



ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE

**THE EFFECT OF LEADERR'S EMOTIONAL INTELLIGENCE ON
MOTIVATION OF EMPLOYEES (IN THE CASE OF BANK OF
ABYSSINIA)**

BY
SELAMAWIT AMHA

JUNE, 2023

ADDIS ABABA, ETHIOPIA



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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF BUSINESS
LEADERSHIP**

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ADDIS ABABA, ETHIOPIA

Declaration

I, Selamawit Amha, the under signed, declare that this thesis entitled: “The Effect of Leader’s Emotional Intelligence on Employees Motivation in the Case of Bank of Abyssinia.” is my original work. I have undertaken the thesis work independently with the guidance and support of the research supervisor. This thesis has not been submitted for any degree or diploma program in this or any other institutions and that all sources of materials used for the thesis has been duly acknowledged.

Name of student

Signature

Date

This is to certify that the thesisentitled: The Effect of Leader’s Emotional Intelligence on Employees Motivation in the Case of Bank of Abyssinia.Submitted in partial fulfillment of the requirements for the degree of Masters of business leadership, Addis Ababa University and is a record of original thesis carried out by [Selamawit Amha], under my supervision, and no part of the thesishas been submitted for any other degree or diploma. The assistance and help received during the course of this investigation have been duly acknowledged. Therefore, I recommend it to be accepted as fulfilling the thesis requirements.

Name of advisor

Signature

Date

Certificate of Approval

This is to certify that the thesis prepared by Selamawit Amha, entitled “**The Effect of Leader’s Emotional Intelligence on Employees Motivation in the Case of Bank of Abyssinia.**” and submitted in partial fulfillment of the requirements for the Degree of Masters of Arts in Business Leadership complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signature of Board of Examiner`s:

External examiner

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Internal examiner

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Dean, SGS

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LIST OF ACRONYMS

EI	Emotional Intelligence
ERA	Ethiopian Road Authority
EM	Employee Motivation
ESCI	Emotional and Social Competency Inventory
ESI	Emotional-Social Intelligence
RM	Relationship Management
SA	Self-Awareness
SDT	Self Determination Thoery
SM	Self-Management
SPSS	Statistical Process for Social Science
SOA	Social Awareness
VIF	Variation Inflation Factor
WEIMS	Work Extrinsic and Intrinsic Motivation Scale

ABSTRACT

The major objective of this study was studying the effect of leader's emotional intelligence on the motivation of employees of Bank of Abyssinia. The researcher collected data from employees and managers of the bank by distributing questionnaires which was used to measure their agreement and disagreement on factors identified by researcher. The study employed both descriptive and explanatory research design. On the other hand, the study employed quantitative research approach. The total population for this study was 2361 staff employees and managers. Accordingly, the study allowed 400 employees and managers from the central district to take part in the study as sample size drawn from the total population. The study also employed stratified and simple random sampling technique. Overall 400 questionnaires were distributed to respondents and 384(96%) of them properly filled and returned. The result from descriptive analysis shows that leader's in the bank acquire good level of self-awareness and self-management competencies while their social awareness and relationship management competencies labeled as average. The findings also show that the level of motivation of employees in the bank is not satisfactory. Regression analysis of the study yielded that self-awareness competencies and social awareness competencies have positive and significant effect on employee's motivation while self-management and relationship management competences found to have negative and significant effect on the motivation employees in the bank. The study recommended that Bank of Abyssinia should add an EI training program in boosting and leaders' and employees' emotional competencies.

Key Words: Emotional Intelligence, Self-awareness, Self-management, Social Awareness, Relationship Management, and Employee Motivation

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Due to the fact that different business sectors are restructuring or downsizing in order to remain competitive in the market, organizations are exposed to a variety of issues (Colombo et al., 2012). Organizations in emerging economies in particular have shown that a company's success or failure is determined by the leadership's reliance on strategic choices (Finkelstein et al., 2009).

Accordingly, earlier research has shown that effective leadership is crucial to an organization's success. Despite this, only a small number of research addressed the varied importance of leadership and concentrated on the issues that have an impact on leadership practices. Leaders who supervise staff from diverse racial and ethnic backgrounds must be aware of any cultural differences that can affect how they behave (Mumford et al., 2007). Previous studies have shown that perceptions of the leader are greatly influenced by feelings, sentiments, and emotions (Pescosolido, 2002). Emotionally competent leaders persuade their workforce to meet organizational standards of performance (Kulkarni et al., 2009).

Emotional intelligence is a relatively new phenomena, and academics have been researching it over the past few decades. Researchers from several schools of thought have found that emotional intelligence contributes. Possible results, such as mental and physical health, wellbeing, and social support, are explained by emotional intelligence. The functions, expression, and influence of emotional intelligence on employee behavior and work attitudes in the workplace have received very little study (Law, K. S., et al., 2008). Understanding emotions and how they influence behavior and thought is a component of emotional intelligence (Mayer, J. D. et al., 2008).

The majority of researchers have come to the conclusion that positive attitude behavior and outcomes are also influenced by emotional intelligence. In a wide variety of studies, the relationship between motivation and emotions has been established (Zurbriggen, E.; Land Sturman, T. S., 2002). According to Daniel Goleman, who developed the idea of emotional

intelligence in 1998, motivation is a fundamental component of behavior. Since the turn of the century, many professionals and academics have developed an interest in motivation. The motivation has been split into two components in earlier literature. Employees can be motivated by management using either coercive power or reward power. Management has followed two aspects since 1900: the first is to be harsh, and the second is to be good. These strategies are very important to management and help to inspire the workforce.

Since emotions play a role in every encounter between leaders and employees, research has shown that a leader's emotional intelligence is one of the most essential factors affecting how they express their emotions and impact employees (Kulkarni et al., 2009). According to many studies, the potential benefit of emotionally intelligent leaders varies greatly depending on organizational commitment (Nikolaou & Tsaousis, 2002), staff retention (Nowack & Learning, 2008), and employee growth (Langley, 2000).

As a result, Ethiopia, a developing nation, serves as the basis for this research. One of the most competitive industries in Ethiopia is banking, which has been working to overcome obstacles. Administrators in Ethiopia's banking industry have been working to boost and solidify the bank's position as an emerging market in the area. The number of studies done on the topic in Ethiopia is insufficient, given the significance of emotional intelligence of leaders in the success of organisation. The goal of this study is to analyze relevant emotional intelligence and how it affects employee motivation, notably in the banking industry. In order to understand how emotional intelligence competencies affect employees' motivation at Bank of Abyssinia in the core region of central district in Addis Ababa.

1.2. Statement of problem

Emotional intelligence (EI), which is the capacity that an individual has for learning about, understanding, and attending to his or her own emotions and those of others, has become a recent focus despite the fact that various traits and behaviors of leaders and elements of leadership have been studied and reported.

The success of these research and reports has drawn a lot of attention to emotional intelligence in the workplace over the past 10 years (Tofighi et al. 2015). A further recommendation made by Zeidner, et al. (2004) was that "over three decades of psychological assessment research have

vindicated the importance of taking social and emotional traits into consideration when attempting to predict occupational effectiveness."

This important finding led to the realization that emotional intelligence in leaders may explain aspects of job-related performance as well as the financial and operational success of organizations that cannot be fully explained by other concepts (Jafri, Dem, & Choden, 2016; Mayer, 2001; Peterson et al., 2003; Watkin, 2002). In the study of leadership and organizational effectiveness, academics have recently started to take emotional intelligence into account (Jordan & Troth, 2011).

There have been some studies done on emotional intelligence, to the researcher's knowledge. For instance, a study by Asrat in 2012 examined the connection between emotional intelligence and leadership effectiveness at Bahir Dar University; a study by Konjit in 2014 examined the link between leadership philosophies, emotional intelligence, and worker performance using data from the Ethiopian Road Authority (ERA); and a study by Mahlet in 2018 examined the connection between emotional intelligence and leadership effectiveness in primary schools in the Yeka Sub-city.

Numerous studies have already been conducted that examined the relationship between organizational performance and emotional intelligence in a variety of corporate settings, most frequently in Western nations (Boyatzis, R.E. 2006; Supramaniam, S.; Singaravelloo, K. 2021). Furthermore, according to scholars like Gondal and Husain (2013), developing nations have the potential to do in-depth study on this subject. These remarks inspired the researcher to carry out this investigation to examine Ethiopia's business environment, particularly in the banking sector. Research like this will have important practical ramifications for Ethiopian banks and other businesses because prior studies on the topic highlighted that emotional intelligence competencies might be increased through coaching and training.

