees' Perception on Relationship Management

| Sr. No. | Descriptions | Mean | Standard Deviation |
|--------------|--------------------------------------|------|--------------------|
| 1 | Valuing others' strengths | 5.53 | 0.778 |
| 2 | Providing guidance for improvement | 5.52 | 0.854 |
| 3 | Regular mentoring or coaching | 5.31 | 0.788 |
| 4 | Advocating necessary change | 5.39 | 0.685 |
| 5 | Making work engaging for others | 5.28 | 0.804 |
| 6 | Giving helpful and positive feedback | 5.62 | 0.733 |
| Overall Mean | | 5.44 | |

Source: Survey Data (March,2025)

Table 4.11 summarizes responses reflecting managerial employees' views on their skills in guiding and supporting others. The overall mean of 5.44 indicates a general perception of being "satisfied" or "somewhat agree" level, with individual statement means ranging from 5.28 to 5.62, placing perceptions mostly within the "very satisfied" or "agree" levels.

The highest mean value of 5.62 corresponds to giving helpful and positive feedback, highlighting a strong focus on constructive and supportive communication. The lowest mean of 5.28 relates to making work engaging for others, which, while slightly lower, remains within the "satisfied" range and indicates ongoing efforts to create a positive work atmosphere.

According to the results, managerial-level staff at Myawaddy Bank Limited perceive themselves as effective in relationship management, showing a strong ability to motivate, guide, and support colleagues, which likely contributes to effective teamwork and organizational growth.

(v) Summary of Employees’ Perception on Emotional Intelligence

The overall mean values of respondents’ emotional intelligence are presented in Table 4.12.

Table 4.12 Summary of Employees’ Perception on Emotional Intelligence

| Sr. No. | Emotional Intelligence | Overall Mean |
|---------|-------------------------|--------------|
| 1 | Self-awareness | 5.51 |
| 2 | Self-management | 5.22 |
| 3 | Social-awareness | 5.48 |
| 4 | Relationship Management | 5.44 |

Source: Survey Data (March,2025)

Table 4.12 presents how employees at Myawaddy Bank Limited perceive their emotional intelligence. The overall mean values for the four emotional intelligence dimensions range from 5.22 to 5.51, with most scores falling within the “very satisfied” or “agree” range (5.30–6.15).

The highest mean score is 5.51 for Self-awareness, indicating that employees have a strong understanding of their own emotions, strengths, and limitations. This high level of introspection and self-recognition plays a vital role in decision-making, communication, and leadership effectiveness. The lowest mean score is 5.22 for Self-management, which, while still within the “satisfied” range (4.44–5.29), indicates relatively moderate agreement with their ability to manage emotions under pressure. This suggests that while managers generally maintain control, there may be room for growth in areas such as emotional regulation, adaptability, and stress management.

The results of a survey conducted in March 2025 indicate that Myawaddy Bank Limited employees have a strong emotional intelligence profile, especially in terms of their capacity for self-awareness, social awareness, and interpersonal skills. Their leadership potential would be further enhanced, and a more emotionally intelligent and productive organizational culture would result from strengthening self-management through training in emotional control and stress resilience.

4.2.3 Employees’ Perception on Job Performance

Job performance is measured with six statements, and this study’s survey collected the data for it, as shown in Table 4.13.

Table 4.13 Employees' Perception on Job Performance

| Sr. No. | Descriptions | Mean | Standard Deviation |
|--------------|---|------|--------------------|
| 1 | Timely work planning | 5.85 | 0.743 |
| 2 | Result-focused performance | 5.75 | 0.689 |
| 3 | Efficient task completion | 5.53 | 0.743 |
| 4 | Productive teamwork | 5.53 | 0.833 |
| 5 | Willingness to take on extra responsibilities | 5.53 | 0.801 |
| 6 | Keeping job skills current | 5.55 | 0.821 |
| Overall Mean | | 5.62 | |

Source: Survey Data (March,2025)

Table 4.13 presents how employees at Myawaddy Bank Limited perceive their own job performance. The overall mean score is 5.62, indicating that respondents are generally at the "very satisfied" or "agreed" level regarding their ability to perform effectively at work.

Among the six statements, the highest mean score is 5.85, suggesting that employees feel highly confident in timely planning and organizing their tasks. On the other hand, the lowest mean score is 5.53, which still falls within the "very satisfied" range and applies to several statements, including efficient task completion, productive teamwork, and willingness to take on extra responsibilities.

These results suggest that managerial-level employees at Myawaddy Bank Limited view themselves as high-performing and reliable, with a strong ability to plan, execute, collaborate, and adapt. Their consistent performance across key job responsibilities likely supports the bank's operational success and service delivery.

4.3 Relationship Between Personality Traits, Emotional Intelligence, and Job Performance

Correlation analysis shows the degree and direction of variable associations. This study examined Myawaddy Bank Limited employees' personality traits, emotional intelligence, and job performance using a Pearson product-moment correlation.

4.3.1 Correlation Analysis Between Personality Traits and Emotional Intelligence

This study examined Myawaddy Bank Limited employees' personality characteristics and emotional intelligence using Pearson correlation analysis. Table 4.14 displays the relationship measurement result.

Table 4.14 Correlation Analysis of Personality Traits and Emotional Intelligence

| Sr. No. | Personality Traits | Pearson Correlation Coefficient | P- value |
|---------|------------------------|---------------------------------|----------|
| 1 | Openness to Experience | 0.763*** | 0.000 |
| 2 | Conscientiousness | 0.789*** | 0.000 |
| 3 | Extraversion | 0.808*** | 0.000 |
| 4 | Agreeableness | 0.708*** | 0.000 |
| 5 | Neuroticism | -0.534*** | 0.000 |

Source: Survey Data (March,2025)

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

Dependent Variable: Emotional Intelligence

At the 0.01 significance level, all five personality traits, namely openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, show statistically significant correlations with emotional intelligence. Extraversion shows the strongest positive correlation with a coefficient of 0.808. Conscientiousness 0.789, openness to experience 0.763, and agreeableness 0.708 also demonstrate strong positive correlations, each exceeding the 0.7 threshold. In contrast, neuroticism has a negative correlation with emotional intelligence, with a coefficient of -0.534, indicating a moderate negative relationship.

The findings are consistent with the theoretical foundation of both the Big Five personality model and emotional intelligence theory. Positive traits such as extraversion and conscientiousness are commonly linked to enhanced emotional awareness and regulation, which are key elements of emotional intelligence. In contrast, neuroticism is characterized by emotional instability, which tends to undermine emotional competence and self-regulation.

4.3.2 Correlation Analysis Between Emotional Intelligence and Job Performance

This study also employed a Pearson correlation analysis to measure the relationship between emotional intelligence and job performance of the managerial-level employees of Myawaddy Bank Limited. Table 4.15 shows the result of this relationship measurement.

Table 4.15 Correlation Analysis of Emotional Intelligence and Job Performance

| Sr. No. | Emotional Intelligence | Pearson Correlation Coefficient | P- value |
|---------|-------------------------|---------------------------------|----------|
| 1 | Self-awareness | 0.677*** | 0.000 |
| 2 | Self-management | 0.631*** | 0.000 |
| 3 | Social-awareness | 0.808*** | 0.000 |
| 4 | Relationship Management | 0.806*** | 0.000 |

Source: Survey Data (March,2025)

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

Dependent Variable: Job Performance

At the 0.01 significance level, all four dimensions of emotional intelligence, including self-awareness, self-management, social awareness, and relationship management, show significant positive correlations with job performance. Social awareness has the strongest correlation with a coefficient of 0.808. Relationship management follows closely with a coefficient of 0.806. Self-awareness and self-management show moderate positive correlations with coefficients of 0.677 and 0.63, respectively.

The findings corroborate the mixed model of emotional intelligence, which prioritizes social and emotional skills for work. Due to their impact on workplace performance, social awareness and relationship management are essential to communication, teamwork, and dispute resolution.

