

Exploring the Link Between Emotional Intelligence and Training Efficacy from Supervisor's Rated Performance in the Retail Industry

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Abstract

The retail sector is a dynamic and demanding environment, requiring employees to possess a diverse skillset beyond product knowledge and sales techniques. Emotional Intelligence (EI), encompassing self-awareness, self-regulation, social awareness, and relationship management, emerges as a crucial factor impacting both training efficacy and performance, as judged by supervisors. EI holds significance in forecasting human behaviour in the workplace. To investigate this, 204 full-time employees were surveyed on their self-reported EI, training experiences, and supervisors' evaluations of their job performance in both task-related and contextual aspects. Researchers designed a questionnaire based on existing studies and adjusted it to ensure it accurately measured the intended concepts. They tested the questionnaire on a small group of experts, who provided feedback that led to further improvements. Through Sequential Equation Models (SEM), hypotheses were examined. The study showed that EI significantly boosts learning outcomes, how easy learning feels, and how well people perform at work. Additionally, it found that perceiving learning as useful and easy plays a key role in overall learning and ultimately job performance. This suggests that training effectiveness can be improved by people being able to manage their own and others' emotions. Previous research by Khokhar and Kush (2009) already established a strong link between learning and performance. However, no prior studies have explored how training influences personality traits or looked at the impact of EI on how easy learning feels.

Keywords: Emotional Intelligence, Learning, Perceived Usefulness, Performance, Training

1. Introduction

In the contemporary business landscape, organizations are placing greater emphasis on optimizing the potential of their workforce amidst swift technological advancements and fierce competition (Punia & Kant, 2013). To keep up with the dynamic environment, employees' skills need constant refinement. Training has gained widespread

acknowledgement as a crucial method to foster skill development, boost productivity, and attain favourable business outcomes.

An organization conducts training to elevate its employees' competence levels direct skill and development (Gritz, 1993). Training serves to bridge the gap between the job requirements and the current qualifications of the employees (Punia

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& Kant, 2013), offering several advantages. Firstly, employee training activities lead to increased productivity and facilitate organizations in gaining a competitive edge (Barney, 1995), ultimately aiding in the accomplishment of business objectives (Dobson & Toh, 1998). Moreover, these initiatives contribute significantly to the professional growth of employees (Tharenou, 1997). However, it is important to note that these outcomes can only be attained when the training is effective.

A successful training program attains specific goals or desired outcomes (Punia & Kant, 2013). Various factors influence the effectiveness of training, encompassing perspectives from both trainees and trainers. These factors encompass aspects such as training design (Partlow, 1996), emotions (Elder, 1997), and emotional intelligence (Mayor & Salovey, 1997).

Emotional skills have been linked to success in various aspects of life, such as teaching, learning, and relationships (Ashkanasy & Dasborough, 2003; Scott, 2004). As a personality trait connected to learning and job performance, emotional intelligence is a more robust predictor of on-the-job performance (Goleman, 1998) and academic achievement (Berenson *et al.*, 2008). The strong correlation between emotional intelligence and performance, as well as training outcomes, can be attributed to several psychological factors, including motivation, self-efficacy, and perceived control (Saks & Haccoun, 2008).

This study aims to evaluate the direct influence of trainees' EI on their learning outcomes and job performance. Additionally, it will explore the indirect association between EI and learning outcomes, which is reflected in the perceived ease of use and usefulness of training tools. While some research has investigated the relationship between these variables individually, to the best of my knowledge, no comprehensive study has been conducted that thoroughly examines the interplay of each variable with EI as a predictor of learning outcomes, perceived ease of use, and training effectiveness within a single study.

2. Contextual Framework and Proposed Hypotheses

In light of the growing focus on training, many researchers are investigating various aspects of training and development models. One prominent model, formulated by Baldwin and Ford in 1988, delves into training transfer. This model examines the connection between learning and its application under various transfer conditions, encompassing trainee characteristics, workplace environments, and training designs. The outcomes of training are then categorized based on input factors.