The study fills the gap related to exploring emotional intelligence of managers in Ethiopia as a developing country especially, in the banking sector, where this type of empirical analysis has not been performed. Taking evidence from previous studies on the subject matter, management assumptions and their current capacity in the field of emotional intelligence, are less studied in developing countries such as Ethiopia.

The second area for improvement relates to understanding how leaders' emotional intelligence affects employee motivation. Some researchers focused on the development of managerial competencies and its impact on unit-level considerations or organizational performance rather than individual level considerations like employee satisfaction, employee motivation, and employee performance, which led to conflicting results on the topic.

The COVID-19 pandemic was also characterized by a higher level of emotional intelligence, according to scholars like Baba, M.M. (2020), who mentioned this in his paper. In addition, Daryanani (2021) said that the COVID-19 epidemic prompted adjustments, starting with the requirement for emotion management at work. The importance of this study is thus pertinent to the present, in the post-COVID crisis period, when high inflation and the challenging financial operations of the majority of Ethiopian business companies are anticipated, along with the challenge of achieving a higher level of performance (Huy, Q.N., 2009).

Previous research in developing nations revealed a statistically significant association between managers' and employees' emotional intelligence and the managing changes index. G. Rexhepi and B. Berisha (2017). As a result, this study will be added to the body of research that has already been done on emotional intelligence. It does so by examining the subject in a new business context—the banking industry, which is distinctive to Ethiopia—from the perspectives of management profiles, leadership styles, and the impact these have on the motivation of employees, particularly of those at Bank of Abyssinia. This study used Goleman's (2001) clusters of emotional intelligence competencies, including self-awareness, self-management, social awareness, and relationship management. Consequently, this study looked at how each emotional intelligence sign affected motivation.

1.3. Research Objectives

1.3.1. General Objective

The study's main objective was to look into how the emotional intelligence of a leader affected staff motivation in the context of the Bank of Abyssinia.

1.3.2. Specific Objectives

1. To evaluate the emotional quotient of Bank of Abyssinia executives
2. To determine how motivated Bank of Abyssinia staff members are

3. To examine the impact of self-awareness, self-management, social awareness, and relationship management emotions on the drive of Bank of Abyssinia personnel.

1.4. Significance of the study

The following key advantages of the study are anticipated: Through a closer examination of leaders' emotional intelligence levels and the relationship between those levels and employees' motivation, this study's design will contribute to both practice and theory by building on recent studies that demonstrate the link between high levels of emotional intelligence in leaders and employee motivation. This study can be used as a reference for the bank's board of directors to develop their leaders' emotional intelligence through instruction and training. The study may also be used by the bank's senior management to create training plans that will enhance, develop, and improve the managers' emotional intelligence capabilities. The results of this investigation would advance our understanding of emotional intelligence. Last but not least, those in administrative roles outside and inside the financial industry could benefit from this study's conclusions.

1.5. Scope/Limitation of the study

1.5.1. Geographical Scope

It is clear that Bank of Abyssinia has a variety of neighborhoods and branches in various parts of the city in an effort to assist its clients in obtaining financial services from the nearest branch feasible. Despite the fact that this bank has many districts and branches throughout the city, the study only includes the branches of the central area.

1.5.2. Theoretical Scope

The current study offers important information on emotional intelligence and how it affects corporate effectiveness by motivating employees. Employee motivation, emotional intelligence competence concepts, emotional intelligence model concepts, and the relationship between emotional intelligence and employee motivation were also examined in this study. The four skills that Goleman, D. (2011) developed—self-awareness, self-management, social awareness, and relationship management—are utilized in this study.

1.5.3. Methodological Scope

Methodologically, the study employed descriptive type of research design to assess the level leader's emotional intelligence and employee's motivation in the bank. In addition to this,

quantitative approach was used to analyze gathered data. Additionally, questionnaire was used to gather data from target managers and employees of the bank in the selected district. Aiming to identify the effect of emotional intelligence of leaders on the motivation of employees the study make use of inferential analysis in the form of correlation and regression analysis.

1.6. Limitation of the Study

The research has some limitations that are reflected in the small sample size of respondents as well as the particular business climate of the region where the research was done, in addition to the previously mentioned theoretical and practical consequences. Additionally, the research's data came from primary sources (questionnaires, surveys). As a result, there is restricted coverage for the primary data collection where the interview will take place.

1.7. Definition of Terms

Emotional Intelligence: is the knowledge of emotional information necessary for effective and outstanding work performance (Boyatzis and Sala, 2004).

Employee Motivation: is defined as the educating of employees to channel their efforts towards organizational activities and thus increasing the performance of the said boundary spanning roles (Ran 2009; Armstrong (2006); Eberendu & Okere 2015).

Self-awareness: is insightfully processing feedback about oneself to improve one's effectiveness. (Dubrin, 2007)

Self-management: involves a person applying behavior change tactics to their own behavior to produce a desired change' (Cooper, Heron & Heward, 2007).

Social Awareness: is awareness of other people's feelings, needs, and concerns (Goleman, D., 2011).

Relationship management: involve getting along well with others, handling conflict, clearly expressing ideas and using sensitivity to manage others' feeling (Goleman, D., 2011).

1.8. Organization of the Study

The research was divided into five important chapters. The first chapter covers the introduction of the research topic in the form of the study's history, problem statement, study objectives, and other pertinent introductory topics. A survey of the literature on this research issue is covered in the second chapter. The research methodology is mostly focused on data collection methods, variables definition & measurement, and method of analysis in Chapter 3. The fourth chapter is

entirely devoted to the presentation of data, analyses, interpretations, and discussions of outcomes, while the fifth chapter is entirely devoted to a summary, conclusion, and suggestion.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter explores theoretical literature that covers ideas like employee motivation and emotional intelligence. This study also addressed the notions of emotional intelligence competency, emotional intelligence models, employee motivation, and the relationship between emotional intelligence and employee motivation. The chapter also discusses empirical research on leaders' emotional intelligence that has been done in Ethiopia and elsewhere. The study's conceptual framework was then constructed.

2.1. Conceptual and Theoretical Review

2.1.1. The Concept of Emotional Intelligence

It appears that the term has multiple definitions based on many articles, books, and other resources on the subject of emotional intelligence. This is partly because it is difficult to understand each word in the term: intelligence and emotional. The usual definition of intelligence is the capacity or aptitude for comprehension and learning. Cool and hot intelligences are two categories for intelligences. According to Mayer, Panter, and Caruso (2012), cool intelligences are those that "deal" with knowledge that is "relatively impersonal in relation to the individual" and include verbal-comprehension intelligence and numeric intelligence. Hot intelligences "concern the degree to which a person can reason about hot information: Information that is particularly personally relevant and consequently can trigger a person's mental pleasure and pain" The cold intelligences were the focus of intelligence research in the beginning, but hot intelligences have lately been added. According to Purcell and Wilcox (2007), there are many different types of intelligence, including EI, social intelligence, technological intelligence, and academic intelligence.

Charles Darwin studied emotions to support his theory of evolution in the 19th century, which is when the other component of emotional intelligence, emotion, first emerged (Darwin, 2007).

Simple definition: An instinctual or intuitive state of mind, an emotion is a sensation or an element of affect that exists in a person's subconscious. Anger, Sadness, Grief, Fear, Joy, and Happiness are six emotions that have been identified as being universally recognized in all cultures as a result of the development of psychology (White, 2005).

Emotions "cause rational and irrational thinking, are interrelated, and are necessary for personal and professional decision making," according to Donaldson-Feilder and Bond's (2004) research. Moreover, according to Caruso, Salovey, and Mayer (2004), "Emotions have the functional purpose of signaling relationships and changes in relationships, real or imagined, primarily between people and their environment (including other people)". "Leaders make a lot of decisions every day, some of which are important. Leaders must take emotions into account for this reason alone since these decisions entail emotions. The ability to recognize and comprehend one's feelings is referred to by a term that is created by fusing the words intellect and emotion. Emotional intelligence (EI) can be defined as a person's capacity to identify and comprehend their own emotions as well as those of others.

Applying the idea of emotional intelligence is a requirement for good leadership since, according to Goleman (1998), emotional intelligence competencies account for 90% of successful leadership in organizations. Higher performance motivation may result from these leaders' stronger organizational commitment, more organizational identification, and improved organizational task performance (Supramaniam, S.; Singaravelloo, K. 2021). They make the best business decisions by self-monitoring their emotions and controlling the emotions of others (Diggins, C. 2004). They provide a fantastic example for their team members, who will look up to them as role models now that they have a mutual feeling of trust and cooperation. The majority of employees would succeed in their professional and personal development as a result of such a domino effect in an organization, which would improve their contentment, motivation, devotion to their jobs, and productivity. Organizational performance would improve if emotional intelligence had a favorable effect on personnel performance.

