

**EFFECT OF EMOTIONAL INTELLIGENCE ON
ORGANIZATIONAL CITIZENSHIP BEHAVIOR:
THE CASE OF COMMERCIAL BANK OF ETHIOPA**

*A Thesis Submitted to Addis Ababa University School of Commerce in
Partial Fulfillment of Masters of Art in Human Resource Management*



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STATEMENT OF DECLARATION

I, Senay Kibneh, declare that the thesis entitled- “Effect of Emotional Intelligence on Organizational Citizenship Behavior: The case of Commercial Bank of Ethiopia” is my original work. I have carried out the present study independently with the guidance and support of the research advisor, Atsede Tesfaye (Dr). Any other contributors or sources used for the study have been appropriately acknowledged. Moreover, this study has not been submitted for the award of any Degree or Diploma Program in this or any other Institution.

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Statement of Certification

This is to certify that the thesis prepared by Senay Kibneh entitled: “ Effect of Emotional Intelligence on Organizational Citizenship Behavior : The Case of Commercial bank of Ethiopia” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Human Resources and complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Effect of Emotional Intelligence on organizational Citizenship Behavior:

The case of Commercial bank of Ethiopia

A Thesis Submitted to Addis Ababa University School of Commerce in Partial Fulfillment of Requirements for the Degree of Master of Arts in Human Resource Management

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Abstract

The main objective of this paper is to examine the effect of Emotional Intelligence on employee's organizational citizenship behavior: The case of Commercial Bank of Ethiopia. This study depends on data gathered from managers/supervisors, senior staffs and Clerical employees of Commercial Bank of Ethiopia north Addis Ababa district. The study used quantitative research approach and Explanatory research design. The data used in the study was primary data collected through questionnaires adopted from prior literatures. The scope of the research was delimited to randomly selected branches of north Addis Ababa district offices of Commercial bank of Ethiopia. Conceptually the four dimensions of emotional intelligence: self-awareness, self-management, social awareness and relationship management were used. The Wang and law emotional intelligence scale was used to measure the emotional intelligence level of employees and Suzy Fox and Paul E. Specto organizational citizenship behavior check list was used to measure level of employee's organizational citizenship behavior. Information gathered from respondents using five points Likert scale was analyzed using inferential and descriptive statistics. The findings of the study demonstrated that there was a positive effect of emotional intelligence on employee's organizational citizenship behavior. The outcome of the present study proposes the effects of emotional intelligence on organizational citizenship behaviors of employees' for the success of organizational performance through different contributions emotionally intelligent employees' deliver to their organizations.

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List of Abbreviations/Acronyms

CBE	Commercial Bank of Ethiopia
EI	Emotional Intelligence
EQ	Emotional Quotient
IQ	Intelligence Quotient
OCB	Organizational Citizenship Behavior
OCBO	Organizational citizenship behavior or an organization
OCBI	Organizational citizenship behavior of an individual
SET	Social exchange Theory
WEIS	Wang and Law emotional intelligence scale

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In 1983, Bateman and Organ introduced the term “citizenship” as behaviors that lubricate the social machinery of the organization. The concept of OCB is not new; this concept can be traced back to the early works of Barnard (1938), who stated that employees should be willing to contribute efforts to cooperative systems for achieving organizational goals. According to few researchers for effective functioning of an organization, cooperative behaviors beyond traditional job requirement are also essential (Katz, 1964).

Organ, 1988 defined OCB as “Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization. By discretionary, we mean that the behavior is not an enforceable requirement of the role of the job description, that is, the clearly specifiable terms of the person’s employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishment.

Emotional Intelligence was first defined in the academic literature in 1990 as “the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s own thinking and actions” (Salovey & Mayer, 1990). Emotional intelligence is directly related to multiple beneficial outcomes between employees and their organizations. For example: emotional intelligence is positively related with employee commitment in organizations (Kahlil, 2011; Rangriz & Mehrabi, 2010), emotional intelligence is positively related with employee motivation in organizations (Adyasha, 2013), emotional intelligence is positively related with employee performance in organizations (Allam, 2011; Aydin, Leblebici, Arslan, Kilic, & Oktem, 2005), emotional intelligence is positively related with employee work climate (Sathya, Kumar & Iyer, 2012; Momeni, 2009), employee work creativity (Othman et al., 2008), emotional intelligence is positively related with employee citizenship behavior (Yaghoubi, Mashinchi, & Hadi, 2011), and emotional intelligence is positively related with employee socio psychological climate (Lekavičienė & Remeikait, 2004).

The banking sector plays a positive and important role in respect of the overall development of a country. The performance of the banking sector directly affects the other industrial and service sectors of the economy (Perumal & Pradeeba, 2014). Business performance of the banking sector largely depends upon the high quality services. Service quality is the ability to provide professionally required and customer expected applications of business (Naeem et al. 2008).

Knowing owns capacity knowledge, weakness and strength, competency gaps, feelings (self-awareness); having the mechanisms to control owns emotions (self-control); knowing about the society, (social skills); having the knowledge of managing the social relationship (relationship management skill) will make any person to be he/she is emotionally intelligent.

Studies found that emotions of an employee's makes a huge gap in organizational success and business excellence. Banking business needs emotionally intelligent employees because the business is sensitive and organized for profit making. Due to the above mentioned and other benefits of the emotion of employees the researcher interested to study on the bank area. The researcher's current working experience and working environment the banking industry will be the best area to show the impact of emotional intelligence on organizational citizenship, because banking industry is huge area having communication with different parts of the society at daily base and it needs team work for the success of an organization. The importance of emotionally intelligent employees have great role for the success of an organization, so that, the researcher want to investigate what it will result in Ethiopian context.

This study focuses on investigating the effect of emotional intelligence on organizational citizenship behavior on selected branches of commercial bank of Ethiopia in Addis Ababa area. The research area was include those employees of the bank which consist samples from north Addis Ababa districts branches found at Addis Ababa area.

1.2 Problem Statement

Studies done in different part of the world shows that there is positive relationship between emotional intelligence of employees on their organizational citizenship. For example: Goleman, et al., (2002) has reported that EI is positively related to a person's leadership quality, performance, and effectiveness. Other evidence has suggested that EI is essential for effective

performance (Cooper & Sawaf, 1998; Druskat & Wolff, 2001; Salovey & Shiyster, 1997). George & Brief, (1996), have theorized that job performance is influenced by the employees' ability to use emotions to facilitate performance.

EI is the individual group level input which affects their organizational citizenship behavior, which in turn this affects the organizational performance. So that organizations should develop learning and development plan that should help employees of an organization to develop their emotional intelligence skills.

The organizations must coach their employees in developing their interpersonal skills and coach them to perform effectively on the job with other employees in the organization (Bar-On et al, 2007). Organizations to be successful, need to develop employee's emotional intelligence skills to work effectively in the organization. (Wall, 2008).

The efficient and quality services are not the result of a single causal factor; it is a result of the multiple factors. According to Naeem et al. (2008) human effort an emotional intelligence are more important determinants of service quality. Banks as the service providers are required to be adaptive towards the demands and behaviors of the customers, it is basically emotional intelligence that helps managers in responding effectively towards the customer needs. The learning and practice of these skills help to improve the performance of service providers and thus to increase customer satisfaction. By using emotional intelligence, organizations can have increased knowledge about customers and greater ability for recognizing and regulating the quality of service according to the desires of customers (Naeem et al. 2008).

As the researcher mentioned above there are many Western country research studies which were conducted on emotional intelligence in banking industries. Employees in banking industries have a direct link on emotional intelligence since the employees have to deal with different customers who have different level of emotions face to face. In Ethiopian context there are limited studies done on this area but it is not known to the researcher whether researches are done in the Commercial Bank of Ethiopia relating to emotional intelligence and organizational citizenship behavior. Thus, there is a need to fulfill a knowledge gap in this field. This research therefore, tries to identify the effect of emotional intelligence on employee organizational citizenship behavior of employees in Commercial Bank of Ethiopia. The research problem of this

study is: Is there an effect of emotional intelligence on employee's organizational citizenship behavior of employees at Commercial Bank of Ethiopia?

1.3 Objective of the Research

The general objective of the study is to investigate the effect of emotional intelligence on organizational citizenship behavior at Commercial Bank of Ethiopia at Addis Ababa area.

Specific objectives are:

1. To explore the effect of self-awareness on employees organizational citizenship behavior.
2. To investigate the effect of self-management on employees organizational citizenship behavior.
3. To assess the effect of social awareness on employees organizational citizenship behavior.
4. To analyze the effect of relationship management on employees organizational citizenship behavior

1.4 Research Questions

1.4.1 Generally

This study was to hypothesize the effect of emotional intelligence on organizational citizenship behavior of employees in the case of Commercial bank of Ethiopia.

1.4.2 Specifically

The study hypothesizes:

There is positive significant relationship between self-**awareness** of employee's and organizational citizenship behavior.

There is positive significant relationship between **self-management** of employee's organizational citizenship behavior.

There is positive significant relationship between **social-awareness** of employee's and organizational citizenship behavior.

There is positive significant relationship between **relationship-management** of employee's and organizational citizenship behavior.