Other researchers (Kirkpatrick, 1976; Barney, 1995) have established the concepts of competence and meta-competence as essential indicators for measuring performance and effectiveness concerning individual competency levels and job requirements. According to Browne and Cudeck (1993), competence and meta-competence are predictive of effectiveness. However, predicting performance based on skills measurement and personnel characteristics presents challenges (Fraser, 2000). Effectiveness can be evaluated at various levels and is aligned with performance elements, with its subjective aspect linked to the measurement of tangible results and achievements that may arise after proper utilization of training (Werner *et al.*, 1994).

In 1990, John Mayer and Peter Salovey introduced the term "emotional intelligence" through an academic article. According to Mayer and Salovey (1997), emotional intelligence encompasses the capacity to perceive, access, and generate emotions, understand emotional meanings, and reflect on emotions to facilitate improved thinking and well-being (p. 22). Over the last few decades, EI has garnered significant attention and captivated the interest of academia and researchers (e.g., Cooper & Sawaf, 1996; Davies *et al.*, 1998; Goleman, 1995, 1998; Mayer, 1999). However, there is an ongoing debate about the validity, reliability, and importance of the tools used to measure EI (Slaski & Cartwright, 2003; Wong and Law, 2002). So far, EI has generated more enthusiasm than empirical support in organizational settings. In essence, emotional intelligence pertains to the ability to recognize, express,

and manage both positive and negative emotions, both for oneself and others (Zeidner *et al.*, 2002).

As stated by Davis (1989), perceived usefulness denotes the extent to which an individual believes that utilizing a specific system will improve their job performance. Similarly, according to Davis (1989), perceived ease of use pertains to the perception that a system would be user-friendly. In this study, it is assumed that perceived behavioural control is influenced by the perceived ease or difficulty of applying the acquired skills during workplace training. Ajzen (1991) proposed behavioral control as a dominant construct, consisting of two components: controllability and self-efficacy. Self-efficacy, in his perspective, involves the perception of how easy or challenging it is to perform a particular behaviour (Ajzen, 1991).

The development of the study's model involved exploring various concepts such as training, development, and workers' performance. In different frameworks, training and performance have consistently shown a direct correlation. Caruso and Mayer (1999) propose that emotional intelligence can be cultivated through training rather than being solely inherited. Elder (1997) suggests that emotions play a role in learning materials and tasks and can expedite the learning process. Additionally, a learner's emotional state can influence their ability to learn effectively. Valuable research has also been conducted based on Kirkpatrick's renowned study (1976).

In this study, training refers to the acquisition of new skills and knowledge as well as the modification of existing ones (Carnevale & Schulz, 1990). Emotional intelligence has a positive association with learning ability. Mayer and Salovey (1997) propose a widely studied model of EI that forms the foundation for this study. This model includes four essential emotional intelligence competencies: Identifying emotions, Using emotions, Understanding emotions, and Managing emotions. It has been suggested that emotionally intelligent individuals harness emotions to enhance their cognitive processes, ultimately improving their learning abilities (Mayor & Salovey, 1997). From the below mentioned Figure 1, the hypothesis of the study is explained well. The study's first hypothesis is as follows:

H1: The level of learning among trainees is positively correlated with their emotional intelligence.

Spector (2005) discovered that emotional intelligence positively influences the effectiveness of learning. The study also revealed that trainees' post-training performance can be improved based on their connection with, perceived usefulness, and ease of using the training tools.

Technology Acceptance Models (TAM) are widely employed to assess perceived ease of use. The model is rooted in the Theory of Reasoned Action (TRA) introduced by Fishbein and Ajzen (1977). While TAM was initially developed to gauge technology acceptance, it has also found application in the domain of management education (Arbaugh, 2000, 2005). According to TAM, if an individual perceives a specific tool as easy to use (Ajzen, 1991), they are more likely to perceive it as useful. Consequently, there is a positive correlation between perceived ease of use and perceived usefulness. This assumption implies that if a person considers new tools easy to use, their perceived significance of those tools will also increase. Based on this, the following hypothesis is proposed:

H2: Perceived ease of use is positively correlated with perceived usefulness

Venkatesh and Morris (2000) discovered that there is a connection between perceived ease of use and perceived usefulness of training. Davis (1989) also highlighted that perceived ease of use is directly linked to the actual use and perceived usefulness of a system. Based on this, the following hypothesis is proposed to examine if trainees' perception of usefulness is related to post-training learning:

H3: There is a positive correlation between the perceived usefulness of training and the level of learning.