2.1.2. Theoretical Models of Emotional Intelligence (EI)

A number of models have emerged in the field of emotional intelligence (EI) over time. Many authors have promoted the idea of emotional intelligence since Goleman's publication in 1995, but without having the proper research methodologies to direct their promotional efforts (Cooper

& Sawaf, 1997; Elas, Tobas, & Friedlander, 1999). The work of scientific EI research has been hampered by these opportunistic businesspeople who have become specialists in EI. Another set of researchers (Bar-On, 1997; Boyatzis, Goleman, & Rhee, 2000; Mayer & Salovey, 1997) have made an effort to restore the construct's legitimacy by creating models based on a study of the literature and outlining valid empirical experiments to validate them.

The three theories of EI by Bar-On (2000), Mayer and Salovey (1997), and Goleman (1998) have piqued the interest of many among the many contemporary theories of EI. All three theories seek to comprehend how people identify, comprehend, use, and manage emotions in order to forecast and enhance personal effectiveness (Goleman, 2003). Current research on emotional intelligence has been led by these three theoretical perspectives, and all three approaches look at the emotional aspects of emotionally intelligent people. The emotional-social intelligence (ESI) model created by Bar-On (1997; Bar-On, 2006), the emotional competencies model created by Goleman (1998; 2001; see also Boyatzis, 2006), which focuses on the workplace, and the emotional intelligence (EI) skills-based model created by Mayer and Salovey (1997; Brackett & Salovey, 2006) are among these three theoretical approaches..

2.1.2.1. The Emotional Intelligence Personality-based Model

Reuven Bar-On (2005), who created a tool to evaluate EI in wellbeing in the 1980s and coined the term "emotional quotient," explains a widely accepted scientific viewpoint. Emotional intelligence (EI) is a set of personal, social, and emotional abilities that affect how well a person manages the demands and difficulties of daily life.

Five areas of emotional and social intelligence were identified by Bar-On (2005). These areas are: (a) intrapersonal - self-awareness and self-expression; (b) interpersonal - social awareness and interpersonal relationships; (c) stress management - emotion management and regulation; (d) adaptability — change management; and (e) general mood - self-motivation. Emotional-social intelligence is, in Bar-On's words, "a cross-section of interrelated emotional and social competencies, skills, and tools that determine how effectively we understand and express ourselves, understand and relate to others, and cope with daily demands" (Bar-On, 2006). Bar-On's goal in creating the model was to take into account the aspects of social and emotional functioning that allow people to achieve psychological well-being (Bar-On, 2000, 2004, 2006).

According to Bar-On's (2006) model, emotional and social intelligence is broken down into five domains, each of which is further broken down into intrapersonal skills. These intrapersonal skills include the capacity to recognize and comprehend one's own emotions, feelings, and ideas; interpersonal skills are the capacity to recognize and understand the emotions, feelings, and ideas of others; adaptability is the capacity to be open to changes in one's feelings depending on the situation; and stress management.

The majority of academics and researchers concur that Bar-On's (1997; 2000) theoretical approach to EI is more extensive and well-rounded than Mayer and Salovey's (1997) model. However, because of this broad approach, which takes into account emotional and social competencies, many detractors have argued that Bar-On's model lacks empirical support. Additionally, this concept lacks psychometric support due to the nature of self-report measures (Feather, 2009).

2.1.2.2. The Emotional Intelligence Ability-based Model

The Mayer and Salovey mental ability model (Mayer & Salovey, 1997) is the theoretical framework that has received the greatest attention and description in academic journals, according to reviews of the literature on emotional intelligence (Matthews et al., 2002; Geher, 2004). Individual EI can be described by three interrelated domains: (a) evaluation and expression of emotion, (b) control of emotion, and (c) utilization of emotion, according to Peter Salovey and John Mayer (1990).

The fact that this model has a solid theoretical foundation is what has sparked the scientific community's intense interest in it. Another factor in its acceptability and success is the novel measurement techniques it provides in comparison to existing EI methodologies. Finally, because the EI capability-based model is founded on methodical evaluation and research, empirical evidence may be used to support it (Fernandez-Berrocal & Extremera, 2006). Some opponents of the EI notion are starting to give the idea more credence since they see Mayer and Salovey's model as a legitimate method for examining intelligence that could further the study of emotional individual differences (Matthews et al., 2002).

The ability-based model's proposal that sees emotional intelligence (EI) as a mental capacity, including the "ability to perceive, accurately appraise, and express emotions; the ability to access and/or generate emotions when they support thinking; the ability to understand emotions and

emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997), is the one that has received the most support.

Perception (the most fundamental level), Assimilation, Comprehension, and Regulation (the highest and most sophisticated level) of emotions are the four abilities that make up the hierarchy of the EI skills model. According to Mayer and Salovey (1997), since EI is based on the acquisition of skills that advance along their hierarchy's four levels, it can be assessed using techniques akin to those used to measure more conventional emotions and should be regarded as a crucial component of intelligence..

2.1.2.3. The Emotional Intelligence Competency-based Mode

Goleman (1995) coined the concept and listed five key components of EI in his book *Emotional Intelligence: Why It Can Matter More Than IQ*. Identifying one's emotions, managing them, inspiring oneself, identifying others' emotions, and managing relationships are the first five skills (Boyatzis et al., 2000; Goleman, 1998, 2001). Goleman offered a theory of performance in companies based on a model of EI that has come to be known as a workplace-focused competency model in his second book on emotional intelligence, which was published in 1998. The approach is founded on a number of competences or clusters, including::

- 1) The emotional self-awareness cluster, which entails identifying one's own advantages and disadvantages, as well as those of others, through comprehending how they are experiencing. People who have mastered skills from this cluster, such as accurate self-evaluation, emotional self-awareness, and self-confidence, are better able to evaluate their own and others' capabilities and limitations, learn from their own and others' mistakes, and continually strive for improvement. "Star performers" are identified by these skills in personnel. In their article published in 2019, the authors Vani, Sankaran, and Kumar stated that "leaders with this quality are receptive, deal constructively with criticism, and are learning-oriented."
- 2) The ability to control one's anxiety, rage, and emotional impulsivity is referred to as emotional self-management. On the other hand, the promotion of one's creative and innovative potential as well as the growth of one's strong aspiration is referred to as emotional self-management. The following competencies make up this group: self-control, dependability, diligence, adaptability, readiness to work, and initiative. Employees view

managers as reasonable decision-makers who they can trust because of these qualities (Pinos, V. et al. 2013).

- 3) The third cluster, known as social awareness, is concerned with a person's capacity to identify nonverbal cues like voice inflection, facial expressions, and gestures that hide emotions, needs, and wants. Empathy, service orientation, and organizational awareness are among its core qualities. The manager can change their own behavior to have a good impact on employees by using the feedback they receive from the aforementioned competences to understand how employees react to their actions and decisions (Pinos, V. et al. 2013). According to Vani, Sankaran, and Kumar (2019), people who possess the competences in this cluster become good team players who value trust.
- 4) The relationship management cluster is a subset of social competence that deals with interpersonal relations and the capacity to forge effective connections and exert influence. As a result, it stands out as a crucial skill for visionary leaders in high positions who should serve as role models for workers and consequently have an impact on how the vision is implemented collectively. The competences that make up this skill set are as follows (Boyatzis et al., 2000): Developing Others, Influencing, Communicating, Managing Conflict, Leading, Catalyzing Change, Building Relationships, and Teamwork and Collaboration.

The abilities from the emotional self-awareness cluster, which serve as the foundation for further development of the emotional competences from the following clusters, should be possessed by a person before they can fully fulfill the potential of their emotional intelligence. Self-confidence is the core ability that has the biggest influence on performance within the emotional self-awareness cluster (Boyatzis, R., 1982). Given the environment's uncertainty, the innovations the bank must implement, and the potential detrimental effects of external market trends on the workplace, such as the loss of jobs during the COVID-19 pandemic, the emotional self-management competencies from the second cluster are crucial for managing the stressful situations that are occurring more and more frequently. These competencies will enable the employee to avoid demotivation and to develop.

From a performance perspective, the most important competencies in this cluster are conscientiousness Barrick, M.R.; Mount, M.K. (1991), performance orientation, and initiative, as they describe individuals as proactive and persistent employees who continuously influence to

achieve better performance (Goleman, 2001). Looking at the third cluster, that of social awareness, an important competency for promoting higher performance is empathy, especially when performing work tasks in multidisciplinary teams and with a larger number of participants who are different from each other, as well as for employees who are constantly in contact with end customers. Good leaders should be committed to developing “empathy skills” to avoid leaving their employees disgruntled and demoralized (Singh, P., 2013). In addition, in order for leaders to develop as many long-term and successful external partnerships as possible, they should have developed the aforementioned competencies.