1.5 Significance of the Study

The findings of this study would be useful, firstly, as contribution to literature on emotional intelligence in a different context. Secondly, the findings will be important for the companies who have engaged in public, manufacturing, service and others, because the result will help those organization to give more emphasis on emotional intelligence of their employees to be successful and achieve their organizational vision and that brings to for the contribution of people's skills in service delivery. Lastly, commercial bank of Ethiopia will be benefited more, because without competitive and emotionally intelligent employees it can't achieve the 2025 vision. (To become world class commercial bank)

1.6 Scope of the Study

Commercial Bank of Ethiopia has branches throughout the country and some abroad. Though, for the purpose of this study, concerning methodological concept, the study used only quantitative research design. The reason behind using quantitative approach is the nature of the research questions and the most appropriate method to address the research questions.

Geographically, the study was delimited to randomly selected branches of north Addis Ababa district. The intention behind this is that even it is possible but it is difficult to cover all areas and branches throughout the country and abroad. This is because of time and resource constraint and as a result the researcher will conduct the research through simple random sampling method and hence believe that the chosen sample represents the whole population.

Conceptually, the study was cover only the four dimensions of emotional intelligence developed by Goleman due to its wide acceptance and validity in many countries in academic research of the area even if various conceptual models identify various dimensions of emotional intelligence. So, the study's conceptual scope is limited to the four dimensions: namely, self-awareness, self-

control, social awareness and relationship management. Organizational citizenship behavior will be measured through validated and adopted measuring questioner.

1.7 Limitations of the Study

The limitation of the study was, there are likely to be other factors contributing to organizational citizenship behavior will not be investigated in this study.

To collect employee's emotional intelligence level the study will distribute questionnaires for selected branch employees, but the bank work environment is not calm to fill the questionnaires by thinking critically so that they may fill the questionnaires in negligent manner.

Emotion is a personality factor which manifests itself as a trait and as ability measured through self-report interview. Trait personality tests have been found as shown in reviewed literature to be significantly influenced by an individual's innate or in-born character. This lacks clarity and undermines the scientific rigor of the study.

1.8 Definition of Operational Terms

Emotional Intelligence

Emotional intelligence means self-awareness, self-regulation, motivation, empathy, social skills, impulse control, persistence, good moods, hope, and optimism. (Goleman, 1995).

Self-Awareness

The ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. (Goleman, 1998).

Self-Management

Involves controlling one's emotions and impulses and adapting to changing circumstances. (Goleman, 1998).

Social Awareness

The ability to sense, understand, and react to others' emotions while comprehending social networks. (Goleman, 1998).

Relationship Management

The ability to inspire, influence, and develop others while managing conflict. (Goleman, 1998).

Organizational Citizenship Behavior

Organizational Citizenship Behavior (OCB) has been defined as the extra-role, discretionary behavior that helps other members in the organization to perform their jobs. OCB also includes showing support and conscientiousness towards the organization (Smith, Organ, and Near 1983).

1.9 Organization of the Study

The study is classified in to five chapters. Chapter one is an introductory part which consists of back ground of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study and organization of the study.

Chapter two discusses review of related literatures on areas of the research topic. In chapter three the study covers the research methodology applied to conduct the study. This chapter constitutes description of the study, research design, types of data, sources of data, sampling and sample size determination, data collection methods and instruments, data analysis and presentation and ethical issues will be considered in the study.

The result and discussion of the study builds the fourth chapter. The fifth chapter includes major findings, the conclusion and recommendation of the research. Other accompanying parts are presented as preface and appendix at the beginning and ending part of the study.

CHAPTER TWO

Review of Related Literatures

2.1 Theoretical Literature

2.1.1 Evolution and Definition of Organizational Citizenship Behavior

In 1966 Katz and Kahn noticed the difference between employees who put more effort than others in doing work. The concept organizational citizenship behavior has its origins from the Chester Bernard's concept of the "willingness to cooperate" and Daniel Katz's distinction between dependable role performance and "innovative and spontaneous behaviors". (Podsakoff, et al., 2000). The combination of these two concepts is citizenship behavior of employees.

The first author who put these two concepts together and defined the concept of organizational citizenship behavior is Organ in 1988. By his definition "OCB's have been defined as behaviors that an employee voluntarily engages in that promote the effectiveness of the organization but are not explicitly rewarded by the organization.

Employees engage in citizenship behavior only because they want to, it is not a question of obligation. Definition of OCB offered by Polat considers OCB as "The informal behaviors which are displayed by workmen in organizations" (Polat, 2009).

OCB relates to the effort which one employee use to do extra things in organization's interest. Helping coworkers to complete job or provide support during work performance is good thing from superior point of view because time for doing more important work assignments is longer. By Bateman and Organ there are two reasons for this kind of behavior. First, it is considered by social exchange theory that people want to return the favor if they are satisfied with job conditions so they behave the best they can. And the second one is the fact that more satisfied people tend to fulfill OCB (Bateman and Organ, 1983).

In 1983, Bateman and Organ introduced the term "citizenship" as behaviors that lubricate the social machinery of the organization. The number of published papers related to OCB or

other related constructs increased significantly from 13 papers during 1983 -1988 to more than 122 papers during 1993-1998 (Podsakoff et al., 2000). This indicates the importance of OCB in the current business world. However, the concept of OCB is not new; this concept can be traced back to the early works of Barnard (1938), who stated that employees should be willing to contribute efforts to cooperative systems for achieving organizational goals. According to few researchers for effective functioning of an organization, cooperative behaviors beyond traditional job requirement are also essential (Katz, 1964).

The term OCB was coined by Organ in the year 1988. He defined OCB as “Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization. By discretionary, we mean that the behavior is not an enforceable requirement of the role of the job description, that is, the clearly specifiable terms of the person’s employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishment”. Later in the year 2006 when his book was revised, Organ, Podsakoff, and MacKenzie added “in the aggregate promotes the efficient and effective functioning of the organization” within the framework of OCB.

OCB in aggregate contributes to organizational effectiveness by enhancing the social and psychological environment that supports task performance. It can also increase the efficiency of the organization through its linkage with efficiency of operation, customer satisfaction, financial performance and growth in revenues (Organ, et al., 2006).

The concept of OCB based on the works of Organ and colleagues has been widely accepted. Much published literature related to OCB usually referred to the definition of OCB based on the works of Organ and colleagues, such as Becker and Randall (1994), Dalton and Cosier (1988), Love and Forret (2008), and Pare and Tremblay (2007). Although some researchers have tried to propose their own OCB definitions, these definitions tend to show great similarity with the works of Organ and colleagues. For example: Niehoff and Moorman (1993) defined OCB as behaviors that are not included in an employee’s job description. Van Dyne, Graham, and Dienesch (1994) proposed the concept of OCB which was developed mainly from civic citizenship research in philosophy, political science, and social history. Civic citizenship means all positive community-relevant behaviors of individual citizens (Van Dyne et al., 1994).

Based on this perspective, they conceptualized OCB as “a global concept that includes all positive organizationally relevant behaviors of individual organization members” (Van Dyne et al., 1994). Thus, it can be concluded that the OCB concept is still much influenced by Organ and colleagues.

However, based on a review of several studies related to similar concepts to OCB, such as pro-social organizational behaviors and organizational spontaneity, Podsakoff et al. (2000) revealed an underlying problem about the unclear distinctions in the widespread definition of Organ and colleagues. Some studies have revealed that, in practice, OCB is not perceived purely as behavior that is beyond formal job requirements as Organ (1988) and Organ and colleagues (2006) defined. If a behavior creates positive effects on the social, psychological, organizational, and political contexts, than on the technical context” (Farh et al., 2004), that behavior can be considered an OCB. So this suggestion is quite helpful to distinguish the difference between formal job requirements and OCB.

2.1.1.1 Dimensions of Organizational Citizenship Behavior

Different scholars have different views about OCB dimensions. Scholars have developed a variety of taxonomies to classify these citizenship behaviors. After Bateman and Organ introduced the term “Organizational citizenship behavior” in 1983 researchers have identified thirty different forms of OCB (Podsakoff, et al., 2000). In 1983, Smith, et al. (1983), conducted factor analysis taking 16-item measure of OCB which resulted in two factors, altruism and generalized compliance (also called conscientiousness). Later on Organ developed a five factor model by deconstruction which was composed of five dimensions: altruism, courtesy, conscientiousness, sportsmanship, and civic virtue.

Altruism: refers to voluntarily helping others with a specific work related task, such as assisting a co -worker with heavy work load. Courtesy involves discretionary behaviors that aim at preventing work related problems, for example-providing advance notice to colleagues when something is changed by you which may affect them.

Conscientiousness: refers to exceeding the minimum role requirements of the organization (Law, Wong, & Chen, 2005). It involves punctuality, adherence to company rules, regulations and procedures when no one is watching.

Sportsmanship: means willingness of employees to tolerate less-than-ideal organizational situations without complaining and sacrificing one's own personal interest.

Civic virtue: refers to employees deep concerns and active attention in the existence of the organization (Organ, et al., 2005), such as giving one's own suggestions for development in a meeting. Most of the conceptualizations of OCB focus on some variations among these five dimensions as suggested by Organ (1988). In 1991, Lin developed a six dimension scale which includes identification with the organization, assistance to colleagues, harmony, righteous, discipline, and self-improvement.

Later on Williams and Anderson (1991) categorized OCB in terms of target of the behavior. They organized OCB construct by dividing into two dimensions of OCB consisting of OCB -individuals (OCBI) and OCB-organization (OCBO).

