



## Level of Emotional Intelligence of High School Students in Selected Government Schools in Gorkha District

Bhumika Pudasaini, Prakash Sharma, Pramila Thapa, Kusum Dhungana

ISSN 297-10777. DOI: <https://doi.org/10.58196/jhsw.n.v7/i3/15.12.2023>

Double Blinded  
Peer Reviewed  
Multidisciplinary  
Open Access

URL: <https://jhsw.n.com/index.php/jhsw>

## Level of Emotional Intelligence of High School Students in Selected Government Schools in Gorkha District

Bhumika Pudasaini<sup>1</sup>, Prakash Sharma<sup>2</sup>, Pramila Thapa<sup>3</sup>, Kusum Dhungana<sup>4</sup>

### Affiliations

<sup>1</sup> Yeti Health Science Academy, Kathmandu, Nepal

<sup>2</sup> Butwal Multiple Campus, Faculty of Education, Tribhuvan University, Butwal, Nepal

<sup>1,3</sup> Founder of Life Skills Education Institutes, Kathmandu, Nepal

<sup>4</sup> Public Health Research Society Nepal, Kathmandu

### ABSTRACT

**Introduction:** Emotional intelligence (EI) has emerged as a crucial skill in the teaching and learning process, contributing to emotional maturity and overall well-being (WB).

There is an insufficiency of Nepali literature on this topic, mainly including higher-school students. This study aims to assess the levels of EI among students and examine the association between EI and demographic variables.

**Methodology:** The research utilized a cross-sectional, descriptive design to examine high school students' EI in Gorkha District. Stratified sampling was employed, with 217 participants selected from two distinct strata: Shree Mahalaxmi Higher Secondary School and Shree Shakti Higher Secondary School. Data was collected using the Schutte Self-Report Emotional Intelligence Test (SSEIT), which underwent validation and maintained a reliability of 0.90. Ethical guidelines were followed, ensuring confidentiality and informed consent. Data analysis involved SPSS, descriptive statistics, and Chi-Square tests.

**Results:** The results indicated a mean age of 16.72 among the participants. Most students exhibited a medium level of EI, indicating room for improvement in their emotional skills. Furthermore, the study demonstrated associations between EI and socio-demographic variables such as age group, family type, and family income among the participants.

**Conclusion:** Most students showed medium EI levels, indicating room for emotional growth. Age, family types, and an income-influenced EI necessitate focused intervention, especially for younger individuals and those from varied family backgrounds with lower incomes. Implementing educational programs and resources is essential to fostering EI and enhancing students' WB and performance.

**Keywords:** Emotional Intelligence (EI); Gorkha; High School.

### INTRODUCTION

Emotional Intelligence (EI) is a cornerstone of WB and professional achievement (Derakhshan et al., 2023; Goleman et al., 2002; Hassali et al., 2017; Zhi et al., 2023), these study focuses on self-awareness, emotion regulation, self-motivation, empathy, and interpersonal skills among students (Pradhan et al., 2021; Thamizhselvan & Vembu, 2019; Thapa, Bhattarai, et al., 2023; Thapa, Kapil Amgain, et al., 2023), it aims to reveal the impending influence of EI on their WB and academic performance, providing insights critical for shaping effective educational strategies (Hassali et al., 2017; Iqbal et al., 2021; Pradhan et al., 2021; Thamizhselvan & Vembu, 2019; Thapa, Bhattarai, et al., 2023; Thapa, Kapil Amgain, et al., 2023).

The rationale of this research study lies in the inadequate research accessible on EI among students (Pradhan et al., 2021; Thapa, Kapil Amgain, et al., 2023); the education institutions attend a diverse student population (Iqbal et al., 2021; Pradhan et al., 2021; Thapa, Kapil Amgain, et al., 2023; Zhi et al., 2023) and it essential to comprehend how socio-economic and demographic features influence EI in this background (Goh & Kim, 2020; Thamizhselvan & Vembu, 2019; Thapa B, Adhikari K, 2023; Thapa et al., 2021; Zhoc et al., 2020). Moreover, recognizing students' emotional powers and weaknesses can help educators, parents, and policymakers in adapting educational strategies to raise well-rounded development (Ravikumar et al., 2017; Thapa, Adhikari, et al., 2023).

Publishing Process.

