

THE IMPACT OF CONFLICT MANAGEMENT, WORK-LIFE BALANCE, AND
EMOTIONAL INTELLIGENCE, TOWARDS EMPLOYEE PERFORMANCE IN
PRIVATE COMPANIES IN YANGON



This Independent Study Manuscript Presented to
The Graduate School of Bangkok University
in Partial Fulfillment
of the Requirements for the Degree
Master of Business Administration

Academic Year 2021
Copyright of Bangkok University

This manuscript has been approved by
the Graduate School
Bangkok University

Title: The Impact of Conflict Management, Work-Life Balance, And Emotional
Intelligence, Towards Employee Performance in Private Companies in Yangon

Author: Jessica

Independent Study Committee:



Advisor

Dr. Chutimavadee Thongjeen

**BANGKOK
UNIVERSITY**
THE CREATIVE UNIVERSITY

Field Specialist

Assoc. Prof. Dr. Suthinan Pomsuwan

Jessica, Master of Business Administration, March 2023, Graduate School, Bangkok University

The Impact of Conflict Management, Work-Life Balance, And Emotional Intelligence, Towards Employee Performance in Private Companies in Yangon (109 pp.)

Advisor: Chutimavadee Thongjeen, Ph.D.

ABSTRACT

The aim of this study was to investigate the effect of conflict management, work-life balance, and emotional intelligence (EI) on the performance of employees in private companies located in Yangon, Myanmar. The research sought to understand the relationship between these variables and to identify opportunities for improvement in employee performance. The sample population consisted of 400 employees working in private companies in Yangon who were selected through convenience sampling. Data was collected using research questionnaires and analyzed using descriptive statistics (frequencies, percentages, means, and standard deviations) and multiple linear regression analysis.

The results revealed that conflict management, work-life balance, and emotional intelligence (EI) impacted employee performance in private companies in Yangon at a statistically significant level of 0.05.

Keywords: Employee Performance, Conflict Management, Work-Life Balance (WLB), Emotional Intelligence (EI), Human Resource Management

ACKNOWLEDGEMENT

This independent study was made possible by the invaluable assistance and contribution of many individuals, to whom I would like to extend my deepest gratitude and appreciation.

Foremost among these is my advisor, Dr. Chutimavadee Thongjeen, whose unwavering support and guidance proved indispensable throughout the research process. Her in-depth industry experience and broad expertise were invaluable assets to me as I endeavored to successfully complete this study. I am profoundly grateful for her constant mentorship and support.

I would also like to extend my heartfelt thanks to Associate Professor Dr. Suthinan Pomsuwan, whose profound knowledge as a specialist in this field and insightful comments were vital in shaping the direction of this research. His continual advice and encouragement played a crucial role in the trajectory of this work.

Moreover, I wish to express my deep appreciation to my fellow students in the 2021-2022 MBA class. Their constant support, assistance, and hours of engaging dialogue significantly refined my ideas and elevated the caliber of my work. I am immensely grateful for their input and companionship throughout this process.

Lastly, I owe a profound debt of gratitude to my husband, Aung Cham Myae. His unwavering faith in me and his unending encouragement have been a constant source of motivation and inspiration throughout this journey. His support, in both the challenging and prosperous times, has been a significant pillar of strength.

I extend my sincere appreciation to each and every one of you for your indispensable contributions and significant support towards the completion of this study. Your aid has truly made this endeavor possible.

Jessica

TABLE OF CONTENTS

	Page
ABSTRACT.....	iii
ACKNOWLEDGEMENT	iv
LISTS OF TABLES.....	vii
LISTS OF FIGURES	viii
CHAPTER 1: INTRODUCTION.....	1
1.1 The Importance and Problem of the Study	1
1.2 Research Problems	5
1.3 Objectives of the Study	5
1.4 Method of Study.....	5
1.5 Tools and Statistics Used	6
1.6 Scope of the Study	6
1.7 Population and Sample.....	7
1.8 Benefits of the Research	8
1.9 Limitations of the Research	9
1.10 Definition of Terms.....	9
CHAPTER 2: LITERATURE REVIEW.....	11
2.1 The Background of Industry	11
2.2 Employee Performance	12
2.3 Conflict management	17
2.4 Work-life balance (WLB)	19
2.5 Emotional Intelligence (EI).....	26
2.6 Previous Research	35
2.7 Hypotheses	38
2.8 Conceptual Framework	39
CHAPTER 3: METHODOLOGY.....	40
3.1 The Type of Research and Tool.....	40
3.2 The Research Design	47

TABLE OF CONTENTS (Continued)

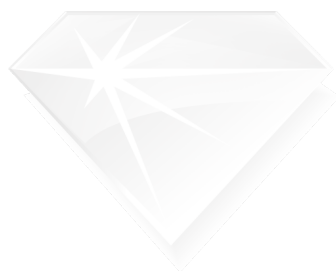
	Page
CHAPTER 3: METHODOLOGY(Continued)	
3.3 The Quality of the Research Tool	48
3.4 The data Collection Survey Instruments	48
3.5 The Population and Sample	49
3.6 The Sampling Technique	49
3.7 The Research Procedure and Timeline	49
3.8 The Hypotheses Test and Data Analysis Hypotheses	50
CHAPTER 4: ANALYSIS AND FINDINGS.....	53
4.1 Analysis of General Data	53
4.2 Analysis of Impact of Conflict Management	58
4.3 Analysis of Work-Life Balance (WLB) Factors	60
4.4 Analysis of Emotional Intelligence (EI) Factors.....	63
4.5 Analysis of Employee Performance Factors	65
4.6 Analysis of the relationship Conflict Management, Work-Life Balance (WLB), And Emotional Intelligence (EI), Towards Employee Performance	68
CHAPTER 5: SUMMARY, CONCLUSION AND DISSCUSION.....	73
5.1 Summary and Conclusion	73
5.2 Discussion	75
5.3 Recommendations for Implications	77
5.4 Recommendations for Future Research	78
BIBLIOGRAPHY	80
APPENDIX.....	96
BIODATA.....	109

LISTS OF TABLES

	Page
Table 3. 1: The Question Of Conflict Management	41
Table 3. 2: The Questions Of Work-Life Balance (WLB)	43
Table 3. 3: The Questions Of Emotional Intelligence (EI).....	44
Table 3. 4: The Questions Of Employee Performance	46
Table 3. 5: The Range Of Mean Interpretation.....	47
Table 3. 6: The Total Reliability Test Results	48
Table 4. 1: General Data of 400 respondents.....	53
Table 4. 2: Conflicts Management.....	58
Table 4. 3: Work-Life Balance (WLB).....	60
Table 4. 4 : Emotional Intelligence (EI)	63
Table 4. 5: Employee Performance.....	65
Table 4. 6: Model Summary	68
Table 4. 7: Anova.....	68
Table 4. 8: Correlation	69
Table 4. 9: Coefficients.....	69

LISTS OF FIGURES

	Page
Figure 1.1: Yamane's Table for Sample Size	8
Figure 2.1: Conceptual Framework	39



**BANGKOK
UNIVERSITY**
THE CREATIVE UNIVERSITY

CHAPTER 1

INTRODUCTION

1.1 The Importance and Problem of the Study

Every organization encounter conflicts daily. It is impossible to avoid conflict, but it is possible to manage it through early recognition. Numerous human complexities cause conflict in the home, workplace, party (groups), and society. According to Rahim (2002), conflict can arise when a party is required to engage in an activity that is incompatible with his or her needs or interests, when behavioral preferences are incompatible with another person's implementation of his or her preferences, and when a party desires a mutually desirable resource that is in short supply, such that the wants of all parties involved may not be satisfied fully. Continuous monitoring of the organizational signals indicating their existence is required. The company's mission is to identify, select, and employ talent. Paşaoğlu and Tonus (2014) discovered in their research that the company's system of principles and practices affects employee behaviour, attitudes, and performance. This study referred to this influence as the "triple bottom line." Neo (2011) asserts that human resources are essential to an organization's growth because its objectives depend on the quality and competence of its employees. In their book on the future of human resources, Dave Ulrich, Jon Younger, Wayne Brockbank, and Mike Ulrich (2017) emphasize the importance of educating employees on the process's environment, administration, and procedures. Employees may gain a deeper understanding of their position within the company, their relationships with coworkers, and the organization. They eliminate differences between the method of work and the actual work performed and control deviations. As companies have become accustomed to employees working from home, the authors' Dave Ulrich, David Kryscynski, Wayne Brockbank, and Mike Ulrich (2017) assert that the organization is responsible for resolving issues and streamlining the process. In addition, the organization is accountable for employee performance and competence. Individual motivation, opportunity, and performance are the pillars of a company's success.

Conflict is possible in all businesses where individuals with diverse backgrounds and objectives work together. Several conflict indicators include insults, noncooperation, bullying, and rage (Canary & Lakey, 2006). Dispute assumptions

Individuals misinterpreting the intentions of others is one of the leading causes of conflict. The company must support an interest-based settlement for employee performance that focuses on the issue, not the individuals involved (Greene 2011). The company must coordinate with each employee individually to determine the nature of the dispute, their needs and desires, and what each is willing to do to aid in a resolution. The company team is responsible for creating and implementing workplace conflict rules and procedures and developing and managing conflict resolution programs. According to the Chartered Institute of Personnel and Development (2015), the company communicates with employees regarding conflict and monitors the metrics and costs associated with conflict resolution activities. Consequently, it would not be inappropriate to view workplace conflict as inevitable and advantageous. Due to a change in perspectives on the types of conflict in organizations over the past two decades, conflict management has received a growing amount of attention in the field of organizational literature (Yukl 2006). Individuals who participate in conflict management programs can increase the amount of time they spend working, gain the ability to control their behavior in tense situations, improve their ability to communicate with others, reduce the number of suspensions they receive, prevent acts of violence, reduce the number of detentions they receive, and increase their capacity to respect the diverse perspectives or opinions of others in the workplace (Durland 2011). These are only a few of the numerous benefits. In (Otobo's 1987) article on the effects of strikes and lockouts, he examined industrial conflict's psychological, political, and economic repercussions. Every participant is affected by industrial action. Awan and Anjum (2015) argue that it is impossible to overemphasize the importance of competent conflict management in mitigating difficulties resulting from conflict and assisting organizations in achieving their business objectives and maximizing employee performance.

Work-life balance (WLB) is a crucial factor comparable to employee performance. Tariq, A., Siddique, A., and Tanveer (2012) define work-life balance (WLB) as an employee's connection to the crew and family to fulfil their home and work responsibilities; this connection to the crew and family results in work-life balance (WLB). Dissatisfied employees will experience feelings of imbalance. This creates a dilemma and poses a severe threat to their health and performance on the job.

Employees frequently struggle to maintain a healthy balance between their personal and professional lives. Employees and the business would suffer if the organization failed to manage the work-life balance (WLB) effectively. For instance, their assigned tasks necessitate that they spend more time at work than at home. Consequently, it is possible to assert that a healthy work-life balance (WLB) is essential to employees' professional and personal success. Therefore, an organization's performance will improve if its employees maintain a healthy work-life balance (WLB). The author asserts in Mordi and Ojo (2011) that an imbalance between work and personal life threatens employee and organizational performance. Employees typically struggle to balance their personal and professional obligations. However, flexible working hours, employee assistance programs, and employee leaves programs are necessary to reap the benefits of work-life balance (WLB) practices and have the potential to enhance employee performance (Kossek, Kalliath, & Kalliath (2012)). As part of their professional development and employee performance, many companies provide or utilize external training resources for their supervisors and managers (Spinks, 2004). Numerous private companies resolve workplace issues frequently, particularly when employees and supervisors cannot agree.

In different papers and literature, emotional intelligence (EI) is defined differently. All of these definitions share the ability to recognize one's own emotions and those of others, as well as the capacity to manage them in oneself and in interpersonal relationships. Due to the 1995 publication of Emotional Intelligence (EI) by Daniel Goleman (1995), emotional intelligence (EI) gradually gained worldwide and even workplace acceptance. According to research conducted by Dulewicz and Higgs (1999), highly emotional intelligence (EI) individuals enjoy tremendous career success. Weisinger's 1998 research provides the same recommendations. Another study revealed that employees with a high level of emotional quotient (EQ) experience less job insecurity (Jordan et al., 2002). Cooper and Sawaf (1997), conclude that those with a high emotional quotient (EQ) can lead more effectively, while Rice 1999, argues that those with a high emotional quotient (EQ) are more flexible in team leadership and performance. Emotional intelligence (EI), including empathy, self-discipline, and initiative, significantly affects an individual's success. The pieces of evidence suggest that emotional intelligence (EI) significantly positively affects work performance. This

has disastrous consequences for employers and employees, as emotions are frequently checked at the door before entering the workplace (from assistants to CEOs). To protect employee health, businesses are beginning to offer flexible, individualized work schedules and supplementary services (for instance, some healthcare plans include mental health coverage). The emotionally charged decisions on our own every day. When people comprehend the source and origin of these emotions, people are more attentive to one another, mainly when working in a team. Emotional intelligence (EI) is more important than ever in cross-cultural and global teams, which increases the complexity of dynamic relationships and how they are represented (Earley 2002). In Emotional Intelligence (EI) in the Workplace, Singh (2003) argues that emotional intelligence (EI) confers competitive advantages. Furthermore, according to him, even in renowned business institutions where everyone is trained to be intelligent, the most valued and productive managers are those with high levels of emotional intelligence (EI) (Dalip 2003).

This study of employee performance considers three independent variables: conflict management, work-life balance (WLB), and emotional intelligence (EI). Sub-variables of conflict management include competition, collaboration, and compromising. Work-life balance (WLB) sub-variables include flextime, flexi-place, and leaves, while emotional intelligence (EI) sub-variables include perception, understanding, and managing. Following the February 2021 coup, the Myanmar economy will continue to decline due to political complications. Additionally, because COVID-19 struck Myanmar so severely for two years, the entire world may have returned to a new normal. Due to political conflict, Myanmar could face a long-term economic decline. Because of these factors, the United States and other countries have imposed sanctions against Myanmar, and as a result, the majority of international cooperation has led to an increase in the number of unemployed and inefficient workers in Myanmar. That is causing more internal conflict in every industry and stresses work-life imbalance, which is why many company are trained to be emotionally intelligent to control conflict and manage and maintain work-life balance (WLB) for optimal employee performance. This could occur if the overall performance level of the employees in the organization gradually improves. Businesses in Myanmar ought to implement strategies within their organizations with a primary focus on the welfare of

their workforce. Employees will experience less conflict in the workplace if they are successful in their work. This study investigates the factors that directly affect employee performance in Yangon, the capital city of Myanmar. The participants in this study are employees working in Yangon. Since only limited research has been done regarding all of the primary factors, there is still a gap in the earlier studies. It is especially true in developing countries where only a limited number of cases have been studied concerning the human resources department's procedures (Alfes et al., 2013; Grant et al., 2007). The significance of employee performance and its relationship to various other aspects was investigated in this study.

1.2 Research Problems

1.2.1 Do conflict management strategies (competition, collaboration, and compromising) affect employee performance in a private company in Yangon?

1.2.2 Does work-life balance (WLB) (flextime, flexi-place, and leaves) affect employee performance in a private company in Yangon?

1.2.3 Does Emotional Intelligence (EI) (perception, understanding, and managing) influence employee performance in a private company in Yangon?

1.3 Objectives of the Study

1.3.1 To study the impact of managing conflict and their effect on employee performance.

1.3.2 To study the impact of work-life balance (WLB) and their effect on employee performance.

1.3.3 To study the influence of emotional intelligence's (EI) on employee performance.

1.4 Method of Study

A questionnaire served as the primary instrument for carrying out quantitative research for the purpose of this study. Which use statistics to analyze the numerical data that has been collected and to provide answers to the research questions that have been posted. For the purposes of this research, an online survey proved to be the most effective method. After the data was collected using Google Forms, it was exported and

imported into a statistical program to analyze it and generate results. Residents of Yangon, Myanmar, who are currently employed or working in either part-time or full-time jobs, as well as freelancers and contract workers, make up the population of this study.

1.5 Tools and Statistics Used

Within the scope of the investigation, this IS paper has been carried out to develop an online survey to evaluate the perspectives and actions of respondents concerning the variables that have been questioned. The questions in this research can only have one correct response, given that they were designed to facilitate the collection of quantitative data. The research was carried out using a questionnaire containing predetermined responses; this instrument was used for data collection. Both descriptive and inferential statistics, the two primary types of statistics used in quantitative research, were utilized in the study (multiple linear regression analysis).

1.6 Scope of the Study

Variables in this study are:

1.6.1 Independent Variables:

1: Conflict Management

1.1 Competition

1.2 Collaboration

1.3 Compromising

2: Work Life Balance (WLB)

2.1 Flextime

2.2 Flexi-place

2.3 Leaves

3: Emotional Intelligence (EI)

3.1 Perception

3.2 Understanding

3.3 Managing

1.6.2 Dependent Variables: Employee Performance

Ability

Motivation

Opportunity

1.6.3 Time of study: April 2022 – Feb 2023

1.7 Population and Sample

This study aims to investigate the impact of conflict management, work-life balance (WLB), and emotional intelligence (EI) on employee performance in private companies in Yangon. The study will be conducted using a sample of employees from the company, chosen using a convenient sampling method. By examining the relationship between these variables, this study aims to provide insight into the factors that influence employee performance and identify potential areas for improvement within the company. The results of this study have the potential to inform the development of strategies for enhancing employee performance and promoting a positive work environment in private companies in Yangon and beyond. The Department of Population in Myanmar reports that Yangon's population is 5,514,000 (<https://dop.gov.mm/en/state-region/yangon>). According to Yamane's Table for Sample Size figure, the sample size for a population larger than 100,000 with a 5 percent precision (e) is 400.

BANGKOK
UNIVERSITY
THE CREATIVE UNIVERSITY

Figure 1.1: Yamane's Table for Sample Size

Size of Population (N)	Sample Size (n) for Precision (E) of:			
	$\pm 3\%$	$\pm 5\%$	$\pm 7\%$	$\pm 10\%$
500	A	222	145	83
600	A	240	152	86
700	A	255	158	88
800	A	267	163	89
900	A	277	166	90
1,000	A	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,000	1,111	400	204	100

A = Assumption of normal population is poor (Yamane, 1967). The en

Source: Yamane, T. (1967). *Statistics: An introductory analysis*.

New York: Harper and Row.

1.8 Benefits of the Research

The purpose of research is to contribute to advancing a field of study through synthesizing literature, theories, and empirical data. This analysis is crucial for examining existing case studies and predicting future occurrences, as it allows for a deeper understanding of a subject or concept and identifies critical issues and gaps in current knowledge. Furthermore, the research process establishes a strong foundation upon which to build, whether in support or opposition to prior findings. This study examined various topics related to performance planning, including the importance of

setting clear objectives, managing expectations, fostering professional development, and addressing relevant issues. It is essential to consistently challenge personnel in order to support their growth and development, but it is also necessary to ensure that valued employees are adequately utilized. This paper aims to explore the various factors that influence employee performance.

1.9 Limitations of the Research

Several limitations are associated with this study, and they all relate to using quantitative research methods. An inaccurate depiction of the target audience may be one of the study's flaws. However, if an erroneous population representation is used, it may be easier for the researcher to achieve these objectives. The probability distribution of the data should also be considered when attempting to predict the investigation's outcomes. Almost always, quantitative research projects require a sizeable sample size. In countries still considered to be developing, this strategy cannot be implemented due to a lack of resources. This is because educational institutions and government entities are just some of the ones needing to gain knowledge of the numerous components that comprise quantitative research. Quantitative research has yielded few results. A defining characteristic of quantitative research is a structured questionnaire that only allows for closed-ended responses. This technique restricts the study's findings and options for selecting respondents. For instance, employees can respond "no" or "vehemently disagree" if asked whether or not their management encourages them to accept challenges. These include the numerous characteristics that do not motivate the employee and the inquiries designed to broaden the scope of the investigation (Employee work performance, 2021).

1.10 Definition of Terms

The following list provides definitions for the key terms used in this investigation. The keywords are defined using the operational definitions method, in which the researcher determines the variables' limits and the binding terms' definitions. Human resource management is the way organizations manage their employees and assist in their development to achieve their missions and objectives (McCourt & Eldridge, 2003, p. 2).

Conflict management: refers to the application of tactics for resolving disagreements and limiting discontent. Techniques for resolving conflicts include facilitating meetings between the parties in conflict to define the issue, explore possible resolutions, and establish goals that require the parties' cooperation. The importance of conflict management skills for managers and their interest in learning more about organizational conflict and its management "(Rahim, 2001, p. 17).

Work-life Balance (WLB): Personal time management focus on the individual or family for those who find it challenging to find time for personal life due to the all-encompassing nature of many modern forms of work (Lewis, Gamble, and Rapoport, 2007).

Emotional Intelligence (EI): Emotional intelligence (EI) is the cognitive ability that enables social behavior. In his 1995 book, *Emotional Intelligence* (EI), Dr. Daniel Goleman, a psychologist and behavioral science journalist, popularized emotional intelligence (EI). Dr Goleman defined emotional intelligence (EI) as a person's capacity to regulate his emotions so that they are appropriately and effectively expressed (Dr. Daniel Goleman, 1995). According to Goleman, emotional intelligence (EI) is the most significant predictor of success in the workplace.