OCBI: contributes to the organization indirectly by benefiting peers and co-workers. It is directed towards other individuals in the organization like altruism and courtesy, for example -making additional copies of the meeting agenda for the co-workers, helping a new employee in performing his tasks etc.

OCBO: includes behaviors intended for the organization as a whole, like punctuality, making suggestions for organization advancement and obeying rules.

Van Dyne, et al. (1994) introduced three dimensions for OCB. Those are obedience, loyalty and participation.

Obedience: refers to respect for orderly structures and processes.

Loyalty: involves promoting and protecting community and contributing additional Effort for the common good.

Participation: involves contributing to the process of community self-governance.

However, the dimensions developed by Organ are widely accepted. The literature reviewed describe unanimous acceptance of these five dimensions. The dimensions developed by other scholars are overlapping in nature and in some other cases the dimensions are inadequate to describe the entire framework of OCB.

2.1.1.2 Social Exchange Theory

The concept of OCB had its origin from social exchange theory that illustrates that people feel obligated to reciprocate when they feel benefited from the same other person's or some entity's action (Coyle-Shapiro, et al., 2004). Thus, it is a kind of mutual exchange where both the parties get benefitted. People with strong Organizational Citizenship Behavior will exert greater efforts to master a challenge while those with weak are likely to reduce their efforts or even quit (Bandura and Schunk, 1981; Brown and Inouyne, 1978; Weinberg et al., 1979; Staples et al., 2005; Sariolghalam and Noruzi, 2010).

Homan (1961), use the idea to explain phenomena such as the exercise of power and authority, cooperation, conformity and completion, structure of sentiment and interaction, status and influence, satisfaction and productivity, leadership distributive justice and the emergency of stratification. He addressed these social phenomena primarily in terms of the nature of the interpersonal relations involved.

2.1.2 Evolution and Definition of Emotional Intelligence

Firstly the concept of emotional intelligence was introduced by Salovey and Mayer in 1990. Emotional intelligence is an ability of monitoring and discriminating the emotions of one's own and others for the purpose of use information to guide thinking and action. Zhou and George (2003) explained the emotional intelligence as a leadership quality which promotes and enables follower's creativity, leaders with higher level of emotional intelligence have ability to encourage, support and awaken creativity between the employees of an organization. Similarly employees with higher level of emotional intelligence abilities have greater chance to gain success than the people with lower level of emotional intelligence competencies (Anari, 2012).

EI has gain intensive attention of researchers from different fields. Concept of EI is derived from the concept of social intelligence which was described by Thorndike in 1920, who defined social intelligence "the ability to understand and manage men and women, boys and girls to act wisely in human relation. "Number of scholars has proposed many definitions of this concept, Wong and Law described four components of EI: self-emotion appraisal, others emotion appraisal, regulation of emotion and use of emotion (Law et al., 2004; Wong and Law, 2002).

Other scholars, including Bar On (1997) and Goleman (1995), have derived alternative models of EI; these models define in the sense of personality factors and traits (assertiveness and motivation). Mayer and Salovey criticized to the trait model and argued that talent and trait must be separate from EI. Trait is a characteristic of personality or way of behaving whereas talent can be defined as a nonintellectual ability. Mayer et al., (1999, 2004) suggested a mix model. These all model have a lot of critics, For example overlapping in measures of EI personality trait's measures (Davies et al., 2008). In the view of these responses of criticism validity is established of Mayer and Salovey's model (Ciarrochi et al., 2000; Mayer, 2001; Mayer et al., 1999, 2004) two scholars invented the concept and defined as "the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer and Salovey, 1997). Mayer and Salovey (1997) EI concept includes two component, intelligence and emotions psychologist made a three part division of mind (i.e. cognition, affect and motivation) intelligent belong to cognition and emotion belong to affect sphere. Motivation is third part which encourages towards learning goal achieving behavior. In this way ability model focuses on cognitive abilities and emotions. Gadot and Meisler (2010) argued there is a consensus about emotional intelligence that it is an ability to establish accurate reasoning of emotions, ability to enhance thought through proper utilization of emotions, feelings and emotional knowledge. Gadot and Meisler (2010) emotional intelligence include two concepts (i.e intelligence and emotion) intelligence is relates to the ability to understand information and emotion involves to a coordinated behavior towards environment. Importance of EI in human lives has succeeded to get attention of researcher from different fields. EI plays a very vital role at work arena which forced researcher to explore EI at workplace. For Example, researchers tested the relationship between EI and other employee's work attitudes or behaviors including emotional commitment, job satisfaction and turnover intentions (Carmeli, 2003; Jordan and Troth, 2011; Vigoda-Gadot and Meisler, 2010). The emotional intelligence helps employees to get optimistic results when they encounter with a situation of stress (Tsarenko and Strizhakova, 2013). Emotional intelligence has four components according to Goleman (1995) new model. These are as follows:

2.1.2.1 Self-awareness

According to Goleman (1995, 1998), Goleman et al., (2002) self-awareness is the foundation for the rest of the components. It is the ability to recognize which emotions, moods, and impulses one is experiencing and why. It is associated with emotional awareness, accurate self-assessment, and self-confidence. Goleman (1995, 1998) argues that it is not only related to an individual's psychological insight and self-understanding; it also plays a key role in determining how an individual exhibits behaviors and interacts with others. Indeed, individuals who are highly confident, self-efficacious, and aware of their emotions promote attributions of high performance (Gardner & Avolio, 1996). Prior research has shown that a person with high levels of self-awareness can master his/her destiny effectively (Bandura, 1986; Frankl, 1992).

Goleman (1998) argues self-awareness is critical to understanding others and exhibiting empathy. The competencies in the self-awareness domain enable individuals to be recognized their own feelings and thoughts, as well as personal strengths and weaknesses.

Emotional Self-Awareness: The first component of emotional intelligence is emotional self-awareness, knowing what one feels and why. According to Goleman (2002), emotional self-awareness is the ability to recognize one's emotions and their effects on self and others.

Accurate Self-Assessment: Self-awareness is key to realize one's own strengths and weaknesses. Individuals who score high in accurate self-assessment are aware of their abilities and limitations, seek out feedback and learn from their mistakes, and know where they need to improve and when to work with others who have complementary strengths.

Self-Confidence: Self-Confidence is a belief in one's own capability to accomplish a task and select an effective approach to a task or problem (Goleman, 1998). This definition includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decisions or opinions.

2.1.2.2 Self-Regulation

Self-regulation is the ability to handle feelings as they are being experienced, and it encompasses managing techniques such as knowing when to comfort oneself and when not

to let every emotion overcome one's being (Goleman, 1995, 1998). It is associated with self-control, trustworthiness, conscientiousness, adaptability, and innovation. Goleman et al., (2002) contend that individuals with emotional self-control find ways to manage their disturbing emotions and impulses and even to channel them in useful ways. It has been proposed that self-emotional control and self-monitoring are related to high performance (Gardner & Avolio, 1996; Shamir, 1991).

Self-management covers the emotional intelligence competencies of motivation, optimism, and emotional control.

Emotional Self-Control: Goleman (1998) identified emotional self-control as —the ability to keep one's impulsive feelings and emotions under control and restrain from negative actions when provoked, when faced with opposition or hostility from others, or even when working under pressure.

Transparency: referred as an integrity, is having one's actions consistent with what one says. It includes communicating intentions, ideas, and feelings openly and directly, and welcoming openness and honesty, even in difficult situations.

Adaptability: is the ability to be flexible and work effectively within a variety of changing situations and with various individuals or groups. Superior managers have been shown to exhibit this competence.

Achievement Orientation: is not just accomplishing things. Rather, it is accomplishing things through one's own efforts, against a clear, challenging standard of excellence. This competency is most effectively engaged in situations that provide immediate, concrete feedback from a credible source.

Initiative: is the ability to identify a problem, obstacle, or opportunity and take action in light of that to address current or future problems or opportunities.

Optimism: Goleman (1998) defined optimism as the persistence to pursue goals despite obstacles and setbacks. Optimism is a key ingredient of achievement because it can determine one's reaction to unfavorable events or circumstances.

2.1.2.3 Social awareness

It means that an individual knows what is socially and morally accepted from him| her in the society and how he/she should response to the situation. An empathic employee is socially aware of the feelings and concerns of other employees (Shahzad, et al, 2011). Social aware individual should have the ability to comprehend the general motives of the organization and the political dynamics they exist in group networking and coalition building which makes the employee to exerts some influences on other people irrespective of the individual professional affiliation (Shalzad et al, 2011).

Social Awareness includes three competencies: empathy, organizational awareness, and service orientation. Social Awareness competencies determine how we handle relationships.

Empathy: gives people an astute awareness of others 'emotions, concerns, and needs. The empathic individual can read emotional currents, picks up nonverbal cues such as tone of voice or facial expression (Goleman, 1998).

Organizational Awareness: refers to one's ability to understand and learn the internal and external power relationships in an organization. The organizational awareness competency includes one's ability to identify real decision-makers and individuals with influence (Goleman, 1998).

Service Orientation: is a desire to help or serve others, in order to meet their needs. It means focusing one's efforts on discovering and meeting the customer's or client's needs and distinguishes star sales performers from average ones.