Previous research has introduced a variety of constructs related to job performance, as evident in studies by Borman and Brush (1993), Campbell (1990), Hemphill (1959), Katzell *et al.* (1968), Luthans & Lockwood (1984), Morse & Wagner (1978), and Wofford

(1970). Employee performance plays a pivotal role in the success of any organization. This study aims to conceptualize job performance by considering both task performance and contextual performance, while also investigating the impact of emotional intelligence on enhancing individual performance.

H4: The work performance of trainees is positively correlated with their emotional intelligence.

Previous research in the training field has consistently found a positive link between learning and post-training outcomes (Colquitt *et al.*, 2000; Noe & Schmitt, 1986; Velada & Caetano, 2007). Velada and Caetano (2007) revealed a positive relationship between training transfer, performance improvement, and perceived learning. Similarly, Noe and Schmitt (1986) established a positive association between learning and job performance. Additionally, a study by Colquitt *et al.* (2000) demonstrated a positive correlation between training skills, job performance, and knowledge transfer. Based on these findings, the following research hypothesis is proposed:

H5: There is a positive correlation between trainee performance and the level of learning achieved after training.

The level of ease a person perceives in using a tool is referred to as perceived ease of use (Davis, 1989). An emotionally intelligent individual may have a better grasp of the ease of use compared to those with lower emotional intelligence. Therefore, it is hypothesized that there is a positive correlation between emotional intelligence and perceived ease of use (Mayer & Salovey, 1993).

H6: Emotional intelligence is positively associated with perceived ease.

3. Research Methodology

Data was gathered through a questionnaire survey, and to ensure content validity, the questionnaire was developed based on previous research adaptations. A preliminary test was conducted by distributing six questionnaires to assess the validity of the items. These

questionnaires were reviewed by a group of eminent presspersons who are sound in the specific area. Some adjustments were made based on their feedback. Once the final version of the questionnaire was ready, data collection commenced.

4. Research Design

The Current Study employs an exploratory research methodology using a positivist research philosophical stand to determine the level of knowledge of Emotional Intelligence tools and factors influencing training efficiency with performance. The study employs a mixed approach, with statistical interpretation carried out using the SPSS tool and SEM Model. The questionnaires were distributed to 235 respondents, out of which 204 were completed, resulting in a response rate of 86.8%. The male respondents constituted 51% of the total, whereas females accounted for 49%. The ages of the respondents ranged from 18 to 70, with the majority falling between 20 and 40 years old. Only 15% of the respondents identified themselves as coming from rural areas, while the majority hailed from urban areas.

In the research study, two questionnaire versions were handed out. The first section covered demographics, while the second section focused on educational attainment, perceived ease of learning, and perceived usefulness. During the second assessment, all performance aspects were taken into account. The participants completed the first questionnaire themselves, and for the second one, others provided their input. Additionally, a supervisor and colleague evaluated her performance as well.

5. Measures

5.1 Job Performance

A detailed scale of job performance was adopted from Tett *et al.* (2000). Supervisor and bosses were asked to rate the performance of their employees. The scale comprised 39 items measuring the task and contextual behaviours of employees. The task behaviour included Productivity, Project Management, Professionalism and Flexibility while the contextual behaviours included Positive Thinking, Initiative, Normative Support, Loyalty and Extra Effort.