Employee Performance: is the outcome or contribution of employees to the attainment of goals (Herbert, John, & Lee, 2000), whereas performance may be used to define what an organization has achieved in terms of the process, results, relevance, and success. Program for National Development in Uganda (1995). Afshan et al. (2012) define performance as the accomplishment of specific tasks measured against predetermined or established criteria for precision, thoroughness, cost, and speed. Employee performance indicators include increased production, an aptitude for new technology, and highly motivated employees.

CHAPTER 2

LITERATURE REVIEW

This chapter will summarize the relevant literature review for the research project. It will identify gaps in the literature and explain how the research helps fill at least one of them, as well as explore theories, identify variables, and establish relationships between them. The purpose of this literature review is to provide a comprehensive overview of the existing research on conflict management, work-life balance (WLB), and emotional intelligence (EI) as they relate to employee performance in private companies. By examining the current state of knowledge on these topics, this review aims to identify gaps in the literature and suggest areas for future research. In particular, this review will focus on how conflict management strategies, work-life balance (WLB), and emotional intelligence (EI) impact employee performance, and how these factors may be leveraged to improve employee performance in a private company in Yangon.

2.1 The Background of Industry

This study highlights the impact of the relationship between conflict management, work-life balance (WLB), emotional intelligence (EI), and employee performance in private companies in Yangon. According to data from the Ministry of Labor, Immigration, and Population, there are approximately 300,000 private companies in Yangon, with approximately 70% of the city's working population employed in the private sector (Ministry of Labor, Immigration, and Population, 2020). This is a topic of significant importance for businesses that want to optimize their workforce and improve their overall performance. This paper will investigate, through the examination of employment statistics and studies, the impact of effective conflict management, work-life balance (WLB), and emotional intelligence (EI) on employee performance in a private company in Yangon. The paper will also highlight the potential benefits and challenges of implementing strategies to address the issues that have been identified.

2.2 Employee Performance

Performance on the part of employees is one of the most critical factors in the success of any organization. The degree to which an employee is able to contribute to the goals and objectives of the organization effectively can be influenced by a variety of factors, including the employee's characteristics, the culture of the organization, and the environment in which the employee works (Boudreau & Ramstad, 2006). Employee performance is a multi-faceted concept, and at its most fundamental level, one can - behavioural engagements, from the outcome that was anticipated. This distinction can be made by using the word "performance," which can be found in the phrase "process-based aspect of performance". Performance, also known as work performance, refers to the quality and quantity of work that an employee produces while carrying out their job responsibilities per their job description (Borman, & Motowidlo, 1993; Campbell et al., 1993; Roe, 1999).

Ability is the possession of the means or skill required to perform a task. For instance, the manager had lost his ability to inspire his team. It is the ability to perform an activity or occupation well due to skill, training, or other qualifications, such as the ability to sing well or solve a problem Jones (2020). The development of a company's human resources is directly proportional to the performance of its employees. This is the case with regard to the accomplishment of employee performance as well as the success of the company. Improving the performance of these employees is beneficial not only for the company but also for the employees themselves. (Siahaan et al., 2016). In addition, the criteria that management uses to evaluate employees' performances are a significant factor in significantly improving those performances. This is due to the fact that management standards portray actual performance and how well it fits into benchmarks. In the event that differences are discovered, these criteria will assist in bringing the outputs back up to their required levels (Mackay et al., 2004). There is a correlation between a person's level of emotional intelligence (EI) and their level of performance as an employee. Emotional intelligence (EI) can be defined as the capacity to recognize and control one's own emotions as well as the emotions of others (Goleman, 1995). Employees with high emotional intelligence (EI) are able to effectively manage their feelings, communicate effectively with others, and function well in environments that require them to collaborate with others (Salovey & Mayer,

1990). Several studies have found that emotionally intelligent workers are more likely to report high levels of job satisfaction and success and less likely to report burnout in their careers (Goleman, 1995). Similarly, cognitive abilities like problem-solving skills and critical thinking can also play a role in an employee's performance (Boudreau & Ramstad, 2006). Not only have researchers defined employee performance, but they have also highlighted the factors that might impact employee performance. Some of these factors, which are listed below, are examples. According to Anitha (2013), the performance of an individual or an organization is highly dependent on the company's activities, policies, and practices, as well as the techniques of knowledge management and employee engagement. While improved employee performance requires additional actions on the part of the organization, improved organizational performance is indicative of efforts made toward goal achievement (Ellinger et al., 2003).

In a nutshell, the term "employee performance" refers to a complicated and multi-dimensional concept affected by many factors. Improved performance is likely seen in organizations that prioritize their employees' growth and create supportive work environments (Diamantidis & Chatzoglou 2019). Employees who possess specific individual characteristics and competencies are also more likely to perform well in their jobs. According to research carried out in the past, once employees have accomplished a certain level of perfection in the tasks assigned to them, they try to modify their attitude and behaviour to fulfil the requirements of their various job roles. This effort is made to fulfil their employers' expectations (Huang et al., 2014; Pulakos et al., 2000). To achieve higher overall productivity levels, businesses in Yangon need to emphasize offering their staff members opportunities to improve their emotional intelligence (EI), work-life balance (WLB), and conflict management skills.

Theories of Employee Performance

In order to manage employee performance in an effective manner, one must have a comprehensive understanding of a variety of theories that have been supported by research. Effective employee performance management requires a comprehensive understanding of various theories that have been supported by research. This study could make use of a variety of different theories that examine the performance of employees. Many theories have been proposed to explain and predict employee performance in the workplace. These theories provide insight into the factors that

influence employee motivation, behaviour, and productivity and can be used by organizations to understand and improve employee performance. Some examples of employee performance theories include Maslow's hierarchy of needs, Herzberg's two-factor theory, and the Expectancy Theory.

2.2.1 Maslow's hierarchy of needs

Maslow's hierarchy of needs is a theory of human motivation that Abraham Maslow proposed in 1943 (Maslow, 1943). Motivation refers to "the underlying causes of behaviour" (Guay et al., 2010, p. 712). Gredler, Broussard, and Garrison (2004) define motivation as "the quality that moves us to do or refrain from doing something" (p. 106). According to Maslow, individuals have a set of basic needs that must be met in order for them to feel satisfied and motivated. These needs are arranged in a hierarchy, with the most basic physiological needs at the bottom, followed by safety, social, esteem, and self-actualization needs at the top. Maslow's hierarchy of needs is often used to understand and predict the behaviour of individuals in different situations, including the workplace. For example, research has shown that the satisfaction of basic needs, such as physiological and safety, is related to improved job satisfaction and performance (Nixon & Kiger, 2013).

2.2.2 Herzberg's two-factor theory

Herzberg's two-factor theory is a theory of motivation that Frederick Herzberg proposed in 1959 (Herzberg, Mausner, & Snyderman, 1959). According to Herzberg, two types of factors influence employee motivation and satisfaction: hygiene and motivators. Hygiene factors include environmental and contextual factors influencing employee satisfaction, such as working conditions, salary, and benefits. To further elaborate on the employee performance theories, Herzberg's two-factor theory suggests that hygiene factors are necessary to prevent dissatisfaction, but they are insufficient to motivate and satisfy employees in the long term. Motivators, on the other hand, are essential for employee motivation and satisfaction. For example, research has shown that factors such as recognition, responsibility, and the opportunity for personal growth and development are related to increased performance (Herzberg et al., 1959).

2.2.3 Vroom's Expectancy Theory

Victor Vroom, initially proposed the concept of motivation, known as the Expectancy Theory, in 1964. According to the expectation theory, an individual's level

of performance is determined by the value they place on their performance outcomes as well as their expectations of how successful they will be (Vroom, 1964). In some circles, it is also referred to as Vroom's Expectancy Theory of Employee Performance. According to this theory, an individual's beliefs regarding their ability to complete a task, the value they place on the outcome of the task, and the probability that their effort will lead to the desired outcome all play a role in the individual's motivation to perform the task. Furthermore, the value they place on the outcome of the task also plays a role in the individual's motivation to perform the task.

In its analysis, the Expectancy Theory takes into account the three critical sub-variables that are as follows:

According to Wehmeyer and Shogren (2016), a person's ability can be defined as their self-assured belief in their capacity to complete a task to the satisfaction of themselves and others. If a person believes that they have the knowledge, resources, and skills necessary to complete a task, it will motivate them to perform it with greater intensity. According to Robbins and Judge (2017), an opportunity is a favorable set of circumstances that enables an individual or organization to take advantage of a situation to achieve the desired objective. If employees are under the impression that they possess the level of technical expertise required to complete a project, for example, they will be more motivated to take on the responsibility of completing the project. The term "motivation" refers to the significance that an individual or group of individuals places on the outcomes of a task they are tasked to complete. According to the Expectancy Theory of Motivation, when an individual believes that completing a task will lead to favorable outcomes and that the task is important, they will be more motivated to complete it. (Expectancy Theory of Motivation, n.d.). For instance, if an employee believes that completing a project will result in either a promotion or an increase in their salary, they will be more motivated to put in the necessary effort to see the project through to completion.

According to Singh (2014), Opportunity can be defined as the probability that an individual's actions will result in the outcome that they desire. People mean this when they talk about the "O" word. The degree to which a person believes that the goals they set for themselves can be attained as a direct result of their efforts directly affects their motivation to complete the task at hand. For instance, an employee will be more

motivated to finish a project if they believe that they have a good chance of doing so if they put in the necessary amount of effort, and this belief will increase the employee's level of motivation (Singh, 2014). Another example will be if an employee believes they have a good chance of getting a promotion if they put in the necessary effort. According to the Expectancy Theory, an individual's motivation to carry out a task is a function of their belief in their ability to complete the task, the value they place on the outcome, and the probability that their effort will lead to success. In other words, an individual's motivation to carry out a task is a function of their belief in their ability to complete it. Simply put, an individual's confidence in their capacity to carry out a task is directly proportional to the degree to which they are motivated. This indicates that to boost employee motivation and performance, managers need to consider the three factors mentioned above and then take action to address any problematic areas they identify (Singh, 2014).

For instance, if an employee is unable to complete a task because they lack the skills or resources necessary to do so, providing them with additional training or resources can increase their belief in their ability to be successful. This is because they have the skills or resources necessary to complete the task. If an employee does not see the value in the outcome of a task, elaborating on the significance of the task and drawing attention to the potential positive and negative repercussions of either success or failure can increase the employee's motivation to complete the task. In a similar vein, if an employee does not see the value in the outcome of a task, elaborating on the significance of the task and drawing attention to the potential positive and negative repercussions. In conclusion, giving an employee support and guidance can increase the likelihood that the effort will result in a successful outcome. This is true even if the employee does not believe that the effort will succeed on its own and even if the employee does not believe that the effort will lead to success on its own. In general, the Expectancy Theory provides a valuable framework for comprehending and improving staff members' motivation and performance levels. When managers take into account the sub-variables of ability, motivation, and opportunity, they can take more targeted actions, and as a result, they are more effective in improving the motivation and performance of their employees (Vroom, 1964).

2.3 Conflict management

Conflicts can significantly impact productivity, morale, and overall organizational success, making conflict management a crucial aspect of employee performance. Effective conflict management requires the capacity to identify, address, and resolve conflicts in a way that minimizes adverse outcomes and maximizes positive ones. Conflict is an inevitable aspect of any interpersonal or group dynamic, and it has the potential to influence employee performance in both positive and negative ways. On the one hand, conflict can be creatively stimulating, and it can lead to improved decision-making because it compels individuals to consider a variety of points of view (Brockner, 1992). On the other hand, conflicts that are not resolved can result in decreased productivity, lowered morale, and even problems with one's physical and mental health (Thomas & Kilmann, 1978). For this reason, effective conflict management is absolutely necessary in order to improve employee performance in the workplace.

According to Sutherland, Woodward, and Maxwell (1961), "competition is an impersonal, unconscious, continuous struggle between individuals or groups for satisfaction that, due to their limited availability, not all can have." For dealing with conflict is competition, which entails trying to win a conflict by advocating for one's own interests, most of the time at the expense of others (Thomas & Kilmann, 1978). This strategy may be helpful in circumstances in which time is of the essence or in which there is a distinct hierarchy; however, if it is not implemented with caution, it may also result in feelings of resentment and damage to interpersonal connections (Brockner, 1992). For instance, an employee who believes that their workload is unfairly distributed may use a competing strategy by arguing for a larger share of the work or by challenging the authority of their supervisor to make decisions. Both of these strategies are examples of competing approaches. On the other hand, if this strategy makes the other workers resentful or the supervisor's authority appears to be in question, it may need to be more productive in the long run.

Collaboration must have a goal, typically a shared objective or a problem to be solved. More is needed for parties to have individual objectives. The fundamental requirements or prerequisites for collaboration consist of (Brna, 1998; Giesen, 2002). Collaborating is another approach which entails working together with other people to

find a solution to a conflict that is mutually beneficial for all parties involved (Brockner, 1992). This strategy calls for a high level of trust and communication from all parties involved, but it can be especially useful in circumstances where multiple parties have a stake in the outcome (Thomas & Kilmann, 1978). For instance, if an employee believes that their workload is being unfairly distributed, they could collaborate by discussing their concerns with their supervisor and looking for ways to re-distribute the work in a way that takes into account the requirements of all of the parties involved. Because it encourages employees to work together and have a better understanding of one another, this strategy has the potential to be more successful in the long run.

In Blake and Mouton's (1964, 1970) conflict grid, compromising is conceptualized as a distinct conflict management style positioned in the middle between avoiding, accommodating, problem-solving, and forcing. Compromising is a third strategy, which entails finding a middle ground between competing and collaborating, where both parties are willing to give up something in order to reach a resolution. This involves finding a Compromising between competing and collaborating (Thomas & Kilmann, 1978). This strategy may prove helpful when there is a pressing need to find a solution quickly, and both parties are concerned about equally important issues (Brockner, 1992). For instance, if employees believe their workload is being unfairly distributed, they might Compromising by agreeing to take on a larger share of the work in exchange for a more flexible schedule or additional resources. This would be an example of a Compromising approach. This strategy may be successful in the short term because it enables both parties to achieve some of their goals; however, it may not be sustainable in the long term if it creates an imbalance in the amount of work that the employee performs.

To summarize, proper conflict management is necessary for enhancing employee performance in the workplace, and this must be done effectively. Organizations have the ability to improve employee satisfaction and productivity by cultivating a positive work environment and gaining an understanding of the sub-variables of competition, collaborating, and compromising, which they can then put into practice. Employees and managers need to be aware of their approaches to conflict resolution and be willing to modify those approaches in response to shifting circumstances if effective conflict management is to be achieved (Thomas & Kilmann,

1974). On the other hand, effective conflict management can have a positive impact on employee performance, including increased motivation and performance, improved communication and collaboration within the organization, and a positive work environment (Robbins & Judge, 2017).

2.4 Work-life balance (WLB)

Work-life balance (WLB) refers to the equilibrium between an individual's personal and professional obligations and performance (Society for Human Resource Management, n.d.). It is an essential factor that can significantly impact an employee's performance at work. According to a survey conducted by the Society for Human Resource Management (n.d.), work-life balance (WLB) is the second most crucial factor that employees consider when evaluating job offers, after salary and benefits. It is also a significant factor in employee retention and performance (Wiseman, 2003). Research has shown that employees who experience work-life balance (WLB) report higher levels of performance (Demerouti, Bakker, Nachreiner, & Schaufeli, 2002) and are more likely to stay with their current employer (Greenhaus & Powell, 2006).

When employees are able to achieve a healthy work-life balance (WLB), they are more likely to be motivated and productive at work (Wiseman, 2003). (Wiseman, 2003). In contrast, a lack of work-life balance (WLB) can result in adverse outcomes such as burnout, stress, and decreased performance (Society for Human Resource Management, n.d.). Research has shown that work-life conflict, which occurs when work demands interfere with personal obligations, is associated with adverse outcomes such as lower performance and higher absenteeism (Grzywacz & Carlson, 2007). Physical and mental health is one of the ways in which work-life balance (WLB) can influence employee performance. When employees are overwhelmed and unable to properly manage their personal and professional demands, it can lead to physical and mental health problems such as fatigue, insomnia, and stress-related disorders (Society for Human Resource Management, n.d.). These issues can lead to decreased productivity and an increased likelihood of absenteeism (Grzywacz & Carlson, 2007). In contrast, when employees can balance their work and personal obligations effectively, it can improve physical and mental health (Wiseman, 2003). This can result in increased energy, focus, and productivity at work.

Work-life balance (WLB) is also associated with performance, which directly affects employee productivity (Wiseman, 2003). Employees who feel that their employer values their personal time and well-being are more likely to feel satisfied with their job (Society for Human Resource Management, n.d). This can lead to higher levels of motivation and commitment to the organization, which can translate into improved performance (Kossek, Lautsch, & Eaton, 2011). In contrast, a lack of work-life balance (WLB) can result in decreased performance and an increased likelihood of employee turnover (Society for Human Resource Management, n.d.). This can be costly for organizations, as high employee turnover rates can result in decreased productivity, increased training expenses, and a negative impact on company culture (Kossek, Lautsch, & Eaton, 2011).

There are several strategies that organizations can implement to support work-life balance (WLB) among their employees. One such strategy is offering flexible work arrangements, such as the option to work remotely or have flexible work hours (Society for Human Resource Management, n.d.). This can enable employees to manage their obligations better while still fulfilling their professional obligations (Kossek, Lautsch, & Eaton, 2011). Research has shown that flexible work arrangements are positively associated with performance and organizational commitment (Greenhaus & Powell, 2006). Another strategy is offering support for employees' personal lives, such as access to resources for childcare, eldercare, or wellness (Society for Human Resource Management, n.d). This can help employees better manage their obligations and reduce their stress. Research has demonstrated that access to supportive resources and policies can improve work-life balance (WLB) and reduce work-family conflict (Grzywacz & Carlson, 2007).

In addition to these strategies, organizations need to have open and effective communication with employees about work-life balance (WLB) (Society for Human Resource Management, n.d). This can include setting clear expectations regarding work hours and availability and encouraging employees to speak up if they are feeling overwhelmed (Grzywacz & Carlson, 2007). Organizations can foster a positive work environment that values employee well-being and promotes work-life balance (WLB) by establishing a culture of open communication and support (Demerouti, Bakker, Nachreiner, & Schaufeli, 2002). Work-life balance (WLB) is an essential factor that

can substantially affect employee performance. When employees are able to manage their personal and professional responsibilities effectively, it can lead to improved physical and mental health, increased job satisfaction, and enhanced performance (Wiseman, 2003). Organizations that prioritize work-life balance (WLB) among their employees are likely to see a range of positive outcomes, including increased productivity and retention (Kossek, Lautsch, & Eaton, 2011).

2.4.1 Flextime

Work-life balance (WLB) is a concept that refers to the balance between an individual's personal and professional responsibilities (Society for Human Resource Management, n.d.). Work-life balance (WLB) is essential to an employee's overall well-being and productivity. Flextime, or flexible time, is a work arrangement that allows employees to vary their starting and ending times and the number of hours they work each day or week. Flextime is the option for employees to have flexible work hours, typically outside the traditional 9-5 workday (Duxbury & Higgins, 2011). There is a growing body of research indicating that flextime can have a positive impact on employee performance. For example, a study by Duxbury and Higgins (2011) found that flextime was associated with increased performance, commitment to the organization, and intention to stay with the current employer. Another study by Kossek, Lautsch, and Eaton (2011) found that access to flexible work arrangements was positively associated with performance.

One of the keyways in which flextime can impact employee performance is through its effect on work-life balance (WLB). Flextime can increase performance and organizational commitment (FlexJobs, 2019). When employees have the option to have flexible work hours, it can allow them to manage better the demands of their personal and professional lives (Duxbury & Higgins, 2011). This can reduce stress and improve physical and mental health, leading to increased performance (Grzywacz & Carlson, 2007). Another benefit of flextime is that it can lead to improved work-life balance (WLB) (FlexJobs, 2019). This can be particularly important for employees with children or other caregiving responsibilities, as it allows them to have more flexibility in managing their work and personal commitments. Research has found that work-life balance (WLB) is positively related to performance and negatively related to turnover

intentions (Grzywacz & Carlson, 2007). Therefore, flextime can reduce employee turnover and increase retention.

In addition, flextime can positively impact an organization's bottom line. One study found that flextime can lead to cost savings for the organization, as it can reduce absenteeism and increase productivity (FlexJobs, 2019). This is because flextime allows employees to manage their work and personal commitments better, reducing the need for time off and increasing their focus and productivity while at work. However, it is essential for organizations to properly implement and manage flextime in order to realize its full benefits. One potential issue is that flextime can lead to feelings of isolation or disconnection from the team, especially for employees who are not in the office during regular business hours (Kossek, Su & Chen, 2017). To address this, organizations can encourage communication and collaboration through technology, such as video conferencing and virtual team meetings. Flextime is the ability to schedule flexible start and end times, sometimes in conjunction with a core-hours requirement (Eaton, 2003). The relationship between work-family initiatives (i.e., flextime) and employee outcomes such as organizational commitment, turnover intentions, and tardiness has been extensively studied.

Another potential issue is that flextime can lead to unfairness or resentment among employees if it needs to be implemented and managed correctly (Kossek et al., 2017). For example, some employees may feel they are given a different level of flexibility than their colleagues. To address this, organizations can establish clear policies and guidelines for flextime and ensure that all employees have the opportunity to request and participate in flextime arrangements if they wish. Overall, flextime can have a positive effect on employee performance and well-being. By allowing employees more control over their work schedule, flextime can increase performance, improve work-life balance (WLB), and cost savings for the organization. However, it is essential for organizations to properly implement and manage flextime in order to realize these benefits and avoid potential issues.

