

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY



*Emotional Intelligence, Perceived Leadership Behavior and Job
Efficiency: The Case of Ethiopian Trading Businesses
Corporation*

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COLLEGE OF EDUCATION & BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

**Emotional Intelligence, Perceived Leadership Behavior, and, Job
Efficiency: The Case of Ethiopian Trading Businesses Corporation**

A Thesis Submitted to the School of Psychology in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Social Psychology

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DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any university and that all sources of materials (published and unpublished) used for the thesis has been dually acknowledged in the text and reference lists.

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Abstract

This study investigates the interplay between employee emotional intelligence, perceived leadership behavior, and sector level job efficiency within the Ethiopian Trading Business Corporation (ETBC). The primary objectives of the study are to assess employees' emotional intelligence levels, analyze the interrelations among these variables, test the hypotheses that both emotional intelligence and leadership behavior positively impact job efficiency, compare these variables across different demographic groups, and discuss the implications for organizational behavior and human resource management theory, practice, and policy.

Data were collected from employees across various sectors of ETBC in Addis Ababa using a convenient sampling technique and stratified random sampling. A total of 272 respondents (168 males and 104 females) participated, with data gathered through a survey questionnaire measuring employees emotional intelligence, perceived leadership behavior, and job efficiency. Data analysis was conducted using SPSS version 27, employing descriptive statistics, Pearson correlation coefficient, regression, and multivariate analysis of variance.

Findings indicate that employees at ETBC exhibit moderate levels of emotional intelligence, with higher scores in emotional sensitivity and understanding compared to well-being, self-control, and sociability. There was no significant correlation between emotional intelligence and leadership behavior. However, emotional intelligence showed a significant positive correlation with job efficiency, suggesting that higher emotional intelligence is associated with better job performance. Leadership behavior also correlated positively with job efficiency, indicating that effective leadership enhances task efficiency. Together, emotional intelligence and leadership behavior accounted for 43.2% of the variance in job efficiency.

Demographic analysis revealed significant differences across sectors, with Corporate Logistics employees showing lower emotional intelligence scores compared to other sectors. Age also influenced job efficiency, with older employees exhibiting different performance levels, likely due to varying experience and skills. Other demographic factors, such as gender, education level, marital status, experience, and work position, had no substantial impact on the studied variables.

Additionally, ETBC employees demonstrate moderate emotional intelligence, particularly in emotional sensitivity and understanding. Transformational leadership behaviors are prevalent, especially in intellectual stimulation and idealized attributes, while transactional leadership behaviors focus heavily on task monitoring and control. Passive/avoidant leadership behaviors are present but not dominant. These findings emphasize the importance of enhancing emotional intelligence and leadership behaviors to improve job efficiency, with particular attention to sector-specific and age-related differences.

Keywords: Employees Emotional Intelligence, Perceived Leadership behavior, Sector level job efficiency

Chapter One

Introduction

In the intricate tapestry of organizational success, a few critical threads stand out: job efficiency, performance excellence, leadership skills, and emotional intelligence. These factors are not only necessary separately, but also inextricably linked, resulting in a complex interaction that may have a substantial impact on an organization's overall success. Numerous researches in organizational behavior and management have investigated these dynamics, emphasizing the importance of work efficiency as a key component of organizational effectiveness. Job efficiency is assessed in a variety of ways, including the capacity to fulfil objectives effectively, maximize productivity, optimize resources, meet deadlines, maintain quality standards, and operate cost-effectively.

This dynamic is further complicated by Ethiopia's distinct ecosystem of organizations. Ethiopian organizational culture is characterized by hierarchical systems entrenched in national values and history, which have a considerable impact on work efficiency. This hierarchical culture, along with the hard-economic climate typified by high poverty rates, adds to the obstacles for worker motivation and production. Emotional intelligence, defined as the capacity to recognize and regulate one's own and others' emotions, is increasingly recognized as a vital aspect in corporate success. According to research, people with high emotional intelligence are better equipped to deal with interpersonal challenges, navigate complex social dynamics, and make sound decisions under stress, all of which can play an important role in fostering a positive work environment, encouraging employees to achieve organizational performance goals, and effectively communicating and interacting with their teams.

Perceived leadership behavior, or how followers perceive and interpret their leaders' decisions and actions, has a substantial impact on organizational outcomes including employee happiness, performance, motivation, and overall effectiveness. Leaders that can empathize with their subordinates, effectively communicate goals and expectations, and give essential assistance are more likely to improve task efficiency. According to studies, employees who feel emotionally supported and encouraged by their bosses perform better.

These dynamics are especially pertinent in the context of Ethiopian Trading Businesses Corporation (ETBC), a state-owned corporation that is critical to Ethiopia's economy. Because ETBC works in Ethiopia's public sector, government rules and directives have an impact on its organizational structure, decision-making procedures, and strategic direction. Understanding how emotional intelligence and perceived leadership behavior affect task efficiency at ETBC might help improve organizational performance in this particular situation.

The purpose of this study is to look at the complex relationship between employees' emotional intelligence, perceived leadership behavior, and job efficiency at the Ethiopian Trading Businesses Corporation. The study's goal in exploring these links is to contribute to a better understanding of how various elements interact to influence organizational success in Ethiopia.

1.1 Background of The Study

Unlocking the key to organizational success requires a delicate balance of various factors, among these factors, job efficiency, performance excellence, leadership skills, and emotional intelligence are crucial for an organization's success (Noe et. al,2012). Numerous studies in organizational behavior and management have delved deeply into the complex dance between these critical aspects. At the heart of it all, work efficiency emerges as an essential component for any organization's success and survival. Efficiency measures performance in various ways, including the capacity to achieve goals effectively, maximize productivity, optimize resources, meet deadlines, maintain quality standards, and operate cost-effectively.

In the dynamic landscape of Ethiopian organizations, a tapestry of influences from organizational culture to leadership styles weaves together to shape work efficiency. However, managing the complicated interaction of these components becomes even more difficult in the context of Ethiopia's unique political, cultural, and economic climate, as described by Abebe (2017). The setting is set for an interesting investigation into how these variables interact to define success in today's corporate environment.

Ethiopian organizational culture is typified by hierarchical systems that are ingrained in national norms and history. Ethiopian culture has always been based on a hierarchy, with people being expected to respect those in positions of power. The organizational culture of Ethiopian institutions, such as companies, governmental bodies, and nonprofits, is characterized by a hierarchical structure (Embilo,2020). Furthermore, Ethiopia's difficult economic environment characterized by high rates of poverty may have an additional negative impact on worker motivation and output (Ebba, 2020).

The ability to identify one's own emotions as well as those of others and to use this awareness to effectively manage behavior and relationships is known as emotional intelligence (Mayer,2011). In recent years, there has been a developing recognition of the importance of emotional intelligence within business. Research has proven that individuals with excessive emotional intelligence are better equipped to handle interpersonal challenges, navigate complex social dynamics, and make sound selections under stress (Mayer,2011).

Research indicates that emotions play a significant role in shaping leader perceptions (Pescosolido, 2002). Additionally, it is indicated that emotional intelligence is crucial in influencing how they communicate their emotions and interact with employees (Kulkarni et al., 2009). Furthermore, leaders with high emotional intelligence have been discovered to be extra effective in inspiring and motivating their teams, mainly to improve employee engagement and process overall performance (Patterson,2008).

An important concept in organizational psychology and management studies is perceived leadership behavior. It includes the way that followers see and understand the choices, decisions, and general behavior of their leaders. Numerous organizational outcomes, such as employee satisfaction, performance, motivation, and overall effectiveness, are strongly influenced by this view.

Job efficiency can be strongly impacted by how leaders communicate with their subordinates, express their goals and expectations, and extend assistance. Given the dynamic and complicated nature of governmental operations, perceived leadership characteristics significantly impact efficiency. Against this context, the proposed study seeks to investigate the relationship

between employees' emotional intelligence, perceived leadership behavior, and job efficiency in Ethiopian Trading Businesses Corporation.

The concept of "job efficiency" was introduced by François Quesnay emphasizing the importance of efficiency in the agricultural sector for governmental authority. Job efficiency is commonly defined as the ratio of actual time taken to complete a task to the standard time allocated for that task (Esfestani & Jalali, 2018). It is crucial to understand the factors affecting job efficiency in Ethiopia and how to enhance them.

According to studies, job performance in Ethiopia has decreased in recent years as a result of many problems and possibilities. Workers' lack of technical skills and inventiveness, poor working conditions, a lack of efficient human resource management techniques, and political instability and economic turmoil are all challenges (Gile et.al, 2022).

The Ethiopian Trading Businesses Corporation is a state-owned enterprise that is vital to the Ethiopian economy. It operates within the context of Ethiopia's public sector as a government-owned organization, adhering to the government's regulations and directives. The corporation's organizational structure, decision-making processes, and strategic direction are all influenced by its status as a state-owned firm. Its activities are influenced by the country's cultural practices, customs, and societal norms, which shape commercial interactions (Tewodros, 2014).

The Ethiopian Trading Businesses Corporation employer provides a thrilling context for reading these dynamics. As a distinguished entity within Ethiopia's commercial enterprise landscape, it offers a large body of workers working in an unexpectedly evolving marketplace surroundings. Knowledge of how emotional

intelligence impacts management behavior inside this business enterprise can shed light on effective strategies for enhancing organizational success.

As governmental organizations face changing demands, shifting public expectations, and the need for agile decision-making, knowing the emotional intelligence competencies and perceived leadership behaviors that contribute to job efficiency becomes critical. Emotional intelligence, which includes self-awareness, empathy, and relationship management, is increasingly recognized as an important feature of effective leadership, affecting communication, decision-making, and team dynamics in government contexts.

1.2 Statement of the problem

Employee attitudes and behaviors are significantly influenced by how they perceive their leaders to be acting. Employee perceptions of their leaders are greatly influenced by their behaviors, communication methods, and decision-making procedures. Overall performance, motivation, efficiency and job satisfaction are all impacted by these beliefs. Knowing how workers view their leaders can be very helpful in enhancing leadership effectiveness and organizational outcomes.

In government organizations, leadership is critical for increasing operational efficiency, improving staff performance, and accomplishing organizational goals. Among various factors achieving sustainable growth and lowering poverty in Ethiopia depend heavily on efficiency. Job productivity and efficiency are two closely related concepts that have a substantial impact on organizational performance and success. Efficient staff can complete jobs on schedule and make good use of resources including time, materials, and energy. This streamlined approach to work not only improves individual performance but also increases general productivity inside the

organization When people are efficient in their jobs, they may execute tasks more quickly and accurately, resulting in higher production and performance levels (Esfestani & Jalali, 2018).

Despite their separate definitions, these terms are occasionally used interchangeably in daily English due to their close association at work. However, efficiency is the ability to complete a task with little waste of time, effort, or resources, whereas productivity is the rate of output per unit of input during a certain period.

Cultural factors like as power distance, collectivism, and contextual communication styles impact how leadership behaviors are viewed and implemented. To generate useful insights, investigations must consider Ethiopia's distinct sociocultural setting. Existing research frequently focuses on more flexible and less hierarchical organizations, perhaps neglecting how leadership operates in more rigid structures common to many Ethiopian organizations.

Research on state-owned firms, such as ETBC, is notably limited. These organizations play an important role in the Ethiopian economy, but their leadership problems and dynamics are poorly understood. Sector-specific research is required to determine how leadership practices might be improved in these critical organizations.

The economic environment in Ethiopia's frequent policy shifts presents unique challenges and opportunities for organizations. The impact of such an environment on the relationship between EI, perceived leadership behavior, and job efficiency is not well-documented. Understanding these dynamics is essential for designing effective leadership techniques customized to this situation.

Despite this impressive growth, the country faces structural weaknesses that present significant challenges. These challenges may impact leadership efficiency and employee performance (Ministry of Finance and Economic Development, 2020). Inefficiencies at

governmental organizations, reflected in delayed processes, wastage of resources, and unmet performance targets, highlight a pressing need for strategies that enhance employee productivity and organizational efficiency.

While there is a wealth of research on both EI and leadership, there is a need for more integrated theoretical models that combine both concepts to explain work efficiency. Such models should consider how EI drives leadership behaviors, as well as how employees perceive these behaviors and how they affect their performance.

In the extensive field of study, investigations into the connection between Emotional Intelligence and leadership styles, as demonstrated by Lee et al. (2021), have shed light on crucial organizational dynamics. However, as we turn our attention to Ethiopia and other developing countries, a gap in the empirical terrain becomes apparent. Here, the scarcity of studies extends to the crucial importance of Job Efficiency, indicating a significant gap in understanding how these interwoven determinants interact in varied institutional and cultural settings.

Additionally, Despite the acknowledged importance of emotional intelligence and leadership behavior in organizational success, there is a notable paucity of research focusing on these constructs within the Ethiopian business context. The majority of research that has already been done is based on Western contexts, which could not fully represent the distinct cultural, social, and economic factors that affect employee behavior and leadership in Ethiopia. Furthermore, there is a substantial vacuum in the literature as to the precise influence of emotional intelligence on perceived leadership behavior and work efficiency at ETBC.

This glaring lack of empirical insights highlights the critical need for comprehensive studies that examine the nuanced interplay of Emotional Intelligence, Perceived Leadership Behavior, and their impact on Job Efficiency, particularly within the rich tapestry of Ethiopia's governmental organizational context.

Another area for inquiry is the investigation of moderating factors that may alter the relationship between emotional intelligence and perceived leadership behavior. The possible mediation processes through which emotional intelligence affects job efficiency are not fully understood. It is crucial to investigate how contextual elements like organizational culture, industry type, and country culture may interact with emotional intelligence (Mayer et al., 2016). Organizations looking to improve employee well-being and leadership development might benefit from actionable insights gained from identifying the psychological processes or behavioral pathways that emotional intelligence impacts to achieve these results (Carmeli et al., 2009).

Furthermore, the dynamics of leadership behavior in government organizations can vary greatly depending on the sector's specific issues, structural hierarchies, and organizational cultures. Understanding how leadership behaviors affect job efficiency is critical for improving performance and organizational effectiveness.

The complexity of governmental operations, combined with rising demands for openness, accountability, and service delivery, warrants a careful assessment of the aspects contributing to work efficiency. By addressing this gap in the literature and investigating the interplay between emotional intelligence, perceived leadership behavior, and job efficiency, this study seeks to provide valuable insights that can inform leadership development initiatives, enhance organizational performance, and drive positive change within regional governmental entities.

In conclusion, the study will address the need to understand and evaluate how employees' emotional intelligence and perceived leadership behavior influence job efficiency within selected governmental organizations in Addis Abeba, with the ultimate goal of optimizing leadership practices, improving operational effectiveness, and cultivating a culture of performance excellence in the governmental sector.

1.3 Research Questions

1. What are the levels of employee emotional intelligence and employees perceived leadership behavior in EBTC?
2. What is the nature of the relationship (i.e., direction, strength, statistical significance) among employees' emotional intelligence, employees perceived leadership behavior, and sector level job efficiency?
3. To what extent do employees' emotional intelligence and employees perceived leadership behavior contribute to sector level job efficiency?
4. Are there any differences in employees' emotional intelligence, employees perceived leadership behavior, and sector level job efficiency concerning with respect to demographic variables (i.e., gender, work experience, level Of education, marital status, position, sectors?)