4.4 Effect of Personality Traits on Emotional Intelligence Forwarding to Job Performance

Multiple regression analyses are used in this study to look at how the Big Five personality traits affect integrated mixed-model emotional intelligence and how that, in

turn, affects the job performance of employees at Myawaddy Bank Limited. Two linear regression analyses will be conducted.

4.4.1 Multiple Regression Analysis of Personality Traits and Emotional Intelligence

Multiple linear regression is used to examine how personality affects Myawaddy Bank Limited employees' emotional intelligence. Five personality traits predict emotional intelligence in that model. Table 4.16 shows SPSS results on personality characteristics and emotional intelligence.

Table 4.16 Regression Analysis of Personality Traits and Emotional Intelligence

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig | VIF |
|-------------------------|-----------------------------|------------|---------------------------|--------|-------|-----------|
| | b | Std. Error | B | | | |
| (Constant) | 0.422 | 0.513 | | 0.823 | 0.412 | |
| Openness | 0.208** | 0.079 | 0.219 | 2.626 | 0.010 | 2.892 |
| Conscientiousness | 0.296*** | 0.080 | 0.329 | 3.694 | 0.000 | 3.304 |
| Extraversion | 0.399*** | 0.097 | 0.418 | 4.096 | 0.000 | 4.330 |
| Agreeableness | -0.017 | 0.083 | -0.018 | -0.203 | 0.840 | 3.441 |
| Neuroticism | 0.022 | 0.070 | 0.020 | 0.311 | 0.757 | 1.734 |
| R | | | | | | 0.860 |
| R ² | | | | | | 0.740 |
| Adjusted R ² | | | | | | 0.728 |
| F Value | | | | | | 61.619*** |

Source: Survey Data (March, 2025)

Notes: *** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

Dependent Variable: Emotional Intelligence

As shown in Table 4.16, the F-value is 61.619, and this value is statistically significant at the 1% level. So, the model is highly reliable and valid for the study. The adjusted R² value of 0.728 provides a slightly more reasonable estimate of 72.8% explained variance when the sample size and number of predictors (five) are considered.

The diagnostic results of the assumption tests are presented in Appendix B of this study. Firstly, the normality of residuals was assessed using a histogram of

standardized residuals. The histogram exhibited a roughly bell-shaped distribution, indicating that the residuals were approximately normally distributed. This finding was further supported by the Normal Probability-Probability (P-P) Plot, where the plotted points closely followed the diagonal reference line. These results suggest that the assumption of normality of residuals was reasonably satisfied in this study.

Secondly, a scatterplot of standardized residuals versus standardized predicted values was examined to test the assumptions of linearity and homoscedasticity. The scatterplot demonstrated a random and evenly dispersed pattern of residuals, with no visible systematic trend or funnel shape. This confirms that both the linearity and homoscedasticity assumptions were met.

Furthermore, to assess the presence of multicollinearity among the independent variables, Variance Inflation Factor (VIF) values were analyzed. The results indicated that all VIF values were below the critical threshold of 10. All variables exhibited VIF values well within acceptable limits, generally below 5, confirming that multicollinearity was not a significant concern in the model. The findings of these diagnostic tests confirm that all key assumptions of multiple linear regression analysis, were reasonably satisfied in this study.

At the 1% significance level, two variables, extraversion and conscientiousness, have a statistically significant positive effect on emotional intelligence. Extraversion ($B = 0.418$, $p < 0.01$), with the highest standardized coefficient, is the strongest for emotional intelligence, indicating that sociable and energetic employees tend to demonstrate higher emotional intelligence. Similarly, conscientiousness ($B = 0.329$, $p < 0.01$), associated with discipline and goal-oriented behavior, is the second strongest predictor for emotional intelligence. From the perspective of Myawaddy Bank, these findings suggest that investing in personality development programs focused on enhancing conscientiousness and extraversion could significantly strengthen emotional competence among employees. These traits align with key operational roles involving planning, client interactions, and leadership responsibilities.

At the 5% level, openness to experience ($B = 0.219$, $p < 0.05$) is also a significant predictor of emotional intelligence. Employees who are open-minded, curious, and creative tend to have better emotional intelligence. Encouraging a culture of innovation and learning at the bank could support emotional adaptability and better problem-solving among managers.

In contrast, agreeableness ($p = 0.840$) and neuroticism ($p = 0.757$) do not show significant effects on emotional intelligence. This suggests that agreeableness or neuroticism does not have a meaningful impact on emotional intelligence in this context. While these traits may influence other aspects of performance, they are not key factors in emotional intelligence development at Myawaddy Bank. However, the organization may still explore ways to improve these traits and test whether future changes could make them more relevant to emotional growth among employees.

This study emphasizes the critical role of extraversion, conscientiousness, and openness to experience as personality traits in positively influencing emotional intelligence. These findings provide valuable insights for Myawaddy Bank, aiming to leverage personality traits to optimize emotional intelligence among employees and ultimately enhance leadership and workplace performance.

4.4.2 Regression Analysis of Emotional Intelligence and Job Performance

To analyze the effects of emotional intelligence on job performance of employees at Myawaddy Bank Limited, a multiple linear regression is performed. In that model, job performance is used as the dependent variable, and four dimensions of emotional intelligence are used as predictors. The result of SPSS output analyzing the effect of personality traits on emotional intelligence is shown in Table 4.17.

As shown in Table 4.17, the F-value is 74.129, and this value is statistically significant at the 1% level. So, the model is highly reliable and valid for the study. The adjusted R^2 value of 0.721 provides a slightly more reasonable estimate of 72.1% explained variance when the sample size and number of predictors (four) are considered.

Table 4.17 Multiple Regression Analysis of Emotional Intelligence and Job Performance

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig | VIF |
|-------------------------|-----------------------------|------------|---------------------------|--------|-------|-----------|
| | b | Std. Error | B | | | |
| (Constant) | 0.747 | 0.291 | | 2.565 | 0.012 | |
| Self-awareness | -0.064 | 0.083 | -0.068 | -0.775 | 0.440 | 3.148 |
| Self-management | 0.041 | 0.069 | 0.046 | 0.593 | 0.555 | 2.466 |
| Social-awareness | 0.486*** | 0.094 | 0.499 | 5.156 | 0.000 | 3.794 |
| Relationship Management | 0.433*** | 0.104 | 0.428 | 4.172 | 0.000 | 4.270 |
| R | | | | | | 0.855 |
| R ² | | | | | | 0.731 |
| Adjusted R ² | | | | | | 0.721 |
| F Value | | | | | | 74.129*** |

Source: Survey Data (March, 2025)

Notes: *** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

Dependent Variable: Job Performance

The results of the diagnostic tests for multiple regression assumptions are presented in Appendix B of this study. To assess the normality of residuals, a histogram of standardized residuals was examined, which displayed an approximately bell-shaped curve, suggesting that the residuals were normally distributed. This observation was further supported by the Normal Probability-Probability (P-P) Plot, where the plotted points closely followed the diagonal reference line, indicating that the assumption of normality was reasonably satisfied.

Additionally, a scatterplot of standardized residuals versus standardized predicted values was used to test the assumptions of linearity and homoscedasticity. The plot revealed a random and uniform distribution of residuals, with no clear patterns or funnel shapes, confirming that both linearity and homoscedasticity assumptions were met.

To evaluate multicollinearity among the independent variables, Variance Inflation Factor (VIF) values were reviewed. All VIF values were below the critical

threshold of 10, with most falling below 5, indicating that multicollinearity was not a major concern in this study. Based on these results, it can be concluded that all key assumptions of multiple linear regression analysis were reasonably satisfied.

At the 1% significance level, two variables, social awareness and relationship management, have a statistically significant positive effect on job performance. Social awareness ($B = 0.499$, $p < 0.01$), with the highest standardized coefficient, is the strongest predictor for job performance, indicating that employees who are sensitive to social cues and capable of understanding others' emotions tend to perform better in their roles. Similarly, relationship management ($B = 0.428$, $p < 0.01$), associated with the ability to manage interpersonal relationships constructively, is the second strongest predictor of job performance. From the perspective of Myawaddy Bank, these findings suggest that investing in emotional intelligence training focused on improving relationship-building and social awareness could significantly enhance employee effectiveness, especially in leadership and client service functions.