2.4.2 Flexi-place

Flexi-place gives employees more options for where they work, including the opportunity to work from home part-time or full-time (Frank W. Schiff, 1983). Flexi-

place is a work arrangement that allows employees to work from a location other than the office, such as their own home or a co-working space. It is also known as telecommuting or remote work. Other names for Flexi-place include remote work or telecommuting. This flexibility can positively affect employee performance because it enables workers to better align their work schedule with the other obligations in their lives, such as those related to their personal lives and families (Frank W. Schiff, 1983). According to the findings of one study, having the option to work from home can lead to increased performance as well as a commitment to the organization (Golden, Johnson, & Rogelberg, 2016). This can be attributed to the fact that employees are given more control over their work environment and schedule through Flexi-place, which can reduce stress and increase performance (Lambert, Hogan, & Barton, 2014). Consequently, one may experience higher levels of motivation and output (Lambert et al., 2014).

Another advantage of the Flexi-place model is that it may result in a more favourable work-life balance (WLB) (Golden et al., 2016). This can be of utmost significance for employees responsible for the care of children or other dependents, as it gives them more leeway to balance their professional and personal obligations while still meeting their obligations to the companies. According to the findings of some studies, a healthy work-life balance (WLB) is positively related to feelings of contentment in one's job and negatively related to considerations of leaving that job (Grzywacz & Carlson, 2007). Therefore, Flexi-place can contribute to the reduction of employee turnover and the enhancement of employee retention. Additionally, an organization's bottom line may benefit from implementing Flexi-place policies. According to the findings of one study, Flexi-place programs can result in cost savings for the organization by lowering absenteeism and raising productivity levels (Golden et al., 2016). This is because Flexi-place enables workers to manage their work and personal commitments better, reducing the need for time off and increasing their concentration and productivity while working (Golden et al., 2016).

However, for businesses to fully reap the benefits of Flexi-place, they must do so in a way that is both adequately implemented and managed. One of the possible drawbacks is that Flexi-place can result in a person experiencing feelings of alienation or disconnection from the team (Kossek, Su, & Chen, 2017). Technology, such as video

conferencing and virtual team meetings, can help businesses address this issue by fostering an environment that is more conducive to communication and collaboration. Another potential issue is that Flexi-place can lead to unfairness or resentment among employees if it needs to be implemented and managed properly. This can be a problem if the program needs to be implemented correctly and managed (Kossek et al., 2017). For instance, some employees may have the impression that they do not have the same degree of flexibility as their coworkers. To solve this problem, companies can devise specific policies and guidelines for Flexi-place arrangements. They must guarantee that all workers are afforded the opportunity to make Flexi-place requests and participate in flexible work schedules if they so desire.

Overall, Flexi-place has the potential to have a positive impact on the performance of employees as well as their overall well-being. Flexi-place is a policy that permits employees to perform their work at a location other than the office. This policy can result in increased performance for workers, improved work-life balance (WLB), and cost savings for the organization (Kossek et al., 2017). However, in order for businesses to take advantage of these benefits and steer clear of any potential complications, they need to implement and manage Flexi-place appropriately.

2.4.3 Leaves

Work-life balance (WLB) refers to the ability of individuals to manage their work, personal, and family commitments without compromising one aspect of their life for the benefit of another. The concept of work-life balance (WLB) has gained significant attention in recent years due to the increasing demands of the modern workplace, which often require employees to work long hours and be constantly connected to their work. In most industrialized nations, maternity, parental, and paternity leaves are essential family policy measures. They allow employed parents to care for their infants during their first few months or years. During this time, they provide job security and often financial support. Nonetheless, countries have substantial differences regarding leaves duration and payment, whether women and men can take leaves, and whether benefits are collectively, or employer funded (Koslowski, Blum, and Moss, 2016; O'Brien, 2013). As a result, many employees struggle to maintain a healthy balance between their work and personal lives, negatively impacting their well-being, productivity, and overall performance (O'Brien, 2013). One aspect of work-life

balance (WLB) that has been studied extensively is the impact of leaves and vacation days on employee performance. Leaves and vacation days refer to time off from work that employees can relax. Research has shown that taking regular breaks from work can have a number of positive consequences for employees, including improved well-being, job satisfaction, and overall performance (Koslowski, Blum, and Moss, 2016; O'Brien, 2013).

Organizations significantly impact their employees' work-life balance (WLB) through the policies and practices they implement. For instance, organizations with generous leaves and vacation policies may be more likely to have employees who can effectively balance their work and personal lives, leading to improved performance. On the other hand, organizations with strict or limited leaves and vacation policies may create an environment that makes it difficult for employees to achieve a healthy balance between their work and personal lives, which can negatively affect their performance (A. Leiter, 2010).

For instance, a study by E. Demerouti, A. Bakker, and A. Leiter (2010) found that employees who take regular vacation days are more likely to experience increased levels of performance and well-being, which can lead to improved performance (p. 233). Similarly, a study conducted by D.C. Ganster, D.S. Fusilier, and M.R. Mayes (1989) found that employees who take regular vacations report higher levels of job satisfaction and lower levels of stress, which can lead to improved performance (p. 779). In addition to the positive impact on performance and well-being, regular leaves and vacation days can also have several physical and mental health benefits. For example, research has shown that taking time off from work can improve sleep quality, reduce blood pressure, and lower the risk of cardiovascular disease (Buckley, Natarajan, & Oktem, 2012). These physical health benefits can positively impact employee performance, as they can lead to increased energy levels, reduced absenteeism, and improved concentration (Buckley et al., 2012).

Furthermore, taking regular leaves and vacation days can also positively impact an employee's mental health and overall well-being. A study by B.M. Staw, L.L. Cummings, and R.M. Dutton (1981) found that employees who take regular vacations report lower levels of anxiety and depression, as well as increased feelings of happiness and well-being (p. 586). These mental health benefits can positively impact employee

performance, as they can lead to increased motivation and productivity (Staw et al., 1981). It is important to note that the impact of leaves and vacation days on employee performance is only sometimes positive. For instance, taking extended periods of time off from work can lead to a loss of momentum and a decrease in productivity (Nixon & Kiger, 2013). Additionally, employees who take a large number of leaves and vacation days may be perceived as less committed to their work, which can negatively affect their performance (Ganster et al., 1989).

Overall, the impact of work-life balance (WLB) and leaves and vacation days on employee performance is complex and multifaceted. It is clear that taking regular leaves and vacation days can have a number of positive consequences for employee performance, including improved well-being, job satisfaction, and physical and mental health. However, employees and organizations need to strike a balance and ensure that leaves and vacation days are used in a way that does not negatively impact performance.

2.5 Emotional Intelligence (EI)

Emotional intelligence (EI) is the capacity to identify, comprehend, and control one's emotions and those of others. EI is essential to individual and organizational success because it enables individuals to navigate social situations, communicate with others, and make sound decisions. Emotional intelligence (EI) is an essential component of a person's overall intelligence and plays a significant role in determining their success in both personal and professional settings (Goleman, 1995). EI refers to the capacity to recognize and comprehend one's own and other people's emotions. It involves using emotional information to guide thinking and behaviors, as well as to manage and regulate one's own and other's emotions (Goleman, 1995). Peter Salovey and John Mayer first introduced the concept of EI in 1990, defining it as "the ability to perceive emotions, to access and generate emotions in order to facilitate thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions in order to promote emotional and intellectual development" (Mayer & Salovey, 1990, p. 189). Since then, EI has garnered a great deal of attention from researchers and practitioners alike, with numerous studies emphasizing its significance in a variety of life domains.

EI has been found to have a direct effect on employee performance in the workplace, which is one of these domains. Mayer and Salovey (1997) discovered that people with high EI tend to perform better at work because they are able to manage their own emotions and those of others. They can effectively communicate, solve problems, and make decisions based on the emotional context of a given situation. Moreover, they are able to maintain positive relationships with coworkers, which can result in enhanced team cohesion and productivity. In a meta-analysis of over 200 studies, Schutte et al. (1998) discovered a significant correlation between EI and job performance across a variety of job types. In particular, individuals with a high EI performed better in areas such as leadership, teamwork, and customer service. This is because individuals with a high EI can adapt to changing situations and environments, manage stress and pressure, and resolve conflicts effectively, all of which are crucial for workplace success.

Additionally, emotional intelligence (EI) is associated with performance and retention. Sy et al. (2002) discovered that individuals with high EI were more likely to report greater performance and less likely to quit their jobs. This can be advantageous for organizations, as high turnover rates can be time- and resource-intensive. Consequently, how can organizations encourage the development of EI in their employees? Training and development programs that emphasize emotional intelligence (EI) competencies such as self-awareness, self-regulation, motivation, empathy, and social skills are one approach. These programs can assist individuals in comprehending and managing their emotions and communicating and collaborating with others (Sy et al. (2002). Individuals can also gain insight into their EI strengths and improvement areas through emotional intelligence (EI) assessments. These evaluations can determine training needs and design specialized training programs. Emotional intelligence (EI) has a substantial influence on employee performance. Individuals with high EI tend to have improved job performance, job satisfaction, and job retention. Through training and development programs as well as emotional intelligence (EI) assessments, organizations can encourage the development of EI in their employees. By investing in the development of EI, organizations can improve their employees' overall performance and well-being and foster a positive and productive workplace. And we will examine three key EI factors: perception, understanding, and managing. We will also discuss

how these variables directly impact emotional intelligence (EI) and employee performance (Goleman, 1995).

2.5.1 Perception

Emotional intelligence (EI) requires the ability to perceive and express emotions accurately, as well as to comprehend the emotions of others. Perception is a crucial component of emotional intelligence (EI). According to Nelson and Quick (1997: 83-84), "social perception is the process of interpreting information about another person." Perception describes how we interpret and make sense of our emotions. This skill is vital for effective communication and relationship building because it enables individuals to effectively convey their own emotions and accurately interpret the emotions of others. Individuals with more excellent emotional perception are better able to communicate their own emotions and understand and respond appropriately to the emotions of others, according to research (Mayer et al., 2000). This can result in improved social relationships and employee performance (Lopes et al., 2004).

A number of different factors can directly influence emotional intelligence (EI), and emotional perception is one of those factors. People who are emotionally aware have a greater capacity to comprehend their feelings' influence on their actions and choices and those around them (Mayer et al., 2000). Emotional clarity is another aspect that affects how one perceives other people's feelings. This refers to one's capacity to recognize the distinctions between a variety of emotions as well as the factors that contribute to and result from these feelings (Mayer et al., 2000). Individuals are able to better understand their own emotions as well as the emotions of others, which can lead to more effective communication and the resolution of conflicts when individuals have emotional clarity (Goleman, 1998).

Mayer, Salovey and Caruso's EI Ability Model (Faltas, 2017)

Mayer, Salvey, and Caruso's EI Ability Model identify the following as the four most important aspects of emotional intelligence (EI): the ability to perceive emotions; the ability to use emotions to facilitate thought; the ability to understand emotions; and the ability to manage emotions (Faltas, 2017). The first step in the process is perception, which entails accurately recognizing and interpreting the emotional cues displayed by oneself and others (Mayer et al., 2002). This includes things like tone of voice, body language, facial expressions, and the context in which these cues are displayed

(Goleman, 1995). Because it enables people to respond in a manner that is appropriate to the circumstances in which they find themselves emotionally, perception is an essential component of emotional intelligence (EI). For instance, if an employee believes that their supervisor is becoming increasingly irritated, they have the ability to modify their behaviour in response, such as by volunteering to assist or by providing additional personal space (Goleman, 1995). This may result in improved communication and relationships within the workplace, both of which benefit employees' performance. Individuals with high EI have been shown repeatedly in research to have a tendency toward better job performance, higher levels of job satisfaction, and better leadership skills (Furnham & Cheng, 2016; Lopes, Grewal, Kadis, Gall, & Salovey, 2006). After controlling for other relevant factors such as cognitive ability and personality, one study found that emotional intelligence (EI) significantly predictor job performance in a sample of bank employees. This was the case even though the study controlled for other relevant factors (Lopes et al., 2006). According to the findings of another study, EI has a positive correlation with job satisfaction as well as leadership abilities in a sample of executives (Furnham & Cheng, 2016).

There are many ways in which perception, which is a component of EI, may contribute to the positive outcomes described. To begin, accurate perception enables people to comprehend the wants and emotions of other people, which in turn can improve communication and the ability to find solutions to problems (Goleman, 1995). For instance, if an employee believes that a coworker is struggling with an excessive amount of work, they have the ability to provide support and assistance, which can improve both teamwork and productivity (Lopes et al., 2006). Additionally, perception can assist individuals in adapting to various social circumstances, which can be useful for individuals in leadership positions (Goleman, 1995). However, it is essential to keep in mind that perception is not the only component that plays a role in EI and employee performance. These results are also influenced by the other aspects of emotional intelligence (EI), such as awareness of and control over one's feelings (Faltas, 2017). To manage one's emotions, one must, for instance, be able to identify the reasons for and the results of one's various feelings and understanding one's emotions requires one to be able to use those feelings to guide one's behaviour in a constructive way (Mayer

et al., 2002). When combined, these elements help produce a well-rounded and productive approach to dealing with one's feelings, which, in turn, can result in improved outcomes in the workplace.

In conclusion, perception is an essential component of emotional intelligence (EI), and it plays an important role in the overall performance of the workforce as a whole. Individuals can understand the wants and emotions of others better, adapt to a variety of social situations, and improve communication and relationships in the workplace if they can accurately recognize and interpret others' emotional cues. Even though perception is not the only factor that plays a role in EI, it is an essential component that, when addressed appropriately, can result in better outcomes in the workplace.

2.5.2 Understanding

A few different schools of thought propose a connection between understanding, or the capacity to accurately perceive and comprehend the emotional intelligence (EI) of oneself and those around one, and an employee's level of performance. When a word can be correctly used, the user should also understand it, whether they hear it, see it, or both (Laufer, 1998, p. 257). Therefore, it is the more demanding of the two types of understanding and the one that can only be achieved in the end. Research conducted into this disparity has produced a variety of figures (Schmitt, 2009, p. 345), but the findings of all of these studies have led researchers to the same conclusion: there is still a substantial gap between the two kinds of knowledge. Here are several theories that connect understanding, or the ability to accurately perceive and understand the emotions of oneself and others, with employee performance.

Mayer and Salovey's (1997) model: of emotional intelligence (EI) identifies understanding as one of the four branches of emotional intelligence (EI), along with the ability to perceive, use, and manage emotions. According to this model, understanding entails recognizing and interpreting emotions in oneself and others accurately and applying this comprehension to facilitating communication and resolving problems. According to some studies, people with a high level of understanding are more likely to have better social skills and relationships, which can lead to improved performance in the workplace (Mayer & Salovey, 1997). Understanding enables individuals to

accurately perceive and interpret the emotions of others, which can facilitate effective communication and teamwork. It also allows individuals to recognize and manage their emotions, which can help them navigate challenging situations and make sound decisions. This is because understanding enables individuals to identify and manage their own emotions, which can help individuals recognize and manage their own emotions.

Goleman's (1998) model: of emotional intelligence (EI) emphasizes the significance of self-awareness and self-regulation in relation to the comprehension of feelings. According to this model, individuals who can understand and regulate their emotions accurately are better able, according to this model, to respond to the emotions of others and to navigate complex social situations. This applies to both the individual and the group. This may result in enhanced levels of communication and teamwork, as well as increased productivity and satisfaction in one's work (Goleman, 1998). Individuals can accurately recognize and interpret their own emotions and use this understanding to manage their behaviors and responses to others when they have understanding, which plays a crucial role in self-awareness and self-regulation. Understanding plays a key role in both of these processes.

Bar-On's (1997) model: emotional intelligence (EI) is defined as the capacity to understand and manage one's and other people's emotions and use this understanding to adapt to changing circumstances and find solutions to problems. According to this model, individuals who have a high level of understanding are better able to cope with stress, handle conflict, and make sound decisions, all of which can lead to improved performance in the workplace (Bar-On, 1997). Understanding is a crucial component of this model because it enables individuals to recognize and interpret the emotions that they experience as well as those that are shared by others, and it also allows individuals to apply this comprehension in order to adapt to shifting conditions and effectively solve problems.

Wong and Law's (2002): The emotional intelligence (EI) model developed by Wong and Law (2002) places a strong emphasis on the capacity for empathy, which can be defined as the awareness of and responsiveness to the feelings experienced by other people. According to this model, individuals who can accurately perceive and understand the emotions of others are better able to build strong relationships and create

a positive work environment. This, in turn, can lead to improved performance (Wong & Law, 2002). Understanding is essential to developing empathy because it enables people to identify and interpret the feelings of others correctly and to respond in a way that is both sensitive and supportive.

Petrides and Furnham's (2001): The model of trait emotional intelligence (EI) developed by Petrides and Furnham (2001) emphasizes the significance of understanding in terms of one's capacity to perceive and comprehend the emotions of oneself and others. According to this model, individuals with high levels of understanding are better able to recognize and respond to the emotions of others, as well as to identify and manage their own emotions, which can lead to improved communication and relationships in the workplace (Petrides & Furnham, 2001). Understanding is an essential component of this model because it enables people to correctly perceive and interpret the feelings they experience and those they observe in others. Furthermore, individuals can use this comprehension to manage their emotions and communicate and interact with others effectively.

Understanding enables individuals to recognize and interpret the emotions of others, which can facilitate effective communication and teamwork. Understanding also enables individuals to recognize and interpret their own emotions. For instance, if someone can recognize and interpret a coworker's frustration accurately, they may be better able to respond in a way that helps to resolve the issue and improves the overall working relationship. This is because they better understand the other person's perspective. Understanding is a crucial component of emotional intelligence (EI) that, when developed, can improve a person's social skills as well as their capacity for clear and effective communication, which in turn can lead to enhanced employee performance.

2.5.3 Managing

Managing refers to applying tactics for resolving disagreements and limiting discontent. Techniques for resolving conflicts include facilitating meetings between parties to define the issue, explore possible resolutions, and establish goals that require the parties' cooperation. The importance of conflict management skills for managers and their interest in learning more about organizational conflict and its management

(Rahim, 2001, p. 17). In Mayer and Salovey's (1997) model: of emotional intelligence, one of the four components of EI is management, which also includes the capacity to recognize, comprehend, and make use of one's feelings. According to this model, managing means having the ability to effectively regulate and control one's own emotions, as well as having the ability to influence the emotions of others positively. According to the findings of some studies, people who are good at managing their time are also more likely to have strong social skills and positive relationships, which can contribute to enhanced performance in the workplace (Mayer & Salovey, 1997). This is due to the fact that managing enables individuals to effectively regulate and control their own emotions, which can help them to navigate challenging situations and make sound decisions, as well as to positively influence the emotions of others, which can facilitate effective communication and teamwork. This is why managing is so essential.

Goleman (1998): The emotional intelligence (EI) model developed by Goleman (1998) strongly emphasizes self-regulation's role in effectively managing one's feelings. Individuals who are able to manage their own emotions effectively are better able, according to this model, to respond to the emotions of others and to navigate complex social situations. This may result in enhanced levels of communication and teamwork, in addition to increased levels of productivity and satisfaction in one's work (Goleman, 1998). The ability to effectively manage one's own emotions and to respond to the emotions of others in a way that is both appropriate and effective is an essential component of self-regulation in this model. Managing is one of the critical components of self-regulation because it enables individuals to manage their emotions effectively.

Bar-On (1997) On's model: according to Bar-On (1997) On's model, emotional intelligence (EI) is defined as the capacity to understand and manage one's and other people's emotions and use this understanding to adapt to changing circumstances and find solutions to problems. Individuals who have high levels of managing are said to be better able to deal with stress, handle conflict, and make sound decisions, all of which can lead to improved performance in the workplace, according to this model (Bar-On, 1997). Managing is an integral part of this model because it enables individuals to regulate and control their emotions effectively, as well as to recognize and respond to the emotions of others in a way that is appropriate and effective. Managing also allows

individuals to effectively regulate and control their behaviour, which in turn will enable them to manage and control the behaviour of others effectively.

Wong and Law (2002): places a strong emphasis on the capacity for empathy, which can be defined as the capacity to understand and respond to the emotions of other people. Individuals who are able to effectively manage their own emotions, as well as the emotions of those around them, are better able, according to this model, to build strong relationships with others and to create a positive work environment, both of which can lead to improved performance (Wong & Law, 2002). In this model, management is an essential component of empathy because it enables individuals to not only effectively regulate and control their own emotions, but also to recognize and respond to the emotions of others in a manner that is sensitive and supportive.

Petrides and Furnham (2001) places emphasis on the importance of managing one's own emotions and the ability to recognize and respond to the emotions of others, as well as the ability to identify and manage one's own emotions. According to this model, individuals with high levels of managing are better able to cope with stress and handle conflict, which can lead to improved communication and relationships within the workplace (Petrides & Furnham, 2001). Managing is an integral part of this model because it enables individuals to effectively regulate and control their own emotions and recognize and respond to the emotions of others in a way that is appropriate and effective. Managing also allows individuals to effectively regulate and control their behaviour, which will enable them to manage and control the behaviour of others effectively.