1.4 Objectives of the study

This research examines the relationship among employee's emotional intelligence, employees perceived leadership behavior, and sector level job efficiency. The specific objective of this study will be to: -

- Identify the levels of employee emotional intelligence and employees perceived leadership behavior in EBTC?

- Analyze the nature of the relationship among employees' emotional intelligence, employees perceived leadership behavior, and sector level job efficiency using appropriate statistical methods, such as correlation, regression, and path analysis.
- To examine differences in employees' emotional intelligence, employees perceived leadership behavior, and sector level job efficiency across different demographic variables, such as gender, work experience, level of education, marital status, position, and sectors using appropriate statistical methods.

1.5 Significant of the study

This study takes a pioneering look at the interwoven areas of employees' emotional intelligence, employees perceived leadership behavior, and sector level job efficiency inside the Ethiopian Trading Businesses Corporation, to illuminate the intricate relationships between these critical aspects. Mayer, Salovey, and Caruso (2004) emphasize the importance of emotional intelligence in determining leadership effectiveness and organizational outcomes. By investigating how Emotional Intelligence and Leadership Behavior interact to influence Job Efficiency, this study reveals crucial insights that can catalyze transformative changes inside the organization. According to Goleman's (1998) findings, leaders' Emotional Intelligence can have a substantial impact on organizational culture and performance.

The search to understand the mechanisms by which employee's emotional intelligence and perceived leadership behavior influence sector level job efficiency not only provides insight into the complex dynamics at work but also paves the way for focused interventions and initiatives aimed at improving organizational performance. Drawing on Barling, Slater, and Kelloway's (2000) research, which emphasizes the significant influence of leadership behavior

on employee attitudes and performance, this study has the potential to unlock pathways for improving operational effectiveness and increasing organizational competitiveness.

By delving deeper into the connections between employees Emotional Intelligence, Perceived Leadership Behavior, and Job Efficiency, this research not only aims to strengthen organizational practices within the Ethiopian Trading Businesses Corporation but also offers a springboard for broader applications that can inform and inspire transformative changes.

Moreover, Identifying the connections between these variables can assist in establishing policies and practices that seek to develop a positive work culture, successful leadership tactics, and improved job efficiency. The formulation of organizational policies targeted at developing emotional intelligence and cultivating an engaged workforce culture can be informed by the findings of this study. These guidelines will help establish a productive workplace that fosters achievement on the part of the individual and the company.

Additionally, this research aids in the cross-cultural understanding of the connections between leadership behavior, leaders' emotional intelligence, and job efficiency because of its particular focus on Ethiopian trading enterprises. Organizations functioning in comparable cultural contexts can benefit greatly from an understanding of these processes within a particular cultural context.

1.6 Scope of the study

The study will examine the relationship between employee emotional intelligence, employees perceived leadership behavior, and sector level job efficiency in ETBC. ETBC is a state-owned corporation with operations in agriculture, manufacturing, trade, and logistics. It was founded in 2015 by the consolidation of four prior public organizations that operated in

various facets of the trading industry. Through the supply of specific agricultural and industrial consumer goods from domestic and foreign manufacturers, the ETBC seeks to stabilize the local market, open up new markets for farmers and manufacturers of industrial consumer goods, and boost foreign exchange profits through the export of agricultural products. The organization is vital to Ethiopia's manufacturing and agricultural industries, which are the primary forces behind the country's economic growth and efforts to reduce poverty.

In the trading businesses sector, emotional intelligence, leadership conduct, and job efficiency are important factors that determine an organization's effectiveness and competitiveness. These factors have an impact on how with coworkers, clients, and partners; handle tension and conflict; provide encouragement and feedback; and work together and innovate.

This study shed light on organizational dynamics and their implications for organizational outcomes by analyzing these variables in the context of a specific corporation. Moreover, this study shed light on organizational dynamics and their implications for organizational outcomes by analyzing these variables in the context of a specific corporation.

These organizations have a considerable impact on government operations and service delivery in the capital city. In contrast to private firms, political enterprises have a distinct set of issues and goals linked to public governance, policy implementation, and citizen services. The study focuses on EBTC among the governmental businesses operating in Addis Ababa since it is willing to grant access to its job efficiency record for the intended aim of the study.

1.7 Operational Definition

- Emotional intelligence is the ability to recognize, understand, manage, and control one's own emotions as well as the emotions of others to effectively navigate social relationships as measured by the Trait Emotional Intelligence Questionnaire (TEIQue).
- Perceived Leadership behavior is defined as a leader's activities and conduct in guiding and influencing their team or organization toward common goals and objectives as perceived by workers and measured by The Multifactor Leadership Questionnaire (MLQ).
- Job efficiency refers to the ability of an employee to complete tasks and achieve goals effectively and productively while using resources optimally and minimizing waste as measured by the organization's job efficiency records of a two-year average taken from the ETBC HR office.

Chapter Two

REVIEW OF RELATED LITERATURE

In this chapter, the basic concepts of the research topics will be detailed. First, we'll discuss conceptual issues regarding emotional intelligence, including its history, major related concepts, models, and its relationship with leadership behavior, and job efficiency. We will also examine the theoretical framework and relevant perspectives on emotional intelligence, leadership behavior, and job efficiency. Additionally, we'll explore the implications of the review of related literature for the present study and present the conceptual framework of the current study.

2.1 Emotional Intelligence: Basic Concepts, Assessment, and Theories

2.1.1 Basic Concept of Emotional Intelligence

Emotional intelligence (EI) is a notion that has received a lot of attention in psychology, education, and organizational behavior. It refers to the ability to recognize, comprehend, and control one's own emotions, as well as the ability to recognize, comprehend, and influence the emotions of others. Daniel Goleman popularized the concept of emotional intelligence in his 1995 book "Emotional Intelligence: Why It Can Matter More Than IQ." Numerous researches have been undertaken since then to investigate the consequences of emotional intelligence in various domains of human existence.

Self-awareness, self-regulation, motivation, empathy, and social skills are all important components of emotional intelligence (Goleman, 1995). Self-awareness entails recognizing one's own emotions and comprehending their influence on one's ideas and behavior. The ability to efficiently manage and control one's emotions is referred to as self-regulation. Motivation entails

using emotions to attain personal and professional objectives. Empathy is the ability to understand and share the emotions of others, whereas social skills include the ability to form and sustain healthy relationships.

2.1.2 Assessing Emotional Intelligence

Emotional intelligence assessment is critical for evaluating an individual's ability to negotiate social relationships, handle stress, and make sound judgments. Several major components of emotional intelligence are measured, including emotional perception, understanding, facilitation, and management (Salovey & Mayer, 1990). Researchers have created a variety of instruments and ways to assess these components in people of various ages and circumstances. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is a commonly used approach that examines EI through a series of tasks relating to emotion perception, facilitation, comprehension, and management (Mayer et al., 2002). The MSCEIT has been extensively researched and is regarded as a credible measure of emotional intelligence (Brackett & Salovey, 2006).

Self-report measures, in addition to performance-based assessments such as the MSCEIT, are routinely used to assess emotional intelligence. The Trait Emotional Intelligence Questionnaire (TEIQue) is one such tool that assesses people's emotional talents in a variety of settings (Petrides & Furnham, 2001). Self-report measures supplement performance-based assessments by providing vital insights into an individual's subjective experiences with their emotional skills.

Furthermore, behavioral observations, particularly in educational and therapeutic settings, play an important role in determining emotional intelligence. To assess emotional competence, educators and mental health professionals frequently rely on firsthand observations of

individuals' emotional expressions, interpersonal interactions, and coping mechanisms (Brackett et al., 2011). Observational evaluations provide real-time insights into how people deal with social and emotional issues in their everyday lives.

Recent research has also emphasized the significance of context-specific emotional intelligence assessments. For example, situational judgment assessments have been designed inside organizational settings to assess individuals' abilities to apply emotional intelligence in work-related events (Joseph & Newman, 2010). These examinations assess individuals' ability to recognize and respond to emotions in the workplace, reflecting the growing acceptance of emotional intelligence as a vital talent for professional success.

Furthermore, technological advancements have resulted in the development of novel emotional intelligence testing techniques. Virtual reality-based evaluations have developed as a potential method for simulating real-world emotional circumstances and observing people's responses in controlled settings (Pan et al., 2020). Virtual reality platforms provide researchers and practitioners with a one-of-a-kind opportunity to test emotional intelligence in immersive environments that closely match real-life scenarios.

In conclusion, emotional intelligence assessment comprises a wide range of approaches and tools that capture individuals' skills to notice, interpret, facilitate, and control emotions. Researchers have used a variety of ways to assess emotional intelligence, ranging from performance-based exams like the MSCEIT to self-report measures like the TEIQue, as well as behavioral observations and context-specific assessments. Virtual reality-based tests, as technology advances, represent a cutting-edge route for testing emotional intelligence in ecologically realistic situations.

The ability model of emotional intelligence (EI) will be employed since it is consistent with the research goals, which include measuring leadership behavior, EI, and job efficiency in ETBC and investigating the correlations between these variables. The ability model of emotional intelligence (EI) will offer a reliable and valid assessment of EI that can accurately reflect the leaders' emotional abilities and talents. Additionally, the ability model of emotional intelligence investigates how EI influences and is influenced by other variables, including job performance, employee engagement, leadership behavior, and demographics.

Research questions can be addressed by using an ability model EI instrument, which offers a thorough assessment of emotional intelligence that can take into consideration the unique abilities of ETBC leaders as well as their general tendencies. This test can be used to compare the emotional intelligence levels of various leadership groups (based on factors like gender, work experience, education level, marital status, or position), as well as to look at the relationships between these levels and other factors like job efficiency and leadership behavior. It can also be utilized to assess and evaluate various theories regarding how emotional intelligence either drives or is driven by these results.

2.1.3 Theories or Models of Emotional Intelligence

Several theoretical frameworks have been developed to explain emotional intelligence. Mayer and Salovey's ability model of emotional intelligence is one of the most well-known. Emotional intelligence, according to this approach, consists of four interconnected abilities: recognizing emotions, using emotions to facilitate thinking, understanding emotions, and controlling emotions (Mayer & Salovey, 1997). Individuals must be able to negotiate social relationships and make good decisions in a variety of circumstances.

Daniel Goleman's mixed model of emotional intelligence is another significant theoretical paradigm. Goleman's paradigm emphasizes the importance of emotional intelligence in terms of both personal and social competencies. Self-awareness and self-management are examples of personal skills, while social competencies include social awareness and interpersonal management (Goleman, 1995). This model emphasizes the importance of emotional intelligence in improving interpersonal connections and promoting leadership effectiveness.

Petrides and Furnham have also proposed the trait model of emotional intelligence. This paradigm defines emotional intelligence as a set of personality attributes connected to emotionality, self-control, sociability, and well-being (Petrides & Furnham, 2001). Individuals differ in their emotional intelligence based on their innate personality features, according to this approach.

Recent research has shed light on the applications and implications of emotional intelligence in a variety of fields. Brackett et al. (2019) studied the role of emotional intelligence in educational settings in their study. According to the findings, instructors' emotional intelligence was favorably related to kids' academic achievement and socioemotional development. This shows that promoting emotional intelligence in instructors can help pupils achieve positive outcomes.

Furthermore, Joseph and Newman (2020) conducted a meta-analysis on the association between emotional intelligence and mental health outcomes. Higher levels of emotional intelligence were connected to reduced levels of psychological distress and increased well-being across varied populations, according to the findings. This emphasizes the significance of emotional intelligence in the promotion of mental health and resilience.

Wong and Law (2017) investigated the impact of leaders' emotional intelligence on employee engagement and job satisfaction in the setting of organizational behavior. Researchers discovered that leaders with higher levels of emotional intelligence were more effective at creating a favorable work atmosphere and increasing staff enthusiasm. This study emphasizes the importance of emotional intelligence in effective leadership and organizational effectiveness.

Furthermore, Lopes et al. (2017) explored the growth pathways of emotional intelligence from adolescence to adulthood in a longitudinal study. According to the findings, emotional intelligence increased significantly during adolescence and continued to develop into early adulthood. This longitudinal perspective adds to our understanding of how emotional intelligence develops throughout life.

Emotional intelligence theories and models have significant consequences for practice in a variety of professions. Interventions aiming at improving students' emotional intelligence in educational settings can contribute to enhanced academic achievement and socioemotional abilities (Brackett et al., 2012). Similarly, enhancing leaders' emotional intelligence through training programs can contribute to increased staff engagement and job satisfaction in organizational contexts (Wong & Law, 2017).

2.2 Perceived Leadership Behavior: - Basic Concept, Assessment, and Theories

2.2.1 Basic Concepts of Perceived Leadership Behavior

The study of leadership behavior is a multifaceted discipline that spans numerous leadership characteristics and styles. Recent research has enhanced our understanding of how various types of leadership behavior affect organizational outcomes such as employee happiness, commitment, efficiency, creativity, and overall conduct.

Leadership behavior research focuses on the activities and interactions of leaders within an organization, as well as how these behaviors influence the attitudes, motivations, and performance of their followers. Research suggests that competent and fair leadership can contribute to favorable employee reactions to organizational change (Oreg et al., 2011).

Perceived leadership behavior relates to how workers perceive their leaders' behaviors, attitudes, and effectiveness. These impressions are critical because they influence employees' attitudes and behaviors in the workplace (Yukl 2013). Leaders that are viewed as helpful, empowering, and fair create great work environments, which improves overall organizational success.

An increasing amount of research has sought to explore the various characteristics of leadership behavior and its impact on organizational outcomes in recent years.

Leadership behavior can be divided into two categories: task-oriented behavior and people-oriented behavior. The leader's attention on attaining specified goals, setting clear expectations, and assessing performance is referred to as task-oriented behavior. People-oriented behavior, on the other hand, entails establishing relationships, assisting followers in their personal and professional growth, and fostering a happy work environment. These two dimensions are frequently represented as opposite ends of a continuum, with leaders emphasizing different aspects of each based on situational conditions and individual preferences (Northouse, 2021).

A recent study has emphasized the significance of understanding various leadership styles within these parameters. One such technique that has received a lot of attention in the literature is transformational leadership. Transformational leaders inspire and drive their followers by expressing a compelling vision, cultivating a feeling of collective identity, and

stimulating the mind. Transformational leadership has been linked to increased levels of follower satisfaction, commitment, and performance in studies (Avolio & Yammarino, 2013).

Transactional leadership, as opposed to transformational leadership, focuses on contingent rewards and corrective actions to encourage followers. Transactional leaders define roles, give incentives for attaining performance goals, and react when difficulties develop. While transactional leadership is good at maintaining routine performance, it may not be as effective at encouraging innovation or long-term organizational success (Bass & Riggio, 2006).

Authentic leadership, which emphasizes self-awareness, transparency, ethical decision-making, and relational transparency, is another significant part of leadership behavior. Authentic leaders engage in authentic connections with others and work to foster a healthy ethical climate within their organizations. According to research, authentic leadership is associated with higher levels of follower trust, work satisfaction, and organizational citizenship behaviors (Walumbwa et al., 2008).

Furthermore, servant leadership is a distinct approach to leadership that places the needs of others ahead of one's own. Servant leaders are concerned with empowering and developing their followers, as well as fostering a feeling of community and social responsibility inside the organization. Servant leadership has been linked to greater levels of follower well-being, organizational citizenship behaviors, and overall organizational performance in studies (Liden et al., 2008).