2.1.2.4 Relationship Management

Relationship management includes a set of competencies such as essential and basic social skills, the ability of analyzing and influencing the emotions and actions of others and also persuading desirable responses in them in return. According to Spencer (1993) and Goleman (2000), the quality of relationship management must be an essential skill of supervisors and managers or leaders who can control their subordinates effectively. According to Goleman (1998), effective communication channels are needed for the success of organizations as effective communications channels will help the leaders to give and take information from the customers. This will also help the leaders to recognize the emotions of customers. Therefore,

good listening skills are the useful factor in judging the relationship management because a good listener always welcome the ideas, emotions and knowledge conveyed from the speaker's side. According to Ganesan (1993), conflict management is an important determinant of finding the level of relationship management skill because only people having good relationship management skill can resolve the conflicts because of their understanding of other's emotions.

Relationship management requires definite line of authority which is a vital factor in corporate success. Effective communication permits workers to offer and receive emotional information; it also aids good listening ability and encourages sharing of knowledge and accepting good and bad news (Goleman, 1998). Employees prefer to work with those managers who possess strong competency for relationship management. (Goleman, 1998)

2.1.3 Models of Emotional Intelligence

All of the theories and models in conceptualization of EI are under the umbrella of three main lines of thought including: trait approach, ability approach and mixed approach these are the models proposed by Mayer and Salovey, Bar-on and Goleman. Each of their theoretical framework conceptualize emotional intelligence from one of two perspectives: as a form of pure intelligence consisting of mental ability only or as a mixed intelligence consisting of both mental ability and personality characteristics like optimism, adaptability and well-being. Till now, the only ability model of emotional intelligence is that proposed by Mayer and Salovey, they considered EI as a form of pure intelligence consisting of cognitive ability only. The two mixed models distinguish from each other; the differences in which are attributed to the varying beliefs of what constitutes emotional intelligence. Reuven Bar-On conceptualized a model with personality dimensions, emphasizing the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to well-being. On the other hand, Daniel Goleman proposed a mixed model in terms of performance by combining an individual's abilities and personality implementing their corresponding effects in the workplace.

2.1.3.1 Mayer-Salovey-Caruso Ability Model

Peter Salovey and John Mayer first coined the term "emotional intelligence" in 1990 and have continued to conduct research on the significance of the construct. They conceptualized ability based Emotional Intelligence Model which was based on the work of Gardner and his view on personal intelligence. Their model entails five broad areas: knowing one's own emotions, managing one's own emotions, self-motivation, recognizing emotions of others and handling relationships with others. Salovey and Mayer redefined emotional intelligence and proposed four branches; the first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. It also includes the ability to distinguish between accurate and inaccurate or honest and tricky emotional expressions. The second branch, emotional assimilation, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes by directing attention to important information. Just like Emotional mood swings change the individual's thinking pattern from optimistic to pessimistic, encouraging consideration of multiple points of view. Emotional states distinctively encourage specific problem-solving approaches such as happiness state facilitates inductive reasoning and creativity. The third branch, emotional understanding, is the ability to understand complex emotions and the ability to identify transitions from one emotion to the other such as the transition from anger to satisfaction or from anger to shame. Lastly, the fourth branch, emotion management, is the ability to stay open to both pleasant and unpleasant feelings, the ability to reflectively connect or detach from an emotion depending upon it being judged to be informative or utility and regulate emotions in both ourselves and in others.

2.1.3.2 Goleman's Competency Model

Daniel Goleman popularized the concept of emotional intelligence in 1995, when he wrote the landmark book "Emotional Intelligence". He defined emotional intelligence as "abilities of being able to motivate oneself and survive in the face of frustrations; to control impulse and delay gratification; to manage one's moods and keep distress from swamping the ability to think; to empathize and to hope". Goleman's model outlines the four constructs of emotional intelligence. Self-awareness is the ability to identify one's emotions and recognize their impact while using gut feelings to guide decisions. Self-management, involves controlling one's emotions and

impulses and thereby adapting to changing circumstances. Social awareness consists of the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management entails the ability to inspire, influence, and develop others while managing conflict. Goleman's model includes a set of emotional competencies within each construct of emotional intelligence, he opined that Emotional competencies are not innate talents, rather learned capabilities that must be worked on and developed to achieve outstanding performance.

2.1.3.3 Bar-On's Mixed Model

Bar-On introduced the term "Emotional Quotient" (EQ) in his doctoral dissertation as an analogue to Intelligent Quotient (IQ). His model of emotional intelligence can be viewed as a mixed intelligence, also consisting of cognitive ability and aspects of personality, health and well-being. It relates to the potential for performance and success and is considered process-oriented rather than outcome-oriented. He defined emotional intelligence as —an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. The definition encompasses a number of areas like emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationship, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness and optimism. Insufficient emotional intelligence can mean a lack of success and the existence of emotional problems. Bar-On, considers that emotional intelligence and cognitive intelligence contribute equally to a person's general intelligence, which eventually indicates potential success in one's life.

2.2 Empirical Literature

2.2.1 Relation of Self Awareness and Organizational Citizenship Behavior

Boyatzis (2002) mentioned in the study that self-awareness is the strong forecaster and tool of performance in any organization. Smith, et al. (1983) described two dimensions of OCB; altruism and general compliance. Organ (1988) repurposed OCB model, he deconstructed the general compliance concept and made an addition in the shape of dimensions and this resulted a five dimensional model (i.e. Civic virtue, courtesy, altruism,

sportsmanship and conscientiousness). Employees with high level on EI also have empathy towards the organization which encourages them to act in a way which can be beneficial for the organization (Cohen and Abedallah, 2014).

EI is a predictor to enhance the altruistic behavior which helps an individual to transform easily from negative emotions to positive emotions and people with positive emotions are more likely to help others (Carmeli and Josman, 2006). Previous research and logical argumentation show a clear relationship between EI and OCB.

2.2.2 Relation of Self-Management and Organizational Citizenship Behavior

According to Rahim & Psenicka (1996), self-management is the way of managing oneself. They stated that self-management is basically the crucial factor which can affect the performance of the employees and other people of organizations. Barrick & Mount (1991) stated that self-discipline is also an important part of the self-management which focuses on fulfilling all responsibilities that can bring high level of performance in return in almost all level of organizational hierarchy.

According to Spencer (2008), the quality of adaptability is also the important element of the self-management because if a leader possesses this quality of adaptability, he or she can create a high level of employee's productivity and performance in the organization. This quality is also being used by all the superiors of the organizations for getting success in short period of time. Spencer (1993) added one other factor in measuring the level of self-management by stating that self-management can be gauged on the basis of achievements (that has been achieved) because performance can be measured by studying all the achievements that the leaders possessing high level of self-management has achieved.

Schulman (1995) in his research mentioned that the ability of being proactive is also an important part of self-management which can augment the performance of the overall organizational activities. He further mentioned that optimism also adds to the self-management as it indicates high level of self-management because this quality of optimism can only be achieved if a person controls his emotions of pessimism in an effective way.

2.2.3 Relation of Social Awareness and Organizational Citizenship Behavior

Goleman (1998) stated in his study that only socially aware person can put himself or herself in the place of others in order to understand the emotions of others and then move forward to perform suitable actions accordingly.

According to Spencer (1993), product development teams mainly focus on the emotions of others as they have to satisfy their needs and demands accordingly. So the managers of product development organizations create their products by reading the emotions of the customers in order to enhance the product demand. Making products on the basis of customer's demands will also motivate the innovations and augment the overall performance of the employees.

According to Goleman (1998), empathy can be used as a factor to measure the level of the social awareness of emotional intelligent people.

Steele (1997) stated that the quality of empathy can be used to evade all performance shortfalls among the organizations of the diverse working environment.

According to Mc Bane (1995), in service industry, social awareness plays an important role as this sector needs to work on the basis of demands and emotions of its customers. Their products and services indicate the customer's point of view. Service sector industry uses the emotions of the customers in designing their services packages according to the customer's preferences.

2.2.4 Relation of Relationship Management and Organizational Citizenship Behavior

OCB has numerous positive outcomes which contribute positively in the betterment of an organization. OCB comes from supportive organizational environment and positive job attitude which leverages the positive environmental consequences which helps the organization to restrain and attract competent employees (Organ, 1988; Organ et al., 2006; Becton et al., 2008). Emotionally well-equipped employees have a better understanding of others emotion and feelings, if they feel that their coworker is frustrated they hopefully offer help or encouragement. Emotionally intelligent individuals can easily handle the critical emotional

situation such a way that is not specified in their job description, contract agreement or organization's roles (Cohen and Abedallah, 2014).

People in good and positive mood can more active to build social network and social activities at work arena which are quiet helpful for others.

According to Goleman (1998), effective communication channels are needed for the success of organizations as effective communications channels will help the leaders to give and take information from the customers. This will also help the leaders to recognize the emotions of customers. Therefore, good listening skills are the useful factor in judging the relationship management because a good listener always welcome the ideas, emotions and knowledge conveyed from the speaker's side.