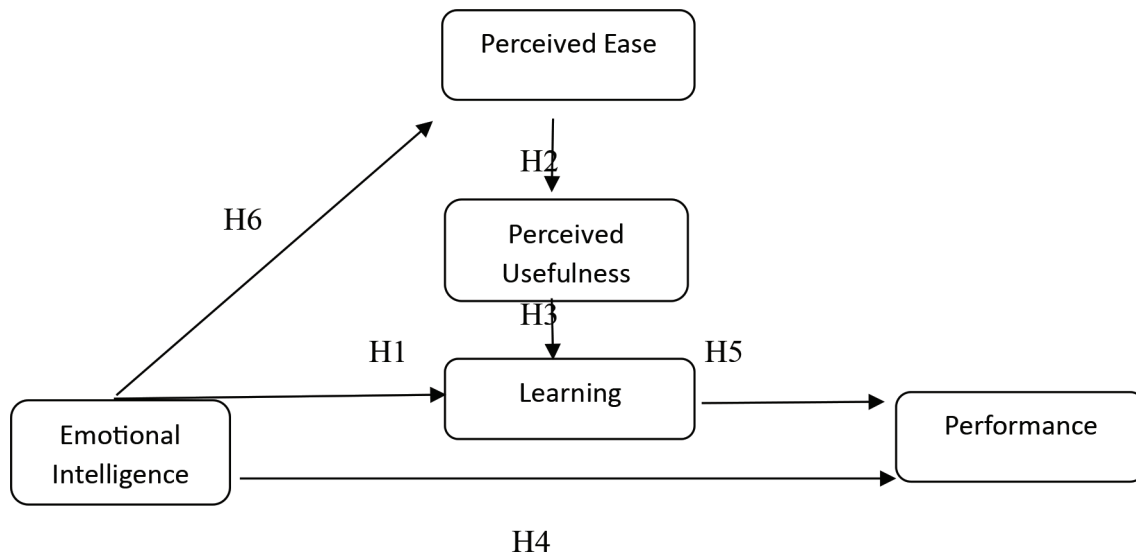


Figure 1. Emotional intelligence and perceived ease.

The items encompassed aspects such as enhancing productivity, achieving work-related objectives, demonstrating accountability for one's actions, and guiding colleagues. To gauge performance, a composite score was calculated, which involved averaging the responses to all 39 items. The coefficient alphas for task behaviour and contextual behaviour were .94 and .93, respectively, indicating high reliability. Moreover, the Cronbach alpha for all items, measured on a 5-point Likert scale ranging from strongly disagreed (1) to strongly agreed (5), was 0.96.

5.2 The Impact of Training Provisions on Learning

To evaluate the educational influence of the training given, five elements from the "course experience questionnaire" (Wilson *et al.*, 1997) were utilized. These specific aspects encompassed problem-solving, planning, analytical thinking, idea generation, and communication abilities, representing a student's potential for advancement. The measurement utilized a consistent 5-point Likert scale. The training's effect on learning yielded a high coefficient alpha of 0.94, indicating its effectiveness.

5.3 Emotional Intelligence

The concept of emotional intelligence was assessed using the scale developed by Wong and Law (2002). This scale gauges an individual's ability to perceive and manage their own emotions, as well as the emotions of others.

It also measures how effectively a person can leverage emotions to foster creative thinking and problem-solving. The scale comprises 16 items and is considered the most efficient measure of emotional intelligence in organizational research. The WLEIS evaluates four main components of emotional intelligence: Self-Emotion Appraisals, Other's Emotion Appraisals, Use of Emotion, and Emotion Regulation. Once again, a 5-point Likert scale was employed, and the coefficient alpha for this construct was 0.90, indicating its high reliability.

5.4 Perceived Usefulness

In a study conducted by Davis (1989), the construct of perceived utility was employed. Perceived utility refers to how learners perceive the value and practicality of using the skills taught during training sessions. This perception significantly influences learners' attitudes towards the training and the effectiveness with which they apply the acquired skills. The assessment of training programs and their long-term effectiveness is greatly influenced by the perceived usefulness factor. All items related to perceived usefulness were rated using a 5-point Likert scale, and the coefficient alpha for this construct was found to be 0.83, indicating a good level of internal consistency.