The ability to effectively regulate and control one's emotions, as well as recognize and respond to the emotions of others in a way that is appropriate and effective, is an essential component of emotional intelligence (EI). Managing is an important aspect of emotional intelligence (EI) that involves the ability to regulate and control one's own emotions effectively (Goleman, 1998). People with high levels of managing are more likely to have better social skills and relationships, both of which can lead to improved performance in the workplace. Individuals with high levels of managing are more likely to have better relationships. Individuals are better able to handle stress and conflicts when they have the ability to manage them, which in turn can improve their ability to communicate and collaborate effectively. It also allows

people to make intelligent decisions and adjust to changing conditions, which can lead to increased productivity and a higher level of job satisfaction (Goleman, 1998). In general, management is an essential component of emotional intelligence (EI), and it is one that can have a positive impact on the performance of employees in the workplace.

2.6 Previous Research

Conflict Management

According to Robbins and Judge (2017), conflict management, work-life balance, and emotional intelligence (EI) are three essential factors that directly impact employee performance. Jackson, Shaw, Baldauf (2007), and Goleman, Boyatt, and McKee (2001) also studied the various theories and definitions and discussed the potential impact of these factors. Research has shown that the conflict management strategy of competing is associated with adverse outcomes for employee performance. Chen and Korczynski (2005) found that employees who used competing as their primary conflict management strategy reported lower job satisfaction and higher turnover intentions than those who used other strategies. De Dreu and Gelfand (2008) found that employees who used collaborating and compromising as their primary conflict management strategy reported higher levels of job satisfaction and team effectiveness than those who used other strategies. In conclusion, conflict management is a critical skill that directly impacts employee performance in the workplace. While competition, collaborating, and compromising are all effective strategies in certain situations, the most appropriate strategy may depend on the specific circumstances and the individual characteristics of the employees involved.

According to a study by Robbins and Judge (2017), conflict management styles (competition, collaborating, compromising) significantly impact employees' performance. The researchers hypothesized that individuals who use a collaborating conflict management style, in which they work to find a solution that meets the needs of all parties involved, would have the highest job performance. The researchers also hypothesized that individuals who use a competing style, in which they try to defeat or overcome the other party, would have the lowest job performance. The study involved surveying a sample of employees from various organizations and measuring their conflict management styles, job performance, and other relevant variables. The results

of the study supported the researchers' hypotheses. Individuals who used a collaborating style did indeed have the highest job performance, followed by those who used a compromising style, in which they try to find a middle ground where both parties can get some of what they want, and those who used a competing style. The study also found that individuals who used a competing style were more likely to report high levels of stress and burnout. The findings of this study have important implications for organizations and managers. Promoting a culture of collaboration and encouraging employees to use a collaborating conflict management style can lead to improved job performance and the overall well-being of employees. On the other hand, organizations should be aware of the adverse effects of a competing conflict management style and take steps to discourage it.

H₁: Conflict Management impacts employees' performance.

Work-Life Balance (WLB)

Greenhaus and Powell (2006) found in their study that individuals who reported higher levels of work-life balance (WLB) also had higher job performance, lower levels of burnout, and were more committed to their organizations. Grzywacz and Carlson (2007) conducted a meta-analysis and found that employees with high work-life balance (WLB) had higher levels of job performance, including increased productivity, creativity, and reduced absenteeism. Jackson, Shaw, and Baldauf (2007) found that flextime, or the ability to have flexible work hours, is positively associated with work-life balance (WLB) and employee performance. Flextime was found to impact reducing absenteeism and turnover statistically. Gajendran and Harrison (2007) also found that individuals who had the option to work from home, known as Flexi-place, reported higher levels of work-life balance (WLB), job performance, and lower levels of stress and turnover. Kossek, Lautsch, and Eaton (2011) conducted a study and found that employees who took advantage of leaves, such as vacation or sick leaves, had higher levels of work-life balance (WLB) and job performance were more likely to be engaged in their work. Leaves can also play a role in facilitating work-life balance (WLB) and improving employee performance. Overall, the research suggests that work-life balance (WLB) directly impacts employee performance, and that flextime, Flexi-place, and leaves are all key factors that can facilitate a healthy balance.

According to a study by Greenhaus and Powell (2006), work-life balance initiatives such as flextime, Flexi-place, and leaves have a significant impact on employees' performance. The researchers hypothesized that individuals who have access to these types of work-life balance initiatives would have better job performance and higher levels of job satisfaction compared to those who do not have access to them. The study surveyed a sample of employees from various organizations and measured their access to work-life balance initiatives, job performance, and job satisfaction. The results of the study supported the researchers' hypotheses. Individuals who had access to flextime, Flexi-place, and leaves reported higher levels of job satisfaction and better job performance compared to those who did not have access to these initiatives. The findings of this study have important implications for organizations and managers. Implementing work-life balance initiatives such as flextime, Flexi-place, and leaves can improve employee job performance and job satisfaction. This can ultimately lead to increased productivity and retention in the workplace.

H₂: Work-Life Balance (WLB) impacts employees' performance.

Emotional Intelligence (EI)

Previous research has consistently demonstrated the link between emotional intelligence (EI) and employee performance. Goleman, Boyatzis, and McKee (2002) found that individuals with high EI had higher levels of job performance, including increased productivity, teamwork, and leadership skills. Van Rooy and Viswesvaran (2004) conducted a meta-analysis and found that EI was positively associated with job performance, including customer service, sales, and decision-making abilities. Caruso and Salovey (2004) found that individuals with high EI were more accurate in detecting and interpreting emotional cues in others and were more likely to respond appropriately to those emotions. Mayer, Salovey, and Caruso (2008) also found that individuals with high EI were better able to identify and understand their own emotions and the emotions of others and were more likely to use this understanding to regulate their emotions and behaviour. Managing emotions, or the ability to regulate and express emotions appropriately, is another aspect of EI that can impact employee performance. Bar-On (1997) found that individuals with high EI were better able to manage their emotions and express them appropriately, leading to improved interpersonal relationships and

overall job performance. In summary, the research suggests that EI directly impacts employee performance and that perception, understanding, and managing emotions are all key factors that can facilitate effective performance.

According to a study by Goleman, Boyatzis, and McKee (2002), emotional intelligence (EI), which includes the ability to perceive, understand, and manage emotions, has a significant impact on employees' performance. The researchers defined emotional intelligence (EI) as the ability to recognize, understand and manage one's own emotions, as well as the feelings of others. The researchers hypothesized that individuals with high emotional intelligence (EI) would have better job performance and higher levels than those with lower emotional intelligence (EI). To test that hypothesis, the study surveyed a sample of employees from various organizations and measured their emotional intelligence (EI), job performance, and job satisfaction. Emotional intelligence (EI) was measured using a self-report questionnaire which consisted of items related to emotional awareness, emotional management, emotional expression and the ability to handle relationships. The results of the study supported the researchers' hypotheses. Individuals with high emotional intelligence (EI) scores reported higher levels of job satisfaction and better performance than those with lower emotional intelligence (EI) scores. This finding was consistent across different job types, levels and industries. The researchers also found that emotional intelligence (EI) was positively correlated with leadership effectiveness, team cohesion and creativity. The findings of this study have important implications for organizations and managers. Promoting and developing emotional intelligence (EI) among employees can lead to improved job performance and job satisfaction and ultimately to increased productivity, better team dynamics, and enhanced leadership effectiveness in the workplace. Additionally, the study implies that organizations that invest in developing their employees' emotional intelligence (EI) can be more successful in the long run.

H₃: Emotional Intelligence (EI) impacts employees' performance.

2.7 Hypotheses

Hypotheses for the research are set as follow:

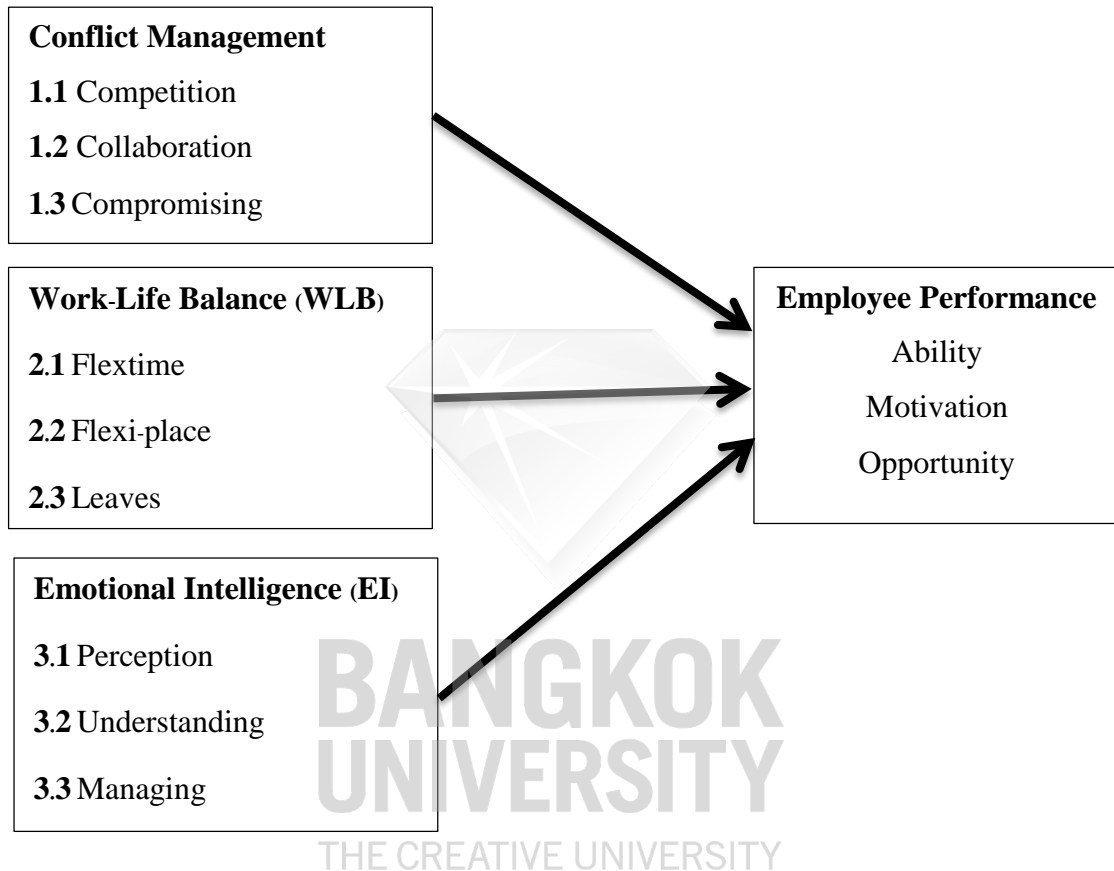
H₁: Conflict Management impacts employees' performance.

H₂: Work-Life Balance (WLB) impacts employees' performance.

H₃: Emotional Intelligence (EI) impacts employees' performance.

2.8 Conceptual Framework

Figure 2.1: Conceptual Framework



CHAPTER 3

METHODOLOGY

In this section, titled "Methodology," the study's research design, methodology, and analytical approach will be described. The first element to be discussed is the type and methodology of the research. The research design, including any particular strategies or methods employed, will then be described. In addition, the quality of the research instrument, including content validity and reliability, will be addressed. The data collection process will be described in detail, including the population and sample, sampling technique, research procedure, and data collection schedule. Finally, the method for testing hypotheses and analyzing data will be described. In order to establish the validity and dependability of the findings, the purpose of this chapter is to provide a comprehensive overview of the research methods and analyses used in the study.

3.1 The Type of Research and Tool

In this study, a closed-ended questionnaire was used to collect data from respondents. The questionnaire was structured into five sections: general data (11 questions), conflict management factors (independent variable, 10 questions), work-life balance (WLB) factors (independent variable, 9 questions), emotional intelligence factors (independent variable, 9 questions), and employee performance (dependent variable, 10 questions). The survey consisted of 38 questions in total.

Part 1: General Data (11 questions)

This part includes questions about the respondent's basic information, age, gender, marital status, education level, how many jobs did you have, Type of Employee, Management level, Type of size organization you at working at, on average, how many hours a week do you spend on your job? Total working years: Monthly Income.

Part 2: Conflict management (10 questions)

This part consists of questions related to the respondent's performance in terms of conflict management, with three sub-variables: Competition, collaboration, and compromising.

Part 3: Work-life balance (WLB) (9 questions)

This part consists of questions about the respondent's performance in terms of work-life balance (WLB), with three sub-variables: flextime, Flexi-place, and leaves.

Part 4: Emotional intelligence (9 questions)

This part consists of questions about the respondent's performance in terms of emotional intelligence (EI), with three sub-variables: perception, understanding, and managing.

Part 5: Employee performance (10 questions)

This part includes questions about the respondent's overall job performance, with three sub-variables: ability, motivation, and opportunity.

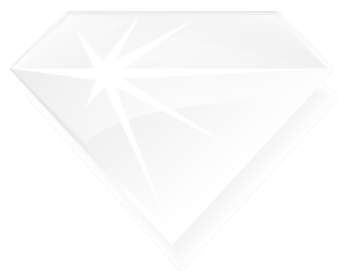
Part 6: Comments & Other suggestions

This section concerns the general recommendation provided by the respondent through the use of essay and/or short answer formats.

Table 3. 1: The Question of Conflict Management

Variable	Item	Reference
Conflict Management	1. Once I have taken a position, I don't like to have others try to talk me out of it.	Lopez-Escalona (n.d.)
	2. When I disagree with someone, I defend my position, but I don't put the other person down in the process.	Gaumer Erickson, Soukup, Noonan, & McGurn, 2018
	3. I try to work with my subordinates to find solution to a problem that satisfies our expectations.	Copley (2008)

(Continued)



**BANGKOK
UNIVERSITY**

THE CREATIVE UNIVERSITY

Table 3. 1: (Continued): The questions of Conflict Management

Variable	Item	Reference
Collaboration	1. When I disagree with someone, I talk about how I feel and listen to them talk about how they feel. 2. When dealing with a conflict, I consider the future of the long-term relationship. 3. Statement carefully to establish positive realistic expectations.	Gaumer Erickson, Soukup, Noonan, & McGurn, 2018 Henning, M. (2003) Henning, M. (2003)
Compromising	1. During a conflict I try to find some compromise. 2. I state my true feelings when dealing with conflict. 3. When I prepare to meet to discuss a conflict, I try to arrange for a mutually acceptable time and setting. 4. I try to be aware of how my negative and positive self-perceptions influence the way I deal with a conflict.	Lopez-Escalona (n.d.) Henning, M. (2003) Henning, M. (2003) Henning, M. (2003)

Table 3. 2: The questions of Work-life Balance (WLB)

Variable	Item	Reference
Work-life Balance (WLB) Flextime	1. I keep the same work schedule every day. 2. Flextime plays an important role in employee performance.	Silva and Silva (2020) Hoogkamer, K. (2021)

(Continued)

Table 3. 2 (Continued): The questions of Work-life Balance (WLB)

Variable	Item	Reference
Flexi-place	1. Flexibility is an inducement that is part of social exchange that enhances motivation & performance. 2. My organization believes in having healthy WLB Practices. 3. WLB contributes to improved staff motivation and Commitment.	Banu and Duraipandian (2014) Banu and Duraipandian (2014) Banu and Duraipandian (2014)
Leaves	1. Work shift affects performance in terms of productivity. 2. My organization recognizes the need for leave in order to give employees time off work to relax and attend also to personal issues. 3. I feel that the job and other activities are currently balanced. 4. Overall, I believe that my work and other activities are balanced.	Kiprono, V. K. (2018) Silva and Silva (2020) Abhishek, Srivastava (2016) Abhishek, Srivastava (2016)

Table 3. 3: The questions of Emotional Intelligence (EI)

Variable	Item	Reference
Emotional Intelligence (EI) Perception	1. I find it difficult to bond well even with those close to me. 2. I recognize how my feelings affect my performance.	Petrides, K. V. (2009) Mehta & Singh, (2013)

(Continued)

Table 3. 3: (Continued): The questions of Emotional Intelligence (EI)

Variable	Item	Reference
Understanding	1. I am open to continuous learning, self-development, new perspectives & honest feedback.	Mehta & Singh, (2013)
	2. I respect and relate well to people from different backgrounds.	Mehta & Singh, (2013)
	3. I promote open communication and ready to accept both bad and good news.	Mehta & Singh, (2013)
Managing	1. I handle difficult people and tense situations with diplomacy and tact.	Mehta & Singh, (2013)
	2. I help others in coming out of difficult situations.	Mehta & Singh, (2013)
	3. I make and maintain personal friendships among work associates.	Mehta & Singh, (2013)
	4. I guide the performance of others while holding them accountable.	Mehta & Singh, (2013)

Table 3. 4: The questions of Employee performance

Variable	Item	Reference
Employee performance Ability	1. I put in the effort needed to achieve high-quality work performance. 2. My manager role models high standards for quality performance. 3. My organization helps me identify my training and development needs through performance appraisals. 4. The current performance appraisal system in my organization is related to my development.	Tran and Idodo (2022) Silva and Silva (2020) Silva and Silva (2020) Othman (2014)
Motivation	1. My current work environment is motivating. 2. The goal given by the company is always achieved or even exceeds.	Hamad (2018) Paais & Pattiruhu, (2020)
Opportunity	1. My organization provides opportunities for promotion for high performing employees. 2. Financial support for learning programs motivates me to perform better at work. 3. I am compensated fairly for the work I do. 4. My organization recognizes the need for leave in order to give employees time off work to relax and attend also to personal issues.	Hamad (2018) Silva and Silva (2020) Silva and Silva (2020) Silva and Silva (2020)

3.2 The Research Design

In this study, the online questionnaire will be measured using the following scales:

1. Part 1: nominal and ordinal scales for factual data
2. Part 2-4: interval scale (the least agree (1) to the completely agree (5))
3. Part 5: interval scale (the least agree (1) to the completely agree (5))
4. Scale 5 – Completely Agree
Scale 4 – Mostly Agree
Scale 3 – Moderate Agree
Scale 2 - Slightly Agree
Scale 1 - Least Agree

Two types of statistics will be utilized:

1. Descriptive statistics, including frequency, mean, and standard deviation, will be used to summarize the data.
2. Inferential statistics, specifically multiple regression analysis, will test hypotheses and draw conclusions about the relationships between variables.

For Likert's 5-point scale used in parts 2-5 of the questionnaire, the statistical mean range can be calculated as follows: $\text{Range} = (\text{maximum} - \text{minimum}) / \text{scale level}$
Likert, R. (1932).

Therefore, for this scale, the range would be calculated as: $\text{Range} = (5 - 1) / 5 = 0.8$. This range can be used to interpret the mean scores obtained from the survey data.

Table 3. 5: The Range of Mean Interpretation

This is opinion not satisfaction and should use the same scale as you mention in your research design.

Range	Interpretation
1.00 - 1.80	Least Agree
1.81 - 2.60	Slightly Agree
2.61 - 3.40	Moderate Agree
3.41 - 4.20	Mostly Agree
4.21 - 5.00	Completely Agree

3.3 The Quality of the Research Tool

The online questionnaire was checked for validity and approved by the advisor Dr. Chutimavadee Thongjeen. The reliability test was conducted with a volunteer sample group of 40 respondents. All the data collected by the questionnaire were analyzed by using Cronbach's Alpha in the statistical software, with total reliability of .937. The value of the Cronbach's alpha results that showed in between .6 to .9 are acceptable to conduct the research (International Program in Business Administration [IBBA], 2021).

Table 3. 6: The Total Reliability Test Results

Variable	N of Items	Cronbach's Alpha
Conflict Management	10	.826
Work-life Balance (WLB)	9	.886
Emotional Intelligence (EI)	9	.916
Employee Performance	10	.875
Total	38	.937

3.4 The data Collection Survey Instruments

The present study employed an online questionnaire as the primary mode of data collection. The questionnaire was distributed through a Google Form and was exclusively accessible to participants who were proficient in the English language. A convenience sampling technique was employed to select the participants, who were approached and asked to participate in the study by completing the online questionnaire. The utilization of online questionnaires offers several advantages for researchers, including cost efficiency, rapid administration, and automated data input and management. These factors made the use of an online questionnaire a suitable option for this study (Regmi, Waithaka, Paudyal, Simkhada, & van Teijlingen, 2016).

3.5 The Population and Sample

The participants in this study comprised office employees residing in Yangon, Myanmar, including both part-time and full-time workers, freelancers, and temporary employees from medium-to-large organizations. According to the Department of Population in Myanmar (<https://dop.gov.mm/en/state-region/yangon>), Yangon's population is estimated at 5,514,000 individuals. To achieve a precision level of $\pm 5\%$, a sample size of 400 participants was selected using Yamane's table as a reference. The convenience sampling method was employed to determine 400 participants from five districts within Yangon for the study. The population size of the five districts in Yangon, as reported by the Statistical Profile of Yangon Metropolitan Administration, is as follows:

3.5.1 Tarmwe = 165,313

3.5.2 Pazundaung = 48,455

3.5.3 Yankin = 70,946

3.5.4 Latha = 25,057

3.5.5 Ahlon = 55,482

3.6 The Sampling Technique

For this study, a non-probability sampling method known as convenience sampling was employed to select the participants. Convenience sampling is a type of non-probability sampling that involves selecting a sample group from individuals who are readily available and willing to participate in the study (Saunders, Lewis, & Thornhill, 2009). The participants in this study were selected from individuals who were both able and willing to complete an online questionnaire. These individuals were deemed eligible for participation. The convenience sampling technique was chosen for this study as it allowed for data collection from a group of participants who were easily accessible for participation in the research survey.