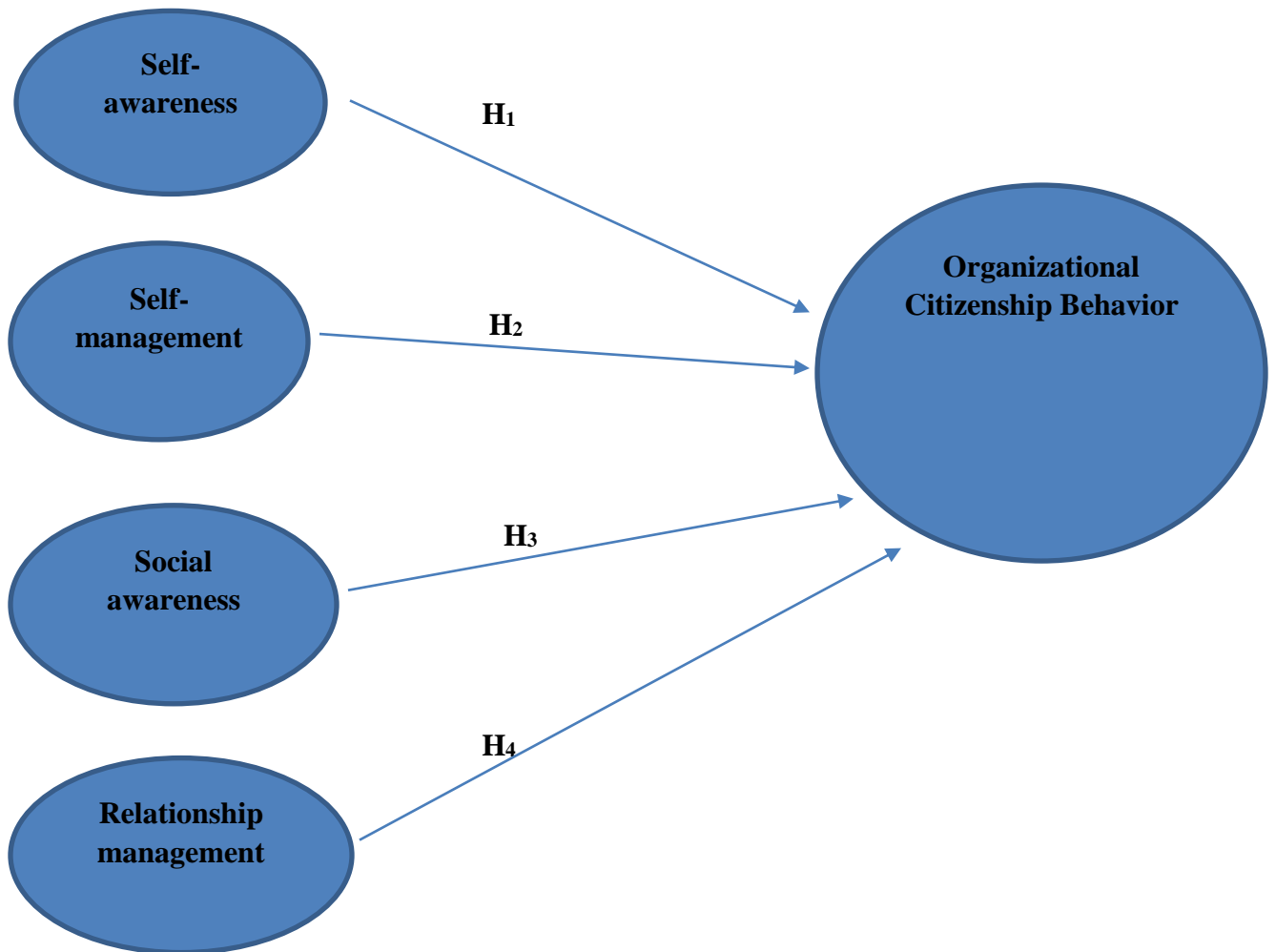
According to Ganesan (1993), conflict management is an important determinant of finding the level of relationship management skill because only people having good relationship management skill can resolve the conflicts because of their understanding of other's emotions.

2.3 Conceptual Framework

The research conceptual framework was derived from the literature and that shows the interaction of independent variables, i.e self-awareness, self-management, social awareness and relationship management with the dependent variable organizational citizenship behavior. Their relationship was assumed to be there is positive significant relationship between independent and dependent variables.

Independent variables

Dependent variable



Source: Developed by the researcher April, 2019.

H1=There exists significant positive relationship between employee's **Self-awareness** and organizational citizenship behavior.

H2= There exists significant positive relationship between employee's **Self-management** and organizational citizenship behavior.

H3=There exists significant positive relationship between employee's **Social-awareness** and organizational citizenship behavior.

H4=There exists significant positive relationship between employee's **Relationship management** and organizational citizenship behavior

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents a description of the methodology that was employed in the study. It spells out the techniques and methods of sampling, data collection, processing, analysis, and the area in which the study is carried out.

3.1 Research Approach

This study has adopted quantitative research approach. A quantitative approach is one in which the researcher primarily uses positive claims for developing knowledge, i.e., cause and effect relationship between known variables of interest or it employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistics data (Creswell, 2003). The rationale for using quantitative approach is grounded in the fact that the data collection instrument i.e. the questionnaire is best for this approach.

Moreover, quantitative research is beneficial because it enables the researcher to collect objective and numerical data to apply statistical tools and establishes relationship and causation between variables.

3.2. Research Design

The research design used for this study is explanatory research design. The purpose of this study was to assess the effect of emotional intelligence on employee's organizational citizenship behavior at Commercial Bank of Ethiopian at north Addis Ababa district. An explanatory research design was used to achieve the objectives of the study. Because explanatory research aids to connect ideas, to understand cause and effect, meaning researchers want to explain and what is going on.

3.3 Population and Sample

The study sample consists only managerial, senior and clerical employees from selected branches of the north districts at Addis Ababa city. From the district seven branches were selected by using simple random sampling technique. All employees in the seven selected branches were target population for the study. Non clerical /manual and custodial employees

were purposely excluded from the population because they are outsourced employees who are not permanent employees of the bank, but who are supplied manpower agents to the banks.

The selected seven branches have a total number of 319 employees; 39 managerial, 56 senior, 224 clerical employees. (Source CBE Oracle System). By using **Taro Yamane's formula** of $n=N/[1+N(e^2)]$ the sample size is 177.46, (approximately 177).

i.e. n = sample size

N = population size

e = level of precision or acceptable sampling error (0.05)

Table 3.1 Sample Population Distribution Technique

Job category	Number of people in strata	Number of people in sample	Sample from the strata	Percentage contribution for the sample
Managerial	39	$177/319*39$	22	12.40%
Senior employees	56	$177/319*56$	31	17.50%
Clerical employees	224	$177/319*224$	124	70.1%
Total	319		177	100%

Source: computed by the researcher, April 2019

3.4. Data source and Type

Data worth for undertaking this study was collected from employees of the bank from the selected branches under north Addis Ababa district through questionnaires designed for the purpose.

3.4.1 Data Type

Primary data was collected from the target population sampled through questionnaires designed for the aim of the study. Secondary data was collected from websites of the bank and other related literatures.

3.4.2 Data Sources

The study was used both primary and secondary data sources. Questionnaires were prepared for managerial, senior and clerical employees. A five point Likert Scale questionnaires were used to measure the variables of the study. Secondary data was gathered from published and unpublished theoretical literatures and empirical studies, books, journal articles, internet and other publications.

3.5 Data collection procedures

The data used in this study was collected through questionnaires from the selected target group population sample. The researcher has distributed his questionnaire to the randomly selected respondents by the system of stratified random sampling technique through the HR staffs at each branch. The researcher didn't face much struggle in distributing the questionnaire because he knows most of the staffs as he also works in one of the selected branches.

3.6 Data Collection Instruments

For the purpose of this study, the primary data collection technique is utilized through structured questionnaire which consists of three main sections. Part 1 contains information regarding the respondent's demographic features which include gender, age, educational qualification, work experience, job category and marital status. Part 2 of the questionnaire consists of structured five point Likert scale questions related with four dimensions of measuring level of emotional intelligence of employees. Part 3 also consists of different statements with five point Likert scale question statements which are related to measure organizational citizenship behavior of employees.

Level of employee emotional intelligence on each dimension of employees emotional intelligence are calculated by assigning a score of 1 to 5 to the Likert scale of —Strongly disagree to —Strongly agree as indicated in the appendix and as of organizational citizenship behavior is calculated by assigning a score of 1 to 5 to the Likert scale of –Never to –Every day.

The instruments used in this study were as follows. Wang and Law emotional intelligence scale (WLEIS) (Wang and law, 2002) and Suzy Fox and Paul E. Specto (2011) organizational citizenship behavior check list.

3.7 Data Analysis Method

The researcher has used SPSS version 21 for the analysis of data collected. As the study focuses on the effect of independent variable (emotional intelligence) on dependent variable (organizational citizenship behavior) different statistical analysis that could show the effect between the two have been used. Data is analyzed quantitatively by statistical techniques i.e. descriptive and inferential statistics. Descriptive analysis; mean, frequencies and standard deviation are used to describe the profile of respondents, employees emotional intelligence levels and level of organizational citizenship behavior.

Pearson correlation test was used to determine the nature, direction and significance of the relationship between employee's emotional intelligence and organizational citizenship behavior. Regression analysis was executed to test the acceptability of the research hypothesizes to determine their acceptance or rejection of hypothesized statements on the study.

3.8 Validity and Reliability

To ensure the quality of the research design, content and construct validity of the study was checked. The questionnaire is adopted from reviewed literatures. The questionnaires validity was tested by different academic researchers and practitioners in the researches done earlier.