In contrast, self-awareness ($p = 0.440$) and self-management ($p = 0.555$) do not show significant effects on job performance. This suggests that self-awareness or self-management does not have a meaningful impact on job performance in this context. While these traits may contribute to personal growth and emotional regulation, they are not key factors in driving job performance outcomes at Myawaddy Bank. However, the organization may still consider developing these competencies as foundational elements of emotional intelligence that support long-term behavioral change and resilience.

This study highlights that social awareness and relationship management are the most influential emotional intelligence components positively affecting job performance. These findings offer strategic guidance for Myawaddy Bank to enhance employee productivity and leadership effectiveness by incorporating emotional intelligence development into its human resource and organizational training frameworks.

4.5 Hypotheses and Statistical Results

The statistical analysis of this study reveals important insights into the relationship between personality traits, emotional intelligence, and job performance among employees at Myawaddy Bank Limited. The summary of the hypotheses and statistical results is shown in Table 4.18.

Table 4.18 Summary of Hypotheses and Statistical Results

| Sr. No. | Hypothesis | Statistical Results |
|---------|---|--|
| 1 | H ₁ : Openness significantly positively affects employees' emotional intelligence at Myawaddy Bank Limited. | (i) Accepted (ii) B = 0.219, p < 0.05 (i) Openness has a statistically significant positive effect on EI. |
| 2 | H ₂ : Conscientiousness significantly positively affects employees' emotional intelligence at Myawaddy Bank Limited. | (i) Accepted (ii) B = 0.329, p < 0.01 (iii) Conscientiousness has a statistically significant positive effect on EI. |
| 3 | H ₃ : Extraversion significantly positively affects employees' emotional intelligence at Myawaddy Bank Limited. | (i) Accepted (ii) B = 0.418, p < 0.01 (iii) Extraversion has a statistically significant positive effect on EI. |
| 4 | H ₄ : Agreeableness significantly positively affects employees' emotional intelligence at Myawaddy Bank Limited. | (i) Rejected (ii) p = 0.840 (iii) Not statistically significant. |
| 5 | H ₅ : Neuroticism significantly positively affects employees' emotional intelligence at Myawaddy Bank Limited. | (i) Rejected (ii) p = 0.757 (iii) No significant or positive effect on EI. |
| 6 | H ₆ : Self-awareness significantly positively affects employees' job performance at Myawaddy Bank Limited. | (i) Rejected (ii) p = 0.440 (iii) No significant effect. |

Table 4.18 Summary of Hypotheses and Statistical Results (Continued)

| Sr. No. | Hypothesis | Statistical Results |
|---------|--|--|
| 7 | H ₇ : Self-management significantly positively affects employees' job performance at Myawaddy Bank Limited. | (i) Rejected (ii) $p = 0.555$ (i) No significant effect. |
| 8 | H ₈ : Social awareness significantly positively affects employees' job performance at Myawaddy Bank Limited. | (i) Accepted (ii) $B = 0.499, p < 0.01$ (iii) Social awareness has a statistically significant positive effect on job performance. |
| 9 | H ₉ : Relationship management significantly positively affects employees' job performance at Myawaddy Bank Limited. | (i) Accepted (ii) $B = 0.428, p < 0.01$ (iii) Significant has a statistically significant positive effect on job performance. |

Source: Survey Data (March, 2025)

These findings suggest that while certain personality traits like openness, conscientiousness, and extraversion enhance emotional intelligence, and in turn, emotional intelligence, particularly social awareness and relationship management, substantially improve job performance. Therefore, the results emphasize the importance of targeted training in emotional competencies and personality development for enhancing managerial effectiveness at Myawaddy Bank Limited.

4.6 Summary of Research Questions, Objectives, and Findings

This study evaluated how Big Five personality characteristics affect emotional intelligence (EI) and work performance in Myawaddy Bank Limited employees. Two linear models were developed using multiple regression analyses: one examined how personality traits (extraversion, conscientiousness, openness to experience, agreeableness, and neuroticism) affected emotional intelligence, while the other examined how emotional intelligence dimensions (self-awareness, self-management,

social awareness, and relationship management) affected it. Study questions, goals, and findings are in Table 4.19:

Table 4.19 Summary of Research Questions, Objectives, and Findings

| Sr. No. | Research Questions | Objectives | Findings |
|---------|--|--|---|
| 1 | How do personality traits affect the emotional intelligence of employees at Myawaddy Bank Limited? | To examine the effect of personality traits on emotional intelligence. | Extraversion (B = 0.418, $p < 0.01$), Conscientiousness (B = 0.329, $p < 0.01$), and Openness (B = 0.219, $p < 0.05$) had significant positive effects. Agreeableness and Neuroticism were insignificant. (Adjusted $R^2 = 0.728$). |
| 2 | How does emotional intelligence affect the job performance of employees? | To analyze the effect of emotional intelligence on job performance. | Social Awareness (B = 0.499, $p < 0.01$), and Relationship Management (B = 0.428, $p < 0.01$) had significant positive effects. Self-awareness and Self-Management were insignificant. (Adjusted $R^2 = 0.721$). |

Source: Survey Data (March, 2025)

The findings revealed that extraversion (B = 0.418, $p < 0.01$), conscientiousness (B = 0.329, $p < 0.01$), and openness (B = 0.219, $p < 0.05$) had significant positive effects on emotional intelligence, while agreeableness and neuroticism showed no significant impact. The adjusted R^2 of 0.728 indicates that 72.8% of the variance is explained, accounting for sample size and five predictors.

Furthermore, emotional intelligence was found to have a strong influence on job performance, with social awareness (B = 0.499, $p < 0.01$) and relationship

management ($B = 0.428$, $p < 0.01$) emerging as significant predictors. The adjusted R^2 of 0.721 shows that 72.1% of the variance is explained, considering the sample size and four predictors. These results suggest that enhancing specific personality traits can improve emotional intelligence, which in turn plays a critical role in driving job performance at Myawaddy Bank Limited.

CHAPTER V

CONCLUSION

This section summarizes the study's results, assesses how well the research goals were achieved, and provides Myawaddy Bank Limited with practical advice for enhancing the job performance of employees through the use of personality traits and emotional intelligence. The section consists of four main parts: (1) Findings and Discussions; (2) Suggestions and Recommendations; (3) Implications of the Study; (4) Needs for Further Study.

5.1 Findings and Discussions

This study looked into how personality traits affected the employees at Myawaddy Bank Limited's emotional intelligence and job performance. A sample of 114 managers was included, with most participants identified as female, aged between 31 and 50, holding bachelor's and master's degrees, and having 6 to 15 years of service experience. This profile reflected a stable and experienced workforce. Additionally, a majority of employees were found to receive mid-range salaries, consistent with the bank's compensation structure. From these observations, the composition of the workforce was highlighted, pointing to a strong presence of mid-career professionals contributing to the organization's stability.

Employees' perceptions were analyzed across personality traits, emotional intelligence, and job performance. Personality trait assessments showed high agreement in conscientiousness, extraversion, and agreeableness, while neuroticism scored comparatively lower. Emotional intelligence dimensions, particularly self-awareness and social awareness, were rated highly, whereas self-management had a slightly lower mean score. Job performance perceptions were consistently positive, with employees reporting strong abilities in planning, teamwork, and skill development. Overall, employees viewed themselves as competent in key areas, though opportunities for growth in emotional regulation and adaptability were noted.

Correlation analysis revealed significant relationships between personality traits, emotional intelligence, and job performance. Extraversion, conscientiousness, and openness showed strong positive correlations with emotional intelligence, while neuroticism had a negative correlation. Emotional intelligence components, particularly

social awareness and relationship management, were strongly correlated with job performance. These findings suggest that employees with certain personality traits (e.g., extraversion, conscientiousness) tend to exhibit higher emotional intelligence, which in turn positively influences their job performance.