In terms of the fourth cluster, relationship management, the competency of being a change catalyst and the competency of teamwork and collaboration are critical in influencing employee performance (Goleman, 2001; Totterdell, P. et al., 1998). These competencies motivate greater commitment and work performance by fostering a positive work environment and a sense of importance among employees. According to Goleman (2001) and Boyatzis (2003), having competences from all of the clusters in the right proportions results in a synergistic effect rather than just having abilities from one cluster to have a higher beneficial impact on organizational performance.

Conclusion: It can be said that all of the aforementioned competences require a person to be aware of themselves and their emotions, to know how to manage and deal with them effectively, and to be aware of their peers and how to manage their interactions with them. In order to effectively communicate with their staff, emotionally intelligent leaders need to be both emotionally stable and expressive (Lee, Q., 2005). The supervisor will then understand how to interact with his staff in various professional settings to provide the best results for both parties..

2.2. Empirical Review

In their study, Christie et al. (2007) looked into the relationship between motivation and emotional intelligence. Despite not being one of the emotional intelligence dimensions, their research findings indicate that motivation is substantially correlated with the emotional intelligence of the study's respondents. The results of Saad's (2011) study, which looked at the relationship between emotional intelligence and work motivation, showed that the two factors are positively significant and that emotional intelligence is a key factor in explaining changes in work motivation

Roy et al. (2013) looked into the relationship between emotional intelligence and motivation in university students. They found that there are emotional differences in the respondents' motivation levels and that there are significant positive relationships between motivation and emotional intelligence in the study. Employees' job motivation and emotional intelligence were examined by Hassanzadeh and Kafaki (2014). They discovered a substantial linear link between the two variables as well as between the emotional intelligence dimensions and the motivational variables in the study. The added emphasis on the dimensions and the motivational elements makes this research intriguing.

Ateş & Buluc (2015) looked at the connection between job motivation and emotional intelligence and discovered a strong feedback between the two variables. In other words, both job motivation and emotional intelligence are caused by each other. Their analysis is causal rather than merely descriptive, which makes their research fascinating. In an effort to further this discussion, Atiq et al. (2015) looked into the connection between motivation at work and emotional intelligence. Their study's findings indicated a significant link between work motivation and emotional intelligence.

In a related study, Yang et al. (2015) investigated the connection between emotional intelligence and job motivation and produced findings that showed a strong positive relationship between the two. Both intrinsic and extrinsic work motivation were investigated in the study. In a survey, Levitats and Vigoda-Gadot (2017) investigated the impact of emotional intelligence on motivation. They found a strong positive association between emotional intelligence and motivation. The relationship is linear, they said. In contrast to other earlier research, their study looked at both direct and indirect links in the predicted models.

When Gorji et al. (2017) looked at the relationship between emotional intelligence and work motivation, they discovered that general emotional intelligence had a strong beneficial impact on both general work motivation and the work motivation variables they looked at in their study. Their analysis is additionally intriguing because it accounts for both the factors and higher-level job motivation. In a study, Phillips (2018) demonstrated how emotional intelligence affects work motivation. The results of her empirical investigation into the link between emotional intelligence and workplace motivation showed a sizable impact of emotional intelligence on

motivation. According to the study, participants were more driven when they were highly attuned to the emotions of others.

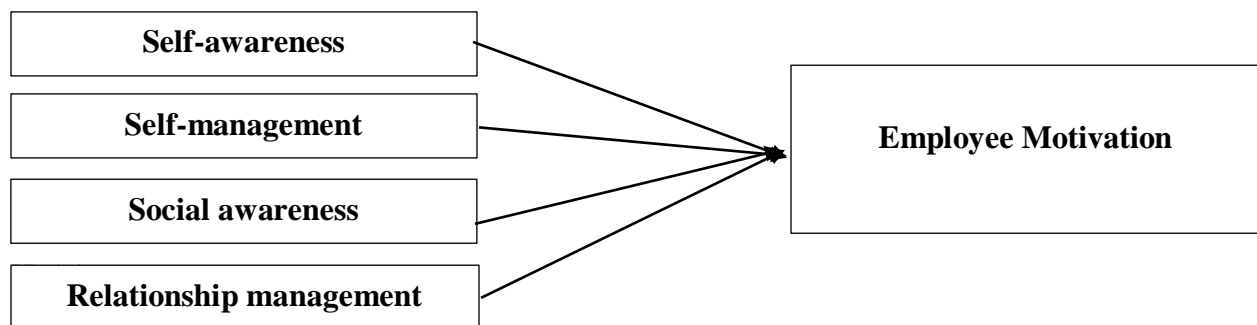
A recent study by Bimayu et al. (2020) that looked at the relationship between emotional intelligence and motivation found a strong positive relationship between the two. Similar to this, Mukokoma (2020) explored the relationship between emotional intelligence and job motivation in a comparable study and discovered a strong feedback between the two. Because it analyzes both inner and extrinsic motivation, this study is noteworthy.

Strong emotional intelligence can assist a leader be effective in the organization and motivate the staff to get the desired results, claims a Goleman study from 2002. As a result, the findings also demonstrated how dramatically better employee attitudes and behavior may be affected by a leader's emotional intelligence.

2.3. Research gap

The empirical review above shows that practically all of the studies listed above were not carried out locally. Therefore, the gap in regional research on emotional intelligence and employee motivation can be found. The majority of local studies concentrated on how emotional intelligence affects an organization's effectiveness. In addition, the educational sector received more attention in earlier writing on the topic than the financial sector. By investigating the impact of emotional intelligence on employee motivation using data from Bank off Abyssinia in the downtown Addis district, this study fills a gap in the prior literature. Conceptual Framework

Figure 2.1 | Conceptual Framework



Source: Goleman, (2001)

Based on the literatures reviewed the study came up with the following hypotheses

H₁: Self-awareness emotion has a significant & positive effect on motivation of employees.

H₂: Self-management emotion has a significant & positive effect on motivation of employees.

H₃: Social awareness emotion has a significant & positive on motivation of employees.

H₄: Relationship management emotion has a significant & positive effect on motivation of employees.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research Design

Both descriptive and explanatory research designs were used in the study. A phenomena and its properties can be described using the descriptive study design (Hussein, 2015). The study used a descriptive study design to gather information about the motivational level of bank employees as well as the emotional intelligence competencies of bank leaders. The study also evaluated how four emotional competences of leaders affected the motivation of workers at the bank in the chosen Addis Abeba district. When a researcher comes across an issue that is previously recognized and has a description, but an understanding is needed to exist, explanatory research is undertaken (Grey, 2014). Explanatory study also be used to identify the relationship between the four independent variables and the employee motivation in the bank under study.

3.2. Research Approach

In order to determine the relationship between the dependent variable (employee motivation) and the four independent factors, the study used a quantitative technique. Quantitative research is described as "A research strategy that emphasizes quantification in the collection and analysis of data" by Bryman (2012). It indicates that quantitative study implies significance. The how many, how much, and to what extent inquiries are the starting points for this research technique (Rasinger, 2013).

3.3. Data Type and Data Source

3.3.1. Primary Sources

This data was gathered directly from research participants or bank personnel in a few Addis Abeba district branches, and because it is factual and direct, it is regarded as the most significant sort of data (Creswell, 2013). To obtain data from a diverse range, the survey questionnaire was distributed at random to various groups of individuals in the bank from marketing managers to employees to management from various levels of hierarchy. These individuals were contacted through the human resources division of the bank under study. This study employed primary sources to gather in-depth information about how culture affects marketing while also bolstering critical critique of the topic. The primary source of data for the study in this regard is a questionnaire.

3.4. Population and Sample size

3.4.1. Target population

As it has mentioned above employees of Bank of Abyssinia at different position at the head quarter and central district branches was total population of the study. In this regard, there are 5,244 employees of the bank in 267 branches all over Addis Ababa but, the study is delimited to only head office and central district branches. The number of employees at the head office of the bank counted for 1,235 while for the central district is 1,126 resulting in a total of 2361 of target population.