Wang and Law Emotional Intelligence Scale (WLEIS), this questioner was developed by Wang and law in 2002; it was originally developed in the Far East (Hong Kong in china). The WLEIS was designed specifically for the use in organizations (Law et al., 2004; Wang and Law, 2002), as it was found to be a better predictor of organizational citizenship behavior that other EI scales. Moreover, WLEIS is a 16- item self-report scale and items were answer on a Likert scale ranging from 1 "strongly disagree" to 5 "strongly agree".

Organizational Citizenship Behavior Check List (OCB-C), it was a 42 item instrument designed to assess the frequency of organizational citizenship behaviors performed by employees. It has refined and shortened first to 36 items and then to the final 20 items specifically to minimize overlap with scale of counterproductive work behavior. The refined 20 items scale recommended for general use. (Fox, Spector, Goh, Bruursema, & Kessler, 2012).

The OCB-C uses a 5 point frequency scale ranging from 1= never to 5= every day. The OCB-C is a causal indicator scale that consists of items that are not all parallel assessments of a single underlying construct.

The questionnaire consists the four dimensions of emotional intelligence to measure employee's emotional intelligence level and organizational citizenship behavior measuring questions. The questionnaire consisted of 36 items in which five points rating scale was used. one of the most commonly used indicator of internal consistency is Cronbach's coefficient alpha.

Cronbach Alpha α reliability coefficient for the statements in the questionnaire was found to be as shown at table 3.6.1. Thus the reliability for the scale was found to be good.

Table 3.6.1 Reliability Statistics

Dimensions	No. of Items	Cronbach's Alpha
Self-awareness	4	.642
Self-management	4	.422
Social awareness	4	.587
Relationship management	4	.666
Total	16	.579
Organizational citizenship behavior	20	.871
Total	36	.873

3.8 Ethical Consideration

The researchers has used proper citation, follow systematic collection and analysis of data techniques, maintain data confidentiality, obtained the consent of the case organizations and staffs and based on their consent to meet the ethical obligation of research.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of this paper is to investigate the emotional intelligence level (self-awareness, self-management, social awareness and relationship management) of employees in Commercial Bank of Ethiopian in Addis Ababa area and its effect on organizational citizenship behavior. To achieve this purpose, relevant literature was reviewed and methodology was set in chapters two and three respectively. This chapter outlines the result of data analysis obtained from data collected from respondents. The information gathered is analyzed, and the results are presented in the following sections.

4.1 Response Rate of Respondents

A total of 177 questionnaires were distributed, out of which 167 (94.35 %) were returned on time and the researcher used this timely returned questionnaires in the analysis process.

4.2 Demographic Profile of Respondents

This section summarizes the demographic characteristics of the sample, which includes age of the respondent, gender, education level, work experience, employment category and marital status. The purpose of the demographic analysis in this research is to describe the characteristics of the sample such as the proportion of males and females in the sample, range of age, education level, marital status and employment group, so that the analysis could be more meaningful for readers.

Table 4.2 Demographic Profile of Respondents

Gender		Frequency	Percent
	Male	110	65.9
	Female	57	34.9
Age		Frequency	Percent
	20-29	50	29.9
	30-39	103	61.7

	40-49	14	8.4
Educational Qualification		Frequency	Percent
	First degree	150	89.8
	Master's degree	17	10.2
Work Experience		Frequency	Percent
	0-1	5	3
	2-5	72	43.1
	6-10	75	44.9
	11-20	14	8.4
	Above 21	1	0.6
Job Category		Frequency	Percent
	Managerial	20	12
	Senior staff	24	14.4
	Clerical	123	73.7
Marital Status		Frequency	Percent
	Single	98	58.7
	Married	69	41.3

Source: Survey data/SPSS, 2019

Table 4.2 above shows the demographic profile of 167 respondents. In terms of gender, respondents were more of male and female are very few in number as compared to male (female 34.1%, male 65.9%). This shows that females are less in number at Commercial Bank of Ethiopia at north Addis Ababa district office. Regarding the age of respondents, the sample population is largely dominated by the age group of 30-39 (61.7%) followed by the group comprise age of 20-29 (29.9%). This indicates that most of the sample populations are adults. The remaining group of respondents consist 14 employees (8.4%) with the age of 40-49.

Mentioning to the data we can say that the employees of Commercial bank of Ethiopia is dominated by adult group who are emotionally aware and can transform their organization to the

future. In terms of education, the distribution is not very equally distributed; 89.8 % of respondents have attained Bachelors of Arts Degree, while 10.2% of the respondents are Postgraduate degree holders. This shows that, most of the employees are graduates and the banks hire employees at the graduate levels or encourages employees to upgrade their education.

By the same token, demographic profile of respondents shows 58.7% are single and the remaining 41.3% are married in terms of their marital status.

When looking at the tenure of respondents in the company, most of the respondents 44.9% have served the bank for 6-10 years followed by 43.1% who have served for 2-5 years. Employees who have served about one year are 3 % and also those who have stayed for 11-20 are 8.4%.

Furthermore, the majority of the respondents 73.7 % are in clerical staff job category, 14.4% are Senior staffs and the remaining 12% of the respondents are Managerial position.

This shows that most of the employees at Commercial Bank of Ethiopia are clerical staffs in terms of job category.

4.3 Analysis of Collected Data

4.3.1 Descriptive Analysis

In order to see the general insight of the respondents regarding the selected dimensions in the subject branches, the researcher has summarized the measures with the respective means and standard deviations. Thus, the mean indicates to what extent the sample group averagely agrees or disagrees with the different statements. The lower the mean, the more the respondents disagree with the statements. The higher the mean, the more the respondents agree with the statement. On the other hand, standard deviation shows the variability of an observed response from a single sample Marczyk, Dematteo and Festinger (2005). The mean values and standard deviation values for each variable are presented in table 4.3

Table 4.3.1.1 Descriptive Analysis on the Level of employee Emotional Intelligence

Variables	Mean	Std. deviation
Self-awareness Dimension		
I have good sense of why I have certain feelings most of the time.	4.02	.372
I have good understanding of my own emotions.	4.13	.413
I really understand what I feel	4.49	.579
I always know whether or not I am happy	4.54	.656
Self-awareness aggregate result	4.295	.505
Self-Management Dimension	Mean	Std. deviation
I always set goals for myself and then try my best to achieve them	4.30	.681
I always tell myself I am a competent person	4.43	.715
I am a self-motivated person	4.61	.501
I would always encourage myself to try my best	4.68	.480
Self-management aggregate result	4.505	.59425
Social awareness Dimension	Mean	Std. deviation
I always know my friends emotions from their behavior	4.23	.667
I am a good observer of other emotions.	4.42	.614
I am sensitive to the feelings and emotions of others.	4.62	.587
I have good understanding of the emotions of people around me	4.29	.516
Social awareness aggregate result	4.39	.596
Relationship Management Dimension	Mean	Std. deviation
I am able to control my temper and handle difficulties rationally.	4.31	.557
I am quite capable of controlling my own emotions.	4.46	.609
I can always calm down quickly when I am very angry.	4.45	.691
I have good control of my own emotions.	4.57	.542
Relationship Management aggregate result	4.4475	.59975

Source: survey data/SPSS, 2019

As shown in table 4.3 above, the mean score for self-awareness is high (M=4.295, SD=0.505), this shows that most of the employees of the bank has aware about themselves. Most of them agree that; they have good sense of why they have certain feelings most of the time, they

have good understandings of their own emotions, really understand what they feel and know whether they are happy or not. The mean for self-management is very high (M=4.5, SD=0.59). This indicates that most of the employees intelligent to manage their emotion. This implies the majority of the respondents strongly agree that they set their own goals and try their best to archive them, they tell themselves they are competent, self-motivated and they encourage themselves to try their best.

Table 4.3 shows that the third dimension of emotional intelligence also exhibits high mean (M=4.39, SD=0.59) which similarly shows that employees are highly aware about their environment and workmates. Most of the respondents know their friends emotions from their behavior, good observers, sensitive to the feelings and emotions of others and have good understanding of emotions of people around. The mean for relationship management is relatively high (M=4.4, SD 0.6) which indicates that the employees' intelligence on controlling their temper and handle difficulties rationally, capable of controlling their own emotions, calming down quickly when they are anger and have good control of their own emotions is high.

Finally, from the mean values of the four dimension of EI we can conclude that employees Commercial Bank of Ethiopia have high level of EI, because their mean is above 4 that of 5 Likert scale measuring statements.