Regression analysis demonstrated that extraversion, conscientiousness, and openness significantly predicted emotional intelligence, while social awareness and relationship management were key predictors of job performance. These findings align with the study's objectives, confirming that personality traits influence emotional intelligence and that emotional intelligence enhances job performance.

5.1.1 The Effect of Personality Traits on Emotional Intelligence

The study found that extraversion was the most powerful of the Big Five personality traits and a significant predictor of emotional intelligence. Employees with high extraversion, which is defined as gregariousness, assertiveness, enthusiasm, and high energy levels, generally have better emotional intelligence and control. These people are better at recognizing and analyzing emotional cues in both themselves and other people, which helps them manage their emotions and show empathy more effectively. Because they can handle complicated social situations more easily thanks to their emotional intelligence, they are better able to communicate with others, exercise stronger leadership, and be more flexible in dynamic or fast-paced work settings. The results support the crucial role extraversion plays in the development of emotional intelligence by indicating that extraverted people are more likely to cultivate positive working relationships and positively impact team dynamics.

According to this study, conscientiousness has a significant and positive influence on emotional intelligence and is the second-strongest predictor. Better regulation of emotions and logical decision-making are characteristics of conscientious people, who are defined by qualities like self-discipline, organization, dependability, and a strong sense of duty. These characteristics are essential elements of emotional intelligence, especially when considering the banking sector, where positions frequently call for accuracy, reliability, and responsibility. Conscientious employees are more likely to effectively manage stress, remain emotionally stable under pressure, and reflect carefully before acting emotionally. They are useful assets in roles that demand both operational accuracy and emotional insight because of their methodical and goal-oriented approach, which improves their capacity to react to interpersonal

difficulties in a sympathetic and positive way. This emphasizes how crucial diligence is for completing tasks and developing emotional intelligence in high-pressure work environments.

Even though it is the least powerful among the significant predictors, openness to experience still positively impacts emotional intelligence in this study. Workers with high openness scores are typically interested, imaginative, intellectually curious, and receptive to new experiences and ideas. These individuals frequently demonstrate heightened emotional awareness and cognitive flexibility, which aids them in understanding and appreciating various perspectives and emotional expressions. They promote the development of empathy, tolerance, and adaptability, which are essential components of emotional intelligence, by embracing the exploration of novel emotional responses and contrasting viewpoints. Open individuals are better equipped to manage change, navigate interpersonal complexities, and respond effectively in emotionally charged situations within dynamic work environments, especially in sectors like banking where innovation and continual learning are increasingly valued. According to this research, openness enhances an employee's ability for emotional adaptation and innovative problem-solving, thereby increasing overall emotional intelligence.

On the other hand, this study found no statistically significant effects of neuroticism or agreeableness on emotional intelligence. Even though agreeableness is usually associated with being kind, cooperative, and empathetic, the fact that it didn't significantly predict emotional intelligence here suggests that these traits alone might not be enough to improve emotional intelligence without help from other traits like conscientiousness or extraversion. Similarly, emotional intelligence in this sample was not significantly affected by neuroticism, which is generally characterized by emotional instability, anxiety, and moodiness. Even though it is usually assumed that high levels of neuroticism will impair emotional control and awareness, the fact that this effect is not statistically significant may indicate that employees possess compensatory mechanisms or that organizational support and professional training mitigate its detrimental effects. These results demonstrate that not all personality traits contribute equally to emotional intelligence and illustrate the value of considering situational and occupational contexts when assessing the dynamics between personality and emotional intelligence, particularly in the regulated and structured banking industry.

5.1.2 The Effect of Emotional Intelligence on Job Performance

Effective management and job performance depend on emotional competencies such as self-awareness, self-management, social awareness, and relationship management.

This study found that social awareness was the best individual predictor of job performance, highlighting how crucial it is to understand and react to other people's needs, feelings, and social cues. This aspect of emotional intelligence measures a person's ability to empathize, be contextually aware, and comprehend interpersonal dynamics. These are abilities that are especially important in the banking industry, where success depends on preserving long-term client relationships, controlling customer expectations, and encouraging productive teamwork. Employees with high social awareness are more likely to predict client concerns, settle disputes peacefully, and boost morale at work. They can communicate more effectively, provide tailored client service, and conform their behavior to organizational norms because of their social context sensitivity. These skills support overall organizational effectiveness in addition to improving individual job performance, especially in service-oriented settings where social interaction and emotional labor are crucial.

Relationship management also affected work performance, demonstrating the importance of emotional intelligence in operational excellence and leadership. Key interpersonal skills like influence, cooperation, conflict resolution, and the capacity to motivate and mentor others are all included in relationship management. Employees with strong relationship management skills are better able to create effective professional networks, escape conflict, and promote a positive and productive work environment in the banking industry, where teamwork, client trust, and high-pressure decision-making are commonplace. These skills enhance not only individual performance but also organizational resilience and success, particularly in customer-centric roles where managing relationships effectively is critical.

Although self-awareness and self-management are essential to most emotional intelligence theories, this study found no statistically significant benefits on job performance. Self-management, which deals with regulating emotional reactions and keeping emotional equilibrium, and self-awareness, which involves recognizing one's emotions and comprehending how they affect thoughts and behavior, may be more internally focused and less visible in immediate work results. Although these intrapersonal skills are crucial for emotional stability and personal development, their

lack of significance increases the possibility that they do not translate as directly into quantifiable job performance as interpersonal competencies like relationship management and social awareness. Interpersonal emotional competencies seem to have a more direct and noticeable effect on performance outcomes in the banking sector, where success frequently depends on external interactions with teams and clients.

5.2 Suggestions and Recommendations

The study's findings offer several useful suggestions to improve managerial effectiveness and human resource strategies at Myawaddy Bank Limited. These recommendations seek to convert the relationships between emotional intelligence, personality traits, and job performance that have been observed into practical organizational procedures.

First, it is advised that structured leadership development programs emphasizing emotional intelligence be put into place. Training initiatives should give social awareness and relationship management top priority because of their high predictive value for job performance. Experience-based and scenario-based learning strategies, which are intended to mirror actual banking industry challenges, can offer managers significant chances to improve their team leadership, empathy, communication, and conflict resolution skills. Stronger interpersonal relationships and increased managerial efficacy are anticipated outcomes of such programs.

Second, it is a beneficial idea to incorporate personality and emotional intelligence assessments into the hiring and talent management procedures. Finding people who display extraversion and conscientiousness will help with hiring and placement decisions because these qualities have been positively correlated with emotional intelligence and performance. Additionally, specific coaching programs ought to be offered to staff members who exhibit higher levels of neuroticism or low emotional intelligence. To improve workplace functionality and individual resilience, these programs ought to concentrate on stress management, emotional control, and organizational skill development.

Third, performance management systems and emotional intelligence training ought to be culturally modified to conform to Myanmar's socio-organizational norms. Training materials should incorporate elements of the local cultural context, such as indirect communication methods, collectivism, and respect for authority. In addition to increasing participant engagement and behavioral alignment with organizational

expectations, this cultural sensitivity will make the programs more relevant and effective.

Furthermore, it is advised that the bank's performance review framework incorporate soft-skill indicators like emotional control, teamwork, interpersonal communication, and adaptability. With these extra dimensions, managerial competence can be assessed more fairly and holistically than with traditional task-oriented evaluations. These measures will help to develop emotionally intelligent leaders who can make significant contributions to the success of their organizations.

Finally, it's critical to set up mechanisms for ongoing assessment and monitoring of personality and emotional intelligence. Regular employee surveys, performance data reviews, and feedback gathering should be used to evaluate the success of the implemented programs. The continuous improvement of human resource strategies and their continued alignment with organizational goals and workforce development requirements will be facilitated by this iterative evaluation process.