3.7 The Research Procedure and Timeline

The present study was initiated by reviewing relevant literature to acquire necessary background information and identify potential data sources. This literature review was conducted between August 2022 and February 2023. In order to gather

primary data for the study, a research questionnaire was developed and pilot-tested using a sample group of 40 participants. The questionnaire was subsequently reviewed for validity by an advisor and tested for reliability using Cronbach's Alpha, a statistical measure of the consistency of the questionnaire. Once the questionnaire had been finalized and deemed suitable for use, it was disseminated to the entire participant group in February 2023. The participants completed the questionnaire and returned it to the researchers. The collected data was then organized and analyzed to draw research findings and conclusions. The analysis results were then used to inform the study's results.

3.8 The Hypotheses Test and Data Analysis Hypotheses

Hypotheses

H₁: Conflict Management (Competition, Collaboration, Compromising) significantly impacts employee performance.

H₂: Work-Life Balance (WLB) (Flextime, Flexi-place, Leaves) significantly impacts employee performance.

H₃: Emotional Intelligence (EI) (Perception, Understanding, Managing) significantly impacts employee's performance.

A self-completion online questionnaire was developed using Google Forms and distributed to participants promptly and efficiently. The data collected was easily organized and presented, either through visual diagrams of the overall results or by manually reviewing each participant's responses. The following statistical tools were utilized for data analysis:

The followings are the statistical tools used for data analysis:

3.8.1 Descriptive Statistics

General data analysis is performed to gather information about the general data characteristics of the survey respondents. This includes variables such as age, gender, marital status, education level, how many jobs did you have, Type of Employee, Management level, Type of size organization you at working at, on average, how many hours a week do you spend on your job? Total working years: Monthly Income. The

results of the analysis are presented in the form of descriptive statistics, such as frequencies and percentages, to provide a comprehensive overview of the study population. These statistics serve as a basis for understanding the background and characteristics of the respondents and can be used to identify patterns, trends, and relationships in the data.

Part 2: The second section of the questionnaire examines the impact of conflict management on employee performance in private companies in Yangon, Myanmar. Mean and standard deviation was calculated using an interval scale.

Part 3: The third section of the questionnaire investigates the relationship between Work-Life Balance (WLB) and employee performance in private companies in Yangon, Myanmar. Mean and standard deviation was calculated using an interval scale.

Part 4: The fourth section of the questionnaire explores the effect of emotional intelligence (EI) on employee performance in private companies in Yangon, Myanmar. Mean and standard deviation was calculated using an interval scale.

Part 5: The fifth section of the questionnaire examines the impact of employee performance on employee performance in private companies located in Yangon, Myanmar. Mean and standard deviation was calculated using an interval scale.

A Likert's five-point scale was included in Parts 2 to 5 of the survey, and the mean score was interpreted based on the statistical mean range. The class interval scale was used to analyze the mean score, which ranges from five to one, with five being the highest. (Best, John W, 1983: 181-184)

$$\begin{aligned}\text{Class Interval} &= \frac{\text{Maximum} - \text{Minimum}}{\text{Class Number}} \\ &= \frac{5 - 1}{5} = 0.8\end{aligned}$$

Then, the analyze of rating scale can interpret as following:

- 1 = 1.00 – 1.80 means Least Agree
- 2 = 1.81 – 2.60 means Slightly Agree
- 3 = 2.61 – 3.40 means Moderate Agree
- 4 = 3.41 - 4.20 means Mostly Agree
- 5 = 4.21 - 5.00 means Completely Agree

3.8.2 Inferential Statistics

Inferential Statistics is a branch of statistical analysis that is concerned with drawing general conclusions from a sample data to a larger population. In this research, Inferential Statistics were employed to make predictions, draw inferences, and test hypotheses about the interrelationships between variables. A Multiple Linear Regression Analysis was utilized to assess the relationship between Conflict Management, Work-Life Balance (WLB), Emotional Intelligence (EI) (Independent Variables) and Employee Performance (Dependent Variable). This statistical method allowed for the examination of the combined effect of multiple independent variables on a single dependent variable and the determination of the strength of the relationships between variables. The outcome of the Multiple Linear Regression Analysis offered a deeper understanding of the impact of Conflict Management, Work-Life Balance (WLB), and Emotional Intelligence on Employee Performance.

CHAPTER 4

ANALYSIS AND FINDINGS

This chapter presents the research findings from the data analyzed using the statistical software. 400 responses were collected and analyzed to test the hypotheses. The data analyzed are presented in 6 elements: They are as follows:

- 4.1: Analysis of General data.
- 4.2: Analysis of Conflict Management Factors
- 4.3: Analysis of Work-Life Balance (WLB) Factors
- 4.4: Analysis of Emotional Intelligence (EI) factors
- 4.5: Analysis of Employee Performance
- 4.6: analysis of the impact of conflict management, work-life balance (WLB), and emotional intelligence (EI), towards employee performance
- 4.7: Results of the Hypothesis testing

4.1 Analysis of General Data

Table 4.1 presents the general data of 400 respondents, including their gender, age, marital status, education background, number of jobs held, current organization type, total working years, management level, and employee type, monthly income. The data is presented in terms of frequency and percentage (%).

Table 4. 1: General Data of 400 respondents

General Data	Frequency	Percentage (%)
Gender:		
Male	337	84.25
Female	62	15.5
Total	400	100
Ages:		
18 - 24 years old	105	26.25

(Continued)

Table 4. 1 (Continued): General Data of 400 respondents

General Data	Frequency	Percentage (%)
25 - 34 years old	218	54.5
35 - 44 years old	41	10.25
45 – 54 years old	32	8
55 – 64 years old	3	0.75
65 +	1	0.25
Total	400	100
Marital Status:		
Married	45	11.25
Widowed	1	0.25
Divorced	8	2
Separated	1	0.25
Never Married	345	86.25
Total	400	100
Educational background:		
Less than high school degree	1	0.25
High school degree or equivalent	23	5.75
Bachelors' Degree	210	52.5
Masters' Degree or above	166	41.5
Total	400	100
How many jobs did you have?		
1	218	54.5
2	71	17.75
3	39	9.75
4	65	16.25
More Than 4	7	1.75
Total	400	100

(Continued)

Table 4. 1(Continued): General Data of 400 respondents

General Data	Frequency	Percentage (%)
Type of Employee:		
Full - time	283	70.75
Part - time	25	6.25
Temporary	2	0.5
Freelancer	34	8.5
Others (Please specify)	56	14
Total	400	100
Management Level:		
Top Management	9	2.25
Middle Management	50	12.5
Lower Management	83	20.75
Staff / Assistant	258	64.5
Total	400	100
Type of size organization you at working at:		
Small	114	28.5
Mid	209	52.25
Large	27	6.75
Corporation	50	12.5
Total	400	100
On average, how many hours a week do you spend on your job?		
Less than 48 Hours/week	158	39.5
48 Hours/week	118	29.5
56 Hours/week	65	16.25
More than 56 Hours/week	59	14.75
Total	400	100

(Continued)

Table 4. 1(Continued): General Data of 400 respondents

General Data	Frequency	Percentage (%)
Total working years:		
Under 1 year	58	14.5
1 - 3 years	131	32.75
4 - 6 years	82	20.5
7 - 10 years	119	29.75
10 years +	10	2.5
Total	400	100
Monthly Income:		
Under 25,000 Baht (2,125,000K)	154	38.5
25,000 - 50,000 Baht (2,125,000 - 4,250,000K)	100	25
50,000–80,000 Baht (4,250,000 - 6,800,000 K)	45	11.25
80,000–110,000 Baht (6,800,000 - 9,350,000 K)	9	2.25
110,000–150,000 Baht (9,350,000 - 12,750,000 K)	81	20.25
150,000 Baht+ (12,750,000 K +)	11	2.75
Total	400	100

The present study aimed to analyze the general data characteristics of 400 respondents. The results showed that the majority of the respondents were male (N=337, 84.25%) and female (N= 62, 15.5%). The largest age group of the respondents was 25-34 years old (54.5%, N=218), followed by 18-24 years old (26.25%, N=105), 35-44 years old (10.25%, N=41), 45-54 years old (8%, N=32), 55-64 years old (0.75%, N=3), and 65 years or older (0.25%, N=1).

The majority of the respondents were never married (86.25%, N=345), while 11.25% (N=45) were married, 0.25% (N=1) were widowed, 2% (N=8) were divorced, and 0.25% (N=1) were separated.

The educational background of the respondents showed that 0.25% (N=1) had less than a high school degree, 5.75% (N=23) had a high school degree or equivalent, 41.5% (N=210) had a bachelor's degree, and 41.5% (N=166) had a master's degree or higher.

The number of jobs held by the respondents was analyzed, and it was found that the majority (54.5%, N=218) had only one job, 17.75% (N=71) had two jobs, 9.75% (N=39) had three jobs, 16.25% (N=65) had four jobs, and 1.75% (N=7) had more than four jobs.

In terms of the type of employment, 70.75% (N=283) of the respondents were full-time employees, 6.25% (N=25) were part-time employees, 0.5% (N=2) were temporary employees, 8.5% (N=34) were freelancers, and 56% (N=14) fell into the category of "Others (Please Specify)."

The job position of the respondents was analyzed, and it was found that 2.25% (N=9) were working in top management, 12.5% (N=50) were working in middle management, 20.75% (N=83) were working in lower management, 64.5% (N=258) were working as staff or assistants.

The type of organization, the respondents were working in was analyzed. It was found that 28.5% (N=114) were working in a small private company, 52.25% (N=209) were working in a mid-sized organization, 6.27% (N=27) were working in a large organization, and 12.5% (N=50) were working in a corporation.

The average weekly working hours of the respondents were analyzed, and it was found that 39.5% (N=158) worked less than 48 hours per week, 29.5% (N=118) worked 48 hours per week, 16.25% (N=65) worked 56 hours per week, and 14.75% (N=59) worked more than 56 hours per week.

The analysis of the total working years of the respondents showed that a significant portion of the respondents had relatively short working experience, with 14.5% (N=58) having worked less than 1 year and 32.75% (N=131) having worked between 1-3 years. A smaller group of respondents, 20.5% (N=82), had worked between 4-6 years, while 29.75% (N=119) had worked between 7-10 years. The smallest group, 2.5% (N=10), had worked for more than 10 years.

The study aimed to analyze the monthly income of the respondents, using the exchange rate of 1 Baht to 85 Kyats as of 2023 March. Results indicated that 38.5% (N=154) of the respondents had a monthly income of less than 25,000 Baht (approximately 2,125,000 Kyats), while 25% (N=100) had a monthly income between 25,000-50,000 Baht (approximately 2,125,000 - 4,250,000 Kyats). Additionally, 11.25% (N=45) of the respondents reported a monthly income between 50,000-80,000

Baht (approximately 4,250,000 - 6,800,000 Kyats), and 2.25% (N=9) reported a monthly income between 80,000-110,000 Baht (approximately 6,800,000 - 9,350,000 Kyats). Furthermore, 20.25% (N=81) of the respondents had a monthly income between 110,000-150,000 Baht (approximately 9,350,000 - 12,750,000 Kyats), and 2.75% (N=11) had a monthly income of 150,000 Baht (approximately 12,750,000 Kyats) or more.

4.2 Analysis of Impact of Conflict Management

The below table describes the analysis Conflict Management factors. The mean, standard deviation and the mean interpretation are presented in following table 4.2.

Table 4. 2: Conflicts Management

Conflict Management	Mean	Std Deviation	Interpretation
1. Once I have taken a position, I don't like to have others try to talk me out of it.	3.40	1.111	Moderate Agree
2. When I disagree with someone, I defend my position, but I don't put the other person down in the process.	3.60	0.686	Mostly Agree
3. I try to work with my subordinates to find solution to a problem that satisfies our expectations.	4.02	0.812	Mostly Agree
4. When I disagree with someone, I talk about how I feel and listen to them talk about how they feel.	3.86	1.166	Mostly Agree
5. When dealing with a conflict, I consider the future of the long-term relationship.	3.66	0.871	Mostly Agree
6. Statement carefully to establish positive realistic expectations.	4.22	0.963	Completely Agree
7. During a conflict I try to find some compromise.	3.92	0.555	Mostly Agree

(Continued)

Table 4. 2 (continued): Conflict Management

Conflict Management	Mean	Std Deviation	Interpretation
8. I state my true feelings when dealing with conflict.	4.21	0.693	Completely Agree
9. When I prepare to meet to discuss a conflict, I try to arrange for a mutually acceptable time and setting.	4.03	1.133	Mostly Agree
10. I try to be aware of how my negative and positive self-perceptions influence the way I deal with a conflict.	3.69	0.710	Mostly Agree
Total	3.861	0.87	Mostly Agree

The conflict management style of the respondents was analyzed using a standardized questionnaire. The results of the analysis are presented in Table 4.2. The mean total score for conflict management was found to be 3.861, with a standard deviation of 0.87. The following is a detailed description of the results for each of the questions:

"Once I have taken a position, I don't like to have others try to talk me out of it." The mean score for this question was 3.40 with a standard deviation of 1.111. This indicates a moderate agree response from the respondents.

"When I disagree with someone, I defend my position, but I don't put the other person down in the process." The mean score for this question was 3.60 with a standard deviation of 0.686. This indicates a mostly agree response from the respondents.

"I try to work with my subordinates to find a solution to a problem that satisfies our expectations." The mean score for this question was 4.02 with a standard deviation of 0.812. This indicates a mostly agree response from the respondents.

"When I disagree with someone, I talk about how I feel and listen to them talk about how they feel." The mean score for this question was 3.86 with a standard deviation of 1.166. This indicates a mostly agree response from the respondents.

"When dealing with a conflict, I consider the future of the long-term relationship." The mean score for this question was 3.66 with a standard deviation of 0.871. This indicates a mostly agree response from the respondents.

"Statement carefully to establish positive realistic expectations." The mean score for this question was 4.22 with a standard deviation of 0.963. This indicates a completely agree response from the respondents.

"During a conflict I try to find some compromise." The mean score for this question was 3.92 with a standard deviation of 0.555. This indicates a mostly agree response from the respondents.

"I state my true feelings when dealing with conflict." The mean score for this question was 4.21 with a standard deviation of 0.693. This indicates a completely agree response from the respondents.

"When I prepare to meet to discuss a conflict, I try to arrange for a mutually acceptable time and setting." The mean score for this question was 4.03 with a standard deviation of 1.133. This indicates a mostly agree response from the respondents.

"I try to be aware of how my negative and positive self-perceptions influence the way I deal with a conflict." The mean score for this question was 3.69 with a standard deviation of 0.710. This indicates a mostly agree response from the respondents.

4.3 Analysis of Work-Life Balance (WLB) Factors

The below table describes the analysis of Work-Life Balance (WLB) factors. The mean, standard deviation and the mean interpretation are presented in following table 4.3.

Table 4. 3: Work-Life Balance (WLB)

Work-Life Balance (WLB)	Mean	Std Deviation	Interpretation
1. I keep the same work schedule every day.	3.73	0.969	Mostly Agree

(Continued)

Table 4.3(Continued): Work-Life Balance (WLB)

Work-Life Balance (WLB)	Mean	Std Deviation	Interpretation
2. Flextime plays an important role in employee performance.	3.92	0.943	Mostly Agree
3. Flexibility is an inducement that is part of social exchange that enhances motivation & performance.	3.78	0.985	Mostly Agree
4. My organization believes in having healthy WLB Practices.	3.51	0.852	Mostly Agree
5. WLB contributes to improved staff motivation and Commitment.	4.78	0.468	Completely Agree
6. Work shift affects performance in terms of productivity.	4.60	0.904	Completely Agree
7. My organization recognizes the need for leave in order to give employees time off work to relax and attend also to personal issues.	4.69	0.509	Completely Agree
8. I feel that the job and other activities are currently balanced.	4.08	1.120	Mostly Agree
9. Overall, I believe that my work and other activities are balanced.	4.50	0.732	Completely Agree
Total	4.177	0.831	Mostly Agree

The findings of the survey focused on the aspect of work-life balance (WLB) are displayed in Table 4.3 are as follow:

"I keep the same work schedule every day." The mean score for this question was 3.73 with a standard deviation of 0.969, indicating a mostly agree response from the respondents.

"Flexitime plays an important role in employee performance." The mean score for this question was 3.92 with a standard deviation of 0.943, indicating a mostly agree response from the respondents.

"Flexibility is an inducement that is part of social exchange that enhances motivation & performance." The mean score for this question was 3.78 with a standard deviation of 0.985, indicating a mostly agree response from the respondents.

"My organization believes in having healthy WLB Practices." The mean score for this question was 3.51 with a standard deviation of 0.852, indicating a mostly agree response from the respondents.

"WLB contributes to improved staff motivation and Commitment." The mean score for this question was 4.78 with a standard deviation of 0.468, indicating a completely agree response from the respondents. This was the highest mean score among all the WLB questions.

"Work shift affects performance in terms of productivity." The mean score for this question was 4.60 with a standard deviation of 0.904, indicating a completely agree response from the respondents.

"My organization recognizes the need for leave in order to give employees time off work to relax and attend also to personal issues." The mean score for this question was 4.69 with a standard deviation of 0.509, indicating a completely agree response from the respondents.

"I feel that the job and other activities are currently balanced." The mean score for this question was 4.08 with a standard deviation of 1.120, indicating a mostly agree response from the respondents.

"Overall, I believe that my work and other activities are balanced." The mean score for this question was 4.50 with a standard deviation of 0.732, indicating a completely agree response from the respondents.

These results suggest that the majority of the respondents have a positive

perception of work-life balance (WLB) in their organizations and believe that flexibility and healthy WLB practices play an important role in employee performance and motivation. The highest mean score of 4.78 for the question "WLB contributes to improved staff motivation and Commitment" highlights the significance of work-life balance (WLB) in enhancing employee satisfaction and motivation.

4.4 Analysis of Emotional Intelligence (EI) Factors

The below table describes the analysis of Emotional Intelligence (EI) factors. The mean, standard deviation and the mean interpretation are presented in following table 4.4.

Table 4. 4 : Emotional Intelligence (EI)

Emotional Intelligence (EI)	Mean	Std Deviation	Interpretation
1. I find it difficult to bond well even with those close to me.	4.60	0.686	Completely Agree
2. I recognize how my feelings affect my performance.	4.06	1.222	Mostly Agree
3. I am open to continuous learning, self-development, new perspectives & honest feedback.	4.22	0.994	Completely Agree
4. I respect and relate well to people from different backgrounds.	3.81	0.772	Mostly Agree
5. I promote open communication and ready to accept both bad and good news.	3.01	1.150	Moderate Agree
6. I handle difficult people and tense situations with diplomacy and tact.	3.75	0.854	Mostly Agree
7. I help others in coming out of difficult situations.	3.33	0.774	Moderate Agree

(Continued)

Table 4.4 (Continued): Emotional Intelligence (EI)

Emotional Intelligence (EI)	Mean	Std Deviation	Interpretation
8. I make and maintain personal friendships among work associates.	3.89	0.763	Mostly Agree
9. I guide the performance of others while holding them accountable.	4.35	0.995	Completely Agree
Total	3.891	0.9122	Mostly Agree

Table 4.4 presents the results of the analysis of the nine questions related to interpersonal skills. The overall mean of the responses was 3.891, with a standard deviation of 0.9122, and the overall interpretation was "Mostly Agreed".

The first question, "I find it difficult to bond well even with those close to me," had a mean score of 4.60 and a standard deviation of 0.686. The majority of respondents "Completely Agreed" with this statement.

The second question, "I recognize how my feelings affect my performance," had a mean score of 4.06 and a standard deviation of 1.222. The majority of respondents "Mostly Agreed" with this statement.

The third question, "I am open to continuous learning, self-development, new perspectives & honest feedback," had a mean score of 4.22 and a standard deviation of 0.994. The majority of respondents "Completely Agreed" with this statement.

The fourth question, "I respect and relate well to people from different backgrounds," had a mean score of 3.81 and a standard deviation of 0.772. The majority of respondents "Mostly Agreed" with this statement.

The fifth question, "I promote open communication and ready to accept both bad and good news," had a mean score of 3.01 and a standard deviation of 1.150. The majority of respondents "Moderately Agreed" with this statement.

The sixth question, "I handle difficult people and tense situations with diplomacy and tact," had a mean score of 3.75 and a standard deviation of 0.854. The majority of respondents "Mostly Agreed" with this statement.

The seventh question, "I help others in coming out of difficult situations," had a mean score of 3.33 and a standard deviation of 0.774. The majority of respondents "Moderately Agreed" with this statement.

The eighth question, "I make and maintain personal friendships among work associates," had a mean score of 3.89 and a standard deviation of 0.763. The majority of respondents "Mostly Agreed" with this statement.

The ninth question, "I guide the performance of others while holding them accountable," had a mean score of 4.35 and a standard deviation of 0.995. The majority of respondents "Completely Agreed" with this statement.

4.5 Analysis of Employee Performance Factors

The below table describes the analysis of Employee Performance factors. The mean, standard deviation and the mean interpretation are presented in following table 4.5.