4.3.1.2 Assessing Employee's Organizational Citizenship Behavior

Table 4.3.1.2 Assessing Level of employee's Organizational Citizenship Behavior

Variables	Mean	Std. deviation
Picked up meal for others at work	2.38	1.311
Took time to advice, coach, or mentor a co-worker.	3.47	1.011
Helped co-worker learn new skills or shared job knowledge	4.05	.913
Helped new employees get oriented to the job	4.29	.846
Lent a compassionate ear when someone had a work problem.	4.45	.864
Lent a compassionate ear when someone had a personal problem.	4.22	.874
Changed vacation schedule, work days, or shifts to accommodate	4.32	.858

coworker's needs.		
Offered suggestions to improve how work is done	4.44	.825
Offered suggestions for improving the work environment	4.42	.786
Finished something for co-worker who had to leave early.	4.37	.763
Helped a less capable co-worker lift a heavy box or other object	4.34	.834
Helped a co-worker who had too much to do.	4.41	.738
Volunteered for extra work assignments.	4.38	.882
Took phone messages for absent or busy co-worker.	4.35	.887
Said good things about your employer in front of others	4.38	.864
Gave up meal and other breaks to complete work.	4.24	1.031
Volunteered to help a co- worker deal with a difficult customer, vendor, or co-worker	4.41	.844
Went out of the way to give co-worker encouragement or express appreciation.	4.46	.896
Decorated, straightened up, or otherwise beautified common work space	4.56	.749
Defended a co-worker who was being "put-down" or spoken ill of by other co-workers or supervisor.	4.64	.852
Aggregate result of organizational citizenship behavior	4.229	.8814

Source: survey data/SPSS, 2019

As shown on table 4.3, the mean for organizational citizenship behavior is (M= 4.229, SD=0.8814), this indicates that most of the respondents most likely agree with the under listed measuring statements of organizational citizenship behavior and they have strong organizational citizenship behavior. Most of the respondents agree on each stated statements that they perform once or twice a week or every day.

Finally, we could conclude that employees of Commercial Bank of Ethiopia have high level of OCB, because their mean is above 4 for 5 Likert scale measurement.

4.3.2 Correlation Analysis

One of the major objectives of this study is to measure the relationship that employee emotional intelligence have with organizational citizenship behavior. For this purpose, inferential statistics of correlation and regression analysis have been used and the results are presented in the below sections.

Pearson correlation coefficients reveal magnitude and direction of relationships (either positive or negative) and the intensity of the relationship (-1.0 to +1.0). Correlations are perhaps the most basic and most useful measure of association between two or more variables (Marczyk, Dematteo & Festinger, 2005).

According to Marczyk, Dematteo and Festinger, (2005) correlations of .01 to .30 are considered small, correlations of .30 to .70 are considered moderate, correlations of .70 to .90 are considered large, and correlations of .90 to 1.00 are considered very large.

Table 4.5 Relationships between dependent and independent variables

		MSAW	MSOAW	MSEM	MREM	MOCB
MSAW	Pearson	1				
	Correlation					
	Sig. (2-tailed)					
MSOAW	Pearson	.227**	1			
	Correlation					
	Sig. (2-tailed)	.003				
MSEM	Pearson	.166*	.234**	1		
	Correlation					
	Sig. (2-tailed)	.032	.002			
MREM	Pearson	.308**	.426**	.169*	1	
	Correlation					
	Sig. (2-tailed)	.000	.000	.029		
MOCB	Pearson	.128	.352**	.063	.451**	1
	Correlation					

Sig. (2-tailed)	.099	.000	.420	.000	
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Source: SPSS data/survey data

Note: MSAW= mean of self-awareness, MSOAW=mean of social awareness, MSM= mean of self-management, MREM= mean of relationship management, MOCB=mean of organizational citizenship behavior.

For most of the relationships, the inter correlations among variables were found to be in the intended trend. Moreover, significant correlation exists between social awareness and organizational citizenship behavior ($r=.352, p<.01$), relationship management and organizational citizenship behavior has shown significant correlation ($r=.451, p<.01$), but based on the data analysis self-management($r=.063, p=.420$) and self-awareness($r=.128, p=.099$) didn't show significant correlation with organizational citizenship behavior.

4.3.3 Regression Analysis

Table 4.3.3.1 Multiple Regression Result of Emotional Intelligence on Organizational Citizenship Behavior

Table 4.3.3.1 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.488 ^a	.238	.219	.42478

a. Predictors: (Constant), MREM, MSEM, MSAW, MSOAW

b. Dependent Variable: Organizational Citizenship Behavior

Note: MREM= mean of relationship management, MSEM=mean of self-management, MSAW=mean of self-awareness, MSOAW=mean of social awareness.

In order to realize contribution of emotional intelligence to organizational citizenship behavior, standard multiple regression analysis was employed. The regression model presents how much of the variance in organizational citizenship behavior is explained by the selected emotional intelligence. As shown in table 4.6.1 above, 23.8% variation in organizational

citizenship behavior is explained by emotional intelligence (where by R square is .238 and adjusted R square is .219) and the rest variations may be due to other factors or reasons not considered in this study. Accordingly, the independent variables Emotional intelligence (self-awareness, self-management, social awareness, relationship management) explains 21.9% variations in organizational citizenship behavior.

Table 4.3.3.2 Anova

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.125	4	2.281	12.643	.000 ^b
	Residual	29.230	162	.180		
	Total	38.355	166			

a. Dependent Variable: Organizational Citizenship Behavior

b. Predictors: (Constant), MREM, MSEM, MSAW, MSOAW

Note: MREM= mean of relationship management, MSEM=mean of self-management, MSAW=mean of self-awareness, MSOAW=mean of social awareness.

Table 4.6.2, the ANOVA table shows the overall significance / acceptability of the model from a statistical perspective. As the significance value of F statistics shows a value .000, which is less than $p < 0.05$, implies the model is significant. This indicates that the variation explained by the model is not due to chance.

Table 4.3.3.4 Beta Coefficients**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.664	.585		2.844	.005
MSAW	-.039	.100	-.028	-.389	.698
MSOAW	.249	.093	.207	2.680	.008
MSEM	-.060	.094	-.045	-.635	.526
MREM	.428	.088	.380	4.853	.000

a. Dependent Variable: Organizational Citizenship Behavior

Note: MSAW=mean of self-awareness, MSOAW=mean of social awareness, MSEM=mean of self-management, MREM=mean of relationship management.

As it is stated earlier in first chapter, this study aims to identify the effect of independent variables on the dependent variable. Thus, the strength of each predictor (independent) variable influence on the criterion (dependent) variable can be investigated via standardized Beta coefficient. Hence, the regression coefficients explain the average amount of change in dependent variable that caused by a unit of change in the independent variable.

Finally, based on the analysis of the data only two hypothesis are accepted; H₃ (There exists significant positive relationship between employee's social awareness and organizational citizenship behavior.) and H₄ (There exists significant positive relationship between employee's relationship management and organizational citizenship behavior.). But, the remaining two hypothesis are rejected; H₁ (There exists significant positive relationship between employee's Self-awareness and organizational citizenship behavior.) and H₂ (There exists significant positive relationship between employee's self-management and organizational citizenship behavior.).

Table 4.3.3.5 Multicollinearity Test

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	MSAW	.884	1.131
	MSOAW	.785	1.274
	MSEM	.929	1.076
	MREM	.769	1.300

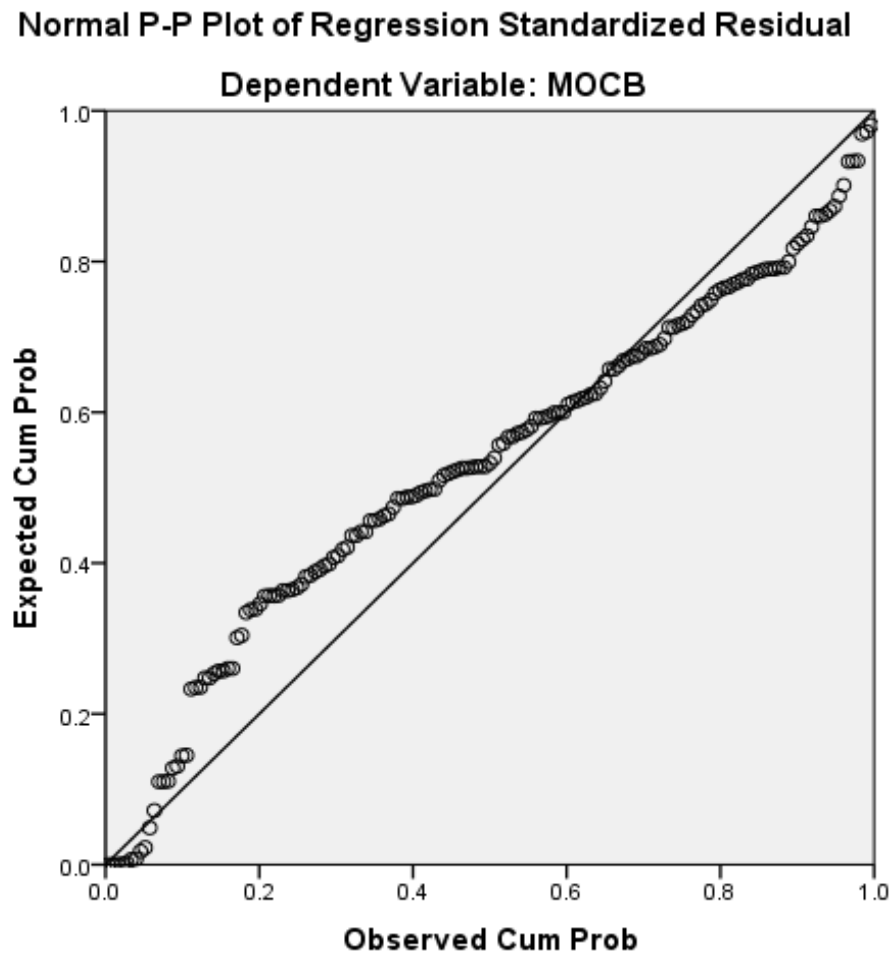
a. Dependent Variable: MOCB

Note: MOCB=mean of organizational citizenship behavior

MSAW=mean of self-awareness, MSOAW=mean of social awareness, MSM=mean of self-management, MRM=mean of relationship management.