Received on: October 20, 2023

Finalized to publish after being reviewed on December 20, 2023

Published on 25 December 2023

### OPEN ACCESS:

This is an open access article and licensed under a Creative Commons Attribution 4.0 International License and it allowed to use, sharing, adaptation, distribution and reproduction in any medium or format but the appropriate credit should be given to the original author(s) and the source provided a link to the creative Commons License, and indicate if modification/ changes were made.

If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright



# Level of Emotional Intelligence of High School Students in Selected Government Schools in Gorkha District

Bhumika Pudasaini, Prakash Sharma, Pramila Thapa, Kusum Dhungana

ISSN 297-10777. DOI: <https://doi.org/10.58196/jhsw.n.v7/i3/15.12.2023>

**Double Blinded  
Peer Reviewed  
Multidisciplinary  
Open Access**

**URL: <https://jhsw.n.com/index.php/jhsw>**

**Publishing Process.**

**Received on:** October 20, 2023

**Finalized to publish after being reviewed on** December 20, 2023

**Published on** 25 December 2023

**OPEN ACCESS:  
4.0**

This is an open access article and licensed under a Creative Commons Attribution 4.0 International License and it allowed to use, sharing, adaptation, distribution and reproduction in any medium or format but the appropriate credit should be given to the original author(s) and the source provided a link to the creative Commons License, and indicate if modification/ changes were made.

If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright

The main in this study is to examine a wide-ranging analysis of EI levels among high school students in selected schools in Gorkha District. By investigating the dissemination of EI and assessing possible differences associated with demographics such as age, family structure, and income, this research study is to provide valuable understanding. With these structures and incomes, this study aims to provide insights. These results can confirm the development of preoccupation and initiate trials to enhance EI in high school students, encouraging their academic achievement and emotional wellbeing.

In conclusion, this research study has the potential to fill a critical gap in our understanding of EI among high school students, especially in schools in Gorkha District. By investigating these emotional competencies, Researchers hope to pay for the improvement of education by agreeing to support students in their personal and academic journeys.

## METHODOLOGY

The research employed a cross-sectional, descriptive design to examine the emotional intelligence (EI) of high school students in Gorkha District. It is designed for the similar assessment of all variables, providing a snapshot of EI levels. The study's primary focus is on the current state of EI among participants.

Stratified sampling was used to select the sample, classifying the two groups as distinct strata. The sample size was calculated for each school using stratified random sampling. In total, 217 participants were selected, with 92.84 from Shree Mahalaxmi Higher Secondary School and 123.61 from Shree Shakti Higher Secondary School.

The Schutte self-reported emotional intelligence test (SSEIT) was used for data collection, and the final data collected from the research obtained formal approval to use previous research tools.<sup>19</sup> It comprises two parts: the first gathers personal and socio-demographic information, while the second assesses the level of EI. SSEIT (Malouff et al., 1998) used a Likert scale format with 33 statements, scored on a 5-point scale. The tool's reliability is 0.90 (Malouff et al., 1998). To maintain validity, the tool was tested for reliability and underwent a thorough validation process. Data collection followed ethical guidelines and assured participants of confidentiality and informed consent.

Data analysis involves decisions for accuracy, completeness, and consistency, applied SPSS, descriptive statistics, and non-parametric Chi-Square tests to determine frequency, percentages, level, and association b/t dependent and independent variables. It follow standard conventions for decimal places for p values less than 0.001, report as  $p < 0.001$ .

## RESULTS

**Table 1 Illustration Socio Demographic Variables among Participants**

Variables	Frequency	Percentages
<b>Age Group (n=217)</b>		
≤ 15 Years	33	15.2
≥ 16 Years	184	84.8
Mean= 16.72; Std. Deviation=1.304; Minimum=14, and Maximum=19		
<b>Family Type(n=217)</b>		
Nuclear	147	67.7
Joint & Extended	60	32.2
<b>Income of family(n=217)</b>		
Less than Rs.20,000	43	19.8
Rs.21,000 to Rs.40,000	54	24.9
Rs.41,000 to Rs.60,000	64	29.5
Above Rs.60,000	56	25.8