5.3 Implications of the Study

This study offers useful information about the practical and theoretical implications of personality traits, emotional intelligence, and job performance at Myawaddy Bank. The research bridges the gap between academic concepts and workplace realities by aligning well-established theories, such as the Five-Factor Model and Goleman's Emotional Intelligence framework, with empirical evidence from real organizational settings.

5.3.1 Alignment of Theory and Practice

This study bridges the gap between psychological theory and real-world application by showing the clear correlation between fundamental theories of personality and emotional intelligence and measurable performance outcomes. By verifying the theoretical constructs' applicability in the operational setting of Myawaddy Bank, the results strengthen the link between academic research and organizational practice.

This study indicates that there are strong correlations between conscientiousness, extraversion, and emotional intelligence. Furthermore, the study demonstrates a correlation between emotional intelligence and job performance. These results indicate that employees with high levels of extraversion typically have higher

job performance rates, which is in line with the Five-Factor Model, which suggests that extraverted people succeed in social roles. Similarly, individuals with high conscientiousness scores exhibit greater compliance, make fewer operational errors, and produce more consistent and reliable work, demonstrating the real-world relevance of this personality trait.

Additionally, the research offers empirical support for the framework of emotional intelligence. According to the study findings, social awareness and relationship management have the biggest effects on job performance, even though Goleman's model has the four EI dimensions of self-awareness, self-management, social awareness, and relationship management. These findings highlight how focused emotional intelligence training initiatives can improve organizational results.

5.3.2 Research Implications

The results of this study make a significant contribution to the larger body of knowledge in the domains of personality traits and emotional intelligence. In the context of Myanmar's banking industry, the Five-Factor Model's applicability has been validated. The relevance of particular personality dimensions may vary based on local cultural norms and job requirements.

Furthermore, personality traits are independent predictors of emotional intelligence, and emotional intelligence is an independent predictor of job performance. Research shows that when individuals are able to control their emotions, show empathy, and effectively manage interpersonal relationships, their personality traits can translate into actual professional effectiveness, measured as job performance. This ability is particularly important in industries that focus on providing services, like banking.

The study also offers evidence-based guidance for human resource strategy. The research promotes the use of personality assessments and emotional intelligence assessments in hiring, training, and leadership development procedures. These observations are especially relevant to Myawaddy Bank, where long-term organizational success depends on interpersonal trust, client involvement, and emotional control. Employing psychology-based HR practices is considered a smart way to develop emotionally intelligent leaders and improve business operations.

5.4 Needs for Further Study

To deepen industry understanding of how personality traits and emotional intelligence (EI) influence job performance in banking, future research should adopt broader and more diverse approaches.

First, expanding the sample to include both the head office and multiple branch locations will capture variations in managerial experiences across regions, enhancing the generalizability of findings. Given the sector's emphasis on ethical conduct and interpersonal effectiveness, future studies should also explore alternative personality frameworks, such as the Myers-Briggs Type Indicator (MBTI) or HEXACO, which emphasize dimensions like honesty-humility. Moreover, integrating mediators and moderators such as organizational climate, leadership style, or job stress can reveal how these factors strengthen or weaken the personality-EI-performance relationship. Methodologically, longitudinal or mixed-methods studies that combine surveys, interviews, and performance data would reveal more about how personality and EI evolve, particularly as banking professionals advance in their careers. Finally, targeted research on customer-facing roles, such as relationship managers or front-line staff, is vital, given the emotional labor and real-time decision-making these positions demand. Such research will enhance practical and theoretical understanding of how psychological traits drive effective performance in banking environments.

REFERENCES

- Aguinis, H. (2013). *Performance management* (3rd ed.). Pearson Prentice Hall.
- Ashkanasy, N. M., & Daus, C. S. (2005). Rumors of the death of emotional intelligence are vastly exaggerated: A reply to the critiques. *Journal of Organizational Behavior, 26*(4), 441–452. <https://doi.org/10.1002/job.320>
- Bar-On, R. (1997). *The Emotional Quotient Inventory (EQ-i): A test of emotional intelligence*. Multi-Health Systems.
- Barling, J., & Boswell, R. (1995). Work performance and the achievement—strivings and impatience—irritability dimensions of Type A behaviour. *Applied Psychology: An International Review, 44*(2), 143–153.
- Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology, 44*(1), 1–26.
- Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt, W. C. Borman, & Associates (Eds.), *Personnel selection in organizations*. John Wiley & Sons.
- Campbell, J. P. (1990a). Modeling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (Vol. 1, 2nd ed., pp. 687–732). Consulting Psychologists Press.
- Campbell, J. P., & Wiernik, B. M. (2015). The modeling and assessment of work performance. *Annual Review of Organizational Psychology and Organizational Behavior, 2*, 47–74.
- Cherniss, C. (2010). Emotional intelligence: Towards clarification of a concept. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 3*(2), 110–126.
- Cobb-Clark, D. A., & Schurer, S. (2012). The stability of Big-Five personality traits. *Economics Letters, 115*(1), 11–15.
- Costa, P. T., & McCrae, R. R. (1990). *Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual*. Psychological Assessment Resources.
- Costa, P. T., Jr., & McCrae, R. R. (2006). *Revised NEO Personality Inventory (NEO PI-R) manual* (UK ed.). Hogrefe.

- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology, 102*(3), 421–433.
- Diener, E., & Lucas, R. E. (2019). Personality traits. In *General psychology: Required reading* (p. 278).
- Ekman, P. (2008). *Emotional awareness: Overcoming the obstacles to psychological balance and compassion: A conversation between the Dalai Lama and Paul Ekman*. Times Books/Henry Holt and Co.
- Dhungana, S., & Kautish, S. (2020). Impact of emotional intelligence on job performance and organizational commitment: A comparative study of selected public and private banks of Nepal. *commitment, 2*(3).
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
- Goleman, D. (2001). An EI-based theory of performance. In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations* (pp. 27–44). Jossey-Bass.
- Goldberg, L. R. (1993). *The structure of phenotypic personality traits. American Psychologist, 48*(1), 26–34.
- Guion, R. M., & Gottier, R. F. (1965). Validity of personality measures in personnel selection. *Personnel Psychology, 18*(2).
- Hay Group. (2005). *Emotional competence inventory (ECI) technical manual*. McClelland Center for Research and Innovation. (Updated by S. B. Wolff).
- Hlaing. (2019). *The effect of emotional intelligence on job performance of expatriate teachers: International School of Myanmar (ISM) in Yangon* (Master's thesis, Yangon University of Economics, Myanmar).
- Hoekstra, H. (1993). *Work and personality*. Paper presented at the 6th Meeting of the International Society for the Study of Individual Differences, Baltimore, MD, United States.
- Hurtz, G. M., & Donovan, J. J. (2000). Personality and job performance: The big five revisited. *Journal of Applied Psychology, 85*(6), 869–879.

- John, O. P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (2nd ed., pp. 102–138). Guilford Press.
- Johnson, R. B., Christensen, L., & Turner, L. A. (2020). *Research methods, design, and analysis* (13th ed.). Pearson Education.
- Judge, T. A., & Ilies, R. (2002). Relationship of personality to performance motivation: A meta-analytic review. *Journal of Applied Psychology, 87*(4), 797–807.
- Kanesan, P., & Fauzan, N. (2019). Models of emotional intelligence: A review. *e-BANGI Journal, 16*(7).
- Kermani, Z. Z. (2013). The relationship between the “Big Five” personality traits and customer satisfaction: A case study of Melli Bank Kerman, Iran. *Journal of Business and Retail Management Research, 6*(1), 13–25.
- Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., De Vet, H. C., & Van Der Beek, A. J. (2011). Conceptual frameworks of individual work performance: A systematic review. *Journal of Occupational and Environmental Medicine, 53*(8), 856–866.
- Kothari, H. V. (2010). Emotional intelligence. In *AIMS International Conference on Value based Management*, ICFAI Business School, Noida, Uttar Pradesh, India.
- Lounsbury, J. W., Foster, N., Carmody, P. C., Kim, J. Y., Gibson, L. W., & Dorost, A. W. (2012). Key personality traits and career satisfaction of CS workers. *Managing Service Quality, 22*(5), 517–536.
- Malhotra, N. K. (2010). *Marketing research: An applied orientation* (6th ed.). Pearson Education.
- Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence, 17*(4), 433–442.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). Basic Books.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry, 15*(3), 197–215.
- McCrae, R. R., & Costa, P. T., Jr. (1991). Adding liebe und arbeit – the full 5-factor model and well-being. *Personality and Social Psychology Bulletin, 17*(2), 227–232.