5.5 Perceived Ease

The construct assessed the trainees' perception of the ease of using a performance tool. Three indicators

adapted from Davis (1989) were used: (1) the trainees' perception of the ease of using the performance tool, (2) the effort required to use the performance tool, and (3) the trainees' satisfaction with the performance tool. The purpose of the Perceived Ease construct was to gauge how trainees perceived the ease of using the performance tool. The same 7-item Likert scale was utilized, ranging from strongly disagree to strongly agree, and the coefficient alpha for the construct was 0.65. The items were designed to evaluate learners' perceptions regarding the ease of use, functionality, and overall user-friendly design of the performance tool.

6. Unit of Analysis and Sampling

The average age of the respondents was 36.7 years, with a Standard Deviation (SD) of 8.37 years. The statistical analysis was performed using SPSS version 16.0. Cronbach alpha coefficients were calculated from the data to assess the internal consistency and reliability of the scale. About 76.5% of the trainees attended the training voluntarily, while 23.5% were obligated to attend. 58.3% of respondents said they had participated in more than five training sessions.

Pearson correlation was employed to investigate the relationships between various factors, including the, perceived utility, perceived ease, learning impact of training emotional intelligence, and performance. The correlation coefficients and mean values for the variables are presented in Table 1. Perceived usefulness exhibited a higher mean value ($m = 4.32$) compared to perceived easiness. Task performance ($m = 4.12$) had a slightly higher mean value than contextual performance ($m = 4.08$). On average, the overall performance score was 4.10. The results revealed a significant correlation between perceived usefulness and perceived easiness ($r = .66, p < .01$). Additionally, there was a substantial correlation between task performance and contextual performance with perceived ease ($r = .57, p < .01$; $r = .51, p < .01$, respectively).

The predicted model was tested using Structural Equation Modeling (SEM) with maximum likelihood estimation in AMOS 16 (Arbuckle, 2006). The

goodness-of-fit indicators showed that the model provided an excellent fit for the data. To ensure the validity of the measurement model, Confirmatory Factor Analysis (CFA) was employed. The results supported the construct validity of the study, confirming a good fit for the model. Blunch (2009) provided indicators to assess how well the SEM model matches the data, with Chi-square statistics typically used to quantify the difference between the observed and fitted data. However, it's important to note that this measure is sensitive to Type II errors and sample size, and a sample size of over 200 is recommended for a more reliable representation. A sample size of over 200 is needed to achieve an approximate good fit, as supported by other fit measures (Browne & Cudeck, 1993) like the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), the Goodness-of-Fit Index (GFI), and the Root Mean Squared Error of Approximation (RMSEA).

6.1 Measurement Model Assessment

In analysing data collected in this study, we adopt a method to evaluate and report the results of SEM path, as recommended by Henseler *et al.* (2009). The adopted process comprises of the assessment of a measurement model, and the assessment of a structural model, Measurement model encompasses knowing the individual item reliability, internal consistency reliability, content validity, convergent validity and discriminant validity as suggested by scholars (Hair *et al.*, 2014; Henseler *et al.*, 2009). The following explains the components of the measurement model.

Component 1 Ease is interpreted as Perceived Ease and the underlying trait is measured by

- Ease 1: Positive Thinking
- Ease 2 : Initiative
- Ease 3: Normative Support

Component 2 Usefulness is interpreted as Perceived Usefulness and underlying trait is measured by

- USE 1: Skills Taught
- USE 2: Learner's Attitude
- USE 3: Acquired Skills
- USE 4: Perceived Utility

USE 5: Individual Performance

OE 4 : Emotion Regulation

Component 3 is Interpreted as Emotional Intelligence and the underlying trait is measured by

Component 4 is interpreted as Level of Learning and underlying trait is measured by

- OE 1: Self Emotion Appraisal
- OE 2: Others Emotion Appraisal
- OE 3: Use of Emotion

- Learn 1: Problem Solving
- Learn 2: Planning
- Learn 3: Analytical Thinking
- Learn 4: Idea Generation