3.4.2. Sample Size

The sample size is the actual member of subjects chosen as a sample to represent the population (Sekaran and Bougie, 2010). The target population of the study is 2361 employees of the bank and the number is too large to undertake which may present various difficulties in undertaking the study. For this reason the researcher used Cochran's (1977) formula to draw a sample size which determine the exact number of selected study participants.

$$n = \frac{N}{1 + Ne^2}$$

Where, n= the size of the sample

N = the size of the population= 2361

e = the margin of error = 5%

$$n = \frac{N}{1+Ne^2} = \frac{2361}{1+2361 \times 0.05^2} = 400$$

3.5. Sampling Technique

By taking into consideration the nature of the study and organizational structure, the study employed stratified sampling technique so as to get a representative sample for each stratum in the organization. Simple random sampling technique was used to decide study participants from each stratum by giving equal chance of participation in the study.

3.6. Data Collection Procedure and Tools

3.6.1. Data Collection Procedure

The sample population was based on managers and other participants currently working for the bank in the selected district branches of Bank of Abyssinia in Addis Ababa. As much as possible, the study tried to involve employees of the bank from every position as the nature of the study requires that level of distribution. Hence, employees holding low, middle or senior management positions and other non-manager participants/employees were target participants. In this regard, the study have better representatives of population and allow researcher to use this methods (Hair, et al., 2002). Employee participants were contacted through their human resource department of the bank as they were assured about the confidentiality and anonymous of their details, and it was be entirely voluntary.

3.6.2. Data Collection Tools

Questionnaire was used as the main tool in collecting data from the employee participants in the selected branches of the bank under study. Questionnaire is a quick method of collecting data as it consumes less time and flexible in covering whole sample with preplanned time frame. The questionnaire was organized with scales to measure emotional intelligence of top managers in the bank and those questions are adopted from HAY Group. Emotional and Social Competency Inventory (ESCI) (2011). Additionally, Participants completed the 18-item WEIMS which is adopted from Tremblay, M. A., et al. (2009). WEIMS is divided into three-item six subscales, which correspond to the six types of motivation postulated by SDT (i.e., intrinsic motivation, integrated, identified, introjected and external regulations, and amotivation). Participants were

asked to indicate on a Likert-type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) the extent to which the items represent the reasons they are presently involved in their work

3.7. Data management and Analysis

Respondent's attitude towards the area under study was gathered through questionnaire as it has been depicted above. After collecting data from respondents the next task ahead was editing and checking the responses to see if they are fit to be coded and analyzed. Afterwards the data from the questionnaire was coded to the Statistical Process for Social Science (SPSS). The results from the SPSS was displayed in tabular (table) form to give a clear image on the information about the respondent's response to each variable. The data from SPSS analyzed using descriptive statistical tools such as frequency, minimum, maximum, mean and SD (standard deviation). The relationship between emotional intelligence competencies and employee motivation was analyzed with the help of inferential statistic through correlation and regression.

3.8. Validity and Reliability

3.8.1. Validity

The degree to which a test or assessment measures what we actually want to measure is referred to as its validity. (Kothari, 2004) To assess the validity, an extensive examination of the literature was conducted first, and survey questions were adapted and tested for validity. Before data collection, the instrument and research approach were revised and commented on by a professional advisor. In addition, the research purpose was publicized, and sample questionnaires was distributed to some selected employees at different positions of headquarter and central district of the Bank of Abyssinia. Officers' feedback was gathered, and the final questionnaire was prepared applying corrective actions.

3.8.2. Reliability

Reliability concerns the extent to which an experiment, test or any measuring procedure yields the same results on repeated trials (Carmines and Richard, 1979). Reliability of a study is a pre-requirement for the result to be interpretable and help for generalization (Ghiselli, 1981). Cronbach's alpha was used to measure internal consistency (reliability). Cronbach's alpha was used to check the reliability of the main tool of data collection for this study, which is questionnaire. Cronbach's alpha regarding each variable was taken as reliable the overall reliability is well above 0.7.

Table 3.1 1Reliability analysis results

Reliability Statistics	
Cronbach's Alpha	N of Items
.887	5

Source: Own Surevy, 2023

3.9. Ethical considerations

The researcher followed ethical ways in undertaking this study. Participants signed prepared informed consent. Employees or study participants was guaranteed about the confidentiality of information and identity of individuals were not be mentioned in the study.

3.10. Model Specification

The researcher employed the following model to measure the impact of independent variables on employee motivation.

$$Y = (\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4) + \text{error term}$$

Where: Y = the outcome variable (dependent variable)

β_0 =the coefficient of the constant or y-intercept,

β_1 = the coefficient of the Self-awareness (X_1)

β_2 =the coefficient of the Self-management (X_2),

β_3 =the coefficient of the Social awareness (X_3),

β_4 =the coefficient of the Relationship management (X_4).

Error term = the difference between the predicted and observed value of Y

CHAPTER FOUR

4. DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1. Response Rates

At the Central District, 400 questionnaires were given out to Bank of Abyssinia workers. However, 384 valid and useable questionnaires for statistical analysis were discovered when the gathered questionnaires were checked for missing data and other inconsistencies. According to Mugenda (2003) and Cooper and Schindler (2014), a response rate of 50% is sufficient for analysis, while a response rate of 60% is good and a response rate of 70% is outstanding. The 96% response rate is therefore excellent for moving forward with data analysis.

4.2. Demographic Information of Respondents

Here is a presentation of the respondents' general background data. We looked at the respondents' gender, age, experience working for the bank, education, and the department they are employed in.

Table 4.1 1Profile of respondents

Characteristics of respondents		Frequency	Percentage
Gender	Male	256	66.7
	Female	128	33.3
	Total	384	100.0
Age	20 - 27	96	25.0
	28 - 35	160	41.7
	36 - 45	96	25.0
	46 - 55	32	8.3
	Total	384	100.0
Experience	1 – 5	128	33.3
	6 – 10	192	50.0
	11 - 15	64	16.7
	Total	384	100.0
Qualification	Diploma	-	-

	First Degree	320	83.3
	Masters	64	16.7
	Total	384	100.0
Working Position	Top manager	32	8.3
	Customer service manager	32	8.3
	IT technical	64	16.7
	Front-line Employee	256	66.7
	Total	384	100.0

Source: Own Surevy, 2023

The table above essentially portrays a part of 66.7:33.3 between male and female respondents separately. This study result appears that most of the respondents of the study are males and typically it is possible to say that majority of employees in the bank are males.

Regarding the age category of respondents, the lion's share (41.7%) of the respondents are between the age of 28 and 35. The table over appears that most of the representatives are youthful within Bank of Abyssinia. Respondents with in the age range of 20 – 27 and 36 -45 registred a similar repose rate of 25%. This still appears that the bank is built with essentially high number of youthful employees as only 8.3% of them are in between 46 and 55.

Because it can be seen from the above table, lion's share of respondents has long life span as employee of the organization. Particularly, 50.0% of the respondents have an involvement between 6-10 years, while 33.3% of the respondents have been employed for 1 - 5 years, and 16.7% of the respondents have been working within the bank from 11 -15 years. This shows that the current employees in the bank are capable of reflecting on the emotional intelligence of leaders and on the motivation of employees taking consideration from their bank's perspective.

Agreeing to the study result the respondent's education levels is either first degree or master's degree each having ratio of 83.3% and 16.7% respectively. Taking from this result majority of the employee in this bank are first degree holders. Overall, the educational level of employees of Bank of Abyssinia is an indicator that the bank has sufficient amount of literate employees.

According to te table above, out of 384 employees who returned eligible questionnaire, most of or 66.7% of the respondents were Front-line Employees, 16.7% of respondents IT technical,

andan equal response rate of 8.3% is registered for participants who are customer service manafger and top managers. Thus, as the result suggests employees from different working positions of the bank took part in this study which enable the researcher to have comprehensive view of emotional intelligence of leaders and its association with employee motivation.