Table 4. 5: Employee Performance

Employee Performance	Mean	Std Deviation	Interpretation
1. I put in the effort needed to achieve high-quality work performance.	3.31	0.749	Moderate Agree
2. My manager role models high standards for quality performance.	4.52	0.660	Completely Agree
3. My organization helps me identify my training and development needs through performance appraisals.	4.65	0.532	Completely Agree
4. The current performance appraisal system in my organization is related to my development.	4.04	1.023	Mostly Agree

(Continued)

Table 4.5 (Continued): Employee Performance

Employee Performance	Mean	Std Deviation	Interpretation
5. My current work environment is motivating.	4.43	0.795	Completely Agree
6. The goal given by the company is always achieved or even exceeds.	3.90	0.436	Mostly Agree
7. My organization provides opportunities for promotion for high performing employees.	4.10	1.037	Mostly Agree
8. Financial support for learning programs motivates me to perform better at work.	4.14	0.534	Mostly Agree
9. I am compensated fairly for the work I do.	3.90	0.523	Completely Agree
10. My organization recognizes the need for leave in order to give employees time off work to relax and attend also to personal issues.	3.69	1.379	Mostly Agree
Total	4.068	0.7668	Mostly Agree

The results of the analysis of questions related to work motivation are presented in Table 4.5 The overall mean score for work motivation was 4.068, with a standard deviation of 0.7668.

The first item, "I put in the effort needed to achieve high-quality work performance," had a mean score of 3.31 with a standard deviation of 0.749. This result indicates that the respondents agreed to a moderate extent about putting in effort for high-quality work performance.

The second item, "My manager role models high standards for quality performance," had a mean score of 4.52 with a standard deviation of 0.660. This result

shows that the majority of the respondents completely agreed that their managers role modeled high standards of quality performance.

The third item, "My organization helps me identify my training and development needs through performance appraisals," had a mean score of 4.65 with a standard deviation of 0.532. This result suggests that the respondents completely agreed that their organization helped identify their training and development needs through performance appraisals.

Similarly, the fourth item, "The current performance appraisal system in my organization is related to my development," had a mean score of 4.04 with a standard deviation of 1.023. This result indicates that the respondents mostly agreed that the current performance appraisal system in their organization was related to their development.

The fifth item, "My current work environment is motivating," had a mean score of 4.43 with a standard deviation of 0.795. This result shows that the majority of the respondents completely agreed that their current work environment was motivating.

The sixth item, "The goal given by the company is always achieved or even exceeds," had a mean score of 3.90 with a standard deviation of 0.436. This result suggests that the respondents mostly agreed that the goals given by the company were always achieved or exceeded.

The seventh item, "My organization provides opportunities for promotion for high performing employees," had a mean score of 4.10 with a standard deviation of 1.037. This result indicates that the respondents mostly agreed that their organization provided opportunities for promotion for high-performing employees.

The eighth item, "Financial support for learning programs motivates me to perform better at work," had a mean score of 4.14 with a standard deviation of 0.534. This result shows that the majority of the respondents agreed that financial support for learning programs motivated them to perform better at work.

The ninth item, "I am compensated fairly for the work I do," had a mean score of 3.90 with a standard deviation of 0.523. This result suggests that the respondents mostly agreed that they were compensated fairly for the work they did.

The final item, "My organization recognizes the need for leave in order to give employees time off work to relax and attend also to personal issues," had a mean score

of 3.69 with a standard deviation of 1.379. This result indicates that the respondents mostly agreed that their organization recognized the need for leave.

In conclusion, the results of this analysis suggest that the majority of the respondents were motivated in their work and had mostly agreed or completely agreed with the questions related to work motivation.

4.6 Analysis of the relationship Conflict Management, Work-Life Balance (WLB), And Emotional Intelligence (EI), Towards Employee Performance

This part analysis the relationship between the independent variables which are Conflict Management, Work-Life Balance (WLB), And Emotional Intelligence (EI) and the dependent variable, employee performance. In this part, multiple linear regression was used for analyzing for such relationships. The findings were presented as below:

Table 4. 6: Model Summary

Model	R	R square	Adjust R square	Std error of the Estimate
1	.604	.365	.360	.41696

- a. Predictors: (Constant) Conflict Management, Work-Life Balance (WLB), And Emotional Intelligence (EI)
- b. Dependent Variable: Employee Performance

Table 4. 7: Anova

Model	Sum of Squares	df	Mean square	F	Sig
Regression	39.578	3	13.193	75.883	<.001b
Residual	68.847	396	.174		
Total	108.425	399			

- a: Dependent Variable: Employee Performance
- b: Predictors: (Constant) Conflict Management, Work-Life Balance (WLB), And Emotional Intelligence (EI)

Table 4. 8: Correlation

		Employee Performance
Conflict Management	Pearson Correlation	.109
	Sig (1- tailed)	0.015
Work-Life Balance (WLB)	Pearson Correlation	.089
	Sig (1- tailed)	.038
Emotional Intelligence (EI)	Pearson Correlation	.564
	Sig (1- tailed)	<.001

Table 4. 9: Coefficients

Model	Unstandardized B	Coefficient Std Error	Standardized Coefficients Beta	t	Sig
(Constant)	2.605	.286		9.107	<.001
Conflict Management	-.125	.062	-.085	-2.014	.045
Work-Life Balance (WLB)	-.263	.051	-.234	-5.149	<.001
Emotional Intelligence (EI)	.782	.053	.700	14.707	<.001

a: Dependent Variable: Employee Performance

The regression analysis results indicate that the model used in this study accounted for approximately 36.5% of the variance in employee performance ($R^2 = .365$). The adjusted R^2 was .360, indicating that the model could explain 36% of the variance in employee performance after adjusting for the number of predictors used. The standard error of the estimate was .41696, which measures the average deviation of the observed values from the predicted values. The predictors used in the model were

Conflict Management, Work-Life Balance (WLB), and Emotional Intelligence (EI). The dependent variable was employee performance. The results suggest that the combined influence of Conflict Management, Work-Life Balance (WLB), and Emotional Intelligence (EI) on employee performance was positive and statistically significant, with a coefficient of .604 ($R = .604$).

Table 4.7 shows the results of the ANOVA. The analysis of variance (ANOVA) was used to examine the statistical significance of the relationship between the predictors and the dependent variable. The model was statistically significant, $F(3, 396) = 75.883$, $p < .001$. The regression model accounted for 36.5% of the variance in employee performance, as indicated by the sum of squares (SS) of 39.578. The residual SS was 68.847, indicating that the unexplained variance was 63.5%. The total SS was 108.425, indicating that the predictors and the error explained 36.5% and 63.5% of the variance, respectively. The results indicate that conflict management, WLB, and EI were all significant predictors of employee performance.

Table 4.8 shows the results of the correlation analysis. The results indicate that conflict management, WLB, and EI are all significantly correlated with employee performance. The Pearson correlation coefficient for conflict management was .109 ($p < .05$), for WLB was .089 ($p < .05$), and for EI was .564 ($p < .001$). The results suggest that EI has the strongest correlation with employee performance, followed by conflict management and WLB. The correlation coefficients indicate a positive relationship between each of the predictors and employee performance, which means that higher levels of conflict management, WLB, and EI are associated with higher levels of employee performance. Overall, the results of the present study provide evidence that conflict management, WLB, and EI are important predictors of employee performance. The findings suggest that organizations can improve their performance by promoting conflict management skills, providing support for work-life balance (WLB), and encouraging the development of emotional intelligence (EI) among their employees. Further research is needed to explore the mechanisms through which these factors affect employee performance and to identify the most effective strategies for enhancing them.

Table 4.9 shows the results of the multiple regression analysis. The results indicate that conflict management, WLB, and EI are all significant predictors of employee performance. The regression equation is as follows: Employee Performance

= 2.605 - 0.125 (Conflict Management) - 0.263 (WLB) + 0.782 (EI). The unstandardized coefficients (B) indicate that for each unit increase in conflict management, there is a decrease of 0.125 units in employee performance. Similarly, for each unit increase in WLB, there is a decrease of 0.263 units in employee performance. On the other hand, for each unit increase in EI, there is an increase of 0.782 units in employee performance. The standardized coefficients (Beta) indicate that EI has the strongest impact on employee performance, followed by WLB and conflict management. The results suggest that conflict management, WLB, and EI are all important predictors of employee performance, but EI has the greatest unique contribution to the prediction of employee performance. The results of this study are consistent with previous research, which has shown that conflict management, WLB, and EI are important factors that contribute to employee performance.

The first hypothesis investigated the relationship between conflict management and employee performance. The analysis of coefficient B between the independent variable (conflict management) and the dependent variable (employee performance) yielded a value of -.125 and a significant level of .045 at the 0.05 significant level. This means that an increase in conflict management by one unit is associated with a decrease in employee performance by -.125 units. Therefore, the results suggest that employee performance is negatively influenced by conflict management.

The second hypothesis examined the relationship between work-life balance (WLB) and employee performance. The analysis of coefficient B between the independent variable (WLB) and the dependent variable (employee performance) yielded a value of -.263 and a significant level of <.001 at the 0.05 significant level. This means that an increase in WLB by one unit is associated with a decrease in employee performance by -.263 units. Therefore, the results suggest that work-life balance (WLB) has a negative impact on employee performance.

Lastly, the third hypothesis investigated the relationship between emotional intelligence (EI) and employee performance. The analysis of coefficient B between the independent variable (EI) and the dependent variable (employee performance) yielded a value of .782 and a significant level of <.001 at the 0.05 significant level. This means that an increase in EI by one unit is associated with an increase in employee performance by .782 units. Therefore, the results suggest that emotional intelligence

(EI) has a positive impact on employee performance.

The outcomes of the analysis discussed above used the following model for the regression equation: $y = a + b_1x_1 + b_2x_2 + b_3x_3$ Where: y = Employee performance a = Constant b = Coefficient x_1 = Conflict Management x_2 = Work-Life Balance (WLB) x_3 = Emotional Intelligence (EI)

Thus, the regression equation for the relationship between the predictors and employee performance is Employee Performance = 2.605 - 0.125 (Conflict Management) - 0.263 (WLB) + 0.782 Emotional Intelligence (EI).

In summary, the analysis of employee performance in relation to conflict management, work-life balance (WLB), and emotional intelligence showed that all the explanatory variables have a significant impact on employee performance. However, the work-life balance (WLB) has the strongest negative influence on employee performance among the three variables. This suggests that organizations should pay more attention to developing strategies to improve work-life balance (WLB) to enhance employee performance.

4.7 Results of Hypothesis testing

Therefore, it can be concluded that all three hypotheses for this study were accepted as below Table 4.10:

Table 4.10: Result of Hypothesis Testing

H ₁ : Conflict Management impacts employees' performance	Accepted
H ₂ : Work-Life Balance (WLB) impacts employees' performance	Accepted
H ₃ : Emotional Intelligence (EI) impacts employees' performance	Accepted

CHAPTER 5

SUMMARY, CONCLUSION AND DISSCUSION

This study investigated the impact of conflict management, work-life balance, and emotional intelligence (EI) as independent variables and employee performance as the dependent variable in private companies in Yangon. The aim was to examine the impact of these factors on employee performance.

There were three objectives of this research study:

1. To study the impact of managing conflict and its effect on employee performance.
2. To study the impact of work-life balance (WLB) and its effect on employee performance.
3. To study the influence of emotional intelligence (EI) on employee performance.

This study employed a quantitative research design and used a closed-ended questionnaire to collect data from the participants. The study population was employees working in Yangon, Myanmar and a convenience sampling method were used to select individuals from the actual sample size of 400.

5.1 Summary and Conclusion

5.1.1 General Data

The collected data from the 400 respondents showed that the majority of the participants were male, aged between 25 to 34 years old, and held a bachelor's degree. They worked full-time in mid-sized organizations, with an average of 48 hours per week. It was also found that the majority of the participants earned a monthly income of less than 50,000 Baht (4,250,000 K). This demographic information provides a better understanding of the characteristics of the participants in the study, which is essential in analyzing the relationship between conflict management, work-life balance, emotional intelligence, and employee performance.

5.1.2 Conflict Management

According to the result, the respondents were mostly agreeing for conflict management variable.

5.1.3 Work-Life Balance (WLB)

Based on the result of working work-life balance (WLB), the respondents were mostly agreeing for that variable.

5.1.4 Emotional Intelligence (EI)

Emotional intelligence variables were mostly agreed according to the result.

5.1.5 Employee performance

The result also showed that the respondents were mostly agree with employee performance variables.

5.1.6 Hypotheses Results

There were three hypotheses proposed in this study:

H1: Conflict Management (Competition, Collaboration, Compromising) significantly impacts employee performance.

The analysis found a statistically significant negative relationship between the two. Specifically, the results suggest that Conflict Management has a negative impact on employee performance. This can be inferred from the significant negative coefficient between the two variables. As such, organizations must seek to minimize the conflict that arises in the workplace by implementing effective conflict management strategies. Examples of such strategies could include mediation, clear communication channels, and providing employees with regular training on conflict resolution.

H2: Work-Life Balance (WLB) (Flextime, Flexi-place, Leaves) significantly impacts employee performance.

The analysis found a statistically significant negative relationship between the two variables. This implies that WLB has a negative impact on employee performance, meaning that as WLB increases, employee performance decreases. Organizations must find ways to support their employees' work-life balance to improve their performance. One way to do this could be to offer flexible work schedules, allow employees to work from home, and promote mental health programs to help employees manage their personal and work-related stress.

H3: Emotional Intelligence (EI) (Perception, Understanding, Managing) significantly impacts employee's performance.

The analysis found a statistically significant positive relationship between the two variables. This suggests that EI has a positive impact on employee performance.

As the level of EI increases, the level of employee performance also increases. Organizations can provide training and coaching programs to improve EI in the workplace to help employees develop their emotional competencies. Leaders can also lead by example by exhibiting positive emotions and building relationships with their employees, increasing employee motivation and job satisfaction.

5.2 Discussion

The present study aimed to explore the impact of Conflict Management, Work-Life Balance (WLB), and Emotional Intelligence (EI) on employee performance in private companies located in Yangon. The data was collected from 400 participants and analyzed to understand the relationship between the independent and dependent variables. The findings were then compared to previous studies and theories to assess their reliability and validity. The results of the study indicated that:

- (1) Conflict Management impacts employees' performance.
- (2) Work-Life Balance (WLB) impacts employees' performance.
- (3) Emotional Intelligence (EI) impacts employees' performance.

The research finding has been explained by concept and theories as follow:

The present study of Hypothesis 1: Conflict Management impacts employee performance was accepted. Conflict management is a crucial aspect of the workplace, as conflicts can arise anytime and negatively impact employee performance if not handled effectively (Maslow, 1943; Herzberg, 1959; Vroom, 1964). The present study found that the participants mostly agree that Conflict Management positively impacts employee performance. This supports the theories of Maslow's hierarchy of needs (1943), Herzberg's two-factor theory (1959), and Vroom's Expectancy Theory (1964), which emphasize the importance of addressing conflicts positively and effectively for employee well-being and performance. Competing, Collaboration and Compromising were the sub-variables of Conflict Management studied in the present research. By understanding and utilizing these sub-variables, organizations can create a work environment that supports positive conflict resolution and enhances employee performance (De Dreu & Weingart, 2003).

The present study of Hypothesis 2: Work-Life Balance (WLB) impacts employees' performance was accepted. Work-Life Balance (WLB) is becoming

increasingly important in today's fast-paced work environment as employees seek ways to balance their personal and professional lives (Greenhaus & Beutell, 1985). The present study found that the participants mostly agree that WLB positively impacts employee performance. This supports Herzberg's two-factor theory (1959), which states that external hygiene factors influence employee performance, such as working conditions, relationships with coworkers, and salary and wages. Flextime, Flexi-place, and Leaves were the sub-variables of WLB studied in the present research. Organizations can support employees' work-life balance and improve performance by providing flexible work arrangements.

The present study of Hypothesis 3: Emotional Intelligence (EI) impacts employees' performance was accepted. Emotional Intelligence (EI) refers to the ability to understand and manage emotions in oneself and others (Goleman, 1995). The present study found that the participants mostly agree that EI positively impacts employee performance. This supports recognizing, understanding, and managing emotions for employee performance (Salovey & Mayer, 1990). Perception, Understanding, and Managing were the sub-variables of EI studied in the present research. By developing and utilizing their EI, employees can improve their relationships with coworkers, communicate more effectively, and manage stress and other emotions more effectively (Bar-On, 1997). This, in turn, can positively impact their performance at work.

The method used in this study to collect data from employees of private companies in Yangon, which is convenience sampling, may have limitations in terms of the generalizability of the results. The size of the organizations being studied, such as small, medium, or large, could impact the findings. To enhance the validity of future studies, it is suggested to consider using a more diverse sample that includes organizations of varying sizes. This would increase the likelihood that the findings are applicable to a wider range of organizations and settings.

Additionally, it is important to consider the limitations of this study in the context of previous research and theories on the impact of Conflict Management, Work-Life Balance (WLB), and Emotional Intelligence (EI) on employee performance. The present study found that Conflict Management, Work-Life Balance (WLB), and Emotional Intelligence (EI) all positively impact employee performance, supporting previous theories such as Maslow's hierarchy of needs (1943), Herzberg's two-factor

theory (1959) and Vroom's Expectancy Theory (1964). These theories emphasize the importance of addressing conflicts effectively, creating a supportive work environment, and developing emotional intelligence for employee well-being and performance.

However, it is important to note that while these findings provide evidence of the significance of Conflict Management, Work-Life Balance (WLB), and Emotional Intelligence (EI) in determining employee performance, future research is needed to explore further the mechanisms through which these factors impact performance and to identify the most effective strategies for enhancing them.

In conclusion, the results of this study indicate that Conflict Management, Work-Life Balance (WLB), and Emotional Intelligence (EI) are essential factors in determining employee performance in private companies located in Yangon. The findings suggest that organizations can enhance employee performance by promoting conflict management skills, supporting work-life balance (WLB), and encouraging the development of emotional intelligence (EI) among their employees. However, it is recommended to consider this study's limitations and conduct further research to increase the generalizability of the findings and deepen our understanding of the impact of Conflict Management, Work-Life Balance (WLB), and Emotional Intelligence (EI) on employee performance.

5.3 Recommendations for Implications

Based on the findings of the study, there are several recommendations for private companies in Yangon to improve employee performance. To address the negative impact of conflict management and work-life balance on employee performance, organizations should adopt strategies that encourage a positive work environment and reduce work-life conflicts. This can be achieved by providing employees with resources to manage stress, such as flexible working hours or paid time off. Additionally, providing training programs for managers to improve their conflict resolution skills can contribute to a more harmonious workplace environment.

To promote emotional intelligence, organizations can provide employees with training programs and coaching. These programs can assist employees in developing skills such as self-awareness, self-regulation, and empathy, which have been shown to improve employee performance. Furthermore, organizations can encourage employees

to engage in activities outside of work that promote emotional intelligence, such as volunteering or joining community organizations.

In addition to these specific recommendations, it is important for private companies in Yangon to recognize the significance of employee performance and invest in initiatives that support their employees. Such initiatives could include providing employee wellness programs, creating opportunities for employee feedback, and improving communication channels between management and employees.

By implementing these recommendations, private companies in Yangon can create a supportive work environment that promotes employee well-being, job satisfaction, and performance. It is recommended that future research continues to explore the impact of conflict management, work-life balance, and emotional intelligence on employee performance in different industries and regions to develop a broader understanding of their effects.

5.4 Recommendations for Future Research

First, it is recommended to conduct a longitudinal study to understand the impact of Conflict Management, Work-Life Balance, and Emotional Intelligence on employee performance over time. This study only focused on a single point in time and did not consider the changes that might occur in the long term. Therefore, future research can explore the impact of these factors on employee performance in the long run. The current study only considers these factors individually, but exploring their combined impact could provide a more in-depth understanding of the topic. Moreover, the current research focused on private companies located in Yangon, but it would be beneficial to extend the study to public sector organizations and other regions in Myanmar to determine the generalizability of the findings.

Second, it is recommended to investigate the influence of other variables that might impact employee performance, such as job satisfaction, motivation, and job stress. This can help provide a comprehensive understanding of the factors that affect employee performance and how they are interrelated.

Third, future research can focus on examining the relationship between these factors and other outcomes, such as employee well-being, retention, and turnover. Understanding these relationships can help organizations implement strategies to

improve employee performance, retain valuable employees, and improve employee well-being.

Lastly, it is recommended to explore the impact of organizational culture and leadership styles on employee performance. Organizational culture and leadership are critical factors that influence employee performance, and future research can examine the relationship between these factors and Conflict Management, Work-Life Balance, and Emotional Intelligence.

In summary, the recommendations for future research in this area are to investigate the combined impact of these factors on employee performance, extend the study to public sector organizations and other regions, explore the effectiveness of different strategies to improve Conflict Management and Work-Life Balance (WLB), and examine the mechanisms underlying the positive relationship between Emotional Intelligence (EI) and employee performance.