## Level of Emotional Intelligence of High School Students in Selected Government Schools in Gorkha District

Bhumika Pudasaini, Prakash Sharma, Pramila Thapa, Kusum Dhungana

ISSN 297-10777. DOI: <https://doi.org/10.58196/jhsw.v7/i3/15.12.2023>

**Double Blinded  
Peer Reviewed  
Multidisciplinary  
Open Access**

URL: <https://jhsw.com/index.php/jhsw>

### Publishing Process

**Received on:** October 20, 2023

**Finalized to publish after being reviewed on** December 20, 2023

**Published on** 25 December 2023

### OPEN ACCESS: 4.0

This is an open access article and licensed under a Creative Commons Attribution 4.0 International License and it allowed to use, sharing, adaptation, distribution and reproduction in any medium or format but the appropriate credit should be given to the original author(s) and the source provided a link to the creative Commons License, and indicate if modification/ changes were made.

If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright

In our study with 217 participants, table 1, the age group distribution was as follows: 15 years or younger (15.2%) and 16 years or older (84.8%) with a mean age of 16.72 and a standard deviation of 1.304. Family types consisted of nuclear (67.7%) and joint/extended (32.2%). Regarding family income, 19.8% earned less than Rs.20,000, 24.9% earned Rs.21,000 to Rs.40,000, 29.5% earned Rs.41,000 to Rs.60,000, and 25.8% earned above Rs.60,000. (Table1)

**Table 2 Level of Emotional Intelligence (EI) among participants**

Level of EI	Frequency	Percentages
Low(33-77)	4	1.8
Medium (78-121)	111	51.2
High (122-165)	102	47.0

Among our participants, the distribution of Emotional Intelligence (EI) levels was as follows: 1.8% had low EI (scores between 33-77), 51.2% had medium EI (scores between 78-121), and 47.0% exhibited high EI (scores between 122-165). (Table 2)

**Table 3 One-Sample Test Emotional Intelligence (EI) Level among participants**

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
EI Level	67.549	216	.000	2.45161	2.3801	2.5231

From a one-sample test on emotional intelligence (EI) levels among participants. The mean difference was 2.45161 ( $p < .001$ ,  $df = 216$ ), with a 95% confidence interval between 2.3801 and 2.5231. This indicates a significant difference in EI levels. (Table 3)

**Table 4. Association between selected demographic variables and Emotional Intelligence (EI) among participants**

Variables		Level of EI			Chi Square	df	p-value
		Low	Medium	High			
Age	≤15 Years	0.0%	6.1%	93.9%	34.426 <sup>a</sup>	2	<0.001
	≥16 Years	2.2%	59.2%	38.6%			
Types of Family	Nuclear	2.7%	72.1%	25.2%	87.522 <sup>a</sup>	4	<0.001
	Joint	0.0%	8.5%	91.5%			
	Extended	1.8%	51.2%	47.0%			
Monthly Family Income	Less than Rs.20,000	9.3%	69.8%	20.9%	114.585 <sup>a</sup>	8	<0.001
	Rs.21,000 to Rs.40,000	0.0%	94.4%	5.6%			
	Rs.41,000 to Rs.60,000	0.0%	40.6%	59.4%			
	Above Rs.60,000	0.0%	7.3%	92.7%			



## Level of Emotional Intelligence of High School Students in Selected Government Schools in Gorkha District

Bhumika Pudasaini, Prakash Sharma, Pramila Thapa, Kusum Dhungana

ISSN 297-10777. DOI: <https://doi.org/10.58196/jhsw.n.v7/i2/15.12.2023>

Double Blinded  
Peer Reviewed  
Multidisciplinary  
Open Access

URL: <https://jhsw.n.com/index.php/jhsw>

### Publishing Process

Received on: October 20, 2023

Finalized to publish after being reviewed on December 20, 2023

Published on 25 December 2023

### OPEN ACCESS: 4.0

This is an open access article and licensed under a Creative Commons Attribution 4.0 International License and it allowed to use, sharing, adaptation, distribution and reproduction in any medium or format but the appropriate credit should be given to the original author(s) and the source provided a link to the creative Commons License, and indicate if modification/ changes were made.

If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright

Table 4 illustrates a significant association between demographic variables and emotional intelligence (EI) levels among our study participants. Notably, age played a role, with those aged 16 years and older displaying predominantly medium (59.2%) and high EI (38.6%), while those aged 15 or younger showed primarily high EI (93.9%). Family type exhibited variation, with nuclear families having higher medium (72.1%) and high EI (25.2%) proportions. Monthly family income also had a substantial impact, with lower-income groups showing greater percentages of low EI (e.g., less than Rs. 20,000 at 9.3%) and higher income groups displaying more medium and higher EI. Chi-square tests indicated statistically significant relationships ( $p < 0.001$ ) between these variables and EI levels.