4.3. Data Analysis related to the Study

4.3.1. Descriptive Statistics

Descriptive statistics in this study is employed to capture employee’s perception towards each variable/factor in the study and their respective effect on their performance. Each variable is subject to 5-scale Likert measurement aiming to measure the responses in range of 1-5. As it has been discussed in the questionnaire, 1 represents strong disagreement, 2 is for disagree, neutral is represented with 3, 4 stands for agree, and 5 for strong agreement level. Mean and standard deviations have been used to reflect the perception of employee of the organization towards each variable as it is displayed in the table below. In this regard, the mean value can be interpreted as;

Table 4.2 I Interpretation of Mean Score

Mean Score	Interpretation
4.51 – 5	Very good/excellent
3.51 – 4.50	Good
2.51 – 3.50	Average/moderate
1.51 – 2.50	Poor
1 – 1.50	Very Poor

Source: Norasmah and Sabariah, (2011)

Table 4.3 I Descriptive Analysis of Emotional Intelligence factors and Employee Motivation

Descriptive Statistics			
	N	Mean	Std. Dev.
Self-Awareness	384	3.93	.52
Self-Management	384	3.53	.55
Social Awareness	384	3.48	.47
Relationship Management	384	3.48	.89
Employee Motivation	384	3.44	.47

Source: Own Surevy, 2023

Though the main objective of this study is identifying the effect of leader's emotional intelligence on the motivation of employees the study also conducted descriptive analysis aiming to assess the level of emotional intelligence and employee motivation in the bank. Taking the results displayed in the table above, one could conclude the self-awareness of leaders of the bank at a good level. This result is supported by the average mean value of 3.93. This shows that leaders of the bank are well aware of their capabilities, emotions, and behaviors which may have a good influence in their decision making abilities and adequate consideration of the impact of their decisions on the employees of the bank. Taking the parameters used to represent self-awareness by this study, it is possible to say the bank under study is hugely beneficial as self-awareness of leaders can lead to higher motivation, less stress, and interested employees as depicted by various studies before.

The grand mean for self-management with respect to the bank under study registered to be 3.53. This is an indication for leaders of the bank acquiring the capability of self-management. Considering the importance of banking sector and the intensity of competition in the sector for Bank of Abyssinia having leaders with self-management skills puts the bank in a better competitive position as decisions made from well-organized assessment, navigation, and careful consideration of difficulties. The bank would benefit from leaders with self-management skills as they are focused and composed during tough situations and providing enthusiasm and optimism when needed most.

According to the response from employee participants social awareness and relationship management practices of emotional intelligence of leaders are at the moderate level in the bank as indicated by average mean value of 3.48 for both dimensions of emotional intelligence.

Finally, employee motivation practices of the bank has been analyzed descriptively and the response from employees the level of motivation of employees in the bank is at the moderate level. It is justified by the average response mean of 3.44. Individual personnel working for a company can improve their working performance or complete tasks far better than they typically do with the help of motivation. Considering the limitation of emotional intelligence of leaders in terms of social awareness and relationship management it is possible to deduce it could be a reason why employees seem to be less motivated.

4.4. Inferential Analysis

4.4.1. Linear Regression Assumption Tests

Prior to conducting inferential analysis, the study looked for to decide if the data gathered abused any fundamental regression assumptions. Collinearity, linearity and normality tests have been employed.

4.4.1.1. Collinearity Test

Study objectives has been kept in mind in conducting Collinearity tests and normality plot has been made on the residuals of the regression model in testing the relationship among the independent i.e. the four leadership styles and employee performance of the organization under study. The motive behind conducting multicollinearity is to point out any inter-dependency among independent variables of the study. (Saunders, Lewis, & Thornhill, 2009) The rule of thumb is that VIF (Variation Inflation Factor) factors yielded should not exceed 10.

Table 4.4 | Collinearity Analysis Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Self-Awareness	.501	1.994
	Self-Management	.378	2.649
	Social Awareness	.442	2.262
	Relationship Management	.672	1.488
a. Dependent Variable: Employee Motivation			

Source: Own Surevy, 2023

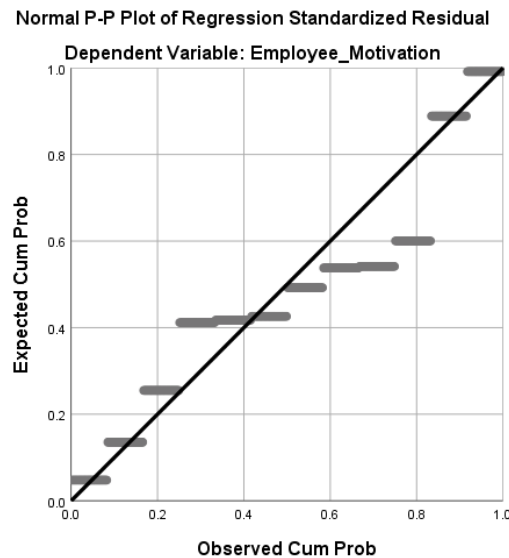
The results from the collinearity analysis in the model above shows all variables with VIF factor below 10; Self-Awareness (VIF = 1.994), Self-Management (VIF = 2.649), Social Awareness (VIF = 2.262), and Relationship Management (VIF = 1.488). Accordingly, collinearity assumptions has met by the study. Since no issue of collinearity is observed, it possible to run the regression analysis.

4.4.1.1. Linearity Test

The researcher conducted normality test to check if eth data which is being used for regression is gathered from normally distributed population.

As it can be seen from the Normal Probability plot it is possible to say the data is obtained from normally distributed population as all the points on the plot are close to the diagonal or normality line.

Figure 4.1 1Normal Probability Plot

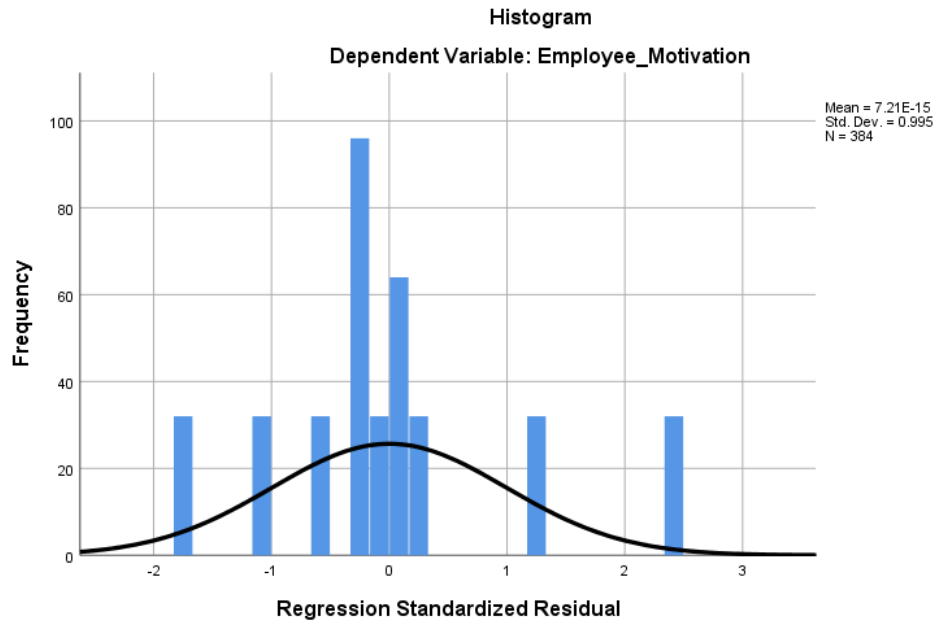


Source: Own Computation, 2023

4.4.1.1. Normality Test

To ensure that the data utilized in the regression analysis was taken from the population's regularly distributed data, a normality test is performed. The following table displays the outcome. The fundamental criterion is that the distribution can be regarded as normal if any of these values for skewness or kurtosis is less than 1.0. If one of these values is greater than ± 1.0 , the distribution is termed asymmetrical. The distribution cannot be regarded as normal if the values are greater than 1.0 because the skewness or kurtosis is outside the normalcy range (Ababio, 2022).

Figure 4.2 INormality Plot



Source: Own Computation, 2023

The most obvious way to tell if a distribution is approximately normal is to look at the histogram itself. As it can be seen from the graph above the graph is approximately bell-shaped and symmetric about the mean, it is usually assumed normality. So, the distribution can be considered normal.

4.4.2. Correlation Analysis

The study conducted Pearson correlation to identify the type of association/ correlation i.e. positive or negative among the predictor or independent variables (self-awareness, self-management, social awareness, and relationship management,) which are correlated with the dependent variable (employee motivation).

Table 4.5 | Correlation Analysis Results

Correlations					
	SA	SM	SA	RM	EM

SA	Pearson Correlation	1				
	Sig. (2-tailed)					
SM	Pearson Correlation	.657**	1			
	Sig. (2-tailed)	.000				
SA	Pearson Correlation	.561**	.608**	1		
	Sig. (2-tailed)	.000	.000			
RM	Pearson Correlation	.181**	-.092	.369**	1	
	Sig. (2-tailed)	.000	.070	.000		
EM	Pearson Correlation	-.027	-.326**	.443**	.274**	1
	Sig. (2-tailed)	.002	.000	.000	.000	
	N	384	384	384	384	384
**. Correlation is significant at the 0.01 level (2-tailed).						
Key: SA – Self-Awareness, SM – Self-Management, SOA – Social Awareness, RM – Relationship Management, EM – Employee Motivation						

Source: Own Surevy, 2023

The findings above show that there is significant and negative correlation in between the two independent variables such as self-awareness and self-management and employee motivation with the value of $r = -.027$ and $-.326^{**}$ and $p = .000 < 0.05$. Social awareness found to have significant and positive association with employee motivation. The correlation is justified by r value of $.443^{**}$ and $p = 0.000$. Finally, the correlation between relationship management and employee motivation found to be significant and positive as indicated by the r -value of $.274^{**}$ and $p = 0.000$.