Table 1. Descriptive statistics

Mean	SD	EI	LN	PE	PU	TP	CP	OP
EI	3.86	.62	.90					
LN	4.36	.53	.64**	.71				
PE	4.08	.72	.52**	.66**	.64			
PU	4.23	.63	.61**	.68**	.66**	.82		
TP	4.12	.63	.63**	.61**	.51**	.62**	.93	
CP	4.08	.67	.71**	.71**	.57**	.66**	.78**	.92
OP	4.10	.64	.71**	.68**	.57**	.67**	.94**	.93**

Source: Author's Computation

Values in the diagonal are alpha coefficients; **. Correlation is significant at the 0.01 level (2- tailed). EI=Emotional Intelligence, LN=Learning, PE=Perceived ease, PU=Perceived use, TP=Task Performance, CP=Contextual Performance, OP=Overall Performance

Figure 2 - Standardized path estimates shows a significant relationship between emotional intelligence and as a result, Hypothesis 1 is supported by the results of the study. Hypothesis 2 provides evidence in Favor of Hypothesis 1. The Figure 2 shows a significant relationship between emotional intelligence and as a result, Hypothesis 1 is supported by the results of the study. In support of Hypothesis 1 perceived ease was positively correlated with usefulness ($\beta = 0.95$, $p < 0.05$) that supports our hypothesis 2. The hypothesis 3 also finds a significant relationship between perceived usefulness