Multicollinearity exists if predictors/independent variables are highly correlated. Tolerance should be more than 0.2(Menard, 1995). Variance inflation factor (VIF) should be less than 10(Myers, 1990). As shown on table 4.3.3.5 all predictors tolerance is more than 0.2 and also the value for VIF is less than 10. Hence we can see that the study doesn't have multicollinearity problem.

Figure 4.1 Normal P-P plot of Regression



As shown on the above figure, based on the actual values the normality is very good. It shows the residuals are normally distributed.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the findings acquired from the analysis and discussion of the collected data, conclusions derived from the findings of the study and recommendations drawn to address the identified problems if any.

5.1 Summary of Major Findings

The objective of the study was to find out whether there is effect emotional intelligence on employee's organizational citizenship behavior in Commercial Bank of Ethiopia and to determine the current level of organizational citizenship behavior at Commercial Bank of Ethiopia. Hence, the following major findings were made from the results that have been discussed in the previous chapter.

The numbers of male respondents in the sample population is higher (male 65.9%, female 34.9) and it is largely dominated by the age group of 30-39 (61.7%) which shows that majority of branches are dominated by adults.

The largest group of the population comprises first-degree holders, which accounts 89.8% of the total respondents. Furthermore, 44.9 % of the respondents have 6-10 years of experience in the company and these take the majority and also more than half of the respondents 58.7% are single employees.

The mean score for the measures of self-management was relatively high (4.505), then relationship management (4.4475), followed by social awareness (4.39) and self-awareness (4.295).

Pearson coefficients implies that social awareness is positively related with organizational citizenship behavior within 0.352 which is significant at $p < 0.01$ level and that of relationship management is correlated positively with in 0.451,

but the two dimensions of emotional intelligence; self-awareness and self-management are not correlated with organizational citizenship behavior.

Findings from the multiple regression analysis show, 23.8% variation in organizational citizenship behavior is explained by emotional intelligence (where by R square is .238 and adjusted R square is .219%).

According to the data analyzed employees of Commercial Bank of Ethiopia have shown high level of organizational citizenship behavior in two dimensions of emotional intelligence, in relationship management and social awareness.

There is positive correlation between employee emotional intelligence and organizational citizenship behavior.

5.2 Conclusions

According to data analyzed, there is high level of emotional intelligence in Commercial Bank of Ethiopian and organizational citizenship behavior is more affected by the relationship management among the four dimensions on emotional intelligence. There is positive and significant relationship between emotional intelligence and organizational citizenship behavior. Therefore, we can conclude that the employee's emotional intelligence has a positive direct impact on organizational citizenship behavior. The organizational citizenship behavior can also have an effect on organizational performance.

In this study, it is concluded that organizational citizenship behavior and emotional intelligence are positively related. Thus Emotional Intelligence is that variable which is necessary to be possessed by employees in order to carry out organizational citizenship behaviors because employees with emotional skills and the interpersonal efficiency are more satisfied which would in turn result in organizational effectiveness and productivity .

The study also conveyed that an organizational culture should be developed in order to enhance Emotional Intelligence which will thereby maximize the effectiveness of the organization like organizational citizenship behavior . More in depth study can be done make the theory of emotional intelligence and organizational citizenship behavior more

relevant and systematic. This study should be quite useful to the further research in the areas of organizational citizenship behavior and emotional intelligence.

Finally, the reviewed literatures conducted globally have also showed that there is a positive effect of employees' emotional intelligence on organizational citizenship behavior at individual as well as team level which also leads to organizational performance. However, the researcher found that based on the dimensions used in this study, the findings regarding self-awareness and self-management were below the magnitude stated in different literatures. Possible reasons could be due to lack of integrity of respondents to the questions, contributions of other factors not included in the study.

5.3 Recommendations

Based on the findings the researcher recommends the following:

Emotional Intelligence and Organizational citizenship behavior affect the performance of the employees. Thus organization should focus more on the enhancement of emotional intelligence in the work place. The human resource manager should try to measure the problems encountered by the employees and provide them training in order to overcome the fear of unknown. This will make them emotionally determined and thus they will more inclined towards displaying emotional intelligence or organizational citizenship behavior. Afterward , which will make employees to achieve both organizational and individual goals and increase the effectiveness of organization.

Among the four dimensions, relationship management contributes more to organizational citizenship behavior and hence the bank should focus more on this dimension of emotional intelligence.

The researcher recommends other studies to use different employee emotional intelligence measuring tools and other dimensions of measuring organizational citizenship behavior other than those used in this research for more recommendations and better knowledge regarding employee emotional intelligence.

Emotional intelligence affects the organization, so it is suggested that they should consider the emotional intelligence of employees while recruiting them and also thereafter developing their emotional intelligence skills so that they can perform organizational citizenship behavior which facilitates in the realization of goals which subsequently increases the organizational effectiveness. Such types of behaviors can be strengthened by encouraging or implementing appropriate reward system. It is required that employees should be given training so that they can understand and execute their emotional and behavioral part.

For future, other studies see additional dimensions of Emotional intelligence which can influence organizational citizenship behavior and see the reasons behind the difference in emotional intelligence levels across different categorical groups.

Finally, continuous measurement of employee's emotional intelligence level, assessing emotional intelligence practices throughout the organization and taking timely action on issues identified as crucial and important is recommended.

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Appendix



ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

GRADUATE STUDIES PROGRAM IN HUMAN RESOURCE MANAGEMENT

QUESTIONNAIRE

.....

Dear Respondents:-The aim of the questionnaire is to gather data in order to assess the impact of emotional intelligence on employees organizational citizenship behavior at commercial bank of Ethiopia for academic purpose. Therefore I kindly request you to fill this questionnaire genuinely and freely assuring that the data will be used only for the intended academic purpose (for partial fulfillment of MA in HRM). Please follow the instructions and answer all questions. Your answers will be treated strictly confidential. You don't need to reveal your identity.

You can call Senay Kibneh @ +251912499578/+251910649555 or E-mail senikertu77@yahoo.com for any inquiry or explanation you need.

Thank you for your participation and valuable time.

.....

Part One: - Demographic and other information

Please put tick mark (√) in the circle with most closely represent your personal situation. Please mark one item only per question.

1. Gender: Male Female
2. Age: 20-29 30-39 40-49 Above 50
3. Educational qualification: Diploma First Degree Master's Degree
 PhD. Other
4. Work experience in your current organization in years: 0-1 2-5 6-10
 11-20 Above 21
5. Job Category: Managerial Senior staffs Clerical
7. Marital Status: Single Married Divorced Widowed

Part two: Wang and Law emotional intelligence scale (WLEIS)

Please give your rating as your response to each of the following statement

S. No	Parameters	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	Self-awareness **					
1.1	I have good sense of why I have certain feelings most of the time.					
1.2	I have good understanding of my own emotions.					
1.3	I really understand what I feel					
1.4	I always know whether or not I am happy					

2	Social awareness **					
2.1	I always know my friends emotions from their behavior					
2.2	I am a good observer of other emotions.					
2.3	I am sensitive to the feelings and emotions of others.					
2.4	I have good understanding of the emotions of people around me					
3	Self-management **					
3.1	I always set goals for myself and then try my best to achieve them					
3.2	I always tell myself I am a competent person					
3.3	I am a self-motivated person					
3.4	I would always encourage myself to try my best					
4	Relationship management **					
4.1	I am able to control my temper and handle difficulties rationally.					
4.2	I am quite capable of controlling my own emotions.					
4.3	I can always calm down quickly when I am very angry.					

4.4	I have good control of my own emotions.					
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** All the four dimensions are not original part of the questioner, but amended for this research purpose based on advisor's suggestion, even if the statements are as it is used at Wang and Law emotional intelligence scale.

Part three: Organizational citizenship behavior check list (OCB-C)

How often have you done each of the following things on your present job?

S.no	Parameters	Never	Once or twice	Once or twice a month	Once or twice a week	Every day
1	Picked up meal for others at work					
2	Took time to advice, coach, or mentor a co-worker.					
3	Helped co-worker learn new skills or shared job knowledge					
4	Helped new employees get oriented to the job					
5	Lent a compassionate ear when someone had a work problem.					
6	Lent a compassionate ear when someone had a personal problem.					
7	Changed vacation schedule, work days, or shifts to accommodate coworker's needs.					
8	Offered suggestions to improve how work is done					
9	Offered suggestions for improving the work environment					

10	Finished something for co-worker who had to leave early.					
11	Helped a less capable co-worker lift a heavy box or other object					
12	Helped a co-worker who had too much to do.					
13	Volunteered for extra work assignments.					
14	Took phone messages for absent or busy co-worker.					
15	Said good things about your employer in front of others					
16	Gave up meal and other breaks to complete work.					
17	Volunteered to help a co- worker deal with a difficult customer, vendor, or co-worker					
18	Went out of the way to give co-worker encouragement or express appreciation.					
19	Decorated, straightened up, or otherwise beautified common work space					
20	Defended a co-worker who was being "put-down" or spoken ill of by other co-workers or supervisor.					

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Thanks for your valuable time!!