Aside from these unique leadership styles, the current studies have also looked into the function of emotional intelligence in effective leadership. Emotional intelligence is defined as the ability to recognize and understand one's own emotions as well as the emotions of others, and to use this awareness to influence one's thoughts and behavior. Leaders with strong emotional

intelligence are better able to manage interpersonal relationships, navigate disagreements, and inspire people to trust them. Emotional intelligence has been demonstrated to be positively associated with a variety of dimensions of leadership effectiveness, including follower happiness, team performance, and organizational atmosphere (Goleman et al., 2002).

The study of leadership behavior also includes an assessment of situational aspects that influence leader effectiveness. According to the contingency theory of leadership, the most effective style of leadership is determined by the specific qualities of the situation at hand. A more directive style of leadership, for example, may be acceptable in highly structured activities or stable contexts, but in complex or dynamic environments, a more participative or empowering approach may be required (Fiedler & Chemers, 1974).

Furthermore, a recent study has highlighted the significance of ethical issues in comprehending leadership behavior. Ethical leadership entails acting with honesty, fairness, and care for stakeholders' interests while making morally sound judgments. Ethical leaders' model ethical behavior and foster an ethical culture inside their organizations. According to Brown and Trevio (2006), ethical leadership is connected with greater levels of employee trust, organizational commitment, and work satisfaction.

2.2.2 Assessing Leadership Behavior

Assessing leadership behavior entails examining leaders' actions, traits, and attributes within the context of an organization. Recent research has emphasized a variety of approaches and instruments for analyzing leadership behavior, providing useful insights into the efficacy of various leadership styles and their impact on organizational results.

The utilization of 360-degree feedback is one method for assessing leadership behavior. This strategy entails gathering feedback from a variety of sources, including superiors, peers,

subordinates, and other stakeholders, to provide a thorough assessment of a leader's behavior (Atwater & Yammarino, 1998). 360-degree feedback provides a more holistic view of leadership behavior, encompassing multiple views and insights that typical performance evaluations may not provide.

Furthermore, in recent literature, the assessment of transformative leadership behavior has gained popularity. Transformational leaders inspire and encourage their people, resulting in increased levels of engagement and performance (Bass & Riggio, 2006). Assessing transformational leadership behavior entails assessing a leader's vision, charisma, intellectual stimulation, and individualized consideration to provide a framework for analyzing their impact on organizational culture and performance.

Aside from these methods, new research has emphasized the significance of ethical leadership behavior. In their decision-making and behaviors, ethical leaders display integrity, transparency, and a commitment to ethical ideals (Brown & Trevio, 2006). Ethical leadership behavior is evaluated by examining the congruence between a leader's stated ideals and their actual behaviors, as well as their impact on the ethical atmosphere within the organization.

Furthermore, situational leadership theory provides a framework for evaluating leadership behavior about the specific demands of various contexts. Situational leaders modify their leadership style depending on the level of readiness and development of their followers (Hersey & Blanchard, 1969). Understanding how leaders modify their approach to fit the needs of their team members in changing conditions is required for assessing situational leadership behavior.

2.2.3 Theories or Models of Leadership Behaviors

Leadership is a complicated and comprehensive concept that has been extensively researched in the domains of psychology, sociology, and organizational behavior. Various theories and models have evolved to comprehend and explain the various characteristics of leadership behavior. The trait theory, which proposes that some natural talents or attributes make individuals better suited to leadership tasks, is one of the earliest and most influential theories of leadership behavior. While this theory has been criticized for its lack of empirical support, subsequent research has revealed that some characteristics such as intelligence, extraversion, and emotional intelligence are indeed associated with good leadership (Judge & Bono, 2001). Judge and Bono (2001), for example, discovered that emotional intelligence was positively connected to transformational leadership behavior, which emphasizes inspiring and encouraging followers to achieve better levels of performance.

Behavioral theories of leadership, which build on trait theory, focus on the acts and behaviors of leaders rather than their fundamental traits. The behavioral model developed by Ohio State University highlighted two essential elements of leadership behavior: thoughtfulness and starting structure (Fleishman et al., 1991). Consideration relates to how much a leader cares about the well-being of his or her subordinates, whereas initiating structure refers to how much a leader organizes and defines group activities. A recent study has shown that these factors have an impact on employee happiness and performance (Podsakoff et al., 1990).

The contingency theory, which contends that effective leadership is dependent on a match between a leader's style and the situational demands, is another popular model of leadership behavior. Fiedler's Contingency Model proposes that leaders have a dominant style—either task-oriented or relationship-oriented—and that the effectiveness of their leadership is

dependent on situational factors such as leader-member relationships, task structure, and position power (Fiedler, 1967)

More contemporary approaches to studying leadership behavior have arisen in addition to these basic theories. Transformational leadership theory, for example, emphasizes leaders' abilities to inspire and motivate people through their vision and charisma. Transformational leaders can explain a compelling vision, develop a feeling of collective identity among followers, and give intellectual stimulation (Bass & Riggio, 2006).

Furthermore, servant leadership has gained popularity as an alternate paradigm that emphasizes leaders' dedication to meeting the needs of others and fostering their progress. Greenleaf (1979) defines servant leaders as those who prioritize empathy, ethical decision-making, and empowering their people. Recent research has shown that servant leadership has a favorable impact on employee well-being, organizational citizenship behaviors, and team effectiveness (Liden et al., 2008).

Leadership behavior is a complicated phenomenon that has been researched from a variety of theoretical viewpoints. The relevance of natural qualities in good leadership is highlighted by trait theory, whereas behavioral theories focus on leaders' actions and behaviors. Contingency models emphasize the significance of tailoring leadership styles to situational demands, whereas transformational and servant leadership emphasize motivating and empowering followers. Recent research has advanced our understanding of these theories and models by giving empirical evidence for their applicability in modern organizational environments.

For this study, the Full Range Leadership model will be used. The FRLM is a comprehensive and scientifically proven leadership theory that encompasses three leadership

styles: transformational, transactional, and passive-avoidant or laissez-faire (Avolio, 2004). The influence these leadership philosophies have on followers and the organization varies, as does the leader's effectiveness and level of commitment. We can use the FRLM to compare and comprehend the various ways that leaders can affect the behavior, emotional intelligence, engagement, and performance of their staff members (Sosik & Jung, 2010). According to Einarsen et al. (2007), the FRLM can assist in recognizing and resolving potential risks and challenges associated with leadership, such as unethical, abusive, or destructive actions.

The emotional competencies of leaders and followers, such as self-awareness, self-regulation, social skills, empathy, and motivation, can also be measured and developed with the aid of the FRLM (Goleman et al., 2002). There are many settings and domains, including business, education, and health, where the FRLM is frequently utilized and verified (Ryan & Tipu, 2013). As a result, the FRLM is an appropriate and pertinent leadership model for the research.

2.4 Job Efficiency: Basic concept, assessment, and theories

2.4.1 Basic Concepts of Job Efficiency

Job efficiency is defined as an individual's or organization's ability to complete tasks and goals on time while maximizing resource utilization. It is an important factor in workplace productivity and performance since it has a direct impact on a company's overall success and competitiveness. Efficient staff may execute their tasks precisely and promptly, resulting in greater output and profitability for the organization.

Time management is an important aspect of job efficiency. Effective time management entails prioritizing projects, setting realistic deadlines, and minimizing distractions to finish work

efficiently. Employees who manage their time well can increase productivity and produce greater results in less time (Robbins & Judge, 2001).

Another major factor in job efficiency is resource utilization. This encompasses both physical resources (equipment and materials) and human resources (skills and expertise). Efficient organizations strategically deploy resources to maximize performance and reduce waste, resulting in greater efficiency and effectiveness (Daft & Marcic, 2016).

Furthermore, job efficiency is strongly linked to employee enthusiasm and engagement. Employees who are motivated tend to be more productive and efficient at work. Organizations can increase job efficiency by offering rewards, recognition, and opportunities for growth and development to keep staff engaged and motivated (Latham & Pinder, 2005).

2.4.2 Theories or models of job efficiency

Job efficiency is crucial to organizational success because it has a direct impact on productivity, performance, and overall effectiveness. Several theories and models have been created to better understand and increase job efficiency in a variety of circumstances. Scientific management theory, developed by Frederick Taylor in the early twentieth century, focuses on increasing individual worker efficiency through methodical task analysis and organization. Taylor's concepts emphasize standardization, specialization, and the utilization of time and motion studies to determine the most effective ways of executing job tasks (Taylor, 1911).

The Time Management Theory emphasizes how important effective time management is for job efficiency. This notion emphasizes that people who strategically arrange their time, prioritize work, and avoid time wastage are more efficient. Employees can improve their ability to complete projects within stated deadlines by using approaches such as task prioritization, scheduling, and minimizing time-consuming activities (Macan et al., 1990). The Resource-Based

View Theory, on the other hand, emphasizes that by managing resources efficiently, organizations may improve task efficiency. This idea contends that by proactively managing and exploiting human capital, technology, and organizational resources, businesses can improve operational efficiency and overall performance. Aligning resources with organizational aims and strategies is crucial in improving job efficiency and attaining long-term success within the organization (Barney, 1991).

Furthermore, the Human Relations Theory emphasizes the importance of employee pleasure, motivation, and well-being in driving job efficiency. According to this theory, employees who are satisfied and engaged perform better on the job. Organizations can improve job efficiency and effectiveness by cultivating positive work connections, providing growth opportunities, and building a supportive work environment (Mayo, 2004).

The Lean Management Model, which originated with the Toyota Production System, focuses on eliminating waste and inefficiencies in processes to maximize job efficiency. This approach, which incorporates just-in-time production, continuous improvement, and employee empowerment, aims to streamline processes, reduce delays, and increase productivity. Organizations can improve their job efficiency and operational excellence by removing non-value-added tasks and fine-tuning workflows (Womack & Jones, 2003).

The Lean Management Model provides a compelling framework for investigating task efficiency in this study. This model's emphasis on waste removal, process streamlining, and efficiency maximization is consistent with the organization's goal of increasing task efficiency. The notion of continuous improvement inherent in Lean Management is consistent with the organization's commitment to constant operational improvements and refinement to attain better levels of work efficiency. This emphasis on Kaizen, or continuous improvement, guarantees that

the Ethiopian Trading Businesses Corporation stays adaptable and responsive to changing market demands, constantly aiming for greater efficiency and effectiveness in its processes.

2.4.3 Assessing Job Efficiency

Through systematic evaluation and measurement of employee efficiency and workflow effectiveness, organizations can identify areas for improvement, streamline processes, and drive efficiencies across their operations. This technique takes a multidimensional approach that includes numerous approaches, measurements, and tools for assessing and improving task efficiency. Key Performance Indicators (KPIs) are one of the most common strategies for assessing job efficiency. KPIs are quantifiable measures that enable organizations to monitor and evaluate the performance of individuals, teams, or departments to predefined goals and targets. KPIs for job efficiency may include indicators such as output per hour, error rates, deadline adherence, and resource utilization. Setting explicit KPIs and monitoring performance against these standards allows organizations to acquire insights into staff productivity, discover areas of inefficiency, and take remedial action to improve job efficiency (Smith, 2010).

The Key Performance Indicators (KPIs) method is appropriate for analyzing job efficiency for this research as KPIs provide a disciplined and quantifiable approach to measuring job efficiency by offering clear, measurable measures that are consistent with organizational goals and targets. Furthermore, the use of KPIs enables the formulation of specific performance criteria for work efficiency, such as output rates, error frequencies, deadline adherence, and resource utilization.

The Balanced Scorecard (BSC) has emerged as a complete strategic management tool that enables businesses to match their actions with their goals and strategies. The BSC, first presented by Kaplan and Norton in the early 1990s, is a framework for measuring organizational

performance from four perspectives: financial, customer, internal processes, and learning and growth. While typically linked with financial performance evaluation, the BSC has expanded to include a larger set of measures for assessing many elements of organizational effectiveness, such as job efficiency.

However, for this study, secondary data sourced from government offices will be used to measure job efficiency. This is because leveraging internal organizational records ensures a high degree of reliability and accuracy in the assessment of job efficiency metrics, as these data are directly captured from the day-to-day operations of the selected governmental organizations. By tapping into these existing sources, the research gains access to a variety of real-time data on job performance metrics, providing a comprehensive and longitudinal perspective of efficiency trends. Furthermore, employing secondary data reduces the possible biases associated with self-reporting or survey-based methodologies, resulting in an objective and unfiltered view of job efficiency within the government setting.

2.5 Empirical studies on the relationship among emotional intelligence, Leadership behavior, and job efficiency

2.5.1 Relationship between Emotional intelligence and Leadership behavior

In recent years, there has been a lot of research done on the relationship between emotional intelligence and leadership behavior. Several empirical researches have been conducted to study how emotional intelligence affects several areas of leadership behavior, including decision-making, communication, conflict resolution, and team management.

A recent study has demonstrated the importance of emotional intelligence in a variety of fields. Educators are increasingly recognizing the significance of developing emotional

intelligence in learners. According to Brackett et al. (2019), emotional intelligence is important for students' academic progress, social interactions, and general well-being. The authors contended that treatments aiming at improving emotional intelligence can have a favorable impact in educational settings.

Studies show that Employees' opinions of their leader's behavior can be impacted by their emotional intelligence. Leaders with a high EI are viewed as more competent, approachable, and friendly. Harms and Credé (2010) found that employees perceive leaders with high EI as more effective and supportive. These leaders are perceived as stronger communicators and problem solvers, which increases their credibility and the trust that employees have in them. Additionally, Kerr et al. (2006) demonstrated that leaders with high EI are perceived as more empathetic and understanding. Employees feel more valued and supported, which positively impacts their job satisfaction and organizational commitment.

Emotional intelligence has also been connected to effective leadership and job performance. According to Miao et al. (2017), leaders with high emotional intelligence are more equipped to comprehend and manage their team members' emotions, resulting in higher team performance and work satisfaction. The study emphasized the importance of emotional intelligence training programs for leaders in organizational settings.

Emotional intelligence has implications for mental health and psychological well-being, in addition to its impact on education and leadership. Extremera and Rey (2016) discovered that people with higher levels of emotional intelligence have lower levels of stress and anxiety. The study revealed that therapies aimed at improving emotional intelligence abilities could be used to prevent mental health problems.

Furthermore, discussions regarding interpersonal relationships and communication have incorporated the concept of emotional intelligence. Lopes et al. (2011) found that emotional intelligence plays a role in marital satisfaction and conflict resolution. Individuals with higher emotional intelligence, according to the research, are better suited to overcome relationship issues.

Recent research has highlighted the multidimensional character of emotional intelligence and its far-reaching ramifications in a variety of fields. Emotional intelligence is still a hot topic in academic circles, with studies ranging from education and leadership to mental health and interpersonal interactions. Self-awareness, self-regulation, motivation, empathy, and social skills are all essential elements of emotional intelligence. Emotional intelligence is important in education, leadership, mental health, and interpersonal interactions, according to recent research. As research in this field advances, it is evident that emotional intelligence plays a critical role in influencing human experiences and interactions.