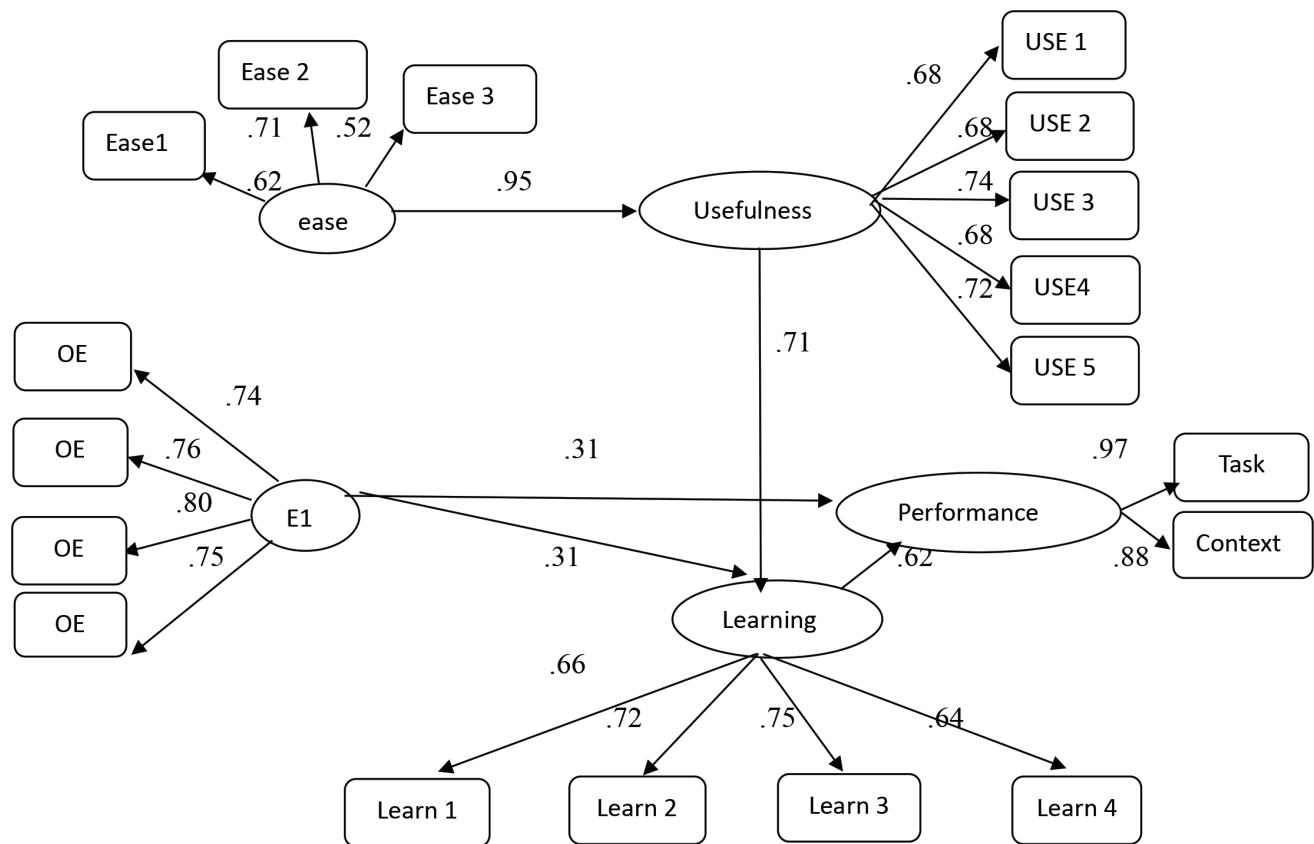


Figure 2. Standardized path estimates.

and learning ($\beta = 0.71, p < 0.05$). Statistically, Emotional intelligence and performance are positively correlated ($\beta = 0.26, p < 0.05$) supporting hypothesis 4. Learning was significantly related to performance at ($\beta = 0.62, p < 0.05$) thus providing evidence for the support of Hypothesis 5. Emotional intelligence was significantly related to perceived ease at ($\beta = 0.72, p < 0.05$) thus supporting Hypothesis 6. Finally, the relationship between perceived ease and performance was significant ($\beta = 0.45, p < 0.05$) thus supporting Hypothesis 7. The results of this study demonstrate a clear relationship between emotional intelligence, learning, and performance.

The fit indices indicate that the data model fits well: $\chi^2/df = 307.66/164$, TLI = 0.91, CFI = 0.92, RMSEA = 0.06. These values collectively suggest that the model is a good fit for the data with a satisfactory level of accuracy. Notably, the RMSEA value of .06 is particularly impressive, signifying a strong fit between the model and the data.

Furthermore, the results reveal that emotionally intelligent individuals possess a significant capacity for effective learning, and the perceived usefulness of the acquired knowledge plays a crucial role in the learning ability of individuals. Similarly, there is a direct relationship between perceived ease and perceived usefulness, and learning positively impacts the performance level of individuals.

7. Discussion

Based on the findings of this research, a noteworthy and favourable connection exists between EI and the performance of employees. Our results align with previous studies in terms of how these factors relate. Earlier research has shown a positive correlation between individuals who possess high EI scores and improved performance (Eisenberg, Fabes, Guthrie & Reiser, 2000; Tett, 2000; Petrides & Furnham, 2001). The outcomes of this study suggest that employee motivation plays a substantial role in influencing workplace performance.

Moreover, this study also uncovered a notable and positive association between EI and the effectiveness of

training, specifically in terms of trainees' learning. This connection ultimately contributes to an enhancement in job performance (Van Roy & Viswesvaran, 2004). Prior research has already demonstrated that individuals with higher emotional intelligence skills tend to achieve superior academic outcomes compared to those with lower emotional intelligence skills (for instance, Eisenberg *et al.*, 2000). Because emotions play a pivotal role in driving receptiveness, they hold significance in the realm of education and learning. The capacity to manage emotions aids learners in maintaining higher levels of attentiveness during the learning processes (Nordhaug, 1989). Furthermore, a well-developed skill in regulating emotions can assist learners in managing their anxiety when undergoing assessment procedures (Lopes & Salovey, 2004).

In addition to that, present study concurs with the findings of Boud *et al.* (1985), which propose that negative emotions can lead to an unfavorable approach to learning. According to this research, adverse feelings can also distort perceptions, ultimately resulting in inaccurate understandings of one's surroundings and occurrences. Consequently, this can lead to diminished training outcomes. Additionally, the study highlights that positive emotions can significantly enrich the learning process, maintaining learners' focus and fostering new learning (Boud *et al.*, 1985). Numerous preceding investigations suggest that EI holds a pivotal role in the process of learning (DeTienne & Chandler, 2004; Corbett, 2005; Dimov, 2005; Rae, 2007). Goleman (1995) contends that the skill of effectively managing emotions is imperative for attaining objectives and goals.