4.4.3. Regression Analysis

The correlation analysis above showed the association among dependent and independent variables of the study and in conducting the regression analysis the study identifies the magnitude of relationship among emotional intelligence variables and employee motivation.

Table 4.6 1 Summary for Regression

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.902 ^a	.813	.811	.20536
a. Predictors: (Constant), RelationshipManagement, Self-Management, Self-Awareness, Social Awareness				
b. Dependent Variable: Employee Motivation				

Source: Own Surevy, 2023

The model fitness table above shows that multiple correlation coefficients(R) of all predictors together is .902 or 90.2%. This implies that the presence of large relationship among predictor variables like relationship management, self-management, self-awareness, and social awarenessand employee motivation. R Square is .813 (81.3%) and adjusted R square is .811that is driven or predicted from employee motivation. This value suggests that the data in the regression is a good fit.

4.4.3.1. Regression Coefficients

Table 4.7 1Multiple linear regression model of the emotional intelligence Variables

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.937	.091		32.183	.000
Self-Awareness	.104	.028	.116	3.701	.000
Self-Management	-.984	.031	-1.145	-31.709	.000
Social Awareness	1.179	.033	1.179	35.330	.000
Relationship Management	-.152	.014	-.288	-10.622	.000
a. Dependent Variable: Employee Motivation					

Source: Own Surevy, 2023

Table above uncovers the result of multiple regression analysis between dependent variable (employee motivation) and Self-Awareness, Self-Management, Social Awareness, and Relationship Management).

Starting with self-awarenesscompetencies, the regression result shows that self-awareness has positive and significant effect onemployee motivation. This is justified by ($\beta = .104$, $p = 0.000$). This can be explained as change in one SDof self-awareness result in increment in the

employee motivation by .104SD keeping other variables constant. This result is congruent with the result from Bipath (2009) confirmed that EI competencies such as adaptability, emotional self-awareness, and achievement orientation have a statistically significant correlation with employee motivation and organizational performance.

Regarding self-management competencies, negative and significant relationship is appeared with employee motivation with $\beta = -.984$, $p = 0.000$. Consequently, change in SD of self-management result in a decrement in the employee motivation by .984 units keeping other variables constant. Again the result is found to be consistent with a study conducted by Bipath (2009) who found that the competencies of emotional self-management and optimism in leaders have an inverse correlation with organizational performance.

Positive and significant relationship is registered for social awareness competencies and employee motivation with ($\beta = 1.179$, $p = 0.000$). As a result, change in SD of social awareness result in an increase in the employee motivation by 1.179SD keeping other variables constant. Similarly, a study conducted by Nishad (2015) said that social awareness competence is enhancing employee's motivation at workplace and even means scores also expressed the same. The study strongly accepted that the emotional intelligence reflects on personal competence and social awareness competence and it leads to success in motivating employees at workplace.

Finally, the relationship between relationship management competencies and employee motivation found to be negative and significant with ($\beta = -.152$, $p = .000$). This meant that a change in SD of relationship management result in a decrease in the employee motivation by .152 units keeping other variables constant. Taking a look at the previous studies regarding relationship management and employee motivation, controversial results has been found. The finding from this study found to be in contrary to the literatures such as Goleman, D. (2001) who explained that relationship management, change-catalyst competence, teamwork and collaboration competence stand out as important for encouraging employee performance, which motivates them to put forth more effort and work performance by creating a positive environment and employees' sense of importance (Totterdell, et al. 1998).

4.5. Model Specification

The researcher employed the following model to measure the effect leader's emotional intelligence competencies on employee motivation.

$$Y = (\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4) + \text{error term}$$

Where: Y = the outcome variable (dependent variable)

β_0 = the coefficient of the constant or y-intercept,

β_1 = the coefficient of the Self-awareness (X_1)

β_2 = the coefficient of the Self-management (X_2),

β_3 = the coefficient of the Social awareness (X_3),

β_4 = the coefficient of the Relationship management (X_4).

Error term = the difference between the predicted and observed value of Y

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \text{error term}$$

$$Y = .104 * \text{Self-Awareness} - .984 \text{ Self-Management} + 1.179 * \text{Social Awareness} - .152 \text{ Relationship Management}$$

As it can be seen from the regression model, social awareness competency of leaders found to be the most significant factor that affects the employee motivation on Bank of Abyssinia.

4.6. Summary of Hypotheses

The study hypothesized that all variables would have significant effect on employee motivation of Bank of Abyssinia and accordingly, the study accepted all hypotheses 1 and 3 and rejected hypotheses 2 and 4. The result from hypothesis has been summarized as follows;

Table 4.8 1 Summary of Hypothesis Result

Description	Result	Decision
Hypothesis 1	Sig (.000) & positive (.104)	Accepted
Hypothesis 2	Sig (.000) & negative (- .984)	Not accepted
Hypothesis 3	Sig (.000) & positive (1.179)	Accepted
Hypothesis 4	Sig (.000) & negative (- .152)	Not accepted

Source: Own Computation, 2023

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of Findings

To quantify the impact of a leader's emotional intelligence on staff motivation, the study established four emotional intelligence competencies of leaders. Self-awareness, self-management, social awareness, and relationship management were thus the independent factors. In order to learn more about emotional intelligence and employee motivation, many studies and dissertations have been used to identify these characteristics.

As per the results from the descriptive analysis the study was able to identify the level of leader's emotional intelligence and employee motivation. Accordingly, the study revealed that self-awareness and self-management competencies of leaders of the bank is at good level each registering an average mean value of 3.93 and 3.53 respectively.

On the other hand, social awareness and relationship management competencies of leaders in the bank found in medium level. The average mean value of 3.48 is registered for each of these competencies. This shows that social awareness and relationship management competencies of leaders in the bank is not satisfactory.

Descriptive analysis has also been made to analyze the level of employee motivation and an average mean value of 3.44 is registered which shows that employees of the bank are not highly motivated. This in turn would have an impact on the performance of the bank in general.

Additionally, aiming to identify the relationship between the independent variables (leader's emotional intelligence competencies) and employee motivation in the bank the study conducted inferential analysis in terms of correlation and regression analysis. The findings from correlation analysis shows that self-awareness and self-management have negative and weak correlation with the dependent variable employee motivation while social awareness found to have positive

and medium correlation with employee motivation. Weak and positive association is identified between relationship management and employee motivation in the bank under study.

Regression analysis is conducted to identify the magnitude of the relationship among independent variables and dependent variable. Accordingly, the study was able to identify that self-awareness competencies and social awareness competencies have positive and significant effect on employee's motivation in Bank of Abyssinia. Self-management and relationship management competencies on the other end, found to have negative and significant effect on the motivation employees in the bank.

5.2. Conclusions

The study aimed to examine the effect of leader's emotional intelligence on the motivation of employees taking evidence from Bank of Abyssinia. Accordingly, the study collected data from both managers and employees of the bank at the selected district.

- A descriptive study was performed to determine the emotional intelligence of bank leaders, and the results indicate that these leaders have high levels of self-awareness and self-management skills.
- The survey found that Bank of Abyssinia leaders had a moderate level of social awareness and relationship management skills.
- staff motivation has been investigated descriptively, and the results indicate that the level of staff motivation at the bank is insufficient.
- According to the study's regression analysis, self-awareness and social awareness skills have a positive and significant impact on employees' motivation, whereas self-management and relationship skills have a negative and significant impact on bank employees' motivation.

5.3. Recommendations

- The study was able to show that the self-awareness and social awareness competencies of managers have a significant impact on the motivation of employees in the bank. Therefore, the bank should pay more attention to these two competencies of emotional intelligence.
- The evaluation of the descriptive analysis shows that the self-awareness and self-management competencies of managers are still limited. Therefore, the study

recommends that Bank of Abyssinia should implement an EI training program to enhance the emotional competencies of managers and employees. They should first recognize the importance of emotional intelligence in enhancing human competence

- The study also revealed that employee of the bank are not well motivated as a result of deficiencies from their leaders incompetent to acquire emotional intelligent competencies. Thus, the top management of the bank should work towards improvement of the motivation of employees by working closely with their employees.
- Furthermore, understanding the effect of emotional intelligence and employee motivation have a number of implications for human resource development in banking industry. The findings of this study delivered considerable evidence for the relationship among emotional intelligence and employee motivation in banking sector. Therefore, the researcher recommends that the knowledge obtained from this study should be used by the study sectors and the remaining banks to produce powerful tools for the selection, training and development of leaders.