- McCrae, R. R., & Costa, P. T., Jr. (2004). A contemplated revision of the NEO Five-Factor Inventory. *Personality and Individual Differences, 36*(3), 587–596.
- McCrae, R. R., & Costa, P. T., Jr. (2008). The Five-Factor Theory of Personality. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (3rd ed., pp. 159–181). Guilford Press.
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (2014). A theory of individual differences in task and contextual performance. In D. L. Sackett & C. L. Cooper (Eds.), *Organizational citizenship behavior and contextual performance* (pp. 71–83). Psychology Press.
- Mount, M. K., Barrick, M. R., & Stewart, G. L. (1998). Five-factor model of personality and performance in jobs involving interpersonal interactions. *Human Performance, 11*(2–3), 145–165.
- Murphy, K. R., & Kroecker, L. P. (1989). Dimensions of job performance. In R. W. Dillon & J. W. Pellegrino (Eds.), *Testing: Applied and theoretical perspectives* (pp. 218–247). Praeger Publishers.
- Neubauer, A. C., & Freudenthaler, H. H. (2005). Models of emotional intelligence. In R. Schulze & R. D. Roberts (Eds.), *Emotional intelligence: An international handbook* (pp. 31–50). Hogrefe & Huber Publishers.
- Nandar. (2019). *Emotional intelligence, career commitment and job performance of nurses at Yangon General Hospital* (Master's thesis, Yangon University of Economics, Myanmar).
- O'Boyle Jr, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior, 32*(5), 788–818.
- O'Connor, P. J., Hill, A., Kaya, M., & Martin, B. (2019). The measurement of emotional intelligence: A critical review of the literature and recommendations for researchers and practitioners. *Frontiers in Psychology, 10*, 1116.
- Obilor, E. I., & Amadi, E. C. (2018). Test for significance of Pearson's correlation coefficient. *International Journal of Innovative Mathematics, Statistics & Energy Policies, 6*(1), 11–23.
- Organ, D. W., & Lingl, A. (1995). Personality, satisfaction, and organizational citizenship behavior. *Journal of Social Psychology, 135*(3), 339–350.
- Organ, D. W., & Paine, J. B. (1999). A new kind of performance for industrial and organizational psychology: Recent contributions to the study of organizational

- citizenship behavior. In C. L. Cooper & I. T. Robertson (Eds.), *International review of industrial and organizational psychology* (Vol. 14, pp. 337–368). John Wiley & Sons.
- Ozer, D. J., & Benet-Martínez, V. (2006). Personality and the prediction of consequential outcomes. *Annual Review of Psychology*, *57*, 401–421.
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, *15*(6), 425–448.
- Pimentel, J. L. (2019). A note on the use of Likert scaling for research data analysis. *International Journal of Quantitative Research and Modeling*, *1*(1), 1–5.
- Praveena, S. (2015). Emotional intelligence on job performance of bank managers in Sri Lanka. *OUSL Journal*, *9*, 41–59.
- Rashid, N. M., Saha, N. F. M., Ariffin, N. M., Ghani, W. S. W. A., & Yunus, N. S. N. M. (2016). The influence of bank's frontlines' personality traits on job performance. *Procedia Economics and Finance*, *37*, 65–72. [https://doi.org/10.1016/S2212-5671\(16\)30094-6](https://doi.org/10.1016/S2212-5671(16)30094-6)
- Robbins, S. P., & Judge, T. A. (2021). *Organizational behavior* (19th ed.). Pearson.
- Rotundo, M., & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of performance: A policy-capturing approach. *Journal of Applied Psychology*, *87*(1), 66–80.
- Sackett, P. R., & Lievens, F. (2008). Personnel selection. *Annual Review of Psychology*, *59*, 419–450.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, *9*(3), 185–211
- Salgado, J. F. (1997). The five-factor model of personality and job performance in the European Community. *Journal of Applied Psychology*, *82*(1), 30–43.
- Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research methods for business students* (6th ed.). Pearson Education Limited.
- Yang, L. C., & Hwang, M. (2014). Personality traits and simultaneous reciprocal influences between job performance and job satisfaction. *Chinese Management Studies*, *8*(1), 6–26.
- Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.

Questionnaire

Dear respondents,

As part of my Master's degree requirements, I am conducting research on the influence of various personality traits, Emotional Intelligence, and Job Performance in relation to employee involvement within organizations. Your participation in completing this questionnaire, which will take approximately 25-35 minutes, would be greatly appreciated. Please be assured that all information provided will remain confidential. Thank you for your cooperation.

Section A: Profile of Respondent

Please answer the following questions by ticking (✓) in the appropriate box.

1. Gender

Male

Female

2. Age (years)

< 31

31-40

41-50

Above 50

3. Marital Status

Single

Married

4. Level of Education

Bachelor Degree

Master Degree

Doctoral Degree

5. Working Experience (Years)

- < 5
- 5-10
- 11-15
- 16-20
- Above 21

6. Monthly Salary (MMK)

- Less than or equal 500,000
- 500,000 to 700,000
- Above 700,000

Section B: Personality Traits

The following statements identified the personality traits of the Myawaddy Bank's Managerial staff. Please indicate your level of agreement/disagreement by ticking the most appropriate answer that applies to you in a five-point Likert scale ranging from 7 (strongly agree) to 1 (strongly disagree). Please choose only one option from the list given by ticking where appropriate.

1 = Strongly Disagree

2 = Disagree

3 = Somewhat disagree

4 = Neutral

5 = Somewhat Agree

6 = Agree

7 = Strongly Agree

(i) Openness to Experiences

| Sr. No. | Statement | Agreement level | | | | | | |
|------------|--|-----------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | I come up with innovative solutions to customer or operational challenges. | | | | | | | |
| 2 | I use creativity to enhance customer experience and satisfaction. | | | | | | | |
| 3 | I develop inventive approaches to improve processes or resolve issues. I enjoy reflecting on ways to enhance team performance or operational efficiency. | | | | | | | |
| 4 | I appreciate the value of precision and aesthetics in delivering high-quality work. | | | | | | | |
| 5 | I have a refined understanding of quality and professionalism in banking services. | | | | | | | |

(ii) Conscientiousness

| Sr. No. | Statement | Agreement level | | | | | | |
|---------|--|-----------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | I ensure that I complete tasks thoroughly and with attention to detail. | | | | | | | |
| 2 | I am dependable and consistently deliver high-quality work on time. | | | | | | | |
| 3 | I strive to complete tasks efficiently while maintaining high-quality standards. | | | | | | | |
| 4 | I create actionable plans and ensure their successful implementation. | | | | | | | |
| 5 | I remain proactive and motivated to achieve my work goals. | | | | | | | |

(iii) Extraversion

| Sr. No. | Statement | Agreement level | | | | | | |
|---------|---|-----------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | I communicate effectively and engage actively with colleagues and customers. | | | | | | | |
| 2 | I inspire enthusiasm and positivity in my colleagues and customers. | | | | | | | |
| 3 | I'm confident to address challenges and make sure tasks are completed effectively. | | | | | | | |
| 4 | I enjoy building professional relationships and connecting with colleagues and customers. | | | | | | | |
| 5 | I maintain a professional demeanor and contribute thoughtfully in discussions. | | | | | | | |