A beneficial effect of training on employees' performance was similarly discovered. Numerous scholars contend that training enhances employees' competencies and expertise, enabling them to excel in their current roles and also equipping them to confront forthcoming challenges. Besides its impact on individual employee performance, training initiatives also contribute to an overall enhancement of organizational performance. Confirming this, Krueger *et al.* (2000) concluded from their study that there exists a positive correlation between EI and the perceived ease of adopting new technologies, tools, techniques,

and methods. The personal beliefs and perceptions of individuals significantly shape their willingness to adopt novel tools (Saad'e & Bahli, 2005). The idea that individuals with higher emotional intelligence are more inclined to embrace novel tools and techniques holds a degree of validity. Kumar (2012), in his examination of B.Ed teacher training, conveyed that "an individual with emotional intelligence possesses the capability to become desirable." When a person maintains a positive mindset, they confront life's challenges with optimism, displaying a more resolute attitude and aspirations compared to a pessimistic individual."

The expected correlation between perceived ease of use and perceived usefulness was indeed observed. The findings of this study align with the conclusions drawn from the Technology Acceptance Model (TAM) research conducted by Venkatesh and Davis (2000). Additionally, it is posited that the ease of using a tool can significantly contribute to its perceived usefulness. Broadly speaking, according to the TAM theory postulated by Krueger and Carsrud (1993), the Perceived Usefulness (PU) of technology impacts individuals' attitudes (ATT) toward its usage (Straub *et al.*, 1997) and serves as a determinant of their intentions to adopt the technology. Several studies also indicate that students tend to view a system as more valuable when they perceive it to be simpler to operate (Saad'e & Bahli, 2005; Gelderman, 1998).

Furthermore, a notable correlation was identified between perceived usefulness and the effectiveness of training (learning), which corresponds with the investigation conducted by Smith in 2006. Additionally, this outcome reinforces the conclusions drawn by Agarwal and Karahanna (2000), emphasizing that individuals' assessment of a system's usefulness significantly influences their utilization of it. The interdependence of perceived usefulness and the effectiveness of learning is evident.

8. Conclusion

The purpose of this study is to assess how the EI of trainees affects work performance and learning outcomes. It also seeks to determine the indirect

relationships between EI and perceived ease of use, training efficacy, and learning outcomes. It is the first thorough study to look at how these factors interact in a single study, emphasising how important emotional intelligence and good training design are in today's cutthroat business world.

EI exhibited correlations with training effectiveness, Perceived Ease of Use (PEU) with performance, and Perceived Usefulness (PU) with tools. A positive association was observed between EI and all the outcome variables. The pivotal role of emotional intelligence in the learning process has been demonstrated. An individual's emotions, social abilities, and competencies significantly contribute to their capacity to manage environmental demands and pressures, directly influencing their overall psychological well-being. Additionally, no prior research has explored the linkage between EI and perceived ease of use, nor has there been an examination of the relationship between training and personality traits. All the previous studies have explored the link between EI and training outcomes, few have specifically examined its impact on performance evaluations by supervisors in the retail sector. This unique perspective provides valuable insights into how EI translates into observable, job-relevant behaviours. Instead of solely focusing on traditional learning outcomes, this study uniquely examines how both the perceived ease and usefulness of training contribute to the link between EI and performance. This provides valuable insights into the psychological factors that drive engagement and ultimately influence the effectiveness of learning. Challenging the assumption of fixed personality traits, this study investigates the potential for training to shape specific traits, particularly those linked to emotional regulation. This opens exciting avenues for exploring the intersection of learning and personality development. Unlike other industries, retail demands specific skills to navigate unique challenges. This study delves into the retail context, offering valuable insights specifically tailored to organizations within this sector.

To enhance trainees' learning abilities, instructors can leverage their emotional intelligence during

training sessions to facilitate trainees' comprehension of concepts and skills. Consequently, an individual's proficiency in regulating their own emotions and those of others during training emerges as an effective strategy for augmenting training effectiveness. Khokhar and Kush (2009) underscored a strong correlation between learning and performance.

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