Goleman et al. (2002) discovered in their study that leaders with high emotional intelligence are better at managing interpersonal relationships, inspiring and motivating their teams, and adapting to changing situations. A longitudinal investigation of leadership behavior in diverse organizational settings was done by the researchers, who discovered a favorable association between emotional intelligence and effective leadership.

Furthermore, Joseph and Newman (2010) conducted a meta-analysis of 72 independent samples from 58 research and showed that emotional intelligence is highly connected to transformative leadership behavior. Transformational leaders inspire and encourage their people, build a positive organizational culture, and achieve better levels of performance. The meta-

analysis found strong evidence supporting the relationship between emotional intelligence and transformational leadership behavior in a variety of scenarios.

Matsumoto et al. (2008) conducted a cross-cultural study to assess the impact of emotional intelligence on leadership behavior across different cultural contexts. While basic characteristics of emotional intelligence were generally connected with effective leadership behavior, the researchers discovered cultural differences in the precise manifestations of emotional intelligence in leadership jobs. When exploring the relationship between emotional intelligence and leadership behavior, this study emphasized the need to take cultural aspects into account.

2.5.3 Relation between emotional intelligence and job efficiency

Emotional Intelligence (EI) has been identified as a critical component in determining job efficiency and effectiveness in organizations. The idea of emotional intelligence (EI), first presented by Daniel Goleman and further refined by Peter Salovey and John Mayer, comprises the ability to notice, integrate, understand, and control emotions to foster human progress (Mayer et.al, 2001). In the context of organizational behavior, EI has a substantial impact on individual interactions, decision-making processes, and overall workplace effectiveness.

Salovey and Mayer's research emphasizes the necessity of emotional processing in information appraisal, as well as the importance of correct emotion assessment in oneself and others for adaptive emotional adjustment. This implies that people with high EI have a set of emotional and logistical talents that allow them to handle social and personal issues efficiently (Mayer et.al, 2001).

According to research, emotional intelligence (EI) has a significant impact on job performance and efficiency. For example, Bar-on (2005) discovered that people with high EI

have diverse perspectives on life satisfaction, show disciplined and kind behavior, and are more likely to be successful and optimistic. Furthermore, Leila Sori's (2014) work sheds light on the relationship between emotional intelligence and organizational efficiency. Using the Bar-on model to assess emotional intelligence and the Dubny model to evaluate staff efficiency, the study discovered a substantial relationship between employees' emotional intelligence and job efficiency.

2.5.4 Relation between Leadership behavior and job efficiency

Leadership behavior is a critical factor in determining job efficiency inside organizations. Several studies have demonstrated the importance of leadership styles in affecting employee performance and overall organizational effectiveness. Effective leadership behavior is essential for increasing job efficiency and productivity in organizational contexts. Judge and Piccolo (2004) found that transformational and transactional leadership styles have a significant impact on employee performance. Transformational leaders inspire and motivate staff, resulting in increased task efficiency, whereas transactional leaders focus on setting clear goals and offering incentives to boost performance.

Bass (1985) offered leadership styles such as charismatic leadership, inspiring motivation, individualized consideration, and intellectual stimulation, which have been linked to higher employee enthusiasm and job efficiency. Transformational leaders demonstrate these behaviors, fostering a pleasant work atmosphere that increases employee engagement and dedication to organizational goals. Effective leaders play an important role in driving organizational transformation and increasing job efficiency. Lowe et al. (1996) found a positive relationship between transformative leadership behaviors and organizational success. Leaders who demonstrate transformational behaviors, such as inspiring vision, empowering people, and

encouraging innovation, build a culture of high task efficiency and performance excellence in their teams.

In a similar vein, Ahmed et al.'s 2020 study investigated the influence of transactional leadership on Ethiopian workers' job performance. In the Ethiopian context, the researchers discovered that transactional leadership practices—such as contingent incentives and active management-by-exception—were positively correlated with job performance. Additionally, Mengistu et al.(2018) study concentrated on the connection between job performance in Ethiopian firms and charismatic leadership. According to their findings, charismatic leadership traits like seeing and empowering subordinates had a big impact on how well employees performed at work.

2.6 Variations in employee emotional intelligence, Perceived Leadership behavior, and job efficiency as a Function of Demographic Variables

Concerning various demographic factors, Cabello et al. (2016) found that emotional intelligence (EI) tends to increase with age due to accumulated life experiences and improved emotional regulation skills. This increase in EI as individuals mature likely contributes to better job efficiency and enhanced leadership behavior.

Research has shown that women are often better at emotional intelligence when it comes to social skills and empathy (Mayer et al., 2016). Within firms, this distinction might have an impact on leadership behavior. According to Goleman et al. (2017), female leaders have been found to exhibit elevated levels of empathy and interpersonal understanding, potentially yielding favorable effects on staff engagement and work performance.

The influence of the sector on EI and job efficiency has also been highlighted in studies. Goleman et al. (2017) suggested that industrial sectors with high stress levels and operational pressures, such as corporate logistics, might have lower EI due to the emotional toll of the job. This aligns with findings indicating significant differences in EI across various employment sectors. Similarly, Harms and Credé (2010) supported the notion that job efficiency varies significantly across sectors, suggesting that different work environments and job demands can impact employee efficiency and emotional intelligence.

Regarding educational level, Joseph and Newman (2010) argued that educational level significantly influences emotional intelligence. They found that higher education levels correlate with higher EI due to better cognitive and emotional development. This perspective suggests that educational attainment could play a crucial role in developing emotional intelligence, potentially leading to enhanced job efficiency and leadership capabilities. Additionally, Kafetsios and Zampetakis (2008) indicated that gender differences in emotional intelligence do exist, with women generally exhibiting higher EI than men.

Boyatzis and Ratti (2009) demonstrated that leadership positions often require and develop higher emotional intelligence. This suggests that job positions could significantly influence EI and perceived leadership behavior. Leadership roles might necessitate a higher level of emotional intelligence due to the demands of managing teams and making emotionally informed decisions.

Work efficiency and successful leadership behavior are all significantly influenced by emotional intelligence. Studies have indicated that differences exist in emotional intelligence according to a range of demographic characteristics, including gender, educational attainment, marital status, work experience, and organizational position.

Another significant component that affects emotional intelligence is work experience. Studies have indicated that people with greater work experience typically have higher emotional intelligence because they have encountered a wider range of interpersonal settings and obstacles (Petrides & Furnham, 2014). Increased employee engagement and effective leadership conduct can both benefit from this higher emotional intelligence.

Differences in emotional intelligence have also been related to educational attainment. Higher-educated people might be more self-aware and have better emotional regulation abilities, both of which are crucial elements of emotional intelligence (Brackett & Salovey, 2019). This may affect their leadership style and capacity for productive workforce engagement.

Zerihun (2024) found significant differences in EI scores among NGO leaders of different ages, indicating that older leaders tend to exhibit higher levels of emotional intelligence. This implies that older leaders may have different emotional skills than younger leaders. These findings highlight the importance of considering age-related differences in EI when assessing leadership effectiveness.

One important factor in determining emotional intelligence is one's position within the business. Because of the demands and complexity of their roles, leaders at different hierarchical levels may exhibit varying degrees of emotional intelligence (Goleman et al., 2017). For example, to effectively lead and navigate complex organizational dynamics, senior executives may need to have high levels of emotional intelligence.

Research on how demographic factors affect emotional intelligence variations is becoming more prominent in Ethiopia. Tesfaye et al. (2020) investigated the effect of gender on emotional intelligence in professionals from Ethiopia. The results showed a substantial disparity in emotional intelligence between male and female participants, underscoring the importance of

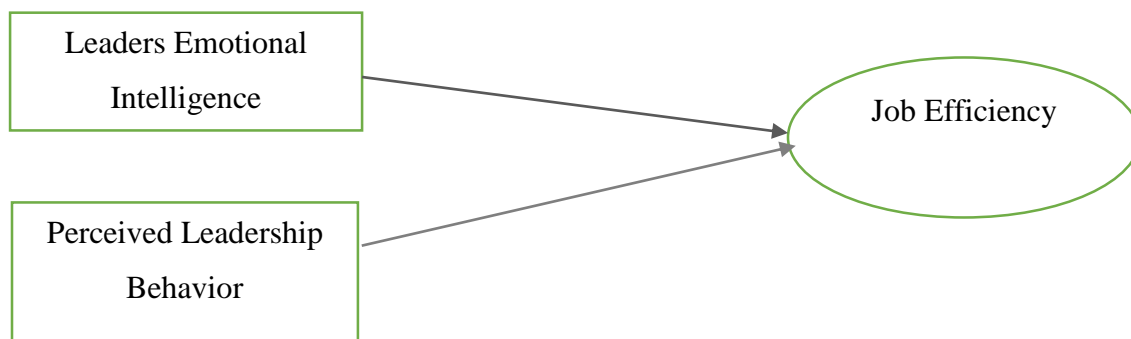
taking gender into account when developing leaders and fostering employee engagement in Ethiopian businesses.

These studies collectively emphasize the importance of various demographic and organizational factors in shaping emotional intelligence, perceived leadership behavior, and job efficiency. The significant influence of age, sector, educational level, gender, and job position on EI underscores the multifaceted nature of emotional intelligence development.

Understanding these demographic variables is crucial for organizations aiming to enhance leadership effectiveness and job performance. Further research should continue to explore these dynamics, considering potential cultural and organizational contexts to provide a more comprehensive understanding of how these factors interact and influence workplace outcomes.

Figure 1: The relationship between Leaders' Emotional Intelligence, Leadership Behavior, and, Job efficiency

Fig 1: Conceptual Framework



Source: Autor

2.7 Summary and Implications of the Reviewed Literature

The examined literature examines the fundamental ideas, tests, and theories underlying emotional intelligence, leadership behavior, and work efficiency. The vast majority of research indicates a positive association between emotional intelligence (EI) and job performance. Goleman (1998) and Bar-On (2006) proposed core theories relating high EI to better leadership and job performance. Recent empirical research by Mayer and Salovey (2016) back up these findings, indicating that people with high EI are more adaptable, productive, and effective in their jobs.

While the positive connection between EI and job efficiency is well documented, the influence of cultural environments is little understood. The majority of the current literature focuses on Western environments, emphasizing the necessity for study within various cultural frameworks, such as the Ethiopian environment.

The perception of leadership behavior has a substantial impact on employee motivation, satisfaction, and performance. Bass and Avolio (1994) on transformational leadership and House (1971) on path-goal theory found that leaders with emotional intelligence elicit more positive attitudes from employees, resulting in greater task efficiency. Transformational leadership, defined by high emotional intelligence, is consistently linked to positive organizational results. However, the path-goal model emphasizes the need of matching leadership behavior to employee demands and organizational goals.

Combining EI studies with leadership behavior, it is evident that leaders with high EI may favorably impact staff, increasing job efficiency. This relationship is mediated by workers' perceptions of their leaders' behavior, as well as the emotional environment they create. An

interdisciplinary approach that combines psychological theories of EI with management theories of leadership behavior provides a complete framework for investigating their reciprocal effect on job efficiency. Existing research focuses mostly on Western organizations, leaving a vacuum in understanding how these processes manifest in Ethiopian environments. Ethiopia's distinct cultural and economic context creates both obstacles and opportunity for adopting these theories. Ethiopian organizations with hierarchical structures may show varying correlations between EI, leadership behavior, and work efficiency. Understanding these cultural subtleties is crucial for successful leadership development and organizational goals.

Furthermore, the literature on emotional intelligence regularly emphasizes its significance for leadership behavior and professional achievement. Leaders with strong emotional intelligence can better inspire and engage their teams, leading to improved job performance and organizational outcomes. However, there is a study gap in understanding the particular pathways via which employee emotional intelligence and perceived leadership behavior contribute to workplace efficiency.

The present literature suggests a large research gap that deserves academic attention. While global studies have investigated the link between emotional intelligence, leadership behavior, and organizational outcomes, there is little study on this dynamic in Ethiopia. Ethiopia's rich cultural past and different organizational methods bring a fresh perspective to the leadership dynamic. However, the study mostly focuses on Western contexts, ignoring the need of incorporating cultural subtleties and contextual aspects that may influence the interplay between emotional intelligence, leadership behavior, and work efficiency.

When expressing organizational results, the terms "performance" and "efficiency" are sometimes used interchangeably, although having distinct connotations. Performance

encompasses a wide variety of organizational outcomes, including as profitability, growth, and general effectiveness, whereas efficiency focuses on optimizing resource utilization to achieve goals with little waste or effort. This difference is especially essential in Ethiopia, where resource restrictions and operational issues highlight the significance of distinguishing between performance and efficiency.

While earlier research in Ethiopia has looked at the impact of leadership styles on overall organizational performance, such as financial success and employee happiness, further study is needed to understand how specific leadership behaviors affect task efficiency. Job efficiency, defined as the capacity to maximize output while minimising input, is an important part of operational success that requires additional examination in order to optimism processes, boost productivity, and develop a culture of performance excellence.

Furthermore, there is a lack in the literature for accurately measuring and analyzing work efficiency as an outcome variable in research of emotional intelligence and leadership behavior. While studies frequently focus on performance measures, a thorough analysis of work efficiency as a separate indication of operational success remains largely unexplored, emphasizing the importance of specialized research to address this crucial component fully.

Researchers can improve organizational management practices by bridging the knowledge gap between performance-centric research and a more focused study of work efficiency in the context of leadership behavior in Ethiopian organizations. This sophisticated knowledge may help with strategic decision-making, leadership development programs, and organizational policies targeted at enhancing productivity and resource efficiency. As a result, Ethiopian enterprises may gain a sustained competitive edge, create operational excellence, and drive organizational success in a constantly changing business environment.

Chapter Three

Methods

This chapter discusses a detailed explanation of the research design, the site of the study, the study population, data gathering tools, sample, and sampling techniques. The description of tools, data collection, and data analysis procedures as well as ethical issues will be present.

3.1 Design of the Study

The study employed a quantitative approach, specifically using correlational research methods. Correlational research seeks to uncover and potentially quantify correlations between variables. This approach is ideal for studying the relationships between leaders' emotional intelligence, leadership behavior, and job efficiency. It provides a systematic framework for investigating how these variables interact and influence one another in the context of Ethiopian Trading Businesses Corporation.

A correlational research design is chosen because of its utility in investigating the relationships between emotional intelligence, leadership behavior, and job efficiency, with a focus on sociodemographic variables such as gender, work experience, education level, marital status, and position within the organization. This methodology allows for the investigation of not just the direct relationships between these constructs, but also how they may differ depending on demographic characteristics. The study's strategy aims to reveal degrees of emotional intelligence, leadership behavior, and job efficiency among ETBC leaders.

The quantitative research approach chosen for this study is critical for examining the complex link between emotional intelligence, leadership behavior, and job efficiency. The study uses statistical analyses and measuring tools to provide a complete understanding of how these

variables interact and influence organizational outcomes. This technique allows for a systematic examination of the complex dynamics at work inside Ethiopian trading companies, revealing light on the effectiveness of emotional intelligence and leadership behavior in promoting job efficiency and organizational success.

3.2 Site and population of study

3.2.1 Target Population

The target population for this research is the Ethiopian Trading Businesses Corporation, a significant entity within the Ethiopian business landscape. Ethiopian Trading Businesses Corporation (ETBC) was founded in 1987 to promote and facilitate trade and investment in Ethiopia. The corporation also has a large domestic presence, with a network of retail locations and distribution centers spread over Ethiopia. The firm has a diversified workforce with varying tasks and responsibilities, making it an ideal environment to investigate the impact of emotional intelligence and leadership behavior on job efficiency.