(iv) Agreeableness

| Sr. No. | Statement | Agreement level | | | | | | |
|---------|---|-----------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | I am always willing to assist colleagues and customers selflessly. | | | | | | | |
| 2 | I am forgiving and work to resolve conflicts amicably and constructively. | | | | | | | |
| 3 | I am considerate and kind in my interactions with colleagues and customers, ensuring positive outcomes. | | | | | | | |
| 4 | I enjoy collaborating with others to achieve shared goals and enhance job performance. | | | | | | | |
| 5 | I avoid finding fault with others and focus on constructive and supportive feedback. | | | | | | | |

(v) Neuroticism

| Sr. No. | Statement | Agreement level | | | | | | |
|---------|---|-----------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | I work to manage tension and maintain a professional demeanor during challenging tasks. | | | | | | | |
| 2 | I address concerns proactively rather than dwelling on them. | | | | | | | |
| 3 | I strive to regulate my emotions to maintain a consistent and professional attitude. | | | | | | | |
| 4 | I remain composed and manage stress effectively in high-pressure situations. | | | | | | | |
| 5 | I remain emotionally stable and focused, even in difficult situations. | | | | | | | |

Section C: Emotional Intelligence

The following statements identified the emotional intelligence of the Myawaddy Bank's Managerial staff. Please indicate your level of agreement/disagreement by ticking the most appropriate answer that applies to you in a five-point Likert scale ranging from 7 (strongly agree) to 1 (strongly disagree). Please choose only one option from the list given by ticking where appropriate.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Somewhat disagree
- 4 = Neutral
- 5 = Somewhat Agree
- 6 = Agree
- 7 = Strongly Agree

(i) Self-Awareness

| Sr. No. | Statement | Agreement level | | | | | | |
|---------|---|-----------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | I am aware of my own feelings. | | | | | | | |
| 2 | I recognize the situations that arouse strong emotions in me. | | | | | | | |
| 3 | I know how my feelings affect my actions | | | | | | | |
| 4 | I reflect on the underlying reasons for my feelings. | | | | | | | |
| 5 | I acknowledge my own strengths and weaknesses. | | | | | | | |

(ii) Self-Management

| Sr. No. | Statement | Agreement level | | | | | | |
|------------|--|-----------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | I act impulsively. | | | | | | | |
| 2 | I use standard procedures in a flexible way. | | | | | | | |
| 3 | I adjust my goals or plans to match the situation. | | | | | | | |
| 4 | I set measurable and challenging goals. | | | | | | | |
| 5 | I take calculated risks to reach my goals. | | | | | | | |

(iii) Social-Awareness

| Sr. No. | Statement | Agreement level | | | | | | |
|------------|--|-----------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | I pay close attention when others speak. | | | | | | | |
| 2 | I notice people's feelings and body language. | | | | | | | |
| 3 | I understand historical reasons for organizational issues. | | | | | | | |
| 4 | I monitor customer or client satisfaction. | | | | | | | |
| 5 | I make sure services or products fit customer needs. | | | | | | | |

(iv) Relationship-Management

| Sr. No. | Statement | Agreement level | | | | | | |
|------------|---|-----------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | I notice and value the strengths of others. | | | | | | | |
| 2 | I give guidance or show others how to improve. | | | | | | | |
| 3 | I mentor or coach others regularly. | | | | | | | |
| 4 | I express the need for change when necessary. | | | | | | | |
| 5 | I make work interesting and enjoyable for others. | | | | | | | |
| 6 | I provide helpful and positive feedback. | | | | | | | |

Section D: Job Performance

The following statements identified the job performance of the Myawaddy Bank's Managerial staff. Please indicate your level of agreement/disagreement by ticking the most appropriate answer that applies to you in a five-point Likert scale ranging from 7 (strongly agree) to 1 (strongly disagree). Please choose only one option from the list given by ticking where appropriate.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Somewhat disagree
- 4 = Neutral
- 5 = Somewhat Agree
- 6 = Agree
- 7 = Strongly Agree

| Sr. No. | Statement | Agreement level | | | | | | |
|---------|--|-----------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | I plan my work to ensure it is completed on time. | | | | | | | |
| 2 | I focus on the results I need to achieve at work. | | | | | | | |
| 3 | I complete my work efficiently with minimal time and effort. | | | | | | | |
| 4 | I work productively with others. | | | | | | | |
| 5 | I take on additional responsibilities at work. | | | | | | | |
| 6 | I keep my job skills up-to-date. | | | | | | | |

***** Thanks for Coordination *****

Statistical Outputs

I. Reliability Analysis**(a) Reliability Analysis of Personality Traits****Openness to Experiences (OE)**

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .751 | 5 |

Conscientiousness (CS)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .837 | 5 |

Extraversion (EX)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .811 | 5 |

Agreeableness (AG)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .813 | 5 |

Neuroticism (NE)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .816 | 5 |

(b) Reliability Analysis of Emotional Intelligence

Self-Awareness (SW)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .839 | 5 |

Self-Management (SM)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .806 | 5 |

Social-Awareness (SW)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .825 | 5 |

Relationship Management (SM)

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .839 | 6 |

(c) Reliability Analysis of Job Performance

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .849 | 6 |

II. Correlation Analysis

(a) Correlation Analysis of Personality Traits to Emotional Intelligence

| | | Correlations | | | | | |
|------------------------|---------------------|--------------|-------------------|--------------|---------------|-------------|------------------------|
| | | Openesses | Conscientiousness | Extraversion | Agreeableness | Neuroticism | Emotional Intelligence |
| Openesses | Pearson Correlation | 1 | .760** | .758** | .686** | -.506** | .763** |
| | Sig. (2-tailed) | | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| | N | 114 | 114 | 114 | 114 | 114 | 114 |
| Conscientiousness | Pearson Correlation | .760** | 1 | .764** | .743** | -.592** | .789** |
| | Sig. (2-tailed) | 0.000 | | 0.000 | 0.000 | 0.000 | 0.000 |
| | N | 114 | 114 | 114 | 114 | 114 | 114 |
| Extraversion | Pearson Correlation | .758** | .764** | 1 | .821** | -.620** | .808** |
| | Sig. (2-tailed) | 0.000 | 0.000 | | 0.000 | 0.000 | 0.000 |
| | N | 114 | 114 | 114 | 114 | 114 | 114 |
| Agreeableness | Pearson Correlation | .686** | .743** | .821** | 1 | -.578** | .708** |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | | 0.000 | 0.000 |
| | N | 114 | 114 | 114 | 114 | 114 | 114 |
| Neuroticism | Pearson Correlation | -.506** | -.592** | -.620** | -.578** | 1 | -.534** |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | 0.000 | | 0.000 |
| | N | 114 | 114 | 114 | 114 | 114 | 114 |
| Emotional Intelligence | Pearson Correlation | .763** | .789** | .808** | .708** | -.534** | 1 |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | |
| | N | 114 | 114 | 114 | 114 | 114 | 114 |

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

(b) Correlation Analysis of Emotional Intelligence to Job Performance

| | | Correlations | | | | |
|-------------------------|---------------------|----------------|-----------------|------------------|-------------------------|-----------------|
| | | Self-Awareness | Self-Management | Social-Awareness | Relationship Management | Job Performance |
| Self-Awareness | Pearson Correlation | 1 | .595** | .808** | .736** | .677** |
| | Sig. (2-tailed) | | 0.000 | 0.000 | 0.000 | 0.000 |
| | N | 114 | 114 | 114 | 114 | 114 |
| Self-Management | Pearson Correlation | .595** | 1 | .596** | .768** | .631** |
| | Sig. (2-tailed) | 0.000 | | 0.000 | 0.000 | 0.000 |
| | N | 114 | 114 | 114 | 114 | 114 |
| Social-Awareness | Pearson Correlation | .808** | .596** | 1 | .788** | .808** |
| | Sig. (2-tailed) | 0.000 | 0.000 | | 0.000 | 0.000 |
| | N | 114 | 114 | 114 | 114 | 114 |
| Relationship Management | Pearson Correlation | .736** | .768** | .788** | 1 | .806** |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | | 0.000 |
| | N | 114 | 114 | 114 | 114 | 114 |
| Job Performance | Pearson Correlation | .677** | .631** | .808** | .806** | 1 |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | 0.000 | |
| | N | 114 | 114 | 114 | 114 | 114 |