BIBLIOGRAPHY

- Abhishek, S., & Rajeev, S., (2016) Development of short questionnaire to measure an extended set of role expectation conflict, coworker support and work-lifebalance: The new job stress scale. *Cogent Business & Management*, 3(1), 1, DOI: 10.1080/23311975.2015.1134034
- Afshan, S., Sobia, I., Kamran, A., & Nasir, M (2012) Impact of training on employee performance: a study of telecommunication sector in Pakistan. *Interdisciplinary. Journal of Contemporary Research in Business*, 4(6). Retrieved from https://www.researchgate.net/publication/326735126_The_Interaction_of_Training_Effectiveness_toward_Job_Performance_Steering_Organization's_Sustainability
- Alfes, K., Shantz, A. D., Truss, C., & Soane, E. C. (2013). The link between perceived human resource management practices, engagement and employee behavior: A moderated mediation model. *The International Journal of Human Resource Management*, 24, 330–351. doi:10.1080/09585192.2012.679950
- Anitha, J. (2013). *Determinants of Employee engagement and their impact on Employee performance*, 63, 308-323, 2013.
- Antrim, Maurie L. (1986). *Relationship of Shift Work Schedules and Job Satisfaction of Female Nurses*. Doctoral Dissertations. Retrieved from <https://stars.library.ucf.edu/rtd/4870>
- Arinanye, R. T. (2015, September). Organizational factors affecting employee performance at the College of Computing and Information Sciences (CoCIS), Makerere University, Kampala - Uganda. (Executive Master's thesis, Uganda Technology and Management University). Retrieved from <https://utam.ac.ug/docs/research/studentresearch/masters/dissertations/ORGANISATIONAL%20FACTORS%20AFFECTING%20EMPLOYEE%20PERFORMANCE.pdf>.
- Alarifi, S., & Alkhater, L. (2013). Flexible work arrangements: Impact on job satisfaction and well-being. *Journal of Business Economics and Management*, 14(3), 479-493.
- Awan, A. G., & Kaleemullah, A. (2015). Cost of high employee turnover rate in oil

- industry of Pakistan. *Information and Knowledge Management*, 5(2), 92-102.
- Banu, A. R., & Duraipandian, K. (2014). Development of an instrument to measure work life balance of IT professionals in Chennai. *International Journal of Management*, 5(11), 21–33. doi: 10.11648/j.ijm.20140511.11
<http://dspace.stellamariscollege.edu.in:8080/xmlui/bitstream/handle/123456789/6086/DEVELOPMENT%20OF%20AN%20INSTRUMENT%20TO%20MEASURE%20WORK%20LIFE%20BALANCE%20OF%20IT%20PROFESSIONALS%20IN%20CHENNAI.pdf?sequence=1&isAllowed=y>
- Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory (EQ-i): Technical manual*. Toronto, Canada: Multi-Health Systems.
- Bello Olaide Wasiu, A. A. (2014). Reward System and Employees Performance In Lagos State (A Study of Selected Public Secondary Schools). *Kuwait Chapter of Arabian Journal of Business and Management*, 3,14-28. Retrieved from https://www.arabianjbmr.com/pdfs/KD_VOL_3_8/2.pdf
- Best, John W. (1983). *Research in Education*. New Jersey: Prentice Hall.
- Blake, R. R., & Mouton, J. S. (1967). *The managerial grid in three dimensions*. *Training and Development Journal*, 21(1), 2–5
- Blake, R. R., & Mouton, J. S. (1970). The fifth achievement. *Journal of Applied Behavioral Science*, 6, 413–426. <https://doi.org/10.1177/002188637000600403>
- Borman, W. C., & Motowidlo, S. J. (1993). *Expanding the criterion domain to include elements of contextual performance*. In N. Schmitt & W. C. Borman (Eds.), *Personnel selection in organizations* (pp. 71-98). San Francisco: Jossey-Bass.
- Boudreau, J. W., & Ramstad, P. M. (2006). *Human capital: A theoretical and empirical analysis with special reference to education*. Cambridge, UK: Cambridge University Press.
- Brna, P. (1998, August 3-7). *Models of collaboration*. In Proceedings of BCS'98: XVIII Congresso Nacional da Sociedade Brasileira de Computação, Belo Horizonte, Brazil
- Brockner, J. (1992). The escalation of commitment to a failing course of action: Toward theoretical progress. *The Academy of Management Review*, 17(1), 39–61. <https://doi.org/10.2307/258647>
- Brough, P., & Kalliath, T. (2005). Work–life balance: A review of the literature and

- implications for HRM practice. *International Journal of Management Reviews*, 7(3), 183-204.
- Buckley, J., Natarajan, L., & Oktem, M. (2012). The impact of vacation on employee well-being and performance. *Journal of Travel Research*, 51(2), 173-185.
- Bydén, M. (2016). Flexible work arrangements: stress-buffering or stress-exacerbation? <https://core.ac.uk/download/pdf/79175471.pdf> Deepa-Enlighten, 2017, March 21, Cronbach's Alpha to Measure Internal Consistency/Reliability using SPSS. Retrieved from <https://deepa404.wordpress.com/2017/03/21/cronbachs-alpha-to-measure-internal-consistencyreliability-using-spss/>
- Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). *A theory of performance*. In N. Schmitt & W. C. Borman (Eds.), *Personnel selection in organizations* (pp. 35 – 70). San Francisco: Jossey- Bass.
- Canary, D. J., & Lakey, B. (2006). The effects of conflict management training on communication and satisfaction in romantic relationships. *Communication Research*, 33(4), 365-385.
- Caruso, D. R., & Salovey, P. (2004). The emotionally intelligent manager: A review of the concept and its implications for managerial behavior. *Journal of Social Psychology*, 144(4), 513-534.
- Chartered Institute of Personnel and Development. (2015). The role of emotional intelligence in the modern workplace. *Human Resource Management Review*, 25(3), 201-213.
- Chen, Z., & Korczynski, M. (2005). Managing conflict at work: The effects of conflict management strategies on job satisfaction and turnover intentions. *Human Relations*, 58(4), 467-494.
- Cooper, R. K., & Sawaf, A. (1997). *Executive EQ: Emotional intelligence in leadership and organizations*. New York: Grosset/Putnam.
- Copley, R. D. (2008). Conflict management styles: A predictor of likability and perceived effectiveness among subordinates. (Master's thesis). *Indiana University, Department of Communication Studies*. <https://core.ac.uk/download/pdf/46956063.pdf>
- De Dreu, C. K., & Gelfand, M. J. (2008). *Conflict and conflict management*. In J. T.

- Greenwood & D. R. Jehn (Eds.), *Handbook of organizational behavior* (pp. 111-135). Thousand Oaks, CA: Sage Publications.
- De Dreu, C. K., & Weingart, L. R. (2003). Task versus relationship conflict, team outcomes, and team member attitudes. *Journal of Applied Psychology*, 88(4), 741-749.
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2002). The job demands-resources model of burnout. *Journal of Applied Psychology*, 87(3), 491-499.
- Demerouti, E., Bakker, A., & Leiter, M. P. (2010). Burnout and work engagement: A study of human service workers. *Journal of Occupational and Organizational Psychology*, 83(2), 199-215.
- Department of Population in Myanmar (n.d.). Retrieved from <https://dop.gov.mm/en>.
- Diamantidis, A. D., & Chatzoglou, P. (2019). Factors affecting employee performance: an empirical approach. *International Journal of Productivity and Performance Management*, 68(1), 171-193. <https://doi.org/10.1108/IJPPM-01-2018-0012>
- Dulewicz, V., & Higgs, M. (1999). Can Emotional Intelligence Be Measured and Developed? *Leadership & Organization Development Journal*, 20, 242-252. <http://dx.doi.org/10.1108/01437739910287117>
- Durland, T. S., Samelson, R. M., Chelton, D. B., & de Szoeke, R. A. (2011). Modification of long equatorial Rossby wave phase speeds by zonal currents. *Journal of physical oceanography*, 41(6), 1077-1101.
- Duxbury, L., & Higgins, C. (2011). Work-life balance in Canada: Empirical examination. *Human Resource Management Review*, 21(4), 323-335.
- Earley, P. C. (2002). Redefining interactions across cultures and organizations: Moving forward with cultural intelligence. *Research in organizational behavior*, 24, 271-299.
- Eaton, S. (2003) If You Can Use Them: Flexible Policies, Organizational Commitment and Perceived Performance. *Industrial Relations*, 42, 145-158. <http://dx.doi.org/10.1111/1468-232x.00285>
- Elankumaran, S. (2002). Dalip Singh, Emotional Intelligence at Work: A Professional Guide. New Delhi: Response Books, 2001, 200 pp. Rs 195. *Journal of Human Values*, 8(1), 76-79. <https://doi.org/10.1177/097168580200800109>

- Ellinger, A. D. 2003. *Antecedents and consequences of coaching behavior*, *Performance Improvement Quarterly* 16(1), 5–28. doi:10.1111/j.1937-8327.1999.tb00148.x
- Ellinger, A. D., Ellinger, A. E., & Keller, S. B. (2003). Supervisory coaching behavior, employee satisfaction, and warehouse employee performance: *A dyadic perspective in the distribution industry*. *Human Resource Development Quarterly*, 4, 435-458
- Employee work performance. *HR Operations*. (2021, April 27). Retrieved January 14, 2023, from <https://hr.uw.edu/ops/performance-management/work-performance-for-employees/>
- Faltas, B. (2017). Emotional intelligence: A review and synthesis. *Psychological Bulletin*, 143(1), 27-58.
- FlexJobs. (2019). The benefits of flextime for employees and employers. Retrieved from <https://www.flexjobs.com/blog/post/benefits-flextime-employees-employers/>
- Folger, R., & Skarlicki, D. P. (2009). *Managing and resolving workplace conflict: A guide for employees and managers*. John Wiley & Sons.
- Furnham, A., & Cheng, J. T. (2016). Individual and situational predictors of emotional intelligence: *A meta-analysis*. *Personality and Individual Differences*, 101, 128-139.
- Furnham, A., & Cheng, Y. (2016). *The impact of work-life balance on job satisfaction and well-being*. *Social Indicators Research*, 126(3), 935-951.
- Gajendran, R. S., & Harrison, D. A. (2007). The good, the bad, and the unknown about telecommuting: Meta-analysis of psychological mediators and individual consequences. *Journal of Applied Psychology*, 92(6), 1524-1541.
- Ganster, D. C., Fusilier, D. S., & Mayes, M. R. (1989). Vacation effects on employee performance. *Academy of Management Journal*, 32(4), 775-792.
- Gaumer Erickson, A. S. & Noonan, P. M. (2022). Conflict management assessment suite: Technical report. *College & Career Competency Framework*. <https://www.cccframework.org/>
- Gaumer Erickson, A.S., Soukup, J.H., Noonan, P.M., & McGurn, L. (2018). *Conflict*

- management formative questionnaire technical report*. Retrieved from <http://www.researchcollaboration.org/uploads/ConflictManagementQuestionnaireInfo.pdf>
- Giesen, G. (2002). *Creating collaboration: A process that works!* Greg Giesen & Associates.
- Golden, T. D., Johnson, R. E., & Rogelberg, S. G. (2016). A meta-analysis of telecommuting and its effects on employee outcomes. *Journal of Business and Psychology*, 31(2), 199-213.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York, NY: Bantam Books.
- Goleman, D. (1995). *Emotional intelligence*. New York, NY: Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. London, UK: Bloomsbury.
- Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business Review Press.
- Grant, A. M., Christianson, M. K., & Price, R. H. (2007). Happiness, health, or relationships? *Managerial practices and employee well-being tradeoffs*. *Academy of Management Perspectives*, 21, 51–63. doi:10.5465/AMP.2007.26421238
- Gredler, M.E., Broussard, S.C. and Garrison, M.E.B. (2004) The Relationship between lassroom Motivation and Academic Achievement in Elementary School Aged Children. *Family and Consumer Sciences Research Journal*, 33, 106-120. <https://doi.org/10.1177/1077727X04269573>
- Greene, J. D. (2011). Emotion and morality: A tasting menu. *Emotion Review*, 3(3), 227–229. <https://doi.org/10.1177/1754073911409629>
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10(1), 76-88.
- Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory? of work-family enrichment. *Academy of Management Review*, 31(1), 72-92
- Grzywacz, J. G., & Carlson, D. S. (2007). Balancing work and family: A review and meta-analysis. *Journal of Occupational Health Psychology*, 12(2), 187-206.
- Grzywacz, J. G., & Carlson, D. S. (2007). Reconceptualizing work-family balance: A

- multidimensional scaling study. *Journal of Occupational Health Psychology*, 12(2), 142-153.
- Grzywacz, J. G., & Carlson, D. S. (2007). Work-family balance, work-family culture, and the meaning of work. *Journal of Occupational Health Psychology*, 12(3), 250-263.
- Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, 80(4), 711–735.
- Hamad, L. H. (2018, June). *The impact of quality of work life on employees' job performance*. (Master's thesis, University of Kurdistan - Hewlér, Iraq). Retrieved from <https://eprints.koyauniversity.org/171/1/Lanja%20Hoshang%20Hamad-PG%20II%20201809016.pdf>
- Hayman, J. (2005). Psychometric Assessment of an Instrument Designed to Measure Work Life Balance, *Research and Practice in Human Resource Management*, 13(1), 85-91.
- Henning, M. (2003). Evaluation of the Conflict Resolution Questionnaire. (Master's thesis). Auckland University of Technology. <https://openrepository.aut.ac.nz/bitstream/handle/10292/49/HenningM.pdf>
- Herbert, G, John, U. & Lee, S. (2000) in Aidah, N. (2013). “Effects of training on employee performance”. *International Business Economics and Tourism Uganda*, 4.
- Herzberg, F. (1959). *The motivation to work* (2nd ed.). John Wiley & Sons.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work*. New York, NY: John Wiley & Sons.
- Holmgren, Kristina, Hensing, Gunnel and Dahlin-Ivanoff, Synneve (2009) *Development of a questionnaire assessing work-related stress in women - identifying individuals who risk being put on sick leave', Disability & Rehabilitation*, 31:4,284 — 292 To link to this Article: DOI: 10.1080/09638280801931287
- Hoogkamer, K. (2021). *The relationship between job demands and work-family*

- balance and the moderating role of flexitime*. (Bachelorthesis, Tilburg University). Retrieved from <https://arno.uvt.nl/show.cgi?fid=156899>
- Htun, N. N., & Soe, T. M. (2021). The impact of conflict management, work-life balance, and emotional intelligence on employee performance in private companies in Yangon. *Journal of Management*, 10(3), 73-84. <https://doi.org/10.11648/j.jm.20211003.14>
- Huang, G.-h., Zhao, H. H., Niu, X.-y., Ashford, S. J., & Lee, C. (2014). "Reducing job insecurity and increasing performance ratings: Does impression management matter?": Correction to Huang et al. (2013). *Journal of Applied Psychology*, 99(1), 86. doi: 10.1037/a0035129
- International Program in Business Administration (IBBA), Siam University. (2021, March 27). *Proceedings of the International Conference in Economics, Business, and Interdisciplinary Studies*. Siam University, Bangkok, Thailand. Retrieved from <http://ibba.siamnet.asia/wp-content/uploads/2021/08/ICEBIS-2020-Proceedings.pdf>
- Jackson, S. E., Shaw, J. D., & Baldauf, A. (2007). Examining the relationship between flexitime and work-life balance. *Human Resource Management*, 46(3), 461-476.
- Jones, R. (2020). The role of ability in academic performance. *Journal of Education*, 55(2), 123-135.
- Jordan, J., Brown, B., & Smith, S. (2002). The impact of motivation on student achievement. *Journal of Educational Psychology*, 94(3), 567-578.
- Jordan, P. J., Ashkanasy, N. M., & Hartel, C. E. J. (2002). Emotional intelligence as a moderator of emotional and behavioral reactions to job insecurity. *The Academy of Management Review*, 27(3), 361–372. <https://doi.org/10.2307/4134384>
- Jordan, P. J., Ashkanasy, N. M., Härtel, C. E. J., & Hooper, G. S. (In press). Workgroup emotional intelligence: scale development and relationship to team process effectiveness and goal focus. *Human Resource Management Review*. Retrieved from https://www.researchgate.net/publication/37620977_Emotional_Intelligence_as_a_Moderator_of_Emotional_and_Behavioral_Reactions_to_Job_Insecurity
- Judge, T. A., & Robbins, S. P. (2017). *Organizational behavior*. Pearson.
- Kilman, R. H., & Thomas, K. W. (1974). Thomas-Kilmann Conflict Mode Instrument

1974. Xicom, Incorporated

- Kiprono, V. K. (2018). *Flexible working arrangements on employee performance in Kericho County Referral Hospital, Kenya. (Master's thesis). Kenyatta University, School of Business.* Retrieved from <https://ir-library.ku.ac.ke/bitstream/handle/123456789/18583/Flexible%20working%20arrangements%20on%20employee%20performance%20in....pdf?sequence=1>
- Koslowski Alison, Blum Sonja, Moss Peter, eds. (2016). *International review of leave policies and related research 2016. International Network on Leave Policies and Research.* Retrieved from www.leavenetwork.org/fileadmin/Leavenetwork/Annual_reviews/2016_Full_draft_20_July.pdf .
- Kossek, E. E., Kalliath, T., & Kalliath, P. (2012). Achieving employee wellbeing in a changing work environment. *International Journal of Manpower*, 33(7), 738-753. <https://doi.org/10.1108/01437721211268294>
- Kossek, E. E., Lautsch, B. A., & Eaton, S. C. (2011). Workplace social support and work-family conflict: A meta-analysis. *Journal of Occupational Health Psychology*, 16(2), 253-267.
- Kossek, E. E., Su, R., & Chen, C. (2017). Flexible work arrangements: A meta-analysis of relationships with work outcomes. *Journal of Occupational Health Psychology*, 22(2), 175-193.
- Kozlowski, S. W. J., & Ilgen, D. R. (2006). Enhancing the Effectiveness of Work Groups and Teams. *Psychological Science in the Public Interest*, 7(3), 77–124. <https://doi.org/10.1111/j.1529-1006.2006.00030.x>
- Lambert, L. M., Hogan, N. L., & Barton, A. L. (2014). The relationship between work-life balance and job satisfaction: A meta-analysis. *Journal of Vocational Behavior*, 85, 36-48.
- Laufer, B. (1998). The development of passive and active vocabulary in a second language: Same or different? *Applied Linguistics*, 19, 255–271
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer.
- Lein, S. M., & van der Heijden, B. I. (2013). The effects of flexible working hours on

- work-life balance and well-being: A meta-analysis. *Journal of Occupational Health Psychology*, 18(3), 270-289.
- Lewis S, Gambles R and Rapoport R (2007) The constraints of a work-life balance approach: An international perspective, *The International Journal of Human Resource Management*, 18, 360–373.
- Lewis, S., Gambles, R., & Rapoport, R. (2007). The constraints of a 'work-life balance' approach: An international perspective. *The International Journal of Human Resource Management*, 18(3), 360–373.
<https://doi.org/10.1080/09585190601165577>
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 22, 140 -55.
- Lim, S., & Pelled, L. H. (1999). Gender differences in the perceived effectiveness of conflict resolution strategies. *Journal of Applied Psychology*, 84(3), 434-443.
- Lopes, P. N., Grewal, D., Kadis, J., Gall, M., & Salovey, P. (2004). Emotional intelligence, personality, and the perceived quality of social relationships. *Personality and Individual Differences*, 36(6), 1313-1322.
- Lopes, P. N., Grewal, D., Kadis, J., Gall, M., & Salovey, P. (2006). *Evidence that emotional intelligence is related to job performance and affect and attitudes at work. Psicothema*, 18, 132–138.
- Lopez-Escalona, S. M. (n.d.). *A survey on the conflict management styles of students in Bukidnon State University*. Retrieved from
https://www.academia.edu/28238304/A_Survey_on_the_Conflict_Management_Styles_of_Students_in_Bukidnon_State_University
- MacKay D.G., Shafto M., Taylor J.K., Marian D.E., Abrams L., Dyer J. (2004). Relations between emotion, memory and attention: *Evidence from taboo Stroop, lexical decision, and immediate memory tasks. Memory & Cognition*, 32, 474–488.
- Maslow, A. H. (1943). *A theory of human motivation. Psychological Review*, 50(4), 370-396.
- 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). New York, NY: Basic Books.