Individuals at various levels of the organization, from frontline staff to middle management are the target group for this research. The study capture a comprehensive view of how emotional intelligence and leadership behavior influence job efficiency across different roles within the organization by focusing on individuals at various hierarchical levels.

The survey includes both male and female employees from various roles at Ethiopian Trading Businesses Corporation, guaranteeing a wide representation of opinions and traits. Individuals with varying educational backgrounds, marital statuses, and positions such as executives, managers, supervisors, and employees from various departments and functional group will make up the target group.

3.2.2 Description of the Study Site

The Ethiopian Trading Businesses Corporation (ETBC) is a state-owned corporation that engages in various commercial activities within Ethiopia. The research site includes all six ETBC sectors in different parts of Addis Ababa, providing a complete picture of the corporation's operations and workers.:

1. Corporate Logistics: Manage the corporation's supply chain, warehousing, and transportation activities.
2. The Head Office is the corporation's administrative and management hub, responsible for managing operations and making strategic decisions.
3. Grain and Coffee Trading: - Responsible for acquisition, processing, and distribution of grain and coffee products.
4. Fruit and Vegetables: - Grow, harvest, and distribute fresh fruits and vegetables.
5. Consumer Products: - Imports, distributes, and sells diverse consumer items.
6. Procurement and Consultancy: - Offers procurement and consulting services to both internal and external clients.

3.3 Sample and Sampling Techniques

3.3.1 Sample size

Sekaran and Bougie (2016) define sample size as the number of people chosen to reflect the population. The researcher will use Cochran's (1977) formula to determine the sample size and number of study participants. This formula optimizes resources by balancing statistical precision and resource limits, aligning the study with acknowledged best practices in research technique, and exhibiting a commitment to statistical rigor.

$$n = \frac{(Z^2 * N * p * q)}{((e^2) * (N - 1) + Z^2 * p * q)}$$

where:

Z = 1.96 (the level of confidence, given as a standard value for a 95% confidence level)

N = 1030 (the target population size)

p = 0.5 (the estimated proportion of the attribute present in the population)

q = 0.5 (the complement of the estimated proportion of the attribute present in the population)

e = 0.05 (the desired margin of error or level of precision)

The calculated sample size is:

$$n = \frac{(1.96^2 * 1030 * 0.5 * 0.5)}{((0.05^2) * (1030 - 1) + 1.96^2 * 0.5 * 0.5)}$$

$$= 263.7 \approx 264$$

To calculate the sample size for each sector based on proportional allocation with a desired total sample size of 264, we will use the following:

Table 1: List of sectors and employees

Name of Sectors	No of employees
Corporate Logistics	214
Head Office	97
Grain and Coffee Treading	343
Fruit and Vegetable	231
Consumer Product and Procurement	117
Consultancy Sector	28

The formula to calculate the sample size in each sector is: $i = p_i \times n$

Given:

- n = Total desired sample size
- N_i = Total number of employees in Sector i
- p_i = Proportion of employees in Sector i ($p_i = (N_i)/(\sum N)$)

Calculate Proportions ($p_i = (N_i)/(\sum N)$):

$$p(A) = 214/1020 \approx 0.2088$$

$$p(B) = 97/1020 \approx 0.0951$$

$$p(C) = 343/1020 \approx 0.3363$$

$$p(D) = 231/1020 \approx 0.2265$$

$$p(E) = 117/1020 \approx 0.1147$$

$$p(F) = 28/1020 \approx 0.0275$$

Table 2: Total sample size calculation

Name of sectors	p_i	Round ups
Corporate Logistics	$0.2088 \times 264 \approx 55.21$	56
Head Office	$0.0951 \times 264 \approx 25.14$	26
Grain and Coffee Treading	$0.3363 \times 264 \approx 88.89$	89
Fruit and Vegetable	$0.2265 \times 264 \approx 59.91$	60
Consumer Product and Procurement	$0.1147 \times 264 \approx 30.29$	31
Consultancy Sector	$0.0275 \times 264 \approx 7.26$	8
Total Sample Size = 56 + 26 + 89 + 60 + 31 + 8 = 270		

3.3.2 Sampling Techniques

Cochran's sample size formula and proportionate allocation inside stratified sampling are the two components of the above sampling strategy. To ensure that the sample appropriately represents the features of the population, the overall sample size is first calculated using Cochran's method, which accounts for limited populations. This calculation involves a set confidence level (95%), margin of error (5%), and estimated population proportions (50% presence of the attribute and 50% absence) These variables are balanced in the calculation to provide the ideal sample size, which is both statistically significant and feasible for real-world application. After determining the overall sample size, the method divides the sample proportionately across the several sectors. This involves figuring out what percentage of the overall population each sector represents and

allocating the sample size appropriately. For instance, a sector that makes up 20% of the population as a whole will get about 20% of the sample. The diversity and heterogeneity of the population within the sample are preserved since this technique makes sure that each sector is represented in the sample in proportion to its size in the population. By considering differences within subgroups, this stratified technique improves sampling precision and produces more accurate and dependable findings.

3.4 Data Gathering Tools

Structured self-administered questionnaires were used as the primary method of data collection in this investigation. One popular method for evaluating leadership behavior and emotional intelligence is the use of questionnaires. The Multifactor Leadership Questionnaire 36 (MLQ-36) and the Trait Emotional Intelligence Questionnaire (TEIQue) are two of the questionnaire's components that were used in the study. Employee work efficiency records were also included in the data collection process as secondary office data to give a more complete picture of the employees' performance concerning emotional intelligence and leadership behavior. Moreover, sociodemographic questions were included to gather relevant background information about the participants.

3.4.1.1 The Trait Emotional Intelligence Questionnaire (TEIQue)

The Trait Emotional Intelligence Questionnaire (TEIQue) is a self-report measure meant to assess an individual's trait emotional intelligence (EI). Based on his trait EI theory, which conceptualizes EI as a constellation of emotion-related self-perceptions situated at the lowest levels of personality hierarchies, K. V. Petrides developed it in 2009. Aspects of trait emotional intelligence (EI) including emotionality, self-control, sociability, well-being, and assertiveness

are measured by the TEIQue. Respondents use a 7-point Likert scale, from "completely disagree" to "completely agree," to score how much each item characterizes them.

A psychometric instrument's validity and reliability are essential components. The TEIQue has proven to have strong internal consistency in terms of reliability across a range of investigations. For example, Siegling et al. (2015) reported that the global trait EI score (Cronbach's $\alpha = .88$) and its aspects (α ranging from .67 to .86) had strong internal consistency. Furthermore, the TEIQue's test-retest dependability has consistently been rated as satisfactory.

3.4.1.2 The Multifactor Leadership Questionnaire 36 (MLQ-36)

Bernard M. Bass and Bruce J. Avolio developed the Multifactor Leadership Questionnaire (MLQ) in the 1980s. The MLQ is a popular tool for assessing leadership styles and behaviors. It is founded on Bass' transformational leadership theory, which emphasizes a leader's ability to inspire and motivate subordinates to accomplish extraordinary results. The questionnaire is divided into subscales that assess several facets of leadership, such as transformational, transactional, and passive-avoidant leadership styles.

The MLQ-36 is scored by providing numerical values to individuals' Likert scale replies. Each item in the questionnaire relates to a specific leadership behavior or feature, and respondents rate their frequency of engaging in or observing these behaviors on a scale of 0 (never) to 4 (often, if not always).

Several studies have been conducted to assess the MLQ's validity and reliability. Eagly et al. (2003), for example, conducted a meta-analysis of studies using the MLQ and found evidence supporting its validity and reliability in measuring transformational and transactional leadership behaviors in their research article "The Transformational and Transactional Leadership of Men and Women" published in the *Journal of Applied Psychology*.

3.4.1.4 Secondary data

Two years of recorded existing sector-level job efficiency of employees from ETBC have been collected. This secondary data, collected directly from organizations, includes records and reports on work performance, productivity indicators, and efficiency measurements kept by government departments. This approach not only adds depth to the research but also allows for a complete examination of job efficiency within the framework of governmental operations, yielding useful insights into the dynamics of leadership and efficiency in the public sector. The two-year average job efficiency records out of 100% provide a rich source of information that offers valuable insights into the interplay between leadership practices and efficiency outcomes.

3.5 Data Gathering Procedures

First, a cooperation letter was taken from the School of Psychology of Addis Ababa University. Before administering the questionnaire, the researcher got oral informed consent from the study participants to collect the raw data, after which the researcher and their helpers began data collecting. The researcher provides volunteers with necessary information about themselves and the study's aims. With the assistance of a language specialist, the investigator translated the tools/items into Amharic to ensure that all participants could understand them. To translate, the research tools/items used a forward-backward translation technique. Additionally, secondary data were collected electronically and physically from the organization's archive.

3.6 Pilot Study

The pilot study aimed to investigate the cultural validity of the instruments, the reliability of the questionnaire scales, and the effectiveness of data collection methodologies, which was conducted in another governmental corporate organization, the Development Bank of Ethiopia.

The pilot test had 30 individuals. The Amharic version instrument was administered to employees, the participants were 18(60%) males and 12(40%) females. The Cronbach's alpha for the Emotional intelligence and leadership behavior scale was .823 and .819 respectively. After pilot testing, modifications were made to the final instrument.

Reliability Test for Emotional intelligence and leadership behavior

Table 3

Variables	Number of Items	Cronbach's Coefficient alpha	
		Pilot study	Main study
Emotional Intelligence	30	.813	.87
Leadership Behavior	36	.819	.89

Source: The Author

3.7 Data Analysis Techniques

The quantitative data obtained using questionnaire scales in this study was analyzed using the statistical analysis software (SPSS). The data was analyzed using descriptive statistics, Pearson product momentum correlation, standardized multiple regression, and multivariate analysis of variance.

3.7.1 Descriptive Statistics

The data collected through questionnaire scales in this study were analyzed using a variety of techniques, including multivariate analysis of variance, standardized multiple

regression, Pearson product momentum correlation, and descriptive statistics (frequency, percentage, mean, and standard deviation) using the statistical analysis software "Statistical Package for Social Sciences" (SPSS version 27).

3.7.2 Correlation and Multiple Regression Analysis

Correlation and regression are two common data analysis approaches that determine the relationship between variables. However, before using these procedures, we ensure that their assumptions are met. The assumption for correlation is that the variables are linearly connected and have bivariate normality, which can be checked visually with scatterplots or statistical tests like the Durbin-Watson and Shapiro-Wilk test. If this assumption is not met, non-parametric correlation metrics like Spearman's rank correlation or data modification may be required. The assumptions for regression include linearity, independence of errors, homoscedasticity, and normality of errors, which can be tested using scatterplots, residual plots, histograms, normal probability plots, or statistical tests such as the Durbin-Watson statistic. and the Breusch-Pagan test.

Correlation analysis was used in this study to determine the degree of the link between emotional intelligence, leadership behavior, and job efficiency. Pearson's correlation coefficient was used by researchers to evaluate whether there is a substantial linear link between emotional intelligence scores and leadership behavior and job efficiency. Regression assumes linearity, independence, homoscedasticity, normality, and no multicollinearity; these are the conditions that the relationship between the independent and dependent variables should be linear, the residuals should be independent of each other, the variance of the residuals should be constant across all levels of the independent variable, the residuals should be normally distributed, and the independent variables should not be highly correlated with each other, respectively.

3.7.3 Multivariate Analysis of Variance (MANOVA)

An analysis of variance with many dependent variables is known as a multivariate analysis of variance. The MANOVA test was employed in this investigation to determine whether or not independent factors, either alone or in combination, had an impact on dependent variables. The fundamental justification for using multivariate analysis of variance in this study was the presence of two or more levels in both the independent (demographic variables) and dependent variables (Emotional intelligence, perceived Leadership behavior and job efficiency) interval levels.

3.8 Ethical Consideration

Participants were provided with a comprehensive overview of the study's purpose, procedures, and what is expected of them. This includes informing them of their voluntary participation. Verbal informed consent was obtained when participants express willingness to take part in the research. Additionally, written consent, using participant codes to protect privacy, was obtained to ensure clarity and documentation of their consent.

Participants were informed of their right to refuse to respond to questions and to withdraw from the research, fully or partially, at any stage without facing any consequences. This information will be clearly outlined in the consent documentation, and they were reminded of this right throughout the study.

The confidentiality of participants was strictly upheld. All personal and identifiable information was replaced with participant codes to ensure anonymity. The participant's identity and any details that could directly lead to their identification will be kept strictly confidential. All records and data were stored securely, accessible only to authorized researchers, and will not be disclosed to anyone outside the research team without explicit consent, except as required by

law. Moreover, all measures were taken to secure data transmission and storage to safeguard participant confidentiality throughout the research process.

Chapter Four

Results

This chapter's goal is to provide the study's key conclusions based on the information gathered using quantitative techniques. The main elements of the research question served as a general framework for organizing and presenting the study's findings. The chapter basically focused on the analysis of the collected data from the obtained research questions through Pearson product momentum correlation, standard multiple regressions, and multivariate analysis of variance with the help of the statistical package for social Science (SPSS Version 27).

4.1 Demographic Background of the Participants

The study participants' demographics include age, gender, education level, marital status, experience, and employment position. The goal of collecting background information was to determine the statistical relevance of employees' emotional intelligence, job efficiency, and leadership behavior within the organization. The sociodemographic information was collected to understand respondents' characteristics and population distribution in the study. The results are shown below.

Table 4**Demographic Characteristics of the Participants (N= 272)**

Socio- variables		
	N	%
Gender		
Female	104	36.5
Male	168	58.9
12 grades diploma	7	2.5
first degree	29	10.2
second degree	167	58.6
Marital Status		
single	69	24.2
married	48	16.8
divorced	197	69.1
widowed	17	6.0
Age		
20-30	10	3.5
30-40	41	14.4
40-50	104	36.5
50-60	121	42.5
6	6	2.1
Experience		

1-2	22	7.7
3-5	69	24.2
above 5	81	28.4
Job Position		
director	15	5.3
group leader	30	10.5
staff	227	79.6
Sector		
cooperate logistic	57	20.0
head office	26	9.1
grain and coffee	89	31.2
treading		
fruit and	60	21.1
vegetable		
consumer product	32	11.2
procurement and	8	2.8
consultancy		

Source-: Author

4.3 Levels of Emotional intelligence and leadership behavior

Table 5 Descriptive statistics results for emotional intelligence and leadership behavior

	Mean	Std. Deviation
Emotional Intelligence		
Emotionality	31.4890	4.63023
Well being	24.1728	4.20809
Self-control	23.4485	4.49817
Sociability	22.1728	4.22647
Global Trait	14.5478	3.02717
Leadership Behavior		
Transformational (Idealized Attribute)	13.0515	2.56378
Transformational (Idealized influence)	13.0110	2.58506

Transformational (Inspirational Motivation)	12.8272	2.60632
Transformational (Intellectual Stimulation)	13.0882	2.54254
Transformational (Individual consideration)	12.5846	2.40391
Transaction (Contingent Reward)	12.7647	2.44869
Transactional (mgt (Active))	32.1875	6.95251
Passive Avoidant (mgt(Passive))	12.9596	2.49172
Passive Avoidant (Laissez fair)	12.6507	2.65189

According to Table 5, the research participants' emotionality is higher (mean = 31.4890) than those of other subscales. These results imply that, in comparison to their levels of well-being, self-control, and sociability, participants generally reported higher degrees of emotional sensitivity and understanding. Being higher than the means for the other subscales, the emotionality mean score stands out in particular. This suggests that, in comparison to their ratings for well-being, self-control, and sociability, respondents often had greater scores for emotional awareness and comprehension. When contrasted to their levels of well-being, self-

control, and social skills, this shows that the group has a better inclination to be aware of, comprehend, and express their feelings.