### DISCUSSION

The research study aimed to assess the levels of emotional intelligence (EI) in high school students within Gorkha District. A total of 217 participants were involved, and descriptive analysis was employed to present frequencies, percentages, and levels. The study utilized the Chi-square test to explore associations between selected demographics and emotional intelligence. Findings Table I indicated that the mean age of the participants was 16.72 years, with a significant majority (84.8%) aged 16 or above. The majority (67.7%) came from nuclear families, and in terms of family income, 29.5% fell in the range of Rs. 21,000 to Rs. 40,000. This research provides valuable insights into EI among high school students in the selected government schools of Gorkha District.

In Table 2 of the current study, data analysis revealed that the majority (51.2%) of high school students exhibited a medium level of emotional intelligence (EI). When comparing our study's findings on EI distribution among high school students to previous studies, certain trends and differences appear (Goh & Kim, 2020; Kaleli et al., 2022; Thamizhselvan & Vembu, 2019), these outcomes diverge from some prior research studies that had often described a higher prevalence of EI in student (Hassali et al., 2017; Kaleli et al., 2022; Pradhan et al., 2021; Thapa et al., 2022).

Similarly, (Thamizhselvan & Vembu, 2019) in a study involving 207 students, reported that a majority (62.8%) obtained an average level of emotional intelligence. Additionally, (Kaleli et al., 2022) found that the level of emotional intelligence continued to decline, with the majority obtaining an average level of EI.

These studies of variances in the frequency of medium EI levels among high school students focus on the standing of related factors, area differences, and the precise populations under examination. It advises that the EI landscape can vary suggestively depending on the location and characteristics of the student body (Iqbal et al., 2021; Pradhan et al., 2021; Thapa et al., 2022). Further research is needed to explore the fundamental factors causal to these differences and to develop strategies for encouraging EI in diverse educational situations (Thapa et al., 2022; Thapa, Adhikari, et al., 2023; Thapa, AKASHE, et al., 2023).

In the current research study, Table 4 demonstrated a substantial relationship b/t demographic characteristic and the level of EI among participants. This discussion supports the application of these conclusions, drawing from both our current study and existing research.

#### Age as an influential factor

The results of the current study demonstrate that age is a significant factor in defining levels of emotional intelligence (EI) among participants. Specifically, individuals aged 16 years and older predominantly exhibited medium (59.2%) and high (38.9%) EI, while those aged 15 or younger overwhelmingly displayed high EI (93.9%). These finding contrasts with previous studies suggesting a different relationship (Deeksha Sharma, 2017; Thapa, AKASHE, et al., 2023) these results underscore the importance of addressing EI development in younger age groups, potentially through targeted interventions or educational programs.

#### Family Type and EI

The current study also perceived variation in EI levels based on family type, with nuclear families presenting higher percentages of medium (72.1%) and high (25.2%) EI prevalence. This association pays to the amplified breaks for emotional growth and relations within nuclear family structures. These results highlight the need for additional examination into the appliances that cause these relationships.

#### Family income's impact on EI

Additional significant feature in defining EI levels was monthly family income. Higher income groups display a higher prevalence of medium and high EI levels. This may be described by the distinction access to resources, including educational opportunities, emotional care, and access to stress-reduction appliances, among different income supports



## Level of Emotional Intelligence of High School Students in Selected Government Schools in Gorkha District

Bhumika Pudasaini, Prakash Sharma, Pramila Thapa, Kusum Dhungana

ISSN 297-10777. DOI: <https://doi.org/10.58196/jhsw.n.v7/i3/15.12.2023>

Double Blinded  
Peer Reviewed  
Multidisciplinary  
Open Access

URL: <https://jhsw.n.com/index.php/jhsw>

### Publishing Process

Received on: October 20, 2023

Finalized to publish after being reviewed on December 20, 2023

Published on 25 December 2023

### OPEN ACCESS: 4.0

This is an open access article and licensed under a Creative Commons Attribution 4.0 International License and it allowed to use, sharing, adaptation, distribution and reproduction in any medium or format but the appropriate credit should be given to the original author(s) and the source provided a link to the creative Commons License, and indicate if modification/ changes were made.