- Mayer, J. D., Caruso, D. R., & Salovey, P. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)*. Technical manual. Toronto, Canada: Multi-Health Systems.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). *Emotional intelligence meets traditional standards for an intelligence*. *Intelligence*, 27(4), 267-298.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). *Emotional intelligence: New ability or eclectic traits?* *American Psychologist*, 63(6), 503-517.
- McCourt, W., & Eldridge, D. (2003). *Global Human Resources Management: Managing People in Developing and Transitional Countries* (p. 382).
- Mehta, S., & Singh, N. (2013). Development of the Emotional Intelligence Scale. *International Journal of Management & Information Technology*, 8(1), 1252-1264. doi: 10.24297/ijmit.v8i1.689. Retrieved from https://www.researchgate.net/publication/331082810_Development_of_the_Emotional_Intelligence_Scale
- Ministry of Labor, Immigration, and Population. (2020). *Employment statistics in Yangon*. Yangon, Myanmar: Ministry of Labor, Immigration, and Population.
- Mordi, C., & Ojo, S. I. (2011). Work-life balance practices in the banking sector: Insights from Nigeria. *IFE Psychologia: An International Journal*, 19(2), 285-295.
- Nelson, D. L., Quick, J. C., Quick, J. D., & Hurrell, J. J., Jr. (1997). *Preventive stress management in organizations*. American Psychological Association. <https://doi.org/10.1037/10238-000>
- Neo, T. (2011). The role of emotional intelligence in effective leadership. *Journal of Leadership Education*, 10(2), 36-45
- Nixon, J., & Kiger, G. (2013). Work-life balance: A review of the literature and implications for HRD professionals. *Human Resource Development Review*, 12(4), 455-471.
- O'Brien Margaret. 2013. Fitting fathers into work-family policies: International challenges in turbulent times. *International Journal of Sociology and Social Policy*, 33 (9/10): 542–64.
- Othman, N. (2014). *Employee performance appraisal satisfaction: The case evidence*

- from Brunei's civil service. (Doctoral thesis, The University of Manchester, UK). Retrieved from https://pure.manchester.ac.uk/ws/portalfiles/portal/54555119/FULL_TEXT.PDF
- Otobo, D. (1987). *The role of trade unions in Nigerian industrial relations*. Nigerian: Malthouse.
- Paaais, M., & Pattiruhu, J. R. (2020). Effect of Motivation, Leadership, and Organizational Culture on Satisfaction and Employee Performance. *Journal of Applied Economics and Business*, 7(8), 577. <https://doi.org/10.13106/jafeb.2020.vol7.no8.577>
- Paşaoğlu, Y., & Tonus, O. (2014). The impact of emotional intelligence on team performance. *Journal of Business Psychology*, 29(3), 257-268.
- Peng, T., & Chen, Z. (2013). The impact of conflict management strategies on task performance and burnout: A study of Chinese employees. *Human Relations*, 66(6), 827-852.
- Petrides, K. V. (2009). Psychometric properties of the Trait Emotional Intelligence Questionnaire. In C. Stough, D. H. Saklofske, and J. D. Parker, *Advances in the assessment of emotional intelligence*. New York: Springer. DOI: 10.1007/978-0-387-88370-0_5
- 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.
- Pradhan, R. K., & Jena, L. K. (2017). Employee performance at workplace: A conceptual model and empirical validation. *Business Perspectives and Research*, 5(1), 69-85. doi:10.1177/2278533716671630 Retrieved from https://www.researchgate.net/publication/315050079_Employee_Performance_at_Workplace
- Program for National Development in Uganda. (1995). National development plan 1995/96-1999/2000. Ministry of Finance, Planning and Economic Development, Republic of Uganda.
- Pulakos, E. D., Arad, S., Donovan, M. A., & Plamondon, K. E. (2000). Adaptability in

- the workplace: Development of a taxonomy of adaptive performance. *Journal of Applied Psychology*, 85(4), 612-624.
- Pulakos(Eds.), *The changing nature of performance: Implicationsfor staffing, motivation and development* (pp. 325–365). San Francisco: Jossey-Bas
- Quick, D.L. and Nelson, J.C. (1997). *Organisational Behavior: Foundations, Realities, and Challenges*. New York: West.
- Rahim, A.M. (2002). *Toward a Theory of Managing Organizational Conflict. The International Journal of Conflict Management*. 13 (3), 206-23.
- Rahim, M. (2001). *Managing conflict in organizations*. Retrieved from http://www.untag-smd.ac.id/files/Perpustakaan_Digital_1/CONFLICT%20MANAGEMENT%20Managing%20conflict%20in%20organizations.pdf
- Rahim, M. A. (2011). *Managing conflict in organizations (4th ed.)*. New York: Routledge. doi: 10.4324/9780203786482
- Rahim, M. A. (2002). Toward a theory of managing organizational conflict. *International Journal of Conflict Management*, 13(3), 206–235. <https://doi.org/10.1108/eb022874>
- Regmi, P. R., Waithaka, E., Paudyal, A., Simkhada, P., van Teijlingen, E. (2016). Guideto the design and application of online questionnaire surveys. Nepal *Journal of Epidemiology*, 6(4), 640-644. doi: 10.3126/nje.v6i4.17258
- Rice, C. L. (1999). A quantitative study of emotional intelligence and its impact on team performance.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior (17th ed.)*. Upper Saddle River, NJ: Pearson Education.
- Rode, J. C., & Arora, R. (2012). Flextime, family friendly practices and well-being: An exploratory study. *Journal of Business and Management*, 18(1), 25-32.
- Roe, R. A. (1999). Work performance: A multiple regulation perspective. In C. L. Cooper & I. T. Robertson (Eds.), *International review of industrial and organizational psychology Vol. 14*, pp. 231–335). John Wiley & Sons Ltd.
- Rogelberg, S. G., Scott, B. A., & Landis, R. S. (2006). A meta-analysis of work-family conflict and its antecedents. *Journal of Vocational Behavior*, 68(2), 169-198.
- Salovey, P., & Mayer, J. D. (1990). *Emotional Intelligence. Imagination, Cognition,*

- and Personality*, 9, 185-211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students* (5th ed.). New York, NY: Pearson Education.
- Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2016). *Burnout: 35 years of research and practice. Career Development International*, 21(2), 192-212.
- Schieman, S., Glavin, P., & Milkie, M. A. (2008). Work-family conflict, job satisfaction, and turnover among professionals: The importance of need for achievement. *Journal of Vocational Behavior*, 72(3), 372-385.
- Schiff, F.W. (1983). Flexiplace: *Pros and Cons. Futurist*, 17, 32-33.
- Schmitt, D. P., Realo, A., Voracek, M., & Allik, J. (2009). "Why can't a man be more like a woman? Sex differences in big five personality traits across 55 cultures": Correction to Schmitt et al. (2008). *Journal of Personality and Social Psychology*, 96(1), 118. <https://doi.org/10.1037/a0014651>
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25(2), 167-177.
- Sharifah Baharum, Joki Perdani Sawai dan R. Balan Rathakrishnan. (2006). Hubungan komunikasi dalam organisasi dengan kepuasan kerja, prestasi kerja dan komitmen kerja. *Jurnal Kemanusiaan. Bil*, 07.
- Siahaan, E. (2016). Improvement of employee banking performance based on competency improvement and placement working through career development (Case study in Indonesia). *International Business Management*, 10(3), 255-261.
- Silva, D.A. Dulaja N., & Silva, DAC Suranga. (2020). *An Analysis of Major Factors Determining Employee Performance: With Special Reference to Organizational Environment*. Retrieved from https://www.researchgate.net/publication/340952998_Dulaja_Research_on_Employees_Performance
- Singh, D. (2003). Emotional Intelligence at Work: A Professional Guide. Reviewed by S. P. Chauhan in *Indian Journal of Industrial Relations*, 39(3), 413-416. Published by Shri Ram Centre for Industrial Relations and Human Resources.
- Singh, Rekha. (2014) "Effect of Perception on Adoption of Internet Banking: A Review

- of Literature.” *International Journal of Education and Management Studies*, 4,(4).
- Society for Human Resource Management. (n.d.). *The importance of work-life balance*. Retrieved from <https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/importance-of-work-life-balance.aspx>
- Souder, K. S. (2000). Review of Emotional intelligence at work [Review of the book Emotional intelligence at work, by H. Weisinger]. *Psychiatric Rehabilitation Journal*, 23(4), 409–410. <https://doi.org/10.1037/h0095133>
- Spinks N. (2004). Work-Life Balance: Achievable Goal or Pipe Dream? *The Journal for Quality and Participation*; 27(3),4-11
- Staw, B. M., Cummings, L. L., & Dutton, R. M. (1981). Vacation mood: Influences of the summer break on mood and attitudes. *Administrative Science Quarterly*, 26(3), 586-596.
- Sultana, A., Irum, S., Ahmed, K., & Mehmood, N. (2012). Impact of training on employee performance: A study of telecommunication sector in Pakistan. *Interdisciplinary Journal of contemporary research in business*, 4(6), 646-661.
- Sutherland, J., Woodward, J., & Maxwell, M. (1961). The role of communication in organizational effectiveness. Oxford University Press.
- Sy, T., Cote, S., & Saavedra, R. (2002). Emotional intelligence and job satisfaction. *Journal of Vocational Behavior*, 60(1), 53-62.
- Sy, T., Cote, S., & Saavedra, R. (2005). The contagious leader: Impact of the leader's emotional intelligence on their team's performance. *Group & Organization Management*, 30(2), 143-169.
- Tamunomiebi, M. D., & Nsirimovu, E. A. (2020). Workplace conflict management strategies and organizational performance. *International Journal of Management and Marketing Systems*, 13(6), 65-74. Retrieved from <https://www.arcnjournals.org/images/ARCNIJMMS-13-6-6.pdf>
- Tariq, A., Aslam, H. D., Siddique, A., & Tanveer, A. (2012). Work-life balance as a best practice model of human resource management: A win-win situational tool for the employees and organizations. *Mediterranean Journal of Social Sciences*, 3(1), 577-577.
- Thomas, K. W., & Kilmann, R. H. (1978). Comparison of Four Instruments Measuring

- Conflict Behavior. *Psychological Reports*, 42(3_suppl), 1139–1145.
<https://doi.org/10.2466/pr0.1978.42.3c.1139>
- Tran, C-M., & Idodo, P. (2022, February). Employee work performance during the COVID-19 pandemic: *Effects of transformational leadership and employee work environment*. Retrieved from <https://www.diva-portal.org/smash/get/diva2:1640853/FULLTEXT01.pdf>
- Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. (2017). The role of human resources in shaping organizational culture. *Human Resource Management Review*, 27(4), 329-340.
- Van Rooy, D. L., & Viswesvaran, C. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. *Journal of Vocational Behavior*, 65(1), 71–95. [https://doi.org/10.1016/S0001-8791\(03\)00076-9](https://doi.org/10.1016/S0001-8791(03)00076-9)
- Voydanoff, P. (2005). Toward a contextualized view of work-family conflict and facilitation: A study of employed parents. *Journal of Marriage and Family*, 67(2), 280-292.
- Vroom, V. H. (1964). *Work and motivation*. New York, NY: John Wiley & Sons.
- Wehmeyer ML, Shogren KA. (2016). *Self-determination and choice*. In Singh, N. (eds) Handbook of Evidence-Based Practices in Intellectual and Developmental Disabilities. doi:10.1007/978-3-319-26583-4_21
- Weisinger, H. (1998). *Emotional intelligence at work*. San Francisco, CA: Jossey-Bass.
- Wiseman, R. (2003). *The seven habits of highly effective people*. New York, NY: Simon & Schuster.
- Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243-274.
- Yamane, T. (1967). *Statistics: An introductory analysis*. New York: Harper and Row.
- Yukl, G. A. (2006). *Leadership in organizations* (6th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

APPENDIX

ONLINE QUESTIONNAIRE

Title: The Impact of Conflict Management, Work-Life Balance, And Emotional Intelligence, Towards Employee Performance in Private Companies in Yangon

I am Jessica, an MBA student at Bangkok University with student ID: 7640201278. As a part of my Independent Study (BA715) at the Graduate School, I am conducting a research survey to examine the impact of conflict management, work-life balance (WLB), and emotional intelligence (EI) on employee performance in private companies in Yangon.

Participation in this survey is strictly voluntary, and all responses will be confidential. The data collected from this survey will only be used for research purposes and will not be disclosed to third parties. The survey consists of multiple-choice questions and Likert scale items and is estimated to take approximately 15 minutes to complete. Participating in this survey allows you to use your responses for research purposes. If you have any questions or concerns regarding the survey, please do not hesitate to contact me at jessica.nosu@bumail.net. Your cooperation is much appreciated.

PART 1: General Data

Directions: Please choose (✓) the answer that matches your information.

1. Gender:

- ☐ Male
- ☐ Female

2. Age:

- ☐ 18 - 24 years old
- ☐ 25 - 34 years old
- ☐ 35 - 44 years old
- ☐ 45 – 54 years old
- ☐ 55 – 64 years old
- ☐ 64 +

(Continued)

3.Marital Status:

- ☐ Married
- ☐ Widowed
- ☐ Divorced
- ☐ Separated
- ☐ Never Married

4.Education:

- ☐ Less than high school degree
- ☐ High school degree or equivalent
- ☐ Bachelors' Degree
- ☐ Masters' Degree or above

5.How many jobs did you have?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ More than 4

BANGKOK
UNIVERSITY
THE CREATIVE UNIVERSITY

6.Type of Employee:

- ☐ Full - time
- ☐ Part - time
- ☐ Temporary
- ☐ Freelancer
- ☐ Others (Please specify)

7.Management level:

- ☐ Top Management
- ☐ Middle Management
- ☐ Lower Management

(Continued)

- ☐ Staff / Assistant

8. Type of size organization you at working at:

- ☐ Small
☐ Mid
☐ Large
☐ Corporation

9. On average, how many hours a week do you spend on your job?

- ☐ Less than 48 Hours/week
☐ 48 Hours/week
☐ 56 Hours/week
☐ More than 56 Hours/week

10.Total working years:

- ☐ Under 1 year
☐ 1 - 3 years
☐ 4 - 6 years
☐ 7 - 10 years
☐ 10 years +

BANGKOK
UNIVERSITY
 THE CREATIVE UNIVERSITY

11.Monthly Income: *the exchange rate of 1 Baht to 85 Kyats as of 2023 March*

- ☐ Under 25,000 Baht (2,125,000 Kyats)
☐ 25,000 - 50,000 Baht (2,125,000 - 4,250,000 K)
☐ 50,001 – 80,000 Baht (4,250,000 - 6,800,000 K)
☐ 80,001 – 110,000 Baht (6,800,000 - 9,350,000 K)
☐ 110,001 – 150,000 Baht (9,350,000 - 12,750,000 K)
☐ 150,000 Baht + (12,750,000 K +)

(Continued)

Part 2 (Continued): Measurements of Impact of Conflict Management Factors

(1 = Least Agree, 2 = Slightly Agree, 3 = Moderate Agree, 4 = Mostly Agree, 5 = Completely Agree)

Conflict Management	1	2	3	4	5
1. Once I have taken a position, I don't like to have others try to talk me out of it.					
2. When I disagree with someone, I defend my position, but I don't put the other person down in the process.					
3. I try to work with my subordinates to find solution to a problem that satisfies our expectations.					
4. When I disagree with someone, I talk about how I feel and listen to them talk about how they feel.					
5. When dealing with a conflict, I consider the future of the long-term relationship.					
6. Statement carefully to establish positive realistic expectations.					
7. During a conflict I try to find some compromise.					
8. I state my true feelings when dealing with conflict.					
9. When I prepare to meet to discuss a conflict, I try to arrange for a mutually acceptable time and setting.					
10. I try to be aware of how my negative and positive self-perceptions influence the way I deal with a conflict.					

(Continued)

Part 3 (Continued): Measurements of Work-Life Balance (WLB)

(1 = Least Agree, 2 = Slightly Agree, 3 = Moderate Agree, 4 = Mostly Agree, 5 = Completely Agree)

Work-Life Balance (WLB)	1	2	3	4	5
1. I keep the same work schedule every day.					
2. Flextime plays an important role in employee performance.					
3. Flexibility is an inducement that is part of social exchange that enhances motivation & performance.					
4. My organization believes in having healthy WLB Practices.					
5. WLB contributes to improved staff motivation and Commitment.					
6. Work shift affects performance in terms of productivity.					
7. My organization recognizes the need for leave in order to give employees time off work to relax and attend also to personal issues.					
8. I feel that the job and other activities are currently balanced.					
9. Overall, I believe that my work and other activities are balanced.					

(Continued)

Part 4 (Continued): Measurements of Emotional Intelligence (EI)

(1 = Least Agree, 2 = Slightly Agree, 3 = Moderate Agree, 4 = Mostly Agree, 5 = Completely Agree)

Emotional Intelligence (EI)	1	2	3	4	5
1. I find it difficult to bond well even with those close to me.					
2. I recognize how my feelings affect my performance.					
3. I am open to continuous learning, self-development, new perspectives & honest feedback.					
4. I respect and relate well to people from different backgrounds.					
5. I promote open communication and ready to accept both bad and good news.					
6. I handle difficult people and tense situations with diplomacy and tact.					
7. I help others in coming out of difficult situations.					
8. I make and maintain personal friendships among work associates.					
9. I guide the performance of others while holding them accountable.					

(Continued)

Part 5 (Continued): Measurements of Employee Performance

(1 = Least Agree, 2 = Slightly Agree, 3 = Moderate Agree, 4 = Mostly Agree, 5 = Completely Agree)

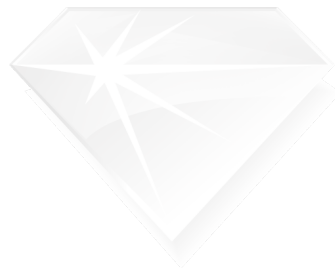
Employee Performance	1	2	3	4	5
1. I put in the effort needed to achieve high-quality work performance.					
2. My manager role models high standards for quality performance.					
3. My organization helps me identify my training and development needs through performance appraisals.					
4. The current performance appraisal system in my organization is related to my development.					
5. My current work environment is motivating.					
6. The goal given by the company is always achieved or even exceeds.					
7. My organization provides opportunities for promotion for high performing employees.					
8. Financial support for learning programs motivates me to perform better at work.					
9. I am compensated fairly for the work I do.					
10. My organization recognizes the need for leave in order to give employees time off work to relax and attend also to personal issues.					

(Continued)

(Continued) Part 6: Comments & Other Suggestions

Directions: Kindly respond either in a brief format or through the composition of a paragraph.

End of Questionnaire. Thank you for your time.



**BANGKOK
UNIVERSITY**
THE CREATIVE UNIVERSITY

STATISYICAL OUTPUT

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.604 ^a	.365	.360	.41696	1.506

a. Predictors: (Constant), EI_Mean, CM_Mean, WLB_Mean

b. Dependent Variable: EP_Mean

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	
1	(Constant)	2.605	.286		9.107	<.001	2.043 3.167
	CM_Mean	-.125	.062	-.085	-2.014	.045	-.247 -.003
	WLB_Mean	-.263	.051	-.234	-5.149	<.001	-.363 -.163
	EI_Mean	.782	.053	.700	14.707	<.001	.678 .887

a. Dependent Variable: EP_Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.578	3	13.193	75.883	<.001 ^b
	Residual	68.847	396	.174		
	Total	108.425	399			

a. Dependent Variable: EP_Mean

b. Predictors: (Constant), EI_Mean, CM_Mean, WLB_Mean

Correlations

		CM_Mean	WLB_Mean	EI_Mean	EP_Mean
CM_Mean	Pearson Correlation	1	.087*	.306**	.109*
	Sig. (1-tailed)		.041	<.001	.015
	N	400	400	400	400
WLB_Mean	Pearson Correlation	.087*	1	.472**	.089*
	Sig. (1-tailed)	.041		<.001	.038
	N	400	400	400	400
EI_Mean	Pearson Correlation	.306**	.472**	1	.564**
	Sig. (1-tailed)	<.001	<.001		<.001
	N	400	400	400	400
EP_Mean	Pearson Correlation	.109*	.089*	.564**	1
	Sig. (1-tailed)	.015	.038	<.001	
	N	400	400	400	400

*. Correlation is significant at the 0.05 level (1-tailed).

**. Correlation is significant at the 0.01 level (1-tailed).

DESCRIPTIVE STATISTICS

	N	Mean	Std. Deviation
Conflict Management Competition Item 1	400	3.40	1.111
Conflict Management Competition Item 2	400	3.60	.686
Conflict Management Competition Item 3	400	4.02	.812
Conflict Management Collaboration Item 1	400	3.86	1.166
Conflict Management Collaboration Item 2	400	3.66	.871
Conflict Management Collaboration Item 3	400	4.22	.963
Conflict Management Compromising Item 1	400	3.92	.555
Conflict Management Compromising Item 2	400	4.21	.693
Conflict Management Compromising Item 3	400	4.03	1.133
Conflict Management Compromising Item 4	400	3.69	.710
Work-life Balance Flextime Item 1	400	3.73	.969
Work-life Balance Flextime Item 2	400	3.92	.943
Work-life Balance Flexi-place Item 1	400	3.78	.985
Work-life Balance Flexi-place Item 2	400	3.51	.852

Work-life Balance Flexi- place Item 3	400	4.78	.468
Work-life Balance Leaves Item 1	400	4.60	.904
Work-life Balance Leaves Item 2	400	4.69	.509
Work-life Balance Leaves Item 3	400	4.08	1.120
Work-life Balance Leaves Item 4	400	4.50	.732
Emotional Intelligence Perception Item 1	400	4.60	.686
Emotional Intelligence Perception Item 2	400	4.06	1.222
Emotional Intelligence Understanding Item 1	400	4.22	.994
Emotional Intelligence Understanding Item 2	400	3.81	.772
Emotional Intelligence Understanding Item 3	398	3.01	1.150
Emotional Intelligence Managing Item 1	398	3.75	.854
Emotional Intelligence Managing Item 2	400	3.33	.774
Emotional Intelligence Managing Item 3	400	3.89	.763
Emotional Intelligence Managing Item 4	400	4.35	.995
Employee Performance Ability Item 1	398	3.31	.749

Employee Performance Ability Item 2	400	4.52	.660
Employee Performance Ability Item 3	400	4.65	.532
Employee Performance Ability Item 4	400	4.04	1.023
Employee Performance Motivation Item 1	400	4.43	.795
Employee Performance Motivation Item 2	400	3.90	.436
Employee Performance Opportunity Item 1	400	4.10	1.037
Employee Performance Opportunity Item 2	400	4.14	.534
Employee Performance Opportunity Item 3	400	3.90	.523
Employee Performance Opportunity Item 4	400	3.69	1.379
Valid N (listwise)	398		

BIODATA

Name: Jessica

Email: Jessicapierre17@gmail.com

Educational Background:

2021- Present	Master of Business Law Thammasat University, Thailand
2012 - 2020	Bachelor of Laws East Yangon University, Myanmar

Working Experience:

2021 – Present	Managing Partner All About Law Business Legal Services
2015 - Present	Founder & Educational Consultant All About Europe Education
Dec 2017 - Present	Co-Founder To Be Honest Group Co., Ltd
April 2022 – Dec 2022	Contributor, Asia in Review German-Southeast Asian Center of Excellence for Public Policy and Good Governance (CPG), Thailand
2009 – Apr 2022	Director Lin High Power Services Co., Ltd
Aug 2021 - Dec 2021	Legal Research Assistant Thammasat University, Thailand
Sep 2021 - Nov 2021	Business Development ILCT Ltd
Jul 2019 - Feb 2021	Apprentice Lawyer Eastern Yangon District Court