The findings of this study shows that self-management and relationship management have significant and negative effect on the motivation of employees. This finding is in contradiction to previous studies on the subject matter and this study suggests further studies to be conducted on the emotional intelligence competencies of leaders and its effect on employee motivation to add further findings to existing literatures. Additionally, the study suggests additional studies should be conducted taking evidences from different sectors in the country.

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APPENDICES

APPENDIX I: SURVEY QUESTIONNAIRE

ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

MASTERS OF BUSINESS LEADERSHIP PROGRAM

Dear Respondents,

I am a post graduate student of Business Leadership at Addis Ababa University, School of Commerce and conducting a research on “**The Effect of Leader’s Emotional Intelligence on Employees Motivation in the Case of Bank of Abyssinia**”. The research contributes towards the fulfillment of the Master of Arts in Business Leadership.

The validity of your response has great contribution for the success of my thesis. Thus, I would like to ask with due respect to give me the right response. All responses that you provide are strictly confidential and will be used only for academic purpose.

Instruction

- In filling the questionnaire you are not expected to write your name,
- put \surd or \times marks in the box provided
- Write your brief answers in the space provided.

Thanks for your cooperation.

Sincerely,

Selamawit Amha

SECTION A: DEMOGRAPHIC CHARACTERISTICS

- i. **Gender:** Male Female
- ii. **Age Group:** 20 –27 28-35
 36 –45 46-55
 56 and above
- iii. **Experience:** 0 –5 6 – 10
 11-15 16 and above
- iv. **Qualification:** Diploma First degree
 Masters PHD
- v. **Current working position:** Top manager Customer service manager
 IT technical Front-line Employee
 Marketing manager

SECTION B: A questionnaire to be filled by bank managers on their emotional intelligence and employee motivation

Where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree

No.	Emotional Intelligence Competencies	Rating Scale				
		1	2	3	4	5
	SELF AWARENESS					
1	I am confident in my abilities					
2	I admit my short comings					
3	I understand my emotions as they happen					
4	I recognize the impact my behavior has upon others					
5	I realize when others influence my emotional state					
6	I play part in creating the difficult circumstances my encounter.					

SELF MANAGEMENT						
1	I can handle stress well					
2	I embrace change early on					
3	I can tolerate frustration without getting upset					
4	I consider many options before making decision					
5	I strive to make the most out of situations, whether good or bad.					
6	I resist the desire to act or speak when it will not help the situation					
7	I do things I regret when upset					
8	I brush people off when something is bothering you.					
SOCIAL AWARENESS						
1	I am open to feedback					
2	I recognize other people's feelings.					
3	I accurately pick up on the room					
4	I hear what the other person is "really" saying					
5	I am withdrawn in social situations					
RELATIONSHIP MANAGEMENT						
1	I directly address people in difficult situations					
2	I get along with others					
3	I communicate clearly and effectively					
4	I show others you care what they are going through					
5	I can handle conflict effectively					
6	I use sensitivity to another person's feelings to manage interactions effectively.					
7	I learn about others in order to get along better with them					
8	I explain myself to others					

Using the scale below, please indicate to what extent each of the following items corresponds to the reasons why employees are presently involved in their work

No.	EMPLOYEE MOTIVATION	Rating Scale				
		1	2	3	4	5

Items						
1	Because this is the type of work they chose to do to attain a certain lifestyle.					
2	For the income it provides them.					
3	Due to the fact that they don't seem to be able to manage the important tasks related to this work.					
4	Because they derive much pleasure from learning new things.					
5	Because it has become a fundamental part of who they are.					
6	Because they want to succeed at this job, if not I would be very ashamed of myself.					
7	Because they chose this type of work to attain their career goals.					
8	For the satisfaction they experience from taking on interesting challenges					
9	Because it allows them to earn money.					
10	Because it is part of the way in which they have chosen to live their life.					
11	Because they want to be very good at this work, otherwise they would be very disappointed					
12	They don't know why, they are provided with unrealistic working conditions.					
13	Because they want to be "winners" in life.					
14	Because it is the type of work they have chosen to attain certain important objectives.					
15	For the satisfaction they experience when they are successful at doing difficult tasks.					
16	Because this type of work provides them with security.					
17	They don't know, too much is expected of them.					
18	Because this job is a part of their life.					

SECTION III: A questionnaire too be filled by employees on emotional intelligence of their leaders and their own motivation.

Where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree

No.	Emotional Intelligence Competencies	Rating Scale				
		1	2	3	4	5
	Self-awareness					
1	Leaders are confident in their abilities					
2	Leaders admit their short comings					
3	Leaders understand my emotions as they happen					
4	Leaders recognize the impact my behavior has upon others					
5	Leaders realize when others influence their emotional state					
6	Leaders play part in creating the difficult circumstances their encounter.					
	Self-management					
1	Leaders can handle stress well					
2	Leaders embrace change early on					
3	Leaders can tolerate frustration without getting upset					
4	Leaders consider many options before making decision					
5	Leaders strive to make the most out of situations, whether good or bad.					
6	Leaders resist the desire to act or speak when it will not help the situation					
7	Leaders do things they regret when upset					
8	Leaders brush people off when something is bothering them.					
	Social Awareness					
1	Leaders are open to feedback					

2	Leaders recognize other people's feelings.					
3	Leaders accurately pick up on the room					
4	Leaders hear what the other person is "really" saying					
5	Leaders are withdrawn in social situations					
Relationship Management						
1	Leaders directly address people difficult situations					
2	Leaders get along with others					
3	Leaders communicate clearly and effectively					
4	Leaders show others they care what they are going through					
5	Leaders can handle conflict effectively					
6	Leaders use sensitivity to another person's feelings to manage interactions effectively.					
7	Leaders learn about others in order to get along better with them					
8	Leaders explain themselves to others					

Using the scale below, please indicate to what extent each of the following items corresponds to the reasons why you are presently involved in your work

Where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree

No.	Employee Motivation	Rating Scale				
		1	2	3	4	5
Items						
1	Because this is the type of work I chose to do to attain a certain lifestyle.					
2	For the income it provides me.					
3	I ask myself this question, I don't seem to be able to manage the important tasks related to this work.					
4	Because I derive much pleasure from learning new things.					
5	Because it has become a fundamental part of who I am.					
6	Because I want to succeed at this job, if not I would be very ashamed of myself.					

7	Because I chose this type of work to attain my career goals.					
8	For the satisfaction I experience from taking on interesting challenges					
9	Because it allows me to earn money.					
10	Because it is part of the way in which I have chosen to live my life.					
11	Because I want to be very good at this work, otherwise I would be very disappointed					
12	I don't know why, we are provided with unrealistic working conditions.					
13	Because I want to be a "winner" in life.					
14	Because it is the type of work I have chosen to attain certain important objectives.					
15	For the satisfaction I experience when I am successful at doing difficult tasks.					
16	Because this type of work provides me with security.					
17	I don't know, too much is expected of us.					
18	Because this job is a part of my life.					

APPENDIX II: SPSS OUTPUTS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
Self_Awareness	384	3.00	4.67	3.9306	.52535	-.111	.125	-1.095	.248
Self_Management	384	2.38	4.88	3.5313	.55063	.386	.125	1.724	.248
Social_Awareness	384	2.60	4.40	3.4833	.47290	.257	.125	-.212	.248
Relationship_Management	384	1.50	4.38	3.4896	.89159	-1.061	.125	.000	.248
Employee_Motivation	384	2.67	4.11	3.4491	.47282	-.024	.125	-1.152	.248
Valid N (listwise)	384								

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.637	4	17.409	412.795	.000 ^b
	Residual	15.984	379	.042		
	Total	85.621	383			

a. Dependent Variable: Employee_Motivation

b. Predictors: (Constant), Relationship_Management, Self_Management, Self_Awareness, Social_Awareness

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.937	.091		32.183	.000		
	Self_Awareness	.104	.028	.116	3.701	.000	.501	1.994
	Self_Management	-.984	.031	-1.145	-31.709	.000	.378	2.649
	Social_Awareness	1.179	.033	1.179	35.330	.000	.442	2.262
	Relationship_Management	-.152	.014	-.288	-10.622	.000	.672	1.488

a. Dependent Variable: Employee_Motivation