If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright

### Suggestion

EI is an exceptional and incredible skill for each and every individual to foster healthy, happy, and high performance; though, in the current study, about 51.2% percent of students scored a medium level of EI. Therefore, this result recommends, based on the data, the importance of adapting EI interventions to the definite demographic among students. To improve EI among younger people's educational programs targeting emotional growth should be applied in schools, possibly including elements such as mindfulness drills and psycho-social learning. Furthermore, interventions should be planned to address the distinctive needs of students across diverse family types and income groups, concentrating on providing resources and support. Additional research is needed to comprehend the mechanisms driving the association b/t demographics and EI, enabling the expansion of more precise approaches to foster EI among diverse social populations.

### Limitation

Though this current study delivered valuable understandings into the EI levels of high school students in Gorkha District, several limitations were acknowledged. The use of a cross-sectional design limits the current study's ability to draw causal conclusions; longitudinal studies are necessary for a more comprehensive understanding of EI development. Additionally, the research depends on self-reported data, which may present response bias. The standard: emphasis on a definite geographic area may limit the generalizability of the conclusions to their region. Further, external factors not measured in this standard may also affect EI levels among high school students.

### CONCLUSION

In this current study evidence provides an ample assessment of emotional intelligence (EI) levels among high school students in Gorkha District. The majority of students showed a medium level of EI, proposing room for development in emotion skills. The influence of age, family type, and family income on EI level was evident, underlining the need for directed interventions to improve EI, especially among younger people and those from different family structures and lower-income backgrounds. These results emphasize the importance of executing educational programs, and resources to foster EI in a diverse student population, paying to their inclusive health, happiness and high performance.

**Acknowledgment:** The research would like to express gratitude to all those who have provided direct and indirect support for the completion of this study.

**Funding:** None

**Conflict of interest:** None

### REFERENCES

- Deeksha Sharma. (2017). Impact of age on emotional intelligence and its components. *International Journal of Research and Innovation in Social Science*, 1(1), 13–20. [www.ijriss.org](http://www.ijriss.org)
- Derakhshan, A., Wang, Y., Wang, Y., & Ortega Martin, J. (2023). Towards Innovative Research Approaches to Investigating the Role of Emotional Variables in Promoting Language Teachers' and Learners' Mental Health. *International Journal of Mental Health Promotion*, 25, 823–832. <https://doi.org/10.32604/ijmhp.2023.029877>
- Goh, D. E., & Kim, H. J. (2020). Emotional Intelligence as a Predictor of Academic Performance in Hospitality Higher Education. *Journal of Hospitality & Tourism Education*, 33, 1–7. <https://doi.org/10.1080/10963758.2020.1791140>
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*.
- Hassali, M., Hussain, R., Saleem, F., Iqbal, Q., Mohammad, A., Ahmad, A., Ahmed, F., & Dhingra, S. (2017). Perceived Emotional Intelligence and Its Association with the Demographic Characteristics among Pharmacy Students: A Cross-Sectional Study. *Journal of Pharmacy Practice and Community Medicine*, 2017, 108–113. <https://doi.org/10.5530/jppcm.2017.3.25>
- Iqbal, J., Qureshi, N., Ashraf, M. A., Rasool, S. F., & Asghar, M. Z. (2021). The Effect of Emotional Intelligence and Academic Social Networking Sites on Academic Performance During the COVID-19 Pandemic. *Psychology Research and Behavior Management*, 14, 905–920. <https://doi.org/10.2147/PRBM.S316664>
- Kaleli, C., Njoroge, M., & Arasa, J. (2022). Levels of Emotional Intelligence: A Study of Students in Kenya Medical Training College. *East African Journal of Health and Science*, 5, 260–269. <https://doi.org/10.37284/eajhs.5.1.785>



## Level of Emotional Intelligence of High School Students in Selected Government Schools in Gorkha District

Bhumika Pudasaini, Prakash Sharma, Pramila Thapa, Kusum Dhungana

ISSN 297-10777. DOI: <https://doi.org/10.58196/jhsw.n.v7/i3/15.12.2023>

Double Blinded  
Peer Reviewed  
Multidisciplinary  
Open Access

URL: <https://jhsw.n.com/index.php/jhsw>

### Publishing Process

Received on: October 20, 2023

Finalized to publish after being reviewed on December 20, 2023

Published on 25 December 2023

### OPEN ACCESS: 4.0

This is an open access article and licensed under a Creative Commons Attribution 4.0 International License and it allowed to use, sharing, adaptation, distribution and reproduction in any medium or format but the appropriate credit should be given to the original author(s) and the source provided a link to the creative Commons License, and indicate if modification/ changes were made.