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

III. Multiple Linear Regression Analysis

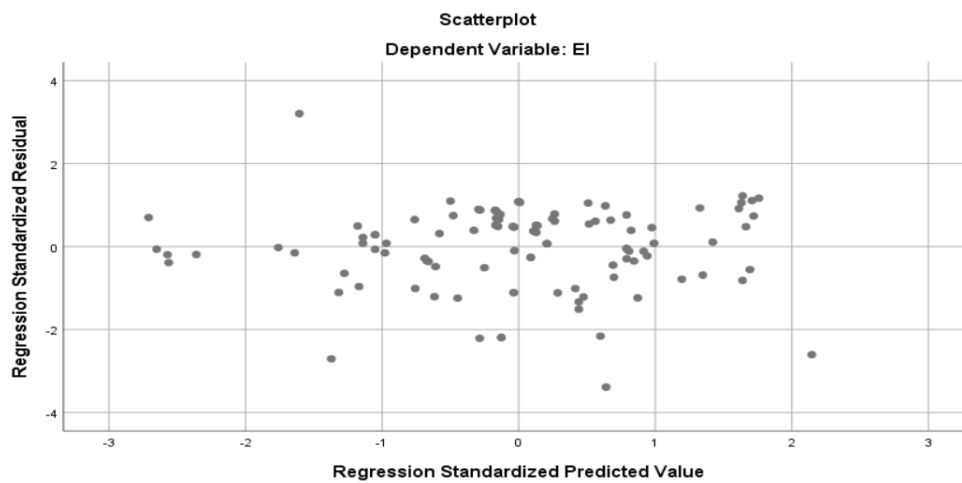
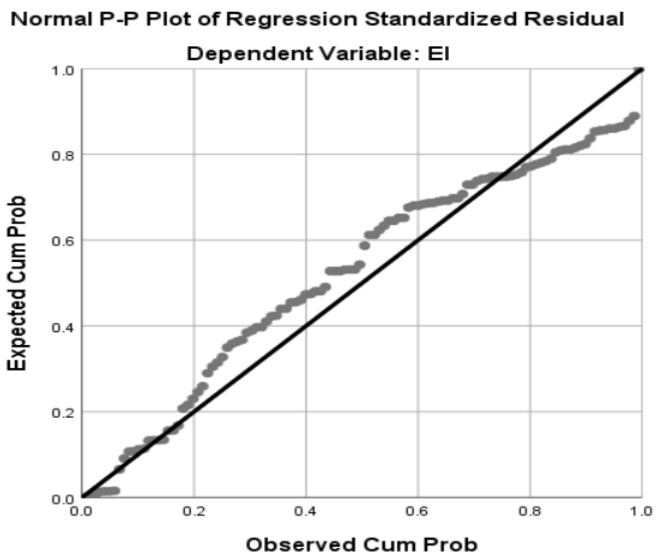
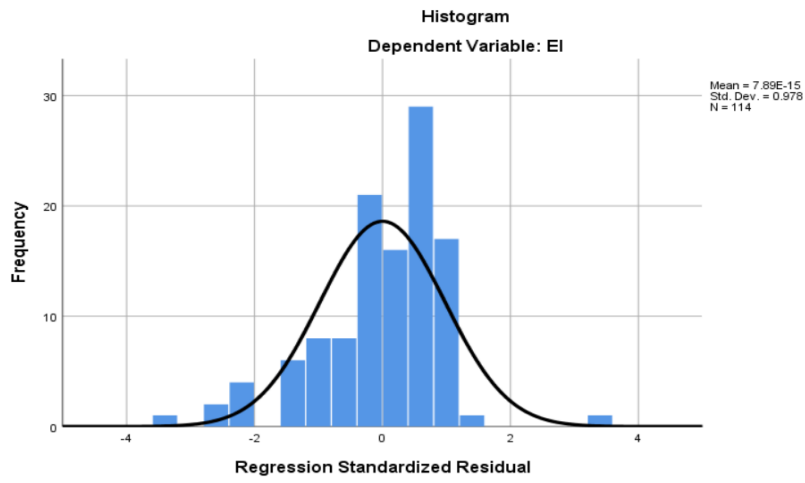
(a) Multiple Linear Regression Analysis of Personality Traits on Emotional Intelligence

| Model Summary ^b | | | | | | | | | | |
|--|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change | |
| 1 | .860 ^a | 0.740 | 0.728 | 0.28427 | 0.740 | 61.619 | 5 | 108 | 0.000 | 1.819 |
| a. Predictors: (Constant), Openness to experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism | | | | | | | | | | |
| b. Dependent Variable: Emotional Intelligence | | | | | | | | | | |

| ANOVA ^a | | | | | | |
|--|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 24.898 | 5 | 4.980 | 61.619 | .000 ^b |
| | Residual | 8.728 | 108 | 0.081 | | |
| | Total | 33.625 | 113 | | | |
| a. Dependent Variable: Emotional Intelligence | | | | | | |
| b. Predictors: (Constant), Openness to experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism | | | | | | |

| Coefficients ^a | | | | | | | | |
|---|-------------------|-----------------------------|------------|---------------------------|--------|-------|-------------------------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 0.422 | 0.513 | | 0.823 | 0.412 | | |
| | Openness | 0.208 | 0.079 | 0.219 | 2.626 | 0.010 | 0.346 | 2.892 |
| | Conscientiousness | 0.296 | 0.080 | 0.329 | 3.694 | 0.000 | 0.303 | 3.304 |
| | Extraversion | 0.399 | 0.097 | 0.418 | 4.096 | 0.000 | 0.231 | 4.330 |
| | Agreeableness | -0.017 | 0.083 | -0.018 | -0.203 | 0.840 | 0.291 | 3.441 |
| | Neuroticism | 0.022 | 0.070 | 0.020 | 0.311 | 0.757 | 0.577 | 1.734 |
| a. Dependent Variable: Emotional Intelligence | | | | | | | | |

Charts



(b) Multiple Linear Regression Analysis of Emotional Intelligence on Job Performance

| Model Summary ^b | | | | | | | | | | |
|---|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change | |
| 1 | .855 ^a | 0.731 | 0.721 | 0.30810 | 0.731 | 74.129 | 4 | 109 | 0.000 | 1.961 |
| a. Predictors: (Constant), Relationship Management, Social_Awareness, Self_Management, Self_Awareness | | | | | | | | | | |
| b. Dependent Variable: Job_Performance | | | | | | | | | | |

| ANOVA ^a | | | | | | |
|---|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 28.147 | 4 | 7.037 | 74.129 | .000 ^b |
| | Residual | 10.347 | 109 | 0.095 | | |
| | Total | 38.494 | 113 | | | |
| a. Dependent Variable: Job_Performance | | | | | | |
| b. Predictors: (Constant), Relationship_Management, Social_Awareness, Self_Management, Self_Awareness | | | | | | |

| Coefficients ^a | | | | | | | | |
|--|-------------------------|-----------------------------|------------|---------------------------|--------|-------|-------------------------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 0.747 | 0.291 | | 2.565 | 0.012 | | |
| | Self_Awareness | -0.064 | 0.083 | -0.068 | -0.775 | 0.440 | 0.318 | 3.148 |
| | Self_Management | 0.041 | 0.069 | 0.046 | 0.593 | 0.555 | 0.406 | 2.466 |
| | Social_Awareness | 0.486 | 0.094 | 0.499 | 5.156 | 0.000 | 0.264 | 3.794 |
| | Relationship_Management | 0.433 | 0.104 | 0.428 | 4.172 | 0.000 | 0.234 | 4.270 |
| a. Dependent Variable: Job_Performance | | | | | | | | |

Chart

