

ADDIS ABABA UNIVERSITY

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DEPARTMENT OF BUSINESS ADMINISTRATION

THE EFFECT OF EMOTIONAL INTELLIGENCE ON JOB PERFORMANCE: THE MEDIATING ROLE OF JOB SATISFACTION: THE CASE OF CATHOLIC RELIEF SERVICES (CRS) ADDIS ABABA, ETHIOPIA

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ADDIS ABABA

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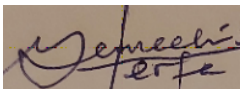
ZELALEM G/TSADIK (PHD)

A PROPOSAL SUBMITTED TO THE GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY, FACULITY OF BUSINESS AND ECONOMICS, FOR THE DEGREE FOF MASTERS OF ART IN BUSINESS ADMINISTRATION

CERTIFICATION

This is to certify that the thesis titled " The Effect of Emotional Intelligence on Job Performance: The Mediating Role of Job Satisfaction: The Case of Catholic Relief Services (CRS) Addis Ababa, Ethiopia" submitted in partial fulfillment of the requirements for a Master of Business Administration degree at the College of Business and Economics, Addis Ababa University, is an original and suitable work for submission.

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Declaration

I, the undersigned, hereby declare that the work which is being presented in this thesis entitled the Effect of Emotional Intelligence on Job Performance: The Mediating Role of Job Satisfaction: The Case of Catholic Relief Services (CRS) Addis Ababa, Ethiopia is the original work of my own, has not been presented in any of other university and that all sources used for the thesis have been duly acknowledged.

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Acronyms and Abbreviations

CRS: Catholic Relief Services

EI: Emotional Intelligence

EP: Employee performance

HTMT: Heterotrait- Monotrait

JP: Job Performance

JS: Job Satisfaction

JD-R: Job Demands–Resources

NGOs: Non-Governmental Organizations

PLS-SEM: Partial Least Squares Structural Equation Modeling

ABSTRACT

The purpose of this study was to examine the effect of emotional intelligence on job performance with the mediating role of job satisfaction among employees of Catholic Relief Services Addis Ababa. The study investigated the effect of the four dimensions of emotional intelligence: perception and appraisal of emotions, facilitating thinking with emotions, understanding emotions, and regulation and management of emotions on employees' job performance. In addition, job satisfaction dimensions including pay, job security, social relationship, supervisory support, and growth satisfaction were examined as mediating factors.

A quantitative research approach with an explanatory research design was employed. Primary data was collected through structured questionnaires from 146 employees of CRS Addis Ababa. The collected data were analyzed using Partial Least Squares Structural Equation Modeling through Smart PLS 4. Descriptive statistics and mediation analysis were used to examine the relationships among the study variables.

The findings show that emotional intelligence had a positive and significant effect on job performance ($\beta = 0.472$, $p < 0.001$), indicating that employees with stronger emotional competencies demonstrate better performance outcomes. Emotional Intelligence also positively influenced job satisfaction ($\beta = 0.716$, $t = 15.276$, $p < 0.001$), while job satisfaction significantly affected Job Performance ($\beta = 0.305$, $t = 3.503$, $p < 0.001$). Furthermore, mediation analysis obtained that job satisfaction partially mediated the relationship between Emotional Intelligence and Job Performance ($\beta = 0.218$, $t = 3.365$, $p = 0.001$)), suggesting that Emotional Intelligence influences employee performance both directly and indirectly through satisfaction.

In summary, the research finds out that Emotional Intelligence is a determinant of employee performance improvement and that Job Satisfaction serves as an additional means whereby emotions affect organizational performance. In this respect, organizations should enhance emotional intelligence training programs and improve workplace conditions for increased employee satisfaction.

Keywords

Emotional Intelligence, Job Satisfaction, Job Performance, CRS Addis Ababa.

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, statement of the problem, research question, the objective of the study, the significance of the study, the scope of the study, limitation of the study, definition of terms, and organization of the study.

1.1 Background of Study

Human resource is one of the most vital components that every organization must consider. In other words, the company needs to be able to recognize an employee's abilities to boost productivity and get a stronger competitive edge. One of the important components of an organization is human resources (Bagis *et al.*, 2021).

Nowadays, enterprises are influenced by globalization, technological advancement, and the growing complexity of interpersonal relationships. This results that technical proficiency is no longer the only factor that determines success. Even though professional skills and cognitive competence are still crucial, emotional competencies have become important components of employees' effectiveness. (Kumar, P Anand et al., 2025).

According to Alsughayir (2021), emotions are a person's energy that can affect others and shape a ones behavior. Fredrickson (2001) emphasized the significance of emotions in human's social life; claiming that it is hard to imagine a functioning society composed of indifferent people and institutions without human participation. Consequently, the idea of emotional intelligence has evolved because of the importance of emotions. Researchers and psychologists have become more interested in studying how emotions function in the workplace in recent years. There has been a significant change in the field of organizational behavior as a result of this increased attention.

Professionals such as managers, educators, and organizational academics have been paying close attention to emotional intelligence (EI) because they believe it has a significant impact on worker performance. In general, EI is the capacity to identify emotions, comprehend their

importance, integrate emotional information into thought processes, and effectively regulate emotions. The concept was first introduced by John Mayer in the early 1990s, while Daniel Goleman made it popular in 1995. Since then, there has been a lot of academic interest in investigating the impact of emotional intelligence on different variables, such as job performance and job satisfaction, in particular within organizational psychology (Vratskikh et al., 2016).

Regardless of their intelligence, those who lack emotional stability may find it challenging to strike a balance between their emotions and rational thinking. And this can lower their efficiency. This type of emotional imbalance can have a detrimental impact on teamwork, productivity, leadership skills, and an organization's overall performance. Thus, it is not only advantageous but also essential for firms to foster emotional stability and hire workers with great emotional competence (Kiishi, 2024; Lee et al., 2023).

In organizational settings, employee performance is still a crucial result. Only a small number of research have looked at the serial mediating function of job satisfaction, despite the fact that many have investigated the elements that affect job satisfaction and job performance. Employee wellbeing is closely linked to emotional intelligence, which is described as the capacity to identify and control one's emotions and motivations under trying circumstances. Initiatives for workplace health are frequently created to boost productivity and engagement. Employees with higher emotional intelligence levels typically outperform those with lower levels, according to numerous studies. However, employee wellness and emotional intelligence are still largely unresearched and underappreciated in developing nations like Ethiopia (Tadesse, 2024).

Emotional intelligence, job satisfaction, and job performance have been found to have correlational relationships in previous research but not to show how they are associated. Hence, the objective of this research is to examine the impact that emotional intelligence has on work performance as well as the mediating effect of job satisfaction in this relationship. This research tries to contribute significantly to the body of literature that already exists in organizational behavior and human resource management by integrating theory with current practice.

1.2 Statement of the Problem

Catholic Relief Service (CRS) operates in a challenging environment for humanitarian assistance and development in Ethiopia that is marked by the scarcity of resources, psychological stress among workers, increasing vulnerable populations, and expectations. To provide humanitarian aid and implement sustainable development programs, CRS depends heavily on the dedication, perseverance, and performance of its workers and partners.

The NGO workers in Ethiopia are still facing problems associated with performance, stress at work, emotional exhaustion, and various levels of job satisfaction in spite of the importance of the objective of the NGO. The relief service workers face emotional difficulties such as job insecurities, displacement, lack of food and security during field travels, and emergency response situations. Such situations may affect the performance and job satisfaction of these workers.

While qualifications and competence may be important factors, they may not necessarily be enough to ensure high levels of performance in stressful working environments. Here, employees' ability to cope with stress, interact with their colleagues, and perform effectively may depend largely on their emotional intelligence. Similarly, while financial rewards may be considered an important motivational factor, it is uncertain how much difference high pay or salaries make to the level of employee satisfaction and performance in stressful humanitarian environments.

However, there hasn't been much empirical research done in Ethiopia's NGO sector to look at how emotional intelligence affects workers' job performance. More importantly, there is not enough data to explain how emotional intelligence contributes to better performance outcomes in humanitarian organizations.

The examination of the influence that emotional intelligence and job satisfaction have on job performance is important due to the goal-oriented nature of CRS and the difficult conditions under which humanitarian and developmental activities take place. Establishing these

relationships within CRS will be a source of useful information about how to make improvements regarding organizational performance and staff welfare.

In view of this, the purpose of the study is to fill this gap by exploring the relationships between emotional intelligence, job satisfaction, and job performance at CRS in Ethiopia.

1.3 Research hypothesis

The following hypothesis are made based on the literature review:

H1: *Emotional intelligence positively affects job performance.*

H2: *Emotional intelligence positively affects job satisfaction.*

H3: *Job satisfaction positively affects job performance.*

H4: *Job satisfaction mediates the relationship between emotional intelligence and job performance.*

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to examine the effect of emotional intelligence on job performance: the mediating role of job satisfaction. The case of Catholic Relief Services Addis Ababa, Ethiopia.

1.4.2 Specific Objectives

The specific objectives of the study are:

1. To analyze the effect of emotional intelligence on job performance.
2. To describe the effect of emotional intelligence on job satisfaction.
3. To describe the effect of job satisfaction on job performance.
4. To describe the role of job satisfaction as a mediator between emotional intelligence and job performance.

1.5 Significance of the Study

The primary importance of this study can be highlighted from the perspective of its practical and theoretical importance. In terms of its practical implications, this study would help in understanding the factors that affect the productivity and job satisfaction of workers at CRS. These findings would help the management to devise appropriate interventions, enhance engagement among employees, and plan ways to improve the productivity of workers amid the stressful humanitarian environment.

This study's findings will theoretically add to the limited literature that is already out there regarding emotional intelligence, job satisfaction, and performance of employees within the Ethiopian NGO sector. This study will contribute to the existing literature concerning the relationship among these variables, which will help in contributing to our understanding of how emotions influence job outcomes and organizational performance.

Findings from this study could provide humanitarian organizations with an understanding of how important it is to ensure emotional intelligence in order to maintain employee performance. This study could be used as a foundation for further research in areas where there are demands similar to those in this case.

1.6 Scope of the Study

The study scope is to analyze the effect of emotional intelligence on job performance: the mediating role of job satisfaction: The case of Catholic Relief Services Addis Ababa, Ethiopia.

1.7 Limitation of the Study

There are certain limitations associated with the current research, which aims to provide valuable insights regarding the effect of emotional intelligence on job performance and the mediating effect of job satisfaction on CRS.

This study has concentrated on employees working at CRS Addis Ababa branch; therefore, the results might not be applied to other CRS branches and other NGOs operating in Ethiopia.

The performance and job satisfaction of an employee depend upon different elements, including organizational culture, reward system, workload, and the personal circumstances of an individual. While this research considers emotional intelligence and job satisfaction, there could be other factors that influence the performance of an employee but are not explored in this research.

Nonetheless, it is anticipated that the current study will provide valuable information about the significance of emotional intelligence and job satisfaction in improving performance, thus contributing practically to CRS Ethiopia and other humanitarian organizations.

1.8 Operational Definitions

Emotional Intelligence (EI): Emotional intelligence refers to the ability of workers to identify, comprehend, control, and manage their own emotions as well as those of others in order to strengthen interpersonal bonds and boost productivity (Wong, C. S., & Law, K. S. 2002)

Job Performance (JP): Job performance refers to the degree to which an employee successfully fulfills the duties and responsibilities of their role, including the caliber, effectiveness, and efficiency of their work (Rotundo, M., & Sackett, P. R. 2019).

Job Satisfaction (JS): Job satisfaction is the extent of positive emotional response an employee feels toward their work, encompassing contentment with job tasks, the work environment, and associated rewards (Spector, P. E. 2019).

1.9 Organization of the Paper

The research paper is organized into five chapters. The first chapter focus on the background of the study, statement of the problem, research question, objectives of the study, significance of the study, delimitation, and limitations of the study, and operational definitions of terms used. The second chapter discusses the review of literature related to the subject matter of the study. The research design, study site, study population, sample and sampling strategy, measurements, data collection process, data analysis method, and ethical considerations are all covered in detail in Chapter 3. The results will be presented and discussed in Chapter 4. The

last chapter will present the summary of findings, conclusions, and the way forwards or recommendations.

CHAPTER TWO

REVIEWS OF RELATED LITERATURE

This section discusses both theoretical and empirical literature reviews. In the theoretical literature review, history of emotional intelligence, job performance, and job satisfaction, are covered.

Under empirical literature review, empirical studies on emotional intelligence, job performance, and job satisfaction are reviewed. And finally, conceptual framework is discussed and hypothesis developed.

2.1 Theoretical review

2.1.1 History of Emotional Intelligence

According to historical literature, the relationship between emotions and intelligence has been studied for more than 2,000 years, (Mayer, Salovey, & Caruso, 2004). However, intelligence and emotions were typically investigated as distinct categories between 1900 and 1960. Researchers started looking at how emotions and cognitive functions interacted by the 1960s and 1970s, which helped create the EI framework in the early 1990s (Kiishi, 2024).

The idea of emotional intelligence was developed over many years with its origins attributed to early research on social intelligence. One of the first people to define social intelligence was Edward Thorndike (1920), who defined it as the capacity to comprehend and regulate interpersonal relationships. Similarly, Moss and Hunt (1927) contributed to early investigations into human social abilities. The significance of interpersonal understanding as a fundamental aspect of human intelligence was emphasized in these early investigations.

Later on, Ernest Hilgard (1980) theorized that there are three domains through which intelligence operate, namely cognition, affect, and motivation. This model suggests that human behavior is a result of the interplay between cognitive factors such as memory, reasoning, judgment, and thinking, and affective and motivational factors (Kiishi, 2024).

Emotional Intelligence (EI) remained largely overlooked until the mid-1980s despite the efforts of early psychology research to establish the foundation for it. The term "emotional intelligence" was first introduced by Wayne Leon Payne in his doctoral dissertation in 1985, stressing the significance of emotions in human development and communication. The idea got more scholarly acceptance when John D. Mayer and Peter Salovey publicly introduced EI in 1990. EI focuses on how people perceive, comprehend, and control their own and other people's emotions. They proposed that certain people are better at interpreting emotional data and using it in social situations (Mayer, Salovey, & Caruso, 2004; Kiishi, 2024).

In later years, Daniel Goleman made this idea more mainstream when he released his book Emotional Intelligence in 1995. Goleman brought together ideas from behavioral sciences, psychology, and neurology to explain the idea of emotional intelligence. He stressed on the importance of emotions in leadership, relationships, and decision-making, thus bringing EI into the spotlight around the world (Kiishi, 2024).

Based on MacCann et al. (2020) and Naqvi & Siddiqui (2023), emotional intelligence offers a basis for understanding the connection between emotion and cognition, such that individuals who are capable of recognizing, expressing, and managing both their own emotions and the emotions of other people are bound to have positive results in life.

With time, EI has developed from its initial association with social intelligence to become what it is now. There has been a great increase in interest in EI especially after Goleman’s research. Many researchers have conducted research on the effect of EI on leadership, organizational behavior, and individual development. In today’s environment, most organizations have embraced emotional intelligence as key in enhancing communication and relationship building and gaining a competitive edge (Alsughayir, 2021).

2.1.2 Emotional Intelligence

The ability to detect, understand, and regulate both one's own emotions and that of others is known as emotional intelligence. People with high emotional intelligence are capable of detecting their emotions, assessing their significance, and understanding how these emotions influence their behavior and reactions from others (Dhani & Sharma, 2016; Chung et al., 2023).

A complete theory on EI was developed by Peter Salovey and John D. Mayer back in 1990. They described emotional intelligence as the capacity to monitor and regulate not only your own but also others' emotions and utilize such emotional information to guide thinking and behavior (George et al., 2023).

The other definition of EI is a social skill which entails recognizing emotions, discerning them, and applying the knowledge about emotions in making decisions and actions. The effective functioning of emotions can be achieved through several important components of emotional intelligence. The first one is self-awareness. It means an individual can identify and understand his/her emotions, weaknesses, strengths, values, and beliefs. Individuals become able to manage their emotions and act appropriately in various situations due to this skill. Another important aspect is empathy, which helps people recognize and feel the emotions of others (Kiishi, 2024).

Emotional intelligence is not only important for emotional regulation but also for interpersonal relations as well. EI improves interpersonal communication, helps in resolving disputes, and in building teamwork and trust. People with a high level of EI can understand the feelings of other people and create an environment in which teamwork is possible. Thus, EI creates conditions for social interaction, good leadership skills, and personal happiness. The other aspect of emotional intelligence is the connection between emotional intelligence and cognition, where emotions (heart) and reason (brain) come together to make wise decisions (Kiishi, 2024).

EI plays a vital role in shaping employee behavior, leadership approaches, personal interaction, and organizational performance. EI is viewed as one of the major competencies required in the contemporary work environment. It has become increasingly significant in the evaluation,

recruitment, and selection process of employees because it is often used to measure their attitude, communication, and capabilities (Abebe & Singh, 2023).

Moreover, studies have shown how emotional intelligence influences self-awareness and motivation. Bagis et al. (2021) define emotional intelligence as the capacity to understand, motivate, and work with other people. Furthermore, emotional intelligence enhances self-awareness, which guides actions and helps in managing life effectively.

Similarly, Alsughayir (2021) states that emotional intelligence is important for social and emotional adaptation. Emotional intelligence is an important skill in both social and professional environments because it is related to creativity, good work-life balance, and positive employee attitudes.

There have been different models proposed to define emotional intelligence. According to the ability model, emotional intelligence can be developed and described as the ability of an individual to understand emotions and use them appropriately in social situations. Under the trait model, emotional intelligence refers to a combination of personality characteristics and behavioral tendencies. Mixed model, on the other hand, includes both personality characteristics and abilities to explain emotional intelligence (Alferaih Adel, 2021). For this study, the ability model of emotional intelligence has been adopted and defined as the ability to manage interpersonal relationships, self-regulation of emotions, and identification of other people's emotions.

2.1.3 Job Performance

Academics regularly examine job performance to determine the elements that affect worker's productivity and effectiveness. Due to its significance, JP is considered a crucial dependent variable in organizational research (Abebe & Singh, 2023).

The tasks and actions people carry out at work are referred to as job performance, and they show how successfully and efficiently workers fulfill their designated duties. It involves converting resources or input into worthwhile outcomes. Leadership, knowledge, professional

abilities, and goal-setting all have an impact on high work performance; people with well-defined objectives usually outperform those without defined goals (Naqvi & Siddiqui, 2023).

According to Vratskikh et al. (2016), job performance is the degree to which workers effectively carry out their responsibilities and contribute to the success of the business as a whole. Therefore, improving employee performance is a top priority for businesses as it benefits both the company and society.

Employee performance describes how well workers meet corporate goals. It shows how effectively and productively people accomplish their goals and make a significant contribution to the performance of the business as a whole (Alferaih Adel, 2021).

Because individual contributions have a direct impact on overall achievement, job performance is crucial for organizational development and effectiveness. As a result, academics, educators, governments, businesses, and society at large now consider it to be a crucial determinant. JP is frequently seen in human resource management as the outcome of many HR strategies meant to increase productivity. According to Vratskikh et al. (2016), these strategies include encouraging good work attitudes, developing employee capacity, offering incentives, improving job satisfaction, raising job responsibility, and cultivating intrinsic motivation.

According to Shooshtarian et al. (2012), work performance includes the actions and behaviors employees exhibit while carrying out their responsibilities in addition to the final product. An organization's ability to learn is directly correlated with higher levels of job performance since learning companies are always creating new strategies and enhancing their capacity to accomplish desired objectives and results.

2.1.4 Job Satisfaction

Job satisfaction has been studied extensively in both academic and real-world settings. It describes how an employee feels about their work and how well it fulfills their goals and expectations. Basically, job satisfaction is a measure of how much a person appreciates or likes their work. It may also be understood as an employee's emotional connection to their work.

Due to the dynamic nature of JS, the variables affecting an employee's level of satisfaction and dissatisfaction may shift throughout their period of employment (Abebe & Singh, 2023).

Since workers spend a large amount of their lives at work, their job satisfaction has an impact on their behavior and productivity. Therefore, JS is essential for organizational growth and sustainability. According to the majority of studies, work satisfaction is defined as "a positive or pleasurable emotional state resulting from the appraisal of one's job or job experiences," which is dependent on how well employment results match each employee's unique requirements, beliefs, values, and expectations (Naqvi & Siddiqui, 2023).

Vratskikh et al. (2016) define job satisfaction as “the extent to which people like (satisfaction) or dislike (dissatisfaction) their work”. It is a key component of organizational life, influencing how management and people interact. Improving JS is consequently a top objective for firms as it promotes outcomes like employee loyalty, improved job performance, and general workplace harmony. JS is also a crucial factor in determining both individual well-being and organizational efficiency because the majority of working people spend a significant amount of their life at work (Sarwar & Aburge, 2013).

An employee's general attitude toward their work and working environment, including material elements like pay and benefits, can also be interpreted as job satisfaction (Bagis et al., 2021). A positive mindset on work encourages satisfaction and engagement, which improves important organizational outcomes including improved performance, fewer disputes, and lower turnover. There are two main categories of factors that affect JS: environmental and individual. Age, gender, IQ, and personality are examples of individual characteristics; whereas pay, management practices, and work-family balance are examples of environmental influences (Alsughayir, 2021).

There are several aspects to employee work satisfaction, including behavioral, emotional, and cognitive aspects. The behavioral component manifests itself in work-related behaviors like attendance, punctuality, or absenteeism; the cognitive component refers to beliefs and views about the job; and the emotional component reflects feelings like stress, exhaustion, or delight.

Employee performance, productivity, engagement, turnover, and overall organizational success are all impacted by these factors taken together (Alferaih Adel, 2021; Suleman et al.).

2.1.5 Major Theories

The theories supporting the association between emotional intelligence, job satisfaction, and job performance are discussed in this section. The Ability-Based Emotional Intelligence Theory, Herzberg's Two-Factor Theory, the Job Demands–Resources (JD-R) Model, Social Exchange Theory, and the mediation framework of Baron and Kenny (1986), which Hayes (2018) supports, are the basis of the study. Together, these theories explain how emotional intelligence affects work performance both directly and indirectly through job satisfaction.

2.1.5.1 Ability-Based Emotional Intelligence Theory

John D. Mayer and Peter Salovey developed the ability-based emotional intelligence theory in (1997). The theory states that emotional intelligence is a collection of mental skills which is associated with effectively recognizing, understanding, utilizing, and controlling one's emotions. Mayer and Salovey believed that emotional intelligence was a genuine type of intelligence that could be assessed and improved, in difference to personality-based methods.

The theory explains that emotional intelligence is a type of cognitive ability that may be cultivated over time rather than of a personality attribute. So, Mayer and Salovey define emotional intelligence as "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth" (Vesely-Maillefer and Fiori, 2018). The known four branch model of emotional intelligence was then developed in 1997 after the theory was first presented in 1990. The model states that emotionally intelligent people are more capable of accurately processing emotional information and successfully using emotions to direct one's thought and behavior (Fiori and Vesely-Maillefer, 2018).

The Four-Branch Model of Emotional Intelligence

Emotional intelligence was divided into four hierarchical branches by Mayer and Salovey (1997). The branches cover from fundamental psychological functions to more sophisticated emotions regulating ability. These branches are:

1. **Perceiving Emotions**

This is the fundamental level of emotional intelligence. According to Papadogiannis et al. (2009), perceiving emotions is the capacity to correctly recognize emotions through the presence, detection, and interpretation of emotional signals on faces, images, or sounds. This skill involves recognizing emotions in one's own mental and physical states as well as being sensitive to and aware of other people's emotions. According to Fiori and Vesely-Maillefer (2018), perceiving emotions is the capacity to appropriately perceive emotions in both oneself and other people.

2. **Using Emotions to Facilitate Thinking**

Facilitating thought using emotions involves the incorporation of emotions to process thought. This happens through the analyzing of, presence to, or reflection on emotional information. Which in return, supports higher order cognitive actions such as reasoning, problem-solving, decision-making, and consideration of the perspectives of others (Papadogiannis et al., 2009).

Individuals with an exceptional capacity to use emotions can choose and prioritize cognitive activities that are most appropriate for their present mood state, as well as adjust their mood to fit the given circumstance in a way that promotes greater contextual adaptation. This branch relates to the ability to employ emotions to improve cognitive processes like thinking, problem solving, creativity, and decision making (Fiori and Vesely Maillefer, 2018).

3. **Understanding Emotions**

Understanding emotions involves comprehending the relationships between various emotions as well as how emotions vary over time and in response to different events. This includes understanding emotion language and its use to recognize minor differences in emotion and explain various combinations of feelings. Individuals that excel in this part comprehend the complicated and transitional interactions among emotions. They can identify emotional indicators learnt from prior experiences, helping them to predict future reactions from others. This branch focuses on understanding emotional meanings, emotional language, and how emotions grow over time. This capacity enhances communication, conflict resolution, and leadership effectiveness (Ril.vers et al., 2007; Mayer, J. D., & Salovey, P. 1997).

4. Managing and Regulating Emotions

Managing emotions refers to the successful regulation of one's own and other people's feelings. Such skill would include the ability to sustain, change, and adapt positive or negative emotional responses to a given scenario (Rivers et al., 2007).

This could be demonstrated in maintaining a positive mood in a difficult situation or controlling excitement when a main decision must be made. Recovering quickly from anger or providing motivation or encouragement to a friend before an important activity are examples of high-level emotion management. Effective emotional regulation fosters personal growth, psychological wellness, and organizational productivity (Papadogiannis et al. 2009).

The four elements that made the Ability-Based Emotional Intelligence theory are directly related to job related behaviors. Thus, the theory provides a foundation for examining how emotional intelligence influences employee behaviors and organizational outcomes.

2.1.5.2 Herzberg's Two-Factor Theory of Job Satisfaction

Frederick Herzberg (1959) proposed the Two-Factor Hypothesis in 1959. The theory was based on the responses from around 200 accountants and engineers in the United States of America who stated their own feelings such as emotions, love, and rage toward their work environment. So, Herzberg identified two separate characteristics that showed employees' attitudes toward their jobs and levels of their productivity on the job given. The two principles were related to motivation and hygiene.

The theory states, motivation is the internal factor, while hygienic factors are the external factor. Hygiene factors are extrinsic factors including salary (pay), job security, working conditions, supervisory quality, organizational policies. While motivators are intrinsic factors such as achievement, recognition, responsibility, growth and advancement.

The two-factor theory recommends a variety of mechanisms that help the company encourage their employees to perform successfully and efficiently. Herzberg stated that employees are more satisfied in organizations when they are recognized, given opportunity for progress, and assigned meaningful work. Dissatisfaction occurs when hygienic variables like salary and work security are inadequate (Maidani, E. A. 1991).

This theory is relevant to the current study because job satisfaction was measured using pay, job security, social relations, supervision, and growth satisfaction. It explains how these dimensions influence employee attitudes and behaviors.

2.1.5.3 Job Demands–Resources (JD-R) Model

The Job Demands-Resources (JD-R) theory which is developed by Demerouti et al. (2001), split up the work environment into two major components: job demands and job resources. Job demands are factors that force employees to exert extra effort, whereas job resources are elements that can assist employees in achieving their goals while mitigating the negative impact of job demands (Angellica, Heri Sandi, 2025).

The model provides understanding of employee well-being and performance. According to Demerouti et al. (2001), job resources enhance motivation and lead to positive outcomes such as job satisfaction and job performance. However, high job demands may lead to burnout if not balanced by sufficient resources. Therefore, it supports the mediation effect of job satisfaction, where emotional intelligence enhances job satisfaction, which in turn improves job performance.

2.1.5.4 Social Exchange Theory

Social exchange theory is one of the most important backgrounds for explaining workplace behavior. Its history dates back to at least the 1920s. Blau coined it in 1964 to explain why employees react to positive leadership practices with favorable attitudes and performance outcomes (Cropanzano and Mitchell, 2005).

The theory stated that professional networks function similarly to exchange relationships, in which individuals respond to positive compliments from others with equally positive behaviors. When workers believe that their leaders appreciate their contributions, treat them fairly, and invest in their growth, they feel obligated to reciprocate via dedication, engagement, and performance (Cropanzano and Mitchell, 2005)

Employees who get positive feedback are more likely to exhibit behaviors that benefit the organization, such as high performance and collaboration, as satisfaction shows the quality of social exchange between employees and the organization (Blau, P. M. 1964).

2.2 Review of Empirical Studies

2.2.1 Emotional Intelligence and Job Performance

According to empirical data, EI and JP are strongly correlated. Workers with high emotional intelligence regularly perform better across industries, act effectively, and display appropriate emotions. EI is a key factor in determining employee success and organizational growth as it frequently predicts performance more accurately than IQ or management intelligence. EI improves individual and team productivity, organizational success, and long-term employee development by facilitating effective emotion management, cultivating positive workplace relationships, and encouraging adaptability (Alferaih Adel, 2021).

As stated by Lestari & Wibawa (2019), a high degree of emotional intelligence is helpful for individuals as well as groups. Groups with high emotional intelligence have fewer conflicts, are more cohesive, and have greater productivity, while individuals with high emotional intelligence have better work attitudes and performance.

Emotions have an impact on interpersonal relationships, confidence, and decision-making, all of which can have a favorable or bad effect on performance. Workers with high emotional intelligence can successfully understand behaviors, properly sense the feelings of coworkers and superiors, and modify their conduct to conform to organizational norms. Their capacity to adapt makes it easier for them to fit in at work, which raises performance levels (Al Kahtani, 2013).

The study conducted by Abebe and Singh (2023) examined the relationship between academic faculty members' work performance, job satisfaction, and emotional intelligence in higher learning institutions in Ethiopia. A total of 315 out of 388 randomly selected questionnaires were analyzed. It was found that there is a positive relationship between job satisfaction, job performance, and emotional intelligence of employees.

By taking the mediating role of supervisor trust, Lee et al. (2023) employed a hierarchical linear model to explore the relationships between job performance, leadership styles, and emotional intelligence of leaders. As per the results of the study, transactional leadership,

transformational leadership, and emotional intelligence of leaders were found to have significant positive effects on job performance. Moreover, these variables had strong positive indirect effects on job performance when supervisor trust was considered as a mediator.

Deb et al. (2023) studied the impact of emotional intelligence on improving job satisfaction and organizational performance, taking into consideration various variables such as infrastructure, management and leadership, salary, work schedule, and working environment. The findings showed that there is mediation in the relationship between these job satisfaction indicators and organizational performance through emotional intelligence. Such findings suggest that increasing emotional intelligence among employees will improve organizational performance and job satisfaction in different aspects of the working environment, providing useful insights for small business growth.

In addition, Vratskikh et al. (2016) studied the influence of emotional intelligence on job performance and job satisfaction, and the moderating effect of job satisfaction between EI and JP among administrative staff at the University of Jordan. The findings showed a favorable correlation between emotional intelligence and both job satisfaction and job performance. Additionally, the results verified that the association between emotional intelligence and job performance is mediated by job satisfaction. The study highlights the significance of using EI theory in management and human resource practices within public sector firms by suggesting that EI can function as a predictor of work performance and job satisfaction. Based on these the following hypothesis is made:

H1: Emotional intelligence has positive and significant effect on job performance.

2.2.2 Emotional Intelligence and Job Satisfaction

Both JS and EI are essential for individual and organizational success in today's environments. In addition to managing stress more competently, employees with higher emotional intelligence also experience better levels of satisfaction, both of which improve work performance. As a result, EI is acknowledged as a key indicator of both overall organizational success and work satisfaction. Thus, emotionally competent workers have reduced levels of job discontent and burnout. They are more capable of managing emotional difficulties, reacting

suitably in a variety of circumstances, and fostering a supportive, cooperative workplace (Alferaih Adel, 2021).

Additionally, EI is a significant predictor of organizational outcomes, such as performance, employee loyalty, and job satisfaction. Workers who are conscious of their emotions, control their stress, and deal with unpleasant emotions typically have stronger bonds with coworkers and managers, which increases their job satisfaction. While negative emotions lower occupational satisfaction, positive emotions increase it. As work satisfaction and productivity are strongly related, employees who have both high EI and job satisfaction perform better and are more likely to stay with the company (R., Dr. Gopinath, R., Dr. Ramamoorthy & R., Dr. Kalpana, 2020).

Emotions are a major factor in driving and directing employee behavior. And JS affects the management of employee relationships and the work environment. Organizations must make planned and focused efforts to improve work satisfaction. Employees with higher emotional intelligence are more likely to be satisfied with their jobs because they can learn appropriate stress management techniques, whereas those with lower EI frequently find it difficult to deal with the demands of the workplace. In addition, workers with high EI can have a favorable emotional impact on their coworkers, boosting team spirit and cohesiveness (Abebe & Singh, 2023).

Research often reveals a substantial positive association between EI and work satisfaction, and job performance includes both quantitative and qualitative indicators of employee behavior and attitudes (Tadesse, 2024).

Furthermore, Vratskikh et al. (2016) explored the influence of emotional intelligence on job performance and job satisfaction, and the moderating effect of job satisfaction between EI and JP among administrative staff at the University of Jordan. The findings showed a favorable correlation between emotional intelligence and both job satisfaction and job performance. Additionally, the results verified that the association between emotional intelligence and job performance is mediated by job satisfaction. The study highlights the significance of using EI

theory in management and human resource practices within public sector firms by suggesting that EI can function as a predictor of work performance and job satisfaction.

Monfared and Amani (2021) examined the relationship between organizational commitment, work satisfaction, and emotional intelligence among Esfahan Municipality employees. The findings showed that job satisfaction and organizational commitment were strongly and favorably impacted by emotional intelligence. It was determined that emotional intelligence significantly positively correlated with overall job satisfaction, supervision satisfaction, coworker contentment, promotion chances, and income satisfaction.

Alsughayir (2021) investigated the association between emotional intelligence, work satisfaction, and organizational commitment among customer service representatives in Saudi commercial banks in Riyadh. The results showed that organizational commitment and work satisfaction are significantly and favorably impacted by emotional intelligence.

Bagis et al. (2021) examined the impact of employee engagement and emotional intelligence on organizational commitment, with job satisfaction as a mediating variable. The study employed a case study approach among 100 employees, involving management to staff level, at an Islamic educational institution in Purwokerto. The findings revealed that employee engagement did not have a significant effect on job satisfaction. On the other hand, emotional intelligence significantly influenced job satisfaction.

The impact of emotional intelligence and its dimensions on nurses' job satisfaction and organizational commitment was studied by Güleryüz et al. (2008). It is mentioned that organizational commitment and job satisfaction are positively and highly associated with emotional intelligence.

Based on the above empirical evidence, we hypothesis:

H2: Emotional intelligence has positive and significant effect on job satisfaction.

2.2.3 Job satisfaction and job performance.

A worker's general attitude toward their work is reflected in their job satisfaction. Which is sometimes defined as the disparity between expected and actual rewards. Numerous studies in industrial and organizational psychology have examined the link between job performance and

job satisfaction, and the results have shown that it is intricate and multidimensional (Soale & Akudugu, 2021).

Higher work satisfaction has been shown to have a favorable effect on employee motivation, which in turn improves performance and productivity (Aziri, 2011). Workers that are happy in their positions are typically more dedicated, engaged, and productive. Financial incentives by themselves, however, aren't always enough to boost output and can even have the opposite impact. As a result, companies are urged to use employee-focused, supporting strategies that simultaneously improve performance and work happiness (Prasetyo, 2016).

Positive workplace behaviors by satisfied employees can be higher motivation, enhanced productivity, loyalty, openness to new ideas, readiness to take on responsibility, adherence to regulations, and decreased absenteeism and turnover rates. According to Pushpakumri (2008), these actions have a direct impact on improved job performance and overall organizational effectiveness. On the other hand, research suggests that financial incentives by themselves do not ensure increased work happiness, and the correlation between job satisfaction and performance may differ based on the organizational and cultural setting (Pugno & Depedri, 2009).

Research on the relationship between job satisfaction, employee attitudes, and performance was done by Assalf (2015) and Bako (2008). According to their findings, employee performance and work satisfaction are strongly positively correlated. They underlined that improved performance results from an employee's satisfaction with aspects including their job role, salary, and working hours.

Dr. Abdul Wahid A. Fadlallh (2015) conducted research on the effect of job satisfaction on the performance of employees. The research was to find out how various dimensions of job satisfaction correlate with worker performance. The results showed that employee performance and job satisfaction factors were positively and statistically significantly correlated. According to the studies' findings, improved working conditions, equitable compensation and advancement possibilities, and positive working relationships all contribute to increased job satisfaction, which in turn improves employee performance.

In another study aimed at studying the correlation between job satisfaction and employee performance, Theresa & Henry (2016) established a positive correlation between job satisfaction and employee performance measured in terms of employee morale, considering other aspects such as job security, job renewal, and the nature of the job. Based on the review of literature we hypothesis:

H3: Job satisfaction has positive and significant effect on job performance.

2.2.4 Mediating role of Job Satisfaction

According to Lestari and Wibawa (2019), job satisfaction is an emotional reaction to the social and physical aspects of the workplace and happens when workers believe that their jobs match their abilities, requirements, and expectations. Strong dedication to their work and organization is more likely to be displayed by workers with high EI who are more satisfied with their jobs. According to this dynamic, JS may work as a mediator between employee performance and emotional intelligence. EI affects JS, which in turn affects performance, giving EI an indirect path to improve results (Lestari & Wibawa, 2019).

While workers with lower emotional intelligence frequently struggle with working constraints, individuals with higher EI typically report better job satisfaction because they can successfully handle stress. Furthermore, emotionally intelligent workers can boost morale, foster a supportive work environment, and favorably impact coworkers' emotions (Abebe & Singh, 2023).

In addition, Vratskikh et al. (2016) studying the influence of emotional intelligence on job performance and job satisfaction, and the moderating effect of job satisfaction between EI and JP among administrative staff at the University of Jordan. The findings showed a favorable correlation between emotional intelligence and both job satisfaction and job performance. Additionally, the results verified that the association between emotional intelligence and job performance is mediated by job satisfaction. The study highlights the significance of using EI theory in management and human resource practices within public sector firms by suggesting that EI can function as a predictor of work performance and job satisfaction.

The association between emotional intelligence and organizational outcome is mediated by work satisfaction, according to empirical research. The relationship between organizational commitment and work satisfaction is mediated by EI. In a similar vein, further research indicates that JS modifies the relationship between organizational commitment and EI. Güleryüz et al. (2008) further demonstrated that the inclusion of work satisfaction as a mediator makes the association between EI and organizational results substantial (Alsughayir, 2021; Pachauri Vivek, 2021).

In a study conducted by Naqvi and Siddiqui (2023), factors influencing work performance were studied and an analysis was made about how job satisfaction acted as a mediator between emotional intelligence and work performance. For this study, a sample size of 382 employees working in SMEs in the vicinity was used. It was found that the relationship between emotional intelligence and job performance was mediated through job satisfaction.

From research conducted by Alferaih (2021), it is evident that employee engagement serves as a mediator between the association of emotional intelligence and job satisfaction and job performance within privately owned organizations in the Kingdom of Saudi Arabia. In this regard, the results indicate that although employee engagement mediates the relationship to some extent, emotional intelligence has a positive effect on job satisfaction and job performance. Moreover, the effects vary with the moderating influence of demographic variables such as age, gender, and work experience.

In their study of the influence of emotional intelligence on the job performance of nurses, Chauhan, Kaul, and Maheshwari (2022) evaluated the mediating effect of job satisfaction. The sample used in the research comprised 385 participants from both government and private hospitals in Delhi. The results indicated that job satisfaction partially mediates the relationship.

According to Lestari and Wibawa (2019), a study conducted on the relationship between employee performance, job satisfaction, and emotional intelligence revealed that emotional intelligence has a strong effect on improving the performance of employees and that the relationship between emotional intelligence and employee performance is partially mediated by job satisfaction.

In addition, the association between EI and organizational commitment was found to be mediated by job satisfaction. Higher levels of psychological empowerment were demonstrated by emotionally intelligent workers, who also felt competent, perceived their work as meaningful, had autonomy in making decisions, and acknowledged their influence at work. These findings demonstrate how important emotional intelligence is for raising worker commitment, satisfaction, and general productivity at work (Alsughayir, 2021).

H4: Job satisfaction mediates the relationship between emotional intelligence and job performance.

2.3 Research gap

2.3.1 Theoretical Gap

Many research have been conducted in relation to emotional intelligence, job satisfaction and job performance. Almost all of them showed that emotional intelligence positively impacts job satisfaction and job performance. However, the process of how these variables operate is not yet well understood. In other words, there is an insufficient number of investigations exploring the mediator effect of job satisfaction between emotional intelligence and job performance.

Moreover, previous studies tended to pay attention only to the direct impact of mentioned factors rather than to the process, during which emotional intelligence improves employee job performance. While Ability-Based Emotional Intelligence theory, Herzberg's Two-Factor theory, Social Exchange theory and the Job Demands–Resources theory explain the impact of emotional intelligence on workers' attitudes and actions, job satisfaction as a mediator of this impact needs to be researched further.

2.3.2 Contextual Gap

Most of the existing studies done on EI, JS, and JP have been carried out in developed countries and in sectors such as education, healthcare, banking, and manufacturing. Therefore, their findings may not fully apply to organizations working in different environments, in this case, humanitarian organizations.

In the case Ethiopia, studies on emotional intelligence in the workplace are still limited, especially in non-governmental and humanitarian organizations. Employees in humanitarian organizations often work under demanding conditions, including tight deadlines, resource limitations, emergency situations, and frequent interaction with vulnerable communities. These conditions are different from those found in many other sectors. Despite the important role NGOs play in Ethiopia, very few research has examined how emotional intelligence affects job satisfaction and job performance in this setting. This study aims to fill that gap.

2.3.3 Methodological Gap

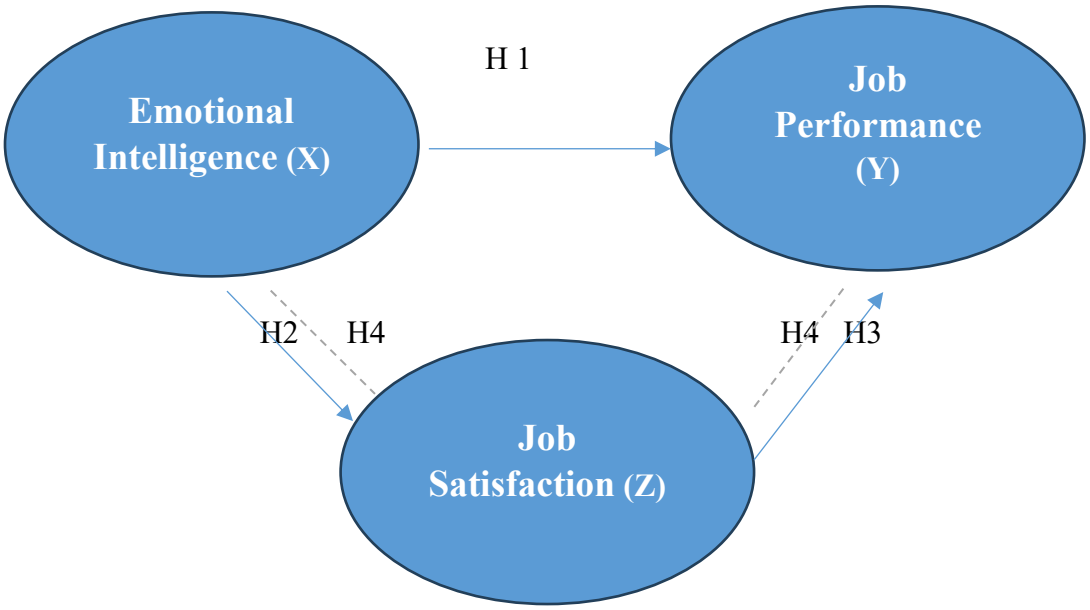
Most prior studies applied correlational and regression analyses to investigate the link between EI, JS, and JP. Although these approaches can be effective, their main weakness is their inability to analyze relationships among multiple variables simultaneously.

Additionally, some of these studies analyzed emotional intelligence as one construct, failing to explore various components of emotional intelligence. Fewer still are the prior studies that have investigated the direct and indirect links between EI, JS, and JP using PLS-SEM approach.

PLS-SEM is valuable in investigating relationships among latent constructs, in addition to examining indirect effects between constructs. But the application of this method in empirical research conducted in humanitarian organization setting is rare.

2.4 Conceptual Framework and hypothesis of the study

Given the research subject under study and based on the discussion of different literatures, the conceptual framework below is developed.



Source: (Vratskikh *et al.*, 2016)

Figure 2.1: conceptual framework,

As shown in figure 2.1 and on the basis of the literature review, the author hypothesizes as follows:

H1: *Emotional intelligence positively affects job performance.*

H2: *Emotional intelligence positively affects job satisfaction.*

H3: *Job satisfaction positively affects job performance.*

H4: *Job satisfaction mediates the relationship between emotional intelligence and job performance.*

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The study's methodology is presented below in this chapter. It includes the study design, study area, population and sample size determination, measures, instrument validity and reliability, data collection techniques, data analysis, and ethical issues.

3.2 Background of the Organization

Catholic Relief Service is the research area. CRS founded in 1943 by the US Conference of Catholic Bishops, it is one of the official worldwide humanitarian organization of the US Catholic community. As part of its global purpose, CRS fights poverty and injustice, promotes peaceful coexistence, and responds to momentous emergencies in order to protect human dignity and the world common good. Operating in over 100 countries worldwide, CRS has grown its todays reach over the years (Catholic Relief Service, 2023).

CRS has been operating in Ethiopia since the early 1980s in first response to hunger and drought that affected millions of people in the Horn of Africa. Its role and involvement in the country have changed over time, moving from providing emergency relief to long-term development projects that meant to boost community resilience and local capacities. CRS Ethiopia carries out initiatives in several areas in different part of the country, such as education, health and nutrition, agricultural and food security, peacebuilding, and climate change. To provide long-lasting and culturally relevant initiatives, the organization closely collaborates with the Ethiopian Catholic Church, government offices, regional NGOs, and community organizations (Catholic relief service 2023).

Technical experts, administrative professionals, field officers, and support personnel constitute CRS Ethiopia's diversified workforce, which runs through multiple regional offices. The company culture places a strong foundation on accountability, teamwork, humanitarian

principles, and dedication to learning. The goal of CRS's human resource is to find qualified individuals who can function well in challenging and frequently resource-constrained settings. Employee performance is essential to accomplishing program objectives and maintaining donor confidence as an international non-governmental organization operating in a such dynamic socioeconomic environment.

Understanding how emotional intelligence influences job performance, and the degree to which this relationship is mediated by job satisfaction, is thus essential for CRS Ethiopia's efforts to strengthen organizational performance.

3.3 Research approach

A quantitative approach is used in this study to conduct efficient data collection, analysis, and evaluation.

Using standardized surveys given to Catholic Relief Services personnel, the quantitative component will investigate the relationships between emotional intelligence, job satisfaction, and job performance. In this study, statistical methods will be employed to examine the impact of emotional intelligence on job performance and to test the mediating role of job satisfaction. Quantitative research is suitable for testing hypotheses, measuring variables numerically, and determining the strength and direction of relationships among variables (Bryman, 2016).

3.4 Study design

Explanatory study is used when establishing causal linkages between variables. The researcher assessed the effect of exposure (or intervention) on an outcome. Since the goal of this study is to assess how emotional intelligence affects work performance, job satisfaction plays a mediating function.

The study employs a cross-sectional design, meaning data were collected at a single point in time. This limits causal inference but is suitable for examining associations between constructs (Bryman, 2016). As a result, the study design is well suited for the study topic.

3.5 Population and Sampling Design

Population of the Study

Employees of the CRS Addis Ababa branch who are directly involved in program execution and organizational operations makes up the study's target group. Program officers, project coordinators, technical experts, and administrative staff are among those who actively participate in providing services and assisting with program operations.

According to Creswell (2014), a population is the whole set of people or components that fit certain requirements and from which the researcher plans to gather data. In this study, the population is limited to CRS Ethiopia staff because they are directly engaged in the work environment where emotional intelligence, job satisfaction, and job performance interrelate.

Sampling Design

The act of selecting a sample from the entire population is referred to as sampling (Bryman, 2016). Stratified random sampling was used in this study. This is a probability sampling with using stratified random sampling, the participants randomly selected from each group after the population is divided into subgroups based on relevant criteria such as departments, levels of employment, or functions performed by them (Saunders, Lewis, & Thornhill, 2019). Stratified sampling is an appropriate method for selecting participants since CRS has different departments and functions. This ensures reliability and validity.

The sample size determination (Yamane 1967)

$n=N/1+N(e)2$

Where:

- n = sample size
- N = total population
- e = margin of error (commonly 0.05 for 95% confidence level)

CRS Addis Ababa consists of 230 staff so n:

$n=230/(1+220(0.05)^2)$

n=230/1.575

n=146

Table 3.1: Distribution of Population and Sample Across Departments

Department/ Stratum	Population Size (Nh)	Percentage (%)	Proportional Sample Allocation (nh)	Actual Sample Selected
Program Department	100	43.5	63	63
Finance and HR Department	50	21.7	32	32
Logistics and Procurement Department	40	17.4	25	25
Administration Department	40	17.4	26	26
Total	**230**	**100.0**	**146**	**146**

Source: CRS Addis Ababa Human Resource Records (2026).

3.6 Data Source and Types

This research uses both primary and secondary sources of data. Examples of secondary data include academic journal articles, books, reports from institutions, quarterly reports, and annual reports from CRS Ethiopia. Primary data is the main source of information, collected from the personnel of Catholic Relief Services who are involved in the implementation of programs and functioning of organizations.

3.7 Research Instruments

In the study; the quantitative measure was established or adapted from previous research by Vratskikh et al. (2016). A systematic questionnaire was used in this study to gather quantitative data. To guarantee validity and reliability, the quantitative data were gathered using a structured questionnaire that included established measuring scales taken from earlier empirical research.

All questionnaire items were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The Likert scale is commonly used in social science research to measure attitudes and perceptions because it allows for easy quantification and statistical analysis (Saunders, Lewis, & Thornhill, 2019).

3.8 Data Collection Procedures

Questionnaires was sent out to gather data for the study's quantitative research methods. A set of questions or a written statement is given to the respondent as part of the questionnaire, which is a method of gathering data.

This questioner has two parts. Part A – personal data, Part B - questions related to emotional intelligence, job performance and job satisfaction. The respondent got questionnaires via a 'drop and pick later' technique and the author interacted with the respondent in case necessary to make sure the respondent comprehend and filled out correctly.

3.9 Methods of Data Analysis

Prior to data input, the questionnaire's completeness was verified. Data then was coded, processed, stored on a computer, and examined by systematic approach using Partial Least Squares Structural Equation Modeling (PLS-SEM) by Smart PLS 4 software.

The data was classified and evaluated in accordance with the study's questions. PLS-SEM was chosen because it is well-suited for investigating complicated interactions between latent constructs, particularly reflecting measurement models like those utilized in this study. Key validation procedures used to confirm the constructs were measured precisely and to ensure the predictors were not highly correlated.

Descriptive statistics (means and standard deviations) were also calculated to summarize key features of the data. Throughout the examination, visualizations such as path diagrams and tables were created to clearly show the results.

3.10 Validity Measures

The questionnaires used in this study are modified from previous research by Vratskikh *et al.*, (2016) and a careful reading of various works of literature to preserve the validity of the instruments. A test's validity is determined by how accurately it assesses the variables it claims to measure (Patino and Ferreira, 2018). The researcher also deliberates with subject matter experts to verify its content validity to score each question on an existing test.

3.11 Ethical Consideration

The study was conducted after obtaining ethical approval from the Addis Ababa University, facility of business and economic ethical review board and obtaining permission from CRS, Addis Ababa office and after giving a brief explanation about the objectives of the study and the ethical issues. The data collection was performed after getting approval from the country representative.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

This chapter presented the quantitative data analysis, results as well as discussion of the study. The data analysis used Partial Least Squares Structural Equation Modeling (PLS-SEM) by Smart PLS 4 software. Descriptive statistics like means and standard deviations were also used to show key aspects of the data.

A total of 146 questionnaires were administered to 146 CRS staff. From the total questionnaires administered for the quantitative study, all were returned which showed an overall response rate of 100%.

Prior to conducting quantitative data analysis, data were checked for completeness and for consistency.

4.2 Participants' Socio-Demographic Characteristics

This section discusses the sample respondents' demographic characteristics such as gender, age, educational background, and work experience in the CRS. (N=146)

Table 4.1. Participants' Socio-Demographic Characteristics

		Frequency	Percent
Gender	Male	91	62.3
	Female	55	37.7
Age	18-25	9	6.2
	26-35	110	75.3
	36-45	20	13.7
	above 45	7	4.8

Experience	1-3 years	12	8.2
	4-6 years	45	30.8
	7-11	59	40.4
	Above 11	30	20.5
Qualification	First degree	79	54.1
	Second degree	63	43.2
	PHD and above	4	2.7

Source: SPSS output of own survey, 2026

4.2.1 Gender Distribution of the Respondent

From the finding, the gender distribution of respondents showed that 91 (62.3%) are male while 55 (37.7 %) are female, the data indicating that majority of the responders are men.

4.2.2 Age Group of Respondents

Table 4.1 describes the age distribution of respondents showing that 9 or 6.2% of the total 146 respondents were in the age group between 18-25 while majority 110 (75.3%) of the respondents were in the age group 26-35 years with 20 (13.5%) were from 36-45 years, and only 7 (4.8%) was above the age of 45. So according to the data most of the respondents (75.3%) were in the age group 26-35 years which is known as the young age group. This indicates that most of the respondents were young, economically active, and capable of understanding the questions and providing relevant answers.

4.2.3 Year of Work Experience of Respondents in the Organization

The output in table 4.1 shows respondents' work experience stating that 8.2 % of the respondents had work experience of 1 to 3 years while 30.8% of the respondents said they had experience of 4 to 6 years and 40.4 % of the respondents replied that they have worked for 7-11 years. 20.5 % of respondents had experience above 11 years. According to the data presented above, most respondents had seven years or more of work experience in their current organization, allowing the researcher to obtain enough and trustworthy information on the

research problems because participants have extensive experiences in the study subject matter throughout those years.

4.2.4 Educational Background of Respondents

From the data presented on table 4.1, 79 (54.1%) hold first degree and 63 (43.2%) are second degree holders and 4 (2.7%) are holder of PHD. This suggests that the respondents can provide relevant and reliable information for the study and are educationally competent and qualified to carry out their duties.

4.3 Descriptive Analysis

According to Guetterman, T.C. (2019), descriptive analysis is the process of explaining, showing, or summarizing data in a more comprehensible way.

Table 4.2 presents the results of the descriptive statistics. Respondents showed a high level of agreement for the posed questions, as shown by mean scores above 3.5 and median values consistently at 3 or 4. So we can say that there is a positive perception by the respondents of the constructs examined in the study.

The emotional intelligence dimensions reveal a mean score above the midpoint of 3, implying that employees consider themselves to have moderate to high emotional intelligence abilities. Job satisfaction dimension scores indicate that employees have moderately satisfactory level, but there seems to be a slightly lower degree of job satisfaction in terms of job security in comparison to other factors of satisfaction. High mean scores for all the measures of job performance imply high efficiency at work within their organization CRS.

Table 4.2. Descriptive Statistics

Name	Mean	Median	Scale min	Scale max	Observed min	Observed max	Standard deviation	Excess kurtosis	Skewness	Cramér-von Mises p value
PE1	3.890	4.000	2.000	5.000	2.000	5.000	0.563	2.721	-0.955	0.000
PE2	3.870	4.000	2.000	5.000	2.000	5.000	0.675	0.706	-0.511	0.000
PE3	3.959	4.000	2.000	5.000	2.000	5.000	0.607	0.890	-0.352	0.000
PE4	3.904	4.000	2.000	5.000	2.000	5.000	0.565	2.771	-0.937	0.000
PE5	3.884	4.000	2.000	5.000	2.000	5.000	0.688	0.287	-0.355	0.000
PE6	3.870	4.000	2.000	5.000	2.000	5.000	0.644	0.851	-0.494	0.000
FE1	3.877	4.000	2.000	5.000	2.000	5.000	0.572	2.348	-0.889	0.000
FE2	3.870	4.000	2.000	5.000	2.000	5.000	0.654	0.690	-0.451	0.000
FE3	3.945	4.000	1.000	5.000	1.000	5.000	0.649	2.897	-0.856	0.000
FE4	3.877	4.000	2.000	5.000	2.000	5.000	0.572	2.348	-0.889	0.000
FE5	3.904	4.000	2.000	5.000	2.000	5.000	0.686	0.375	-0.389	0.000
FE6	3.870	4.000	2.000	5.000	2.000	5.000	0.644	0.851	-0.494	0.000
UE1	3.822	4.000	1.000	5.000	1.000	5.000	0.648	2.772	-1.026	0.000
UE2	3.849	4.000	2.000	5.000	2.000	5.000	0.655	0.592	-0.422	0.000
UE3	3.932	4.000	2.000	5.000	2.000	5.000	0.616	0.668	-0.314	0.000
UE4	3.870	4.000	2.000	5.000	2.000	5.000	0.577	2.178	-0.857	0.000
UE5	3.842	4.000	2.000	5.000	2.000	5.000	0.689	0.139	-0.288	0.000
UE6	3.829	4.000	2.000	5.000	2.000	5.000	0.666	0.657	-0.493	0.000
RE1	3.890	4.000	2.000	5.000	2.000	5.000	0.563	2.721	-0.955	0.000
RE2	3.870	4.000	2.000	5.000	2.000	5.000	0.654	0.690	-0.451	0.000
RE3	3.966	4.000	2.000	5.000	2.000	5.000	0.602	1.001	-0.368	0.000
RE4	3.897	4.000	2.000	5.000	2.000	5.000	0.558	2.926	-0.989	0.000

RE5	3.897	4.000	2.000	5.000	2.000	5.000	0.670	0.576	-0.430	0.000
RE6	3.870	4.000	2.000	5.000	2.000	5.000	0.644	0.851	-0.494	0.000
PY1	3.699	4.000	2.000	5.000	2.000	5.000	0.734	0.531	-0.818	0.000
PY2	3.692	4.000	2.000	5.000	2.000	5.000	0.764	-0.005	-0.435	0.000
JC1	2.932	3.000	2.000	5.000	2.000	5.000	0.737	-0.498	0.317	0.000
JC2	2.993	3.000	2.000	5.000	2.000	5.000	0.754	-0.441	0.302	0.000
SC1	3.548	3.000	2.000	5.000	2.000	5.000	0.861	-0.754	0.501	0.000
SC2	3.226	3.000	1.000	5.000	1.000	5.000	1.026	0.045	-0.506	0.000
SC3	3.438	3.000	1.000	5.000	1.000	5.000	1.007	0.436	-0.521	0.000
SU1	3.548	3.000	2.000	5.000	2.000	5.000	0.853	-0.741	0.552	0.000
SU2	3.253	3.000	1.000	5.000	1.000	5.000	1.032	0.065	-0.526	0.000
SU3	3.459	3.000	1.000	5.000	1.000	5.000	1.008	0.475	-0.536	0.000
GS1	3.418	4.000	2.000	5.000	2.000	5.000	0.800	-0.572	-0.255	0.000
GS2	3.425	4.000	2.000	5.000	2.000	5.000	0.775	-0.534	-0.370	0.000
GS3	3.644	4.000	1.000	5.000	1.000	5.000	0.970	0.136	-0.685	0.000
GS4	3.753	4.000	1.000	5.000	1.000	5.000	0.772	0.980	-0.801	0.000
JP1	3.705	4.000	1.000	5.000	1.000	5.000	0.778	0.668	-0.665	0.000
JP2	4.014	4.000	2.000	5.000	2.000	5.000	0.876	-0.227	-0.645	0.000
JP3	4.096	4.000	2.000	5.000	2.000	5.000	0.822	0.046	-0.704	0.000
JP4	3.733	4.000	1.000	5.000	1.000	5.000	0.796	0.559	-0.631	0.000
JP5	4.048	4.000	2.000	5.000	2.000	5.000	0.871	-0.068	-0.723	0.000
JP6	4.110	4.000	2.000	5.000	2.000	5.000	0.820	0.108	-0.733	0.000

Standard deviation figures fell between 0.558 to 1.075, indicating an acceptable level of diversity among responses provided. The majority of the items had a median figure of 4, indicating that there is a preference for positive responses. The minimum and maximum reported values matched the scale levels stated in the Likert scale, showing that participants used the entire range of response options.

The findings of data distribution show that the skewness ranges from -1.026 to 0.552 and the kurtosis range from -0.832 to 2.926. These figures indicate that the data fits well within the normally accepted limits for multivariate analysis, meaning that there are no serious departures from normality in the data. The Cramer von Mises Normality Test showed significant results at $p<.001$ for all variables assuring that the data does not follow a normal distribution.

So, this is not a serious worry because PLS-SEM does not require multivariate normality assumptions, so we can say Smart PLS is a suitable analytical strategy for the current study.

4.4 The PLS-SEM Algorithm and Bootstrapping.

The study's data and the proposed hypotheses were analyzed and tested using the PLS-SEM technique. With PLS-SEM regression analysis can be performed effectively to determine the intricate relationship between the constructs. The non-parametric nature of PLS-SEM avoids the need for a large sample size and normality assumptions (Hair et al., 2011). This multivariate method assesses the structural model and measurement while minimizing error variation. PLS-SEM is appropriate since it illustrates and validates the link between the constructs at the same time (Hair et al., 2020).

This study uses higher-order reflective constructs. Specifically, EI is operationalized as a second-order construct reflected by PE, FE, UE, and RE. JS is similarly operationalized as a second-order construct reflected by PY, JC, SC, SU, and GS, following the Disjoint Two-Stage Approach for higher-order constructs. (Hair et al., 2020)

The structural model was assessed using a bootstrapping technique with 5000 resampling. A structural equation model with latent constructs consists of two parts. The structural model, which depicts the relationships between the latent construct, is the first element. This shows that the structural routes connecting the latent components can only go in one direction. The

structural model has both external constructions that have no linkages pointing to them and endogenous components that are explained by other constructs through relationships.

The second component of the structural equation model is the measurement model, also known as the outer model in PLS-SEM. These models incorporate the predicted relationship between each latent idea and its observable indicators. Each indicator variable is associated with a single latent construct because multiple relations are prohibited. It shows that PLS-SEM can handle both formative and reflecting measurement models. Reflective indicators are thought to reflect the latent construct, and that changes in the construct lead to changes in the indicator variables.

Reflective indicators are represented as arrows pointing from the latent construct to the indicator variables, and the coefficients of these correlations are called outer loadings. On the other hand, formative markers are assumed to be responsible for the latent variables. While the coefficients for these interactions are known as outer weights, formative indicators are displayed as arrows pointing from the indicator variables toward the latent construct.

4.4.1 First Level: Reflective lower order construct (LOC)

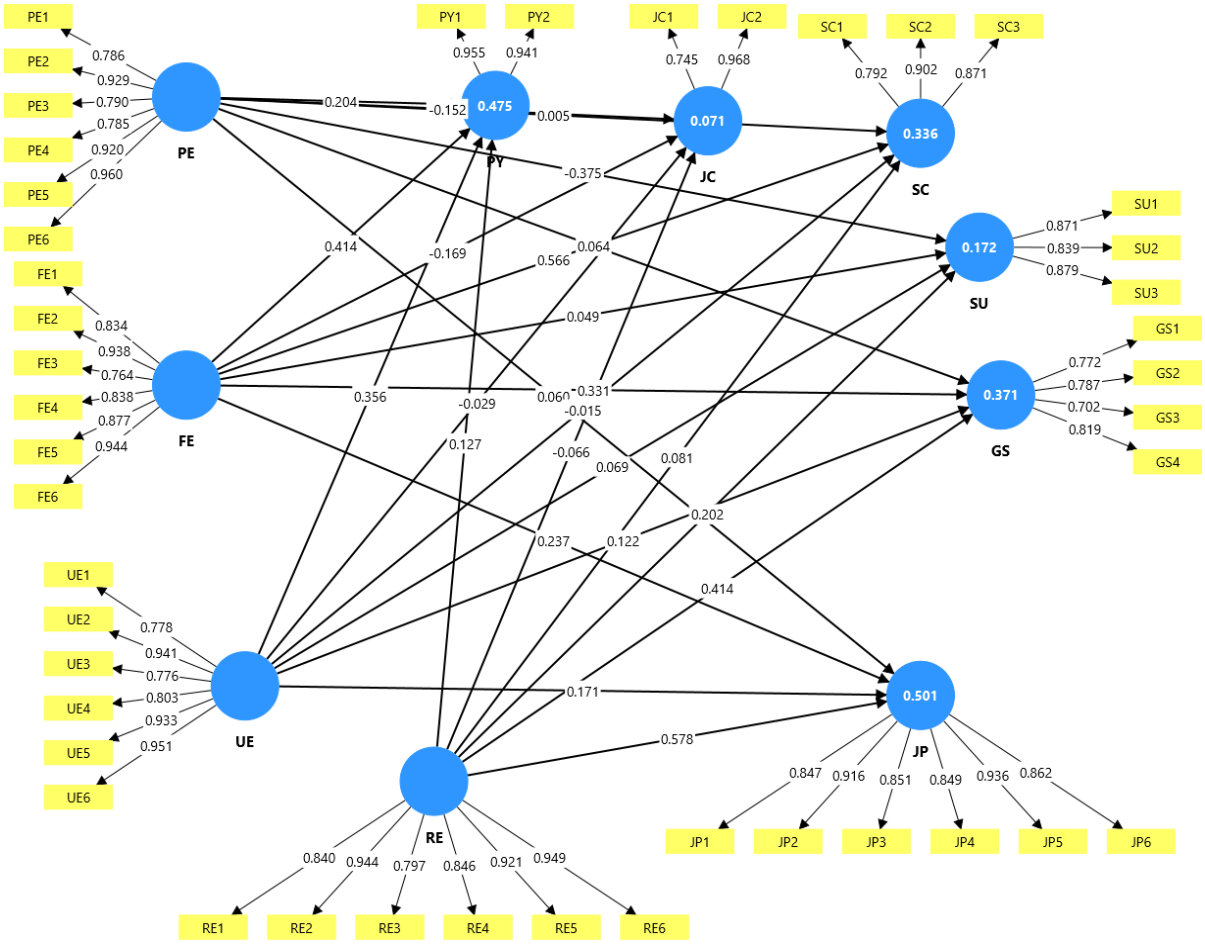


Fig 4.1. PLS-SEM Results and bootstrapping

4.4.1.1 Measurement Model Assessment for LOC

The measurement model evaluation was carried out before the structural model evaluation in order to ensure that the measurement tools employed in this research were valid and reliable. According to Joseph F. Hair Jr. et al. (2022), measurement model assessment for reflective constructs involves examining indicator reliability, internal consistency reliability, convergent validity, and discriminant validity.

The first step is the assessment of the reliability of items based on outer loadings. Outer loadings that are high suggest that the item is reliably representing the construct. Loadings greater than 0.70 are considered acceptable; but in exploratory research, loadings greater than 0.60 are also thought acceptable (Hair et al., 2019). The reflective and formative models need

to be differentiated since they both have different ways of being assessed (Karnadi, 2023). In the reflective model, the relationship posits that the latent construct causes the indicator, meaning that there will be proportional variance among all indicators as a response to changes in the construct. On the other hand, the formative model considers that the construct is defined by the indicators and vice versa.

Regarding the analysis of reflective measurement models, it is vital to consider internal consistency, reliability and validity of constructs. Composite reliability is used in order to assess internal consistency of the constructs. In contrast to Cronbach's alpha, composite reliability does not assume equal loading of the indicators and therefore is considered more relevant to use in PLS-SEM when there can be different degrees of reliability of the indicators. Acceptable values of composite reliability vary between 0.60 and 0.70 when it comes to exploratory research, while values ranging between 0.70 and 0.90 are desirable at the more advanced stage of the process of testing of theories (Hair et al., 2019). Composite reliability is lower than 0.60 means that construct lacks internal consistency. Another point to consider is indicator-level reliability. It is usually better to exclude indicators with loading lower than 0.40.

Validity must be tested through convergent and discriminant validity. Convergent validity tests whether or not a group of indicators successfully reflect the particular construct under consideration. This can be achieved by examining the value of the Average Variance Extracted (AVE). A value equal to or above 0.50 indicates that the construct explains at least 50% of the variance among the indicators (Hair et al., 2020). Discriminant validity confirms whether constructs differ from each other. Two frequently used tests for discriminant validity include heterotrait-monotrait (HTMT) ratio and cross-loading. HTMT tests if constructs differ significantly from each other; if the value is less than 0.85 (or 0.90 in some cases), it implies that the constructs differ and therefore capture unique phenomena. On the other hand, cross-loading tests if an indicator loads higher on a particular construct than on any other construct.

4.4.1.1.1 Internal Consistency Reliability

Reflection measurements are utilized to determine both reliability and validity of the research findings. In relation to the assessment of construct reliability, composite reliability (CR) is commonly used to measure reliability in the form of consistency among the constructs. Although the Cronbach's alpha has been conventionally used to measure the reliability among

constructs for years within social sciences, the measure is considered conservative when employed in the context of PLS-SEM. Prior researchers, such as Hair et al., have recommended using Composite Reliability instead. According to Karnadi (2023b), Composite Reliability (CR) higher than 0.7 can be considered acceptable since it indicates sufficient internal consistency among the items and implies that all constructs measure distinct phenomena. Similarly, Cronbach's alpha higher than 0.7 confirms reliability of constructs. It can be seen from Table 4 below that CR values of all reflective latent variables are higher than 0.7.

4.4.1.1.2 Convergent validity

The issue of convergent validity is related to the correlation between the constructs' measures or indicators and how well they capture the underlying construct. There exists one of the most widely used methods for calculating this characteristic, namely the Average Variance Extracted (AVE). As proposed by Fornell and Larcker (1981), an AVE of 0.50 or above should be regarded as acceptable since the value shows that the construct explains more than 50% of the variance within the measures. All constructs examined within the current study exceeded the critical value with AVE values above 0.50, hence proving high convergent validity (Hair et al., 2020). The outer loadings for each measure were further analyzed as a tool for evaluating the validity of each indicator. It would be preferable for the loadings to exceed 0.70, although the range from 0.60 to 0.70 may be acceptable as well.

In line with the suggestions provided by Hair et al. (2020) and Henseler et al. (2009), those indicators with low factor loadings of less than 0.40 were discarded because of their insignificant influence on the construct in question and the tendency to reduce the performance of the model. Besides convergent validity, the reliability of each construct was assessed based on both Cronbach's Alpha (α) and Composite Reliability (CR). While these two measures are essentially identical in terms of reliability, CR is considered more suitable when assessing PLS-SEM models because of its ability to accommodate unequal loadings while Cronbach's Alpha assumes equal contributions from each indicator. All constructs demonstrated high CR values (above 0.70). The same applies to Cronbach's Alpha values which are above the suggested threshold.

Table 4.3 Constructs Reliability and Convergent Validity

Constructs	Indicators	Loadings	Cronbach's alpha	CR (rho-a)	AVE
Perception and appraisal of emotions (PE)	PE1	0.786	**0.9333**	**0.964**	**0.748**
	PE2	0.929			
	PE3	0.790			
	PE4	0.785			
	PE5	0.920			
	PE6	0.960			
Facilitating thinking with emotions (FE)	FE1	0.834	**0.933**	**0.941**	**0.753**
	FE2	0.938			
	FE3	0.764			
	FE4	0.838			
	FE5	0.877			
	FE6	0.944			
Understanding emotions (UE)	UE1	0.778	**0.934**	**0.967**	**0.752**
	UE 2	0.941			
	UE 3	0.776			
	UE 4	0.803			
	UE 5	0.933			
	UE 6	0.951			
Regulation and management of emotions (RE)	RE1	0.840	**0.944**	**0.950**	**0.783**
	RE 2	0.944			
	RE 3	0.797			
	RE 4	0.846			
	RE	0.921			
	RE 6	0.949			
Pay (PY)	PY1	0.955	**0.888**	**0.899**	**0.899**
	PY2	0.941			
Job Security (JC)	JC1	0.745	**0.713**	**1.231**	**0.746**
	JC2	0.968			
Social (SC)	SC1	0.792	**0.822**	**0.879**	**0.733**
	SC2	0.902			
	SC3	0.871			
Supervisory (SU)	SU1	0.871	**0.830**	**0.843**	**0.744**
	SU2	0.839			
	SU3	0.879			
Growth Satisfaction (GS)	GS1	0.772	**0.772**	**0.780**	**0.595**
	GS2	0.787			
	GS3	0.702			
	GS4	0.819			
Job Performance (JP)	JP1	0.847	**0.940**	**0.944**	**0.770**
	JP2	0.916			

	JP3	0.851			
	JP4	0.849			
	JP5	0.936			
	JP6	0.862			

4.4.1.1.3 Discriminant validity

Discriminant validity examines how distinct variables differentiate from each other (Cable & DeRue, 2002). In this research, cross loadings and Heterotrait-Monotrait (HTMT) ratio were used for assessing discriminant validity.

4.4.1.1.3.1 Bootstrapping Heterotrait-Monotraint (HTMT) ratio matrix

In PLS structural equation modeling (PLS-SEM), the Heterotrait-Monotrait (HTMT) ratio is a modern and valid test of discriminant validity. The ratio measures the level of similarity between two constructs through a comparison of the means of heterotrait-hetero method correlation and monotrait-hetero method correlation. As indicated by Henseler et al. (2015), discriminant validity can be proven if the confidence intervals of HTMT ratio estimates lie completely within the open interval (0, 1). According to the findings presented in Table 4.4, the HTMT confidence intervals of the constructs used in this study meet this requirement since their lower bounds exceed zero and their upper bounds lie below one.

Table 4.4 Heterotrait-monotrait ratio (HTMT) – Matrix

	FE	**GS**	**JC**	**JP**	**PE**	**PY**	**RE**	**SC**	**SU**	**UE**
FE										
GS	0.480									
JC	0.205	0.299								
JP	0.375	0.745	0.152							
PE	0.124	0.169	0.204	0.165						
PY	0.583	0.584	0.259	0.452	0.284					

RE	0.132	0.553	0.129	0.658	0.105	0.240				
SC	0.639	0.328	0.158	0.200	0.157	0.268	0.172			
SU	0.136	0.307	0.372	0.345	0.380	0.178	0.196	0.108		
UE	0.251	0.247	0.102	0.261	0.115	0.502	0.065	0.149	0.123	

4.4.1.1.3.2 Cross-loading

The cross loadings suggest the degree to which each survey item (or indicator) associates not only with the construct it is supposed to measure but also with other constructs in the model. According to (Hair et al. (2017) explanation, reliability is attained where each indicator loads at a higher level on its own construct compared to other constructs; this means that each indicator aligns much better with its own construct rather than with other constructs. The findings provided in Table 4.5 show that every indicator loads more strongly on its intended construct than on any other, in other words the constructs are distinct and the measurement is reliable.

Table 4.5: Cross-Loading

	FE	**GS**	**JC**	**JP**	**PE**	**PY**	**RE**	**SC**	**SU**	**UE**
FE1	0.834	0.284	-0.137	0.324	0.025	0.403	0.080	0.566	0.038	0.239
FE2	0.938	0.455	-0.266	0.347	0.166	0.512	0.158	0.456	0.021	0.183
FE3	0.764	0.253	-0.073	0.196	0.091	0.385	0.023	0.490	0.029	0.276
FE4	0.838	0.284	-0.084	0.305	0.009	0.433	0.058	0.585	0.086	0.202
FE5	0.877	0.405	-0.206	0.305	0.171	0.533	0.149	0.443	0.020	0.127
FE6	0.944	0.468	-0.255	0.365	0.154	0.513	0.174	0.471	0.040	0.193
GS1	0.400	0.772	-0.251	0.475	0.085	0.368	0.272	0.313	0.188	0.098
GS2	0.479	0.787	-0.242	0.363	0.181	0.548	0.261	0.389	0.154	0.267
GS3	0.180	0.702	-0.179	0.450	0.117	0.324	0.421	-0.003	0.182	0.146
GS4	0.214	0.819	-0.158	0.689	0.078	0.265	0.508	0.061	0.220	0.169
JC1	-0.070	-0.089	0.745	-0.002	-0.135	-0.102	-0.011	0.087	0.318	0.031
JC2	-0.227	-0.302	0.968	-0.195	-0.174	-0.267	-0.127	-0.027	0.193	-0.110

JP1	0.264	0.657	-0.184	0.847	0.008	0.285	0.649	0.160	0.362	0.195
JP2	0.369	0.606	-0.104	0.916	0.200	0.424	0.548	0.258	0.249	0.231
JP3	0.270	0.423	-0.113	0.851	0.175	0.362	0.444	0.096	0.199	0.266
JP4	0.288	0.621	-0.173	0.849	0.020	0.292	0.604	0.143	0.337	0.234
JP5	0.406	0.611	-0.145	0.936	0.239	0.447	0.561	0.220	0.214	0.221
JP6	0.271	0.408	-0.098	0.862	0.173	0.366	0.464	0.090	0.175	0.258
PE1	0.003	0.049	-0.117	0.074	0.786	0.113	0.031	0.093	-0.228	-0.133
PE2	0.115	0.166	-0.144	0.158	0.929	0.325	0.143	0.052	-0.297	0.060
PE3	0.146	0.059	-0.067	0.066	0.790	0.192	-0.001	0.109	-0.360	0.085
PE4	0.037	0.077	-0.129	0.106	0.785	0.125	0.036	0.135	-0.217	-0.087
PE5	0.144	0.172	-0.243	0.170	0.920	0.293	0.108	0.010	-0.347	0.115
PE6	0.130	0.197	-0.193	0.182	0.960	0.320	0.147	0.078	-0.315	0.079
PY1	0.565	0.538	-0.274	0.405	0.332	0.955	0.258	0.266	0.065	0.399
PY2	0.445	0.391	-0.184	0.379	0.196	0.941	0.160	0.192	0.102	0.496
RE1	0.064	0.359	-0.123	0.499	-0.005	0.172	0.840	0.160	0.178	0.051
RE2	0.132	0.471	-0.111	0.593	0.132	0.217	0.944	0.109	0.152	0.063
RE3	0.110	0.354	0.059	0.501	0.120	0.178	0.797	0.153	0.159	0.103
RE4	0.067	0.372	-0.124	0.509	-0.002	0.172	0.846	0.162	0.188	0.033
RE5	0.159	0.458	-0.142	0.599	0.141	0.221	0.921	0.121	0.107	0.038
RE6	0.137	0.468	-0.098	0.603	0.130	0.221	0.949	0.124	0.155	0.057
SC1	0.340	0.161	-0.055	0.093	0.043	0.231	0.136	0.792	0.008	0.146
SC2	0.588	0.352	-0.077	0.299	0.195	0.326	0.179	0.902	0.077	0.136
SC3	0.497	0.092	0.161	0.034	-0.075	0.039	0.068	0.871	0.127	0.028
SU1	0.036	0.240	0.191	0.293	-0.305	0.091	0.257	0.085	0.871	0.017
SU2	0.182	0.323	0.139	0.399	-0.212	0.228	0.136	0.062	0.839	0.142
SU3	-0.082	0.070	0.313	0.084	-0.365	-0.075	0.043	0.075	0.879	0.054
UE1	0.193	0.113	-0.017	0.101	0.036	0.316	0.042	0.130	0.124	0.778
UE2	0.206	0.242	-0.073	0.313	0.031	0.490	0.062	0.084	0.051	0.941
UE3	0.195	0.121	-0.028	0.112	-0.009	0.266	0.017	0.129	0.068	0.776
UE4	0.136	0.173	-0.064	0.117	0.048	0.368	0.052	0.110	0.157	0.803

UE5	0.231	0.247	-0.120	0.300	0.083	0.461	0.068	0.101	0.011	0.933
UE6	0.229	0.228	-0.073	0.318	0.032	0.460	0.073	0.106	0.037	0.951

4.4.1.1.4 The Fornell-Larcker criterion of testing

According to Fornell and Larcker (1981), discriminant validity implies calculating the square root of Average Variance Extracted (AVE) for each latent variable. There is discriminant validity if the square root of AVE is greater than the correlations between the different variables. Furthermore, according to the Fornell–Larcker criteria, there needs to be a high difference between squared correlations among the indicators of one construct and its correlations with the other constructs.

Specifically, according to the Fornell–Larcker criterion, the square root of the AVE of each variable should be greater than its correlations with the other constructs. The discriminant validity values for each factor are shown in Table 4.6 (in bold) by comparing the square root of the AVE of each latent variable and the variance of its indicators. For each factor, the AVE square root is greater than its inter-concept correlation. This approach of testing discriminant validity is similar to the approach used by Hair et al. (2020).

Table 4.6. Fornell-Larcker criterion for discriminant validity

	FE	**GS**	**JC**	**JP**	**PE**	**PY**	**RE**	**SC**	**SU**	**UE**
FE	0.868									
GS	0.420	0.771								
JC	-0.203	-0.269	0.864							
JP	0.358	0.639	-0.156	0.878						
PE	0.122	0.152	-0.180	0.155	0.865					
PY	0.537	0.495	-0.245	0.414	0.283	0.948				
RE	0.128	0.471	-0.105	0.625	0.101	0.224	0.885			
SC	0.574	0.256	0.004	0.188	0.082	0.244	0.154	0.856		
SU	0.045	0.239	0.251	0.294	-0.345	0.087	0.175	0.087	0.863	
UE	0.230	0.227	-0.079	0.265	0.045	0.469	0.064	0.121	0.076	0.867

4.4.2 Second Level: Formative higher order construct (HOC)

4.4.2.1 Structural model Analysis for HOC

Evaluating the PLS-SEM involves examining path coefficients, the coefficient of determination (R^2), and predictive relevance (Q^2). The R^2 measure refers to the ratio of the variance explained in an endogenous latent construct through its predictor(s). In the context of prediction-driven models such as the case with PLS-SEM, having a high R^2 value of the key endogenous constructs would imply more explanatory power, hence being desirable. However, how to interpret a high R^2 value depends on the nature of the research setting. For example, an R^2 of about 0.20 may be considered important in the realm of consumer behavior research, while an R^2 of 0.75 or above is expected when investigating success factors or performance aspects (Hair et al., 2020). Generally, benchmark standards for marketing and social science research have established three different R^2 categories as shown below: 0.75 (large), 0.50 (medium), and 0.25 (low) (Hair et al., 2019).

The path coefficients in the structural model are standardized beta values derived from ordinary least squares (OLS) regressions. These coefficients reflect the strength and direction of the hypothesized relationships between latent variables. To assess their statistical significance, PLS-SEM uses a bootstrapping technique, with 5000 resamples. This method generates standard errors, confidence intervals, and t-values, allowing researchers to determine whether each hypothesized relationship is supported by the data. If a path coefficient is statistically significant (e.g., $p < 0.05$) and aligns with the hypothesized direction, it provides empirical support for the theoretical relationship. On the other hand, non-significant or oppositely directed paths suggest that the initial hypothesis may not be valid or require refinement.

Standardized beta coefficients in the structural model are estimated using the method of ordinary least squares (OLS) regressions. The coefficients describe the magnitude and direction of the assumed relationships between the latent variables. For assessing statistical significance under PLS-SEM, the bootstrapping technique is applied with 5,000 bootstrap resamples being performed. As a result of performing such bootstrapping, one obtains estimates of standard error, confidence intervals, and t-value. In turn, they help to judge the statistical significance of each assumed relationship. Thus, a significant (for instance, at $p <$

0.05) and properly directed path coefficient constitutes the confirmation of an assumed relationship between two variables.

Apart from the predictive relevance, the predictive ability of the structural model can be checked by the help of the metric known as Q^2 developed by Stone-Geisser. This metric evaluates the predictive ability of the model based on its ability to predict observations related to endogenous constructs. Q^2 metrics are calculated using the process of blindfolding, which involves omitting and reconstructing the data parts in a systematic manner. If the value of Q^2 for any construct is positive, then it reflects the predictive ability of the model (Hair et al., 2020).

4.4.2.2 Collinearity

According to Table 4.7, every VIF value is less than 5, indicating low multicollinearity and a small impact of each variable on the dependent variable. The reliability of the structural model was evaluated for the