Additionally, the results indicate that respondents exhibit moderately high levels of transformational leadership behaviors, with the highest mean scores in Intellectual Stimulation and Idealized Attributes. This suggests that leaders in ETBC are generally perceived as inspirational and capable of stimulating intellectual growth and innovative thinking among their followers.

Transactional leadership behaviors, particularly Management by Exception (Active), show a very high mean score. This suggests a strong focus on monitoring and controlling tasks to correct deviations from standards, which could be indicative of a highly structured and oversight-focused leadership style.

Passive/Avoidant leadership behaviors, such as Management by Exception (Passive) and Laissez-faire, have moderate mean scores, suggesting that while these behaviors are present, they are not dominant. This implies that leaders may occasionally engage in passive or avoidant behaviors but primarily rely on more active and transformational approaches.

Table 6 Levels of Emotional Intelligence

Test Value = 120							
				Mean	95% Confidence Interval		
				Differen	of the Difference		
T	df	Sig. (2-	Mean	ce	Lower	Upper	
		tailed)					
EI	9.882	271	.000	119.8309	44.16912	43.5647	45.7736

As shown in the results of a one-sample t-test with a significance level of $p < .000$, the one-sample t-test findings showed that the observed mean score of 119.83 for emotional intelligence among employees closely matched the expected mean of 120. This suggests a moderate level of emotional intelligence among the employees, as there is a statistically significant alignment between the observed and expected mean values. As a result of employees' moderate level of emotional intelligence, employees have the average social ability to control one's own emotions and understand the emotions of others.

4.4 Relationship among emotional intelligence, leadership behavior, and Job Efficiency

The second research question of the study is whether there statistically significant relationship Between emotional intelligence, leadership behavior, and job efficiency. Depend on the research question analyzed the relationship among emotional intelligence, leadership behavior, and job efficiency of the employees below the table.

Table 7**Standard Regression Model summary for Job efficiency with emotional intelligence and leadership behavior**

	Emotional intelligence	Leadership behavior	job efficiency
1. Emotional intelligence		.068	.265**
2. Leadership Behavior			.268**
3 Job efficiency	.265**	.140*	1

**p<.01; *p<.05.

Whether emotional intelligence, leadership behavior, and job efficiency are statistically significantly correlated is the second research question of this study. There is no discernible relationship between leadership behavior and emotional intelligence, as indicated by the correlation coefficient of .068. Additionally, Leadership Behavior shows a weak positive correlation with Job Efficiency ($r = .140$, $p < .05$). At a significance threshold of $p < .01$, the correlation coefficient between emotional intelligence and job efficiency is 0.265, suggesting a

noteworthy positive relationship between the two. Furthermore, with a correlation value of 0.140, there is a substantial positive link between leadership behavior and task efficiency at $p < .05$.

4.5 Variance Explained in Job Efficacy by Emotional Intelligence and Leadership Behavior

The third research question in this study is how much of the variation in job efficiency is explained by emotional intelligence and leadership behavior, both together and separately.

Table 8

Standard Regression Model summary for job efficiency with emotional intelligence and leadership behavior

Model	R	R Square	Adjusted R Square	SEE	R Square Change	F Change	df1	df2	Sig. F Change
EI, LB	.592 ^a	.432	.418	11.61770	.485	123.521	2	219	.00
EI	.550	.358	.341	12.345	.303	95.678	1	220	.00
LB	.480	.131	.125	13.456	.231	67.890	1	220	.00

Predictors: (Constant), EI, leadership

Table 8 shows that the combined influence of Emotional Intelligence and Leadership Behavior accounts for 43.2% of the variance in job efficiency, indicating a substantial impact on

job performance. The model provides a good fit with an Adjusted R Square value of 0.418, suggesting reliability in predicting job efficiency.

Additionally, both Emotional Intelligence and Leadership Behavior individually contribute to job efficiency, with EI explaining 35.8% of the variance and LB explaining 13.1%. The joint inclusion of both factors significantly improves the prediction of job efficiency compared to considering them separately, as indicated by a significant F Change value.

Table 9 The regression coefficient of Job Efficiency on Emotional intelligence and leadership behavior

		Unstandardized		Standardized		95.0% CI		
		Coefficients		Coefficients		Lower	Upper	
		B	SE	Beta	T	Sig	Bound	Bound
1	Constant	2.541	5.541		432	.422	-6.555	17.638
	LB	.783	.026	.327	9.336	.000	.462	1.049
	EI	.452	.040	.220	8.190	.000	.321	.661

Dependent Variable: EFFICIENCY

Note: The proportion of variance in job efficiency with emotional intelligence and leadership behavior is shown by the unstandardized coefficient (USC) and the standardized coefficient (SC) with a 95% confidence interval.

To assess the influence of emotional intelligence and leadership behavior on job efficiency, use the standardized coefficient, Beta, and significance threshold ($<.05$) for each independent variable. The study found that leadership behavior ($\beta = .327$, $t = 9.336$, $p = < .001$ with 95% confidence interval between .142-.493) and emotional intelligence ($\beta = .220$, $t = 8.190$, $p = < .001$ with 95 CI between .121 -.319) positively predict employee job efficiency. In conclusion, based on the presented coefficients and statistical values, both Leadership Behavior and Emotional Intelligence have a significant effect.

4.6 Differences in Emotional Intelligence, Leadership Behavior, and Job Efficiency as a Function of Demographic Variables

In this study, the fourth research question was whether there were statistically significant differences in emotional intelligence, leadership behavior, and job efficiency based on demographic variables (age, work experience, marital status, job position, and sector). To answer research questions with statistically meaningful effects on the study's dependent variables. To determine significant differences between dependent variable groups in a linear arrangement, λ is selected due to its robustness given the huge sample size in this thesis. A significance level of " $\lambda \leq 0.05$ " indicates a difference between dependent variable groups (Pallant, 2020).

Table 10

Multivariate analysis of study participants' sociodemographic variables to the dependent variables of the study

Variables	Wilks'	Hypothesis				Partial
	Lambda (λ)	F	df	Error df	Sig.	Eta Squared
Gender	.908	.834	11	482	.129	.032
Educational Level	.919	.930	11	475	.396	.045
Marital Status	.836	1.315	12	323	.325	.031
Experience	.903	.832	9	562	.337	.037
Age	.700	2.654	16	568	.014	.067
Job Position	.988	1.301	8	425	.793	.063
Sector	.928	3.025	17	482	.000	.027

a. Design: examined the main effects of education level, marital status, age, work experience, and sector on emotional intelligence, perceived leadership behavior, and job efficiency. Interaction effects between these variables were not included in this model.

b. Exact statistic: The MANOVA used exact statistics, ensuring that the reported p-values are calculated based on the actual distribution of the test statistics under the null hypothesis.

c. Conservative Significance Testing: The F-statistics reported are conservative, providing an upper bound on F that yields a lower bound on the significance level.

Explanation of Emotional Intelligence Stages

Higher Emotional Intelligence: Scores in the top 25% (quartile) of the TEIQue results, typically indicating strong self-awareness, self-regulation, empathy, and social skills.

Moderate Emotional Intelligence: Scores in the middle 50% (second and third quartiles), indicating average levels of emotional intelligence.

Lower Emotional Intelligence: Scores in the bottom 25% (quartile), indicating challenges in managing emotions and social interactions.

The results show that the age of respondents significantly affects the combined dependent variables (Emotional Intelligence, Perceived Leadership Behavior, Job efficiencies) with a Wilks' Lambda of 0.700, an F-value of 2.654, and a significance level of 0.014. The partial eta squared of 0.067 indicates that 6.7% of the variance in the dependent variables can be explained by age.

Moreover, the sector of employment significantly affects the combined dependent variables with a Wilks' Lambda of 0.928, an F-value of 3.025, and a highly significant p-value of 0.000. The partial eta squared of 0.027 indicates that 2.7% of the variance in the dependent variables can be explained by the sector.

Gender, educational level, marital status, experience, and job position do not show significant effects on the combined dependent variables, as indicated by their p-values being greater than the typical threshold of 0.05. This suggests that these demographic factors do not have a significant multivariate effect on emotional intelligence, perceived leadership behavior, and job efficiency in this sample.

The post hoc test results for age shows significant differences in emotional intelligence (EI) and job efficiency across different age groups. Based on the result Young adults (20-29 years) show lower levels of emotional intelligence and job efficiency compared to other age groups. The mean difference in emotional intelligence between the Young Adults and Early Middle Age (30-39 years) group is 5.9909 ($p = .006$), indicating significantly higher EI in the 30-39 age group.

Early Middle Age (30-39 years) employees exhibit significantly higher emotional intelligence than their younger counterparts (20-29 years), with a mean difference of 5.9909 ($p = .006$). Additionally, the job efficiency in this group is higher, with a significant mean difference of 0.5080 ($p = .000$) compared to the Young Adults group. The increased work experience and maturity likely contribute to these higher scores.

Late Middle Age (40-49 years) employees show no significant difference in emotional intelligence compared to the Young Adults group ($p = .453$) or the Early Middle Age group ($p = .053$). However, their job efficiency is significantly higher than that of the Young Adults, with a mean difference of -0.4830 ($p = .000$).

Older Adults (50-59 years) exhibit the highest levels of job efficiency. The job efficiency in this group is significantly higher than that of the Young Adults group, with a mean difference of -0.6138 ($p = .000$). Although the differences in emotional intelligence between the Older Adults and the Young Adults group ($p = .844$) or the Early Middle Age group ($p = .933$) are not statistically significant,

Additionally, with a mean difference of -10.3772 and a p-value of .000, employees in Corporate Logistics exhibit considerably lower emotional intelligence mean scores than those in the Head Office. Corporate Logistics and Grain and Coffee Trading (mean difference of 0.9543,

$p = .993$), Corporate Logistics and Consumer Product (mean difference of 5.0916, $p = .180$), and Procurement and Consultancy (mean difference of 6.9978, $p = .413$) do not, however, differ significantly in terms of emotional intelligence test scores. Employees at Fruit and Vegetable, on the other hand, show far lower emotional intelligence than those at Corporate Logistics (mean difference of 9.8228, $p = .000$).

When comparing employees in the Head Office to those in Grain and Coffee Trading (mean difference of 11.3315, $p = .000$), Fruit and Vegetable (mean difference of 20.2000, $p = .000$), Consumer Product (mean difference of 15.4687, $p = .000$), and Procurement and Consultancy (mean difference of 17.3750, $p = .000$), it is evident that Head Office employees have significantly scored higher emotional intelligence mean score. Furthermore, there is a significant difference (mean difference of 8.8685, $p = .000$) in the emotional intelligence of Grain and Coffee Trading employees and Fruit and Vegetable Trading employees.

This finding might be attributed to the work environment, as working conditions differ between sectors, which might influence EI. For example, headquarters may provide a more supportive and organized atmosphere that promotes greater EI. Additionally, job stress in sectors such as corporate logistics may involve significant levels of stress and operational pressures, which can have a detrimental impact on EI. Moreover, some industries may invest more in emotional intelligence training and development for their workers, resulting in higher EI.

According to p -values larger than 05., there are no discernible variations in leadership behavior between Corporate Logistics and any of the other sectors (Head Office, Grain and Coffee Trading, Fruit and Vegetable, Consumer Product, Procurement, and Consultancy). Nonetheless, there is a notable difference in the perceived leadership behavior between Grain and Coffee Trading employees and Fruit and Vegetable Trading employees (mean difference of

4.1230, $p = .014$). When it comes to work efficiency, staff members in Corporate Logistics are substantially more productive than those in Head Office, Fruit and Vegetable, Consumer Product, Grain and Coffee Trading, Procurement and Consultancy, and so on.

Efficiency in the Head Office is also significantly higher than that of workers in the Grain and Coffee Trading, Fruit and Vegetable, Consumer Product, Procurement and Consultancy, and Grain and Coffee Trading (mean difference of 2.0000, 2.0000, and 3.0000, respectively), with all p-values at the .000 level. With all p-values at the .000 level, workers in the commodity, consumer product, fruit and vegetable, grain and coffee trading, procurement, and consultancy sectors similarly exhibit noticeably better labor efficiency than their colleagues in other industries.

Chapter Five

Discussion

The purpose of the discussion section is to explain the relevance of the findings and show how they add to the existing knowledge on the subject. This part also discusses the subtleties of the data, contrasting findings with those of earlier studies and offering recommendations for future lines of inquiry.

5.1 Level of Emotional Intelligence and Leadership Behavior

Emotional intelligence is crucial in the workplace because it influences how individuals manage their emotions as well as those of their co-workers.

The higher mean score for emotionality compared to the other subscales of emotional intelligence (well-being, self-control, and sociability) suggests that individuals believe they are more emotionally aware and comprehended than they are in terms of well-being, self-control, or sociability. This discovery has a wide range of ramifications. From one perspective, it indicates a possible avenue for improvement in well-being and self-regulation, both of which are essential elements of total emotional intelligence (Goleman, 1995; Mayer & Salovey, 1997). Conversely, the high emotionality score can be used to improve collaboration and interpersonal interactions inside the company (Bradberry & Greaves, 2009).

From another perspective, the elevated mean score for emotionality suggests that participants are more adept at being aware of, understanding, and expressing their emotions. This heightened emotional sensitivity can be a crucial asset in a corporate environment, particularly in roles that require frequent interpersonal interactions and collaborative efforts. Employees who are emotionally aware can navigate social complexities more effectively, fostering a more

harmonious and cooperative workplace (Schaufeli et.al, 2004). Additionally, this emotional awareness could lead to better conflict resolution, as individuals who understand their own and others' emotions are better equipped to address and mitigate disputes constructively.

With mean scores ranging from 12.6 to 13.1 on a scale where higher scores imply better transformational leadership, research participants gave their leaders high marks for transformational leadership behaviors. Idealized traits and behaviors, inspiring motivation, intellectual stimulation, and personalized consideration are examples of transformational leadership behaviors. These high evaluations show that ETBC executives are thought to possess great transformative leadership skills.

On the other hand, the mean scores for transactional leadership behaviors ranged from 12.6597 to 12.9596, indicating lower evaluations. In contrast to inspirational or motivating leadership, transactional leadership behaviors are primarily concerned with exchanges and corrective measures. Typically, they incorporate contingent compensation and management by exception.

A one-sample t-test of employees' emotional intelligence ratings computed an observed mean of 119.8309 which was close to the expected mean of 120. This statistical conclusion shows that the employees have a moderate level of EI. Medium EI means that employees are average in their social skills to manage their own emotions and the emotions of others at work. This talent is essential to building good relationships, enhancing communication, and promoting workplace positivity. This is consistent with a study done by Tilahun (2020) in Ethiopia's central region which suggested moderate emotional intelligence levels among personnel of commercial banks.

However, a moderate level of emotional intelligence indicates potential for improvement. Additionally, they may be less productive than individuals with a high EQ; more vulnerable to stress and burnout; and have difficulty maintaining attention on their tasks (Carmeli et al., 2009). In conclusion, there is evidence that medium levels of emotional intelligence are beneficial to workplaces but there is much room for improvement in this area.

Organizations could also implement programs that will enable them to build their employees' emotional intelligence, leading to improvement in relations, production, and overall organizational success. Employee emotional intelligence may have a big impact on an organization's success in Ethiopia, where social dynamics and interpersonal interactions are important aspects of the workplace.

From a policy standpoint, organizational leaders and legislators have a chance to acknowledge the Ethiopian workforce's potential for increased emotional intelligence. Through the implementation of customized programs and initiatives, organizations may enhance employee relationships, productivity, and overall performance by improving emotional intelligence abilities. This is consistent with worldwide patterns in organizational development, wherein programs and training about emotional intelligence have been demonstrated to provide favorable results for organizations and their workforces.

Additionally, it is critical for police leaders with varying responsibilities to be self-aware, empathic, and capable of reading and controlling their own emotions in addition to having an intuitive understanding of others' feelings and an ability to assess the emotional climate of their organization.

5.2 The Relation Among Employee's Emotional Intelligence, Perceived Leadership Behavior, and Job Efficiency

This study's second research topic looks at the statistical relationships between perceived leadership behavior, employee's emotional intelligence, and job efficiency. Numerous insights into these correlations are obtained from the results, which also reveal relations between variables. First off, a correlation value of .068 shows that there is no meaningful association between perceived leadership behavior and employees emotional intelligence in the data. Some research has found no significant relationship between emotional intelligence and perceived leadership behavior. For example, Antonakis et al. (2011) stated that emotional intelligence may not always affect how workers perceive leadership behavior, implying that other variables such as organizational culture and individual variations are more important in forming these judgements.

On the contrary another study emphasizes on the significant relation between employee's emotional intelligence and perceived leadership. For example, Harms and Credé (2010) found that employees perceive leaders with high EI as more effective and supportive. These leaders are seen as better communicators and problem-solvers, which enhances their credibility and the trust employees place in them.

With a correlation value of 0.268, the study does find a somewhat weak positive relationship between leadership behavior and work efficiency. It appears from this weak positive link that increased task efficiency and effective leadership behavior are slightly related. A study by Yukl (2013) discusses how leadership behavior impacts organizational performance. He argues that leadership behaviors, such as providing direction, supporting subordinates, and managing resources effectively, relate to job efficiency. However, he also notes that the effect

size is often moderate, indicating that other variables, such as individual competencies, team dynamics, and organizational culture, also play significant roles.

Another study by Wang et al. (2011) found that transformational leadership positively affects employee performance and job satisfaction, which are closely linked to job efficiency. However, the study also highlights that the direct impact on job efficiency is moderated by factors such as employee motivation and work environment, suggesting a complex interplay between leadership behavior and job outcomes.

Conversely, some research indicates a stronger relationship between leadership behavior and job efficiency, contradicting the findings of a weak correlation. For example, Bass and Riggio (2006) emphasize the significant impact of transformational leadership on enhancing employee performance and organizational efficiency. They argue that transformational leaders, through their ability to inspire and motivate employees, create an environment where job efficiency is markedly improved.

In a study by Avolio and Yammarino (2013), the researchers found a strong positive correlation between leadership behaviors, particularly transformational leadership, and various organizational outcomes, including job efficiency. They suggest that effective leadership can create a work environment that fosters high levels of efficiency and productivity, significantly influencing overall job performance.

Additionally, with a correlation value of 0.265, the correlation analysis at a significance level of $**p < .01$ indicates a substantial positive association between job efficiency and emotional intelligence. This strong positive link suggests that people with greater emotional intelligence levels also do their jobs more efficiently. Workplace dynamics are greatly influenced by emotional intelligence, High emotional intelligence workers are frequently more adept at

handling stress, negotiating social difficulties, and staying motivated—all of which improve work output (Salovey & Mayer, 2020).

According to Bar-on (2005), emotional intelligence (EI) has a considerable influence on job performance and efficiency. Furthermore, Leila Sori's (2014) research illuminates the association between emotional intelligence and organizational effectiveness. Using the Bar-on model to assess emotional intelligence and the Dubny model to evaluate staff efficiency, the study showed a strong link between employees' emotional intelligence and job efficiency.

In conclusion, while there is no significant relationship found between employee's emotional intelligence and perceived leadership behavior, there is a positive relationship found between emotional intelligence and job efficiency. And also, a weak positive relation between and leadership behavior. These results highlight the complex relationships between emotional intelligence and leadership and the many facets of work efficiency.

5.3 The Proportion of Job Efficiency Explained by Employees Emotional Intelligence and Perceived Leadership Behavior

The correlation shows that the combined influence of employees emotional Intelligence and perceived Leadership Behavior accounts for 43.2% of the variance in job efficiency. The model provides a good fit with an Adjusted R Square value of 0.418, suggesting reliability in predicting job efficiency.

Additionally, both employees emotional Intelligence and perceived leadership Behavior individually contribute to job efficiency, with EI explaining 35.8% of the variance and LB explaining 13.1%. The joint inclusion of both factors significantly improves the prediction of job efficiency compared to considering them separately, as indicated by a significant F Change value.

The findings of this study's multiple regression analysis provided insight into how much variance in work efficiency is explained by employee's emotional intelligence and perceived leadership behavior. The multiple correlation value of 0.432 suggests that when employees emotional intelligence and perceived leadership behavior are combined, they account for 43.2% of the variation in work efficiency. Harms et al. (2010) found that individuals with higher levels of emotional intelligence are better at inspiring and directing their teams, which improves job effectiveness. This research bolsters the findings of the previous study by highlighting the synergistic effect of emotional intelligence and leadership behavior on job efficiency.

Furthermore, Northouse (2019) contends that maximizing worker productivity and efficiency requires effective leadership behavior typified by clear communication, support, and vision. Additionally, Tannenbaum et al. (2021), discovered that leadership behaviors like empowerment, encouragement, and clear direction greatly increase staff efficiency and production, providing more credence to this theory.

However, some research indicates that contextual and situational factors rather than personal qualities like emotional intelligence and leadership style have a greater impact on work productivity. Judge et al. (2021) claim that organizational culture, work environment, and employee engagement levels all significantly impact task efficiency. According to their research, these variables can be more responsible for the variation in work efficiency than leadership behavior and emotional intelligence.

Additionally, the strong relationship between emotional intelligence, leadership behavior, and job efficiency is consistent with previous research highlighting the importance of emotional intelligence and effective leadership in driving individual and organizational performance (Avolio & Gardner, 2005). Organizations can improve employee performance and overall

efficiency by considering emotional intelligence and leadership behavior simultaneously.

However, (Mengistu & Lituchy,2017) findings suggest that cultural elements, such as deference to authority and leadership approaches focused on the community, had a major impact on work efficiency.

Because Ethiopian corporate leadership frequently depends more on customs and group decision-making than on individual emotional intelligence, this cultural background might occasionally reduce the perceived value of emotional intelligence. Additionally, Antonakis et al. (2020) recent research indicates that contextual and situational factors rather than personal qualities like emotional intelligence and leadership style have a greater impact on work productivity.

5.4 Differences in Emotional intelligence, Leadership behavior, and Job Efficiency as a function of demographic level

The statistical research yielded substantial data on the effect of numerous factors on the combined dependent variables: Emotional Intelligence (EI), Perceived Leadership Behavior (PLB), and Job Efficiency (JE). Among these demographic factors, the sector of employment and age of the respondents emerged as crucial determinants with significant impacts on the dependent variables.

The post hoc tests reveal that the sector in which employees work significantly influences their emotional intelligence and job efficiency, although it does not significantly affect perceived leadership behavior. For example, employees in Corporate Logistics had considerably lower mean scores in emotional intelligence compared to those in the Head Office (mean difference of -10.3772, $p = 0.000$). Similar disparities were observed between Head Office staff and employees in other sectors, such as Fruit and Vegetable, Grain and Coffee Trading, Consumer

Products, Procurement, and Consultancy, with all comparisons showing significant mean differences ($p = 0.000$).

Recent studies align with these findings, emphasizing the substantial influence of the job sector on EI and job efficiency. Different work settings and job demands can result in varying levels of emotional intelligence and job efficiency. Goleman et al. (2017) suggested that high-stress and operationally demanding work environments, might result in lower EI due to the emotional toll of the job.

The research also identified age as a significant factor, with a low p-value (0.001) and a modest partial eta-squared value (0.036). The post hoc results indicate that age significantly influences emotional intelligence and job efficiency, suggesting that different age groups exhibit varying degrees of efficiency and EI in the workplace.

Recent studies corroborate these findings. For instance, Cabello et al. (2016) discovered that emotional intelligence tends to rise with age due to accumulated life experiences and emotional regulation skills, which aligns with the finding that younger individuals have lower EI than older age groups. This suggests that age, alongside the sector, significantly impacts job efficiency, potentially due to variations in job demands, resources, and organizational culture between sectors.

The significant disparities in emotional intelligence and job efficiency across sectors, particularly the higher EI assessments in the head office compared to corporate logistics and other sectors, are consistent with research emphasizing the influence of the work environment on employee traits. Kalleberg (2011) emphasized the importance of sectoral disparities in work quality and productivity, arguing that sector-specific dynamics can significantly impact job efficiency.

However, the findings showing no noticeable differences in leadership behavior between most sectors contradict previous research. Eagly et al. (2003) demonstrated that various sectors might foster distinct leadership styles and behaviors, suggesting that the current study's sample or methods might have influenced the results.

Contrary to the study's findings that gender, educational level, marital status, experience, and job position do not significantly affect EI, PLB, and JE, some recent studies highlight their importance. Joseph and Newman (2010) argued that educational level significantly influences emotional intelligence, with higher education levels associated with better cognitive and emotional development.

Furthermore, Kafetsios and Zampetakis (2008) found gender disparities in emotional intelligence, with women typically demonstrating higher EI than men. This contradicts the study's findings, which revealed no significant gender differences, possibly due to cultural or organizational factors not considered in the study.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study as a whole. The chapter overviews the study, selects samples and sampling methodologies, draws results, discusses implications, and limits, and makes suggestions.

6.1 Summary

The study examines the link between emotional intelligence, leadership behavior, and work efficiency in the setting of the Ethiopian Trading Business Corporation. The study's objectives are to measure employees' emotional intelligence levels, analyze the nature of their relationship, test the hypotheses that emotional intelligence and leadership behavior have positive effects on job efficiency, compare the differences in these variables across different demographic variables, and discuss the findings and implications of the research for the theory, practice, and policy of organizational behavior and human resource management.

The study is noteworthy because it gives information on organizational dynamics and how they affect organizational outcomes. It offers a groundbreaking look at the interconnected areas of emotional intelligence, leadership behavior, and work efficiency inside the Ethiopian Trading Businesses Corporation, revealing critical insights that might catalyze transformative change within the organization.

The study area and target population were Ethiopian Trading Businesses Corporation employees selected from Ethiopian governmental cooperation different branches across Addis Ababa for their willingness to share Job efficiency records with the researcher. The study used a convenient sampling technique; the sample was selected from each Sector office by using a

stratified random sampling technique and the study participants were selected by lottery method. Consequently, 272 samples were collected taking out from the total 1030 population composed of 168 male and 104 female respondents.

The study employed a quantitative methods research strategy. The data collection method involved the use of valid and reliable instruments to measure the levels of employees' emotional intelligence, leadership behavior, and job efficiency. The survey questionnaire was administered to 272 employees in the Ethiopian Trading Businesses Corporation. A pilot study was conducted with 30 participants (18 males and 12 females) and reliability for internal consistency was computed Cronbach's alpha for Emotional Intelligence (.823) and leadership behavior (.819). The data were analyzed through SPSS version 27, descriptive statistics, Pearson correlation coefficient, regression, and multivariate analysis of variance used.

Overall, the study found Employees at EBTC exhibit moderate levels of Emotional Intelligence (EI). Additionally, the study found no significant correlation between Emotional Intelligence and Leadership Behavior. However, Emotional Intelligence has a significant positive correlation with Job Efficiency indicating that EI is associated with better job efficiency. Leadership Behavior also shows a significant positive correlation with Job Efficiency and a weaker but significant correlation, suggesting that effective leadership contributes to improved task efficiency.

Moreover, Emotional Intelligence and Leadership Behavior combined explain 43.2% of the variance in Job Efficiency. This strong relationship underscores the significant impact of both factors on enhancing job efficiency. Regarding demographic variables, Significant differences were found across sectors, with employees in Corporate Logistics showing significantly lower EI scores compared to those in the Head Office and other sectors. The sector also significantly

impacts Job Efficiency, potentially affecting efficiency. Age emerged as an influential factor, with older employees displaying different levels of job efficiency, likely due to variations in experience and skills.

6.2 Conclusions

The study's findings lead us to conclude the following conclusions.

The study showed that employees at EBTC generally reported higher levels of emotional sensitivity and understanding compared to their levels of well-being, self-control, and sociability. The emotionality mean score was notably higher than the means for the other subscales. This indicates that, in comparison to their ratings for well-being, self-control, and sociability, respondents often had greater scores for emotional awareness and comprehension. This suggests that employees tend to be more aware of, understand, and express their emotions better than other aspects of their emotional intelligence.

Additionally, leaders in ETBC are perceived as exhibiting moderately high levels of transformational leadership behaviors, particularly in Intellectual Stimulation and Idealized Attributes, suggesting they are seen as inspirational and capable of fostering intellectual growth and innovative thinking. Transactional leadership behaviors, especially Management by Exception (Active), have very high mean scores, indicating a strong focus on monitoring and controlling tasks to maintain standards, reflecting a structured and oversight-focused leadership style. Passive/Avoidant leadership behaviors, such as Management by Exception (Passive) and Laissez-faire, have moderate mean scores, implying these behaviors are present but not dominant, with leaders primarily relying on more active and transformational approaches.

EBTC employees have a moderate degree of emotional intelligence, which means that their social skills are competent for managing their own and others' emotions at work, but there is potential for growth. This moderate degree of emotional intelligence can have an impact on their ability to focus, manage stress, be productive, and communicate with others. As a result, it is critical for organizations to prioritize improving their workers' emotional intelligence in order to develop stronger connections, communication, and a more thrilled work environment.

The correlation study indicated both significant and non-significant relationships between perceived leadership behavior, job efficiency, and employee emotional intelligence. Notably, there was no significant association between employee's emotional intelligence and their perceptions of leadership behavior, suggesting that an employee's capacity to understand and control emotions has no effect on how they perceive their leaders' behavior. However, the study discovered that both perceived leadership behavior and employee emotional intelligence significantly contribute to job efficiency, implying that both elements play essential roles in improving employees' job efficiency.

Concerning the demography, the study concluded age explains 6.7% of the variation in these combined variables. The job sector also has a substantial impact, accounting for 2.7% of the variation, with various sectors showing varying amounts of these factors. In contrast, gender, educational level, marital status, experience, and work position have no substantial impact on the EI, PLB, or SJE. This emphasizes the necessity of taking age and job sector into account when dealing with these issues in the workplace, while other demographic characteristics may have less influence.

6.3 Implications and Recommendations

This study emphasizes the critical implications for improving organizational efficiency within Ethiopian government enterprises. Given Ethiopia's distinct sociocultural and economic setting, including emotional intelligence (EI) into staff development programs can result in significant increases in organizational efficiency and employee well-being.

- Culturally Appropriate Development Programs

Ethiopian government enterprises operate in a multicultural context that combines traditional beliefs and modern organizational concepts. To effectively leverage EI for organizational improvement:

Incorporate Local Cultural Values: Customize emotional intelligence training to reflect Ethiopia's cultural norms and values. Understanding and incorporating local cultures and communication styles can enable employees to effectively manage teams and build a cohesive work environment, resulting in increased efficiency.

- Enhancing Decision-Making Processes

Employees with high emotional intelligence are adept at making informed decisions under pressure, crucial in the dynamic environment of government operations:

Training for strategic thinking and emotional regulation: Provide staff with training that improves their strategic thinking and emotional self-regulation. This prepares individuals to negotiate stress and uncertainty effectively, resulting in more thoughtful and meaningful decision-making processes.

Implement Stress Management Programs: Develop and implement stress management programs aimed at helping employees maintain composure during high-stakes situations. This supports better decision-making and contributes to overall organizational efficiency.

- **Integration of Emotional Intelligence into Development Programs**

To ensure comprehensive development across all levels of governmental corporations:

Mandatory EI Training: Make emotional intelligence training mandatory in all development programs. This ensures that leaders possess essential emotional skills, thereby influencing efficiency positively.

Continuous Professional Development: Foster a culture of continuous improvement in emotional intelligence through workshops, seminars, and coaching sessions. Ongoing support enables employees to continuously enhance their EI skills, promoting sustained organizational effectiveness.

- **Performance Evaluation and Feedback**

Effective integration of EI into performance evaluation frameworks:

Incorporate EI into Evaluation Criteria: Include EI competencies such as empathy, communication skills, conflict resolution abilities, and emotional self-regulation in performance evaluation criteria for leaders. This ensures that EI contributes directly to leadership effectiveness and organizational efficiency.

Feedback Mechanisms: Establish structured feedback mechanisms that allow employees to provide insights on leaders' emotional intelligence. This feedback informs targeted improvements and customizes professional development programs accordingly.

- HR Practices and Policy Development

Strategic HR practices and policies can significantly enhance organizational culture and efficiency:

Prioritize EI in HR Practices: Implement HR practices that prioritize emotional intelligence in hiring, promotion, and leadership succession planning. This ensures that individuals with high EI are placed in influential positions, contributing to the organization's overall success.

Support Work-Life Balance and Well-being: Create policies that support work-life balance, mental health, and well-being. Leaders with high EI are more likely to advocate for and implement these policies, fostering a healthier work environment conducive to enhanced efficiency and employee satisfaction.

6.4 Limitations of the Study and Future Direction of Research

The study was conducted in a specific organizational environment (ETBC), which may restrict the findings' applicability to other sectors or cultural situations. Additionally, While the study found considerable sectoral variances, it did not go into detail about the unique traits and dynamics of each sector that lead to these variations. Future studies might delve deeper into sector-specific characteristics to determine the underlying mechanisms behind observed variances in work efficiency.

To improve the generalizability of the results, future research should try to use this study as spring board in various sectors and organizational situations. A more thorough knowledge of the connection between emotional intelligence, leadership behavior, and work efficiency can be obtained by comparing the outcomes across cultural and operational contexts.

Investigating potential moderating and mediating variables that could influence the relationship

between emotional intelligence, leadership behavior, and job efficiency can uncover the underlying mechanisms at play. For example, organizational culture, industry type, and country-specific cultural elements could be significant factors to consider.

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Appendix

Appendix A: English Version of the Questionnaire

Dear respondents: The purpose of the questionnaire is to collect information to Examine the leader's emotional intelligence, leadership behavior on job efficiency employee engagement levels, and factors affecting engagement in governmental offices.

Therefore, I politely ask that you complete this questionnaire honestly and voluntarily, with the Assurance that the information will only be used for academic purposes (for partial fulfillment of MA). Please adhere to the guidelines and respond to all questions. Your responses will be kept completely private. You don't have to reveal who you are. You can call +251923785642 or email: mahletgetachew38@gmail.com for any inquiry or explanation you need.

Thank you for your participation and valuable time.

Part I: Demographic Information

The following statements describe your emotional intelligence. Please read each statement carefully and decide your level of agreement or disagreement with the statement truthfully so that your response will accurately represent your actual emotional intelligence.

After that, indicate your response by putting a right sign (√) to the given alternative that accurately represents your level of agreement or disagreement with the statement. The Alternatives are-: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and strongly Agree (5). Please try not to use Neutral unless the statement does not apply to you

A. Sex: male Female

2. Diploma/ TE V T le v e l

B. Education (highest level of your achievement)

3. First degree

4. M A/MSc

1. 1. Below 12 grade

5. PhD

2. 12 grade complete

C. Marital Status?

Single Specialist Married Staff Divorced Other: [Please specify]Widowed

E. Age (Years) -: 21-30 yr 31-40 yr 40-50 yr

Prefer not to disclose

51-60 yr

D. Please indicate your work position

above 61 yr

Executive

F. Work experience (Years) -: less than 1 yr 1-

Manager

2yr 3 to 5 Yr

Supervisor

Above 5 yr

Part II. Trait Emotional Intelligence Questionnaire

Instruction: Please indicate the extent to which you agree with the statements mentioned below by making a tick mark —√ symbol in the space provided based on the following description.

1= Completely Disagree

5=Moderately Agree

2= Strongly Disagree

6=Strongly Agree

3= Moderately Disagree

7=Completely Agree

4= Neither Agree nor Disagree

Items	Completely Disagree	Strongly Disagree	Moderately Disagree	Neither Agree nor	Moderately Agree	Strongly Agree	Completely Agree
Emotionality							
1. Expressing my emotions with words is not a problem for me.							
2. I often find it difficult to see things from another person's viewpoint							
3. Many times, I can't figure out what emotion I'm feeling.							
4. Those close to me often complain that I don't treat them right.							
5. I often find it difficult to show my affection to those close to me.							
6. I'm normally able to "get into someone's shoes" and experience their emotions.							
7. I often pause and think about my feelings.							
8. I find it difficult to bond well even with those close to me.							
Well being							
1. I generally don't find life enjoyable.							
2. I feel that I have a number of good qualities.							

3. Overall, I have a gloomy perspective on most things.							
4. On the whole, I'm pleased with my life.							
5. I believe I'm full of personal strengths							
6. I generally believe that things will work out fine in my life							
Self-control							
1. I usually find it difficult to regulate my emotions.							
2. I tend to change my mind frequently.							
3. On the whole, I'm able to deal with stress.							
4. I'm usually able to find ways to control my emotions when I want to.							
5. I tend to get involved in things I later wish I could get out of.							
6. Others admire me for being relaxed.							
Sociability							
1. I can deal effectively with people							
2. I often find it difficult to stand up for my rights.							
3. I'm usually able to influence the way other people feel.							

4. I would describe myself as a good negotiator.							
5. I tend to “back down” even if I know I’m right.							
6. I don’t seem to have any power at all over other people’s feelings.							
Global Trait							
1. On the whole, I’m a highly motivated person.							
2. I often find it difficult to adjust my life according to the circumstances.							
3. I normally find it difficult to keep myself motivated.							
4. Generally, I’m able to adapt to new environments.							

Appendix B: Amharic Version of the Questionnaire

አዲስ አበባ ዩኒቨርሲቲ

የሥነ ትምህርት እና ባህሪ ጥናት ኮሌጅ

የሳይኮሎጂ ትምህርት ቤት

ይህ መጠይቅ የተዘጋጀው በአዲስ አበባ ዩኒቨርሲቲ የሥነ ሌቦና ትምህርት ቤት በማኅበራዊ ስነ ልቦና ትምህርት ክፍል የማስተርስ ድግሪ ማሟያ ነው። የጥናቱ ዓላማ የልማታዊ የመንግስት መስሪያ ቤቶች ውስጥ የስራተኞች ስሜታዊ ብልህነት፣ የአመራር ባህሪ እና የስራ ቅልጥፍና መዳሰስ ይሆናል። ስለሆነም እርስዎ የሚሰጡት መረጃ ሁሉ የጥናቱን ትንታኔ እና መደምደሚያ ስለሚወስን የእርስዎ ምላሽ ለጥናቱ ስኬት በጣም አስፈላጊ ነው። በመሆኑም በሰንጠረዥ ውስጥ ከተጠቀሰው አማራጭ መልስዎን በመምረጥ የጭረት ምላሽ (✓) በማድረግ መልስዎን እንዲሰጡ በትህትና እጠይቃለሁ። እባክዎ የእርስዎ ምላሽ በሚስጥር የተያዘ በመሆኑ ስምዎን እንዲጽፉ አይጠየቁም።

ክፍል I: የግል መረጃ

መመሪያ:- የሚከተሉትን ጥያቄዎች ለመመለስ እርስዎ በመረጡት የመልስ ፊት ለፊት በሚገኘው ሳጥን ሊይ ትክክለኛው ምልክት ያስቀምጡ።

ሀ. ያታ

ወንድ ሴት

ለ. ትምህርት ደረጃ

- | | | |
|--|---|--------------------------------------|
| 1. ከ12 ክፍል በታች <input type="checkbox"/> | 2. ዲፕሎማ/TEVT ደረጃ <input type="checkbox"/> | 4. ሁለተኛ ዲግሪ <input type="checkbox"/> |
| 2. 12 ክፍል ያጠናቀቀ <input type="checkbox"/> | 3. የመጀመሪያ ዲግሪ <input type="checkbox"/> | 5. ፒኤችዲ <input type="checkbox"/> |

ሐ. የጋብቻ ሁኔታ?

- | | | |
|---------------------------------|--------------------------|---|
| 1 ያላገባ <input type="checkbox"/> | <input type="checkbox"/> | 3 የተፈታ/ች <input type="checkbox"/> |
| 2 ያገባ <input type="checkbox"/> | | 4 በሞት አጋሮትን ያጣች/ያጣ <input type="checkbox"/> |

መ. ዕድሜ _____

ሠ. የስራ ልምድ

- | | |
|--|--|
| 1. ከ1 አምት በታች <input type="checkbox"/> | 3. ከ3 - 5 አምት <input type="checkbox"/> |
| 2. ከ 1- 2 አምት <input type="checkbox"/> | 4. 5 ዓመት በላይ <input type="checkbox"/> |

ረ. የሚሰሩበት ዘርፍ _____

ሸ. የሚሰሩበት የ ስራ ክፍል _____

ቀ. የስራ መደብ

1. ዘርፍ ሥራ አስፈጻሚ

3. መምሪያ

5. ስታፍ

2. ዳይሬክተር

4. ቡድን መሪ

6. ሌላ _____

ክፍል II

መመሪያ: በሚከተለው ገለፃ መሰረት በተሰጠው ቦታ ላይ "√" ምልክት በማድረግ ከዚህ ቦታች በተጠቀሱት መግለጫዎች ምን ያህል እንደሚሰማሙ ያመልክቱ።

1= ሙሉ በሙሉ አልሰማማም፣ 2= በጣም አልሰማማም፣ 3= በመጠኑ አልሰማማም፣ 4= አልሰማማም ፣ 5=በመጠኑ እሰማማለሁ፣

6=በጣም እሰማማለሁ ፣ 7=ሙሉ በሙሉ እሰማማለሁ።

ጥያቄዎች	ሙሉ በሙሉ	በጣም	በመጠኑ	አልሰማማም	በመጠኑ	በጣም	ሙሉ በሙሉ
1. ከፍተኛ ተነሳሽነት ያለው ሰው ነኝ							
2. እራሴን በ ሰው ቦታ በማስቀመጥ የአዛ ሰው ስሜት ውስጥ እራሴን የማስገባት ልምድ አለኝ							
3. ብዙ ጊዜ ቆም ብዬ ስለ ሚሰሙኝ ስሜቶቼ አስባለሁ							
4. በሌሎች ሰዎች ስሜት ላይ ምንም ዓይነት ኃይል/ተፅእኖ ያለኝ መስሎ አይሰማኝም							
5. አብዛኛውን ጊዜ ስሜቴን መቆጣጠር ይከብደኛል							
6. ከቅርብ ሰዎች ጋር ጥብቅ ግንኙነት መፍጠር ይከብደኛል							
7. በርካታ ጥሩ ባሕርያት እንዳሉኝ ይሰማኛል							
8. በግላዊ ጥንካሬዎች የተሞላሁ እንደሆንኩ አምናለሁ							
9. ህይወት አስደሳች ሆኖ አላገኘሁትም							

10.	ብዙውን ጊዜ በሌሎች ሰዎች ስሜት ላይ ተጽእኖ ማድረግ እችላለሁ.								
11.	በአብዛኛዎቹ ነገሮች ላይ ተስፋ አስቆራጭ አመለካከት አለኝ								
12.	እራሴን እንደ ጥሩ ተደራዳሪ እገልጻለሁ								
13.	ስሜቴን በቃላት ለመግለጽ አልችገርም								
14.	ብዙ ጊዜ ህይወቴን ከ ሁኔታዎች ጋር ማስተካከል ይከብደኛል								
15.	በአጠቃላይ ውጥረትን መቋቋም እችላለሁ								
16.	ነገሮችን ከሌላ ሰው እይታ ማየት ብዙ ጊዜ ይከብደኛል								
17.	ሃሳቤን በተደጋጋሚ የመቀየር ዝንባሌ አለኝ								
18.	በኋላ “ምነው ባልገባውበት” የምልበት ነገሮች ውስጥ የመግባት ዝንባሌ አለኝ								
19.	ከእኔ ጋር የሚቀራረቡ ሰዎች ብዙውን ጊዜ ትክክለኛውን እንክብካቤ እንደማላሳያቸው በማማረር ይገልጹልኛል								
20.	ብዙ ጊዜ ለመብቴ መቆም ይከብደኛል								
21.	ብዙ ጊዜ፣ የሚሰማኝን ስሜት ማወቅ አልችልም								
22.	ነገሮች በህይወቴ ውስጥ ጥሩ ይሆናሉ ብዬ አምናለሁ								
23.	ልክ እንደሆንኩ እያውኩም አተዋለሁ ወይም ዝም አላልሁ								
24.	አብዛኛውን ጊዜ በፈለግኩበት ሰዓት ስሜቶቼን የመቆጣጠርያ መንገዶችን ማግኘት እችላለሁ								
25.	ሌሎች ዘና ያልኩ ሰው በመሆኔ ያደንቁኛል								
26.	በአጠቃላይ፣ በህይወቴ ደስተኛ ነኝ								
27.	ብዙ ጊዜ ለቅርብ ሰዎች ያለኝን ፍቅር ለማሳየት ይከብደኛል								
28.	በአጠቃላይ፣ ከአዳዲስ አካባቢዎች ጋር መላመድ እችላለሁ								
29.	በተለምዶ እራሴን ማነሳሳት ይከብደኛል								
30.	ከሰዎች ጋር ውጤታማ በሆነ መንገድ መስማማት እችላለሁ								