If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright

- Malouff, J., Hall, L., Haggerty, D., Cooper, J., Golden, C., & Dornheim, L. (1998). Development and Validation of a Measure of Emotional Intelligence. *Personality and Individual Differences - PERS INDIV DIFFER*, 25, 167–177. [https://doi.org/10.1016/S0191-8869\(98\)00001-4](https://doi.org/10.1016/S0191-8869(98)00001-4)
- Pradhan, U., Koirala, N., Shrestha, M., Baral, D. D., & Parajuli, S. B. (2021). Emotional Intelligence among Undergraduate Nursing Students in Selected Colleges of Morang District, Nepal. *Birat Journal of Health Sciences*, 6(3), 1590–1594. <https://doi.org/10.3126/bjhs.v6i3.43199>
- Ravikumar, R., Rajoura, O. P., Sharma, R., & Bhatia, M. S. (2017). A Study of Emotional Intelligence Among Postgraduate Medical Students in Delhi. *Cureus*, 9(1), e989. <https://doi.org/10.7759/cureus.989>
- Thamizhselvan, & Vembu. (2019). Research Article a Study To Assess the Emotional Intelligence Among the Nursing Students in College of Nursing , Jipmer , Puducherry. *International Journal of Current Research*, 11(12), 8642–8644.
- Thapa B, Adhikari K, T. P. (2023). *Impact of Social Media Use on Academic Performance and Well-Being among the Secondary Level Students in Selected Schools in Nepal*. <https://doi.org/10.5281/zenodo.8303381>
- Thapa, P., Adhikari, T., Kamali, H., Kamali, H., Sharma, P., & Chantra, N. (2023). *Navigating the Challenges of Green Attitudes and Behaviors in Sustainable Education Practices Contributions from various experts on this topic*. <https://doi.org/10.13140/RG.2.2.27124.32645>
- Thapa, P., AKASHE, S., & Bhattarai, H. (2023). Impact of Demographic Factors on Emotional Intelligence in Selected Organization in the Kathmandu Valley Impact of Demographic Factors on Emotional Intelligence in Selected Organization in the Kathmandu Valley. *International Journal of Management and Administration*, 7. <https://doi.org/10.29064/ijma.1197541>
- Thapa, P., Bhatta, R., Khanal, J., & Chaudhary, A. (2021). Emotional Intelligence among the Health Care Providers Working in a Tertiary Level Hospital. *MODERN ISSUES OF MEDICINE AND MANAGEMENT*. <https://doi.org/10.52340/mid.2021.640>
- Thapa, P., Bhattarai, H., Bharti, D., & Khanal, J. (2023). Impact of Emotional Intelligence on Transformational Leadership in Selected Academic Institutions in the Kathmandu, Nepal. *International Multidisciplinary Research Journal*, 4. <https://doi.org/10.54476/ioer-imrj/595660>
- Thapa, P., Kapil Amgain, D., Khanal, J., & Kamar, S. (2023). *The Role of Resilience in Relationship between Burnout and Well-being among Healthcare Workers during COVID-19 Pandemic*. | VOL 05 J.
- Thapa, P., Konnur, R., & Koirala, N. (2022). Empathy level among the Nursing Workforce in the selected Health Institutes in Kathmandu consuming Toronto Empathy Scale. *MODERN ISSUES OF MEDICINE AND MANAGEMENT*, 24. <https://doi.org/10.56580/GEOMED112>
- Zhi, R., Wang, Y., & Wang, Y. (2023). The Role of Emotional Intelligence and Self-efficacy in EFL Teachers' Technology Adoption. *The Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-023-00782-6>
- Zhoc, K., Chung, T., & Chen, J. (2020). Emotionally intelligent students are more engaged and successful: examining the role of emotional intelligence in higher education. *European Journal of Psychology of Education*, 35. <https://doi.org/10.1007/s10212-019-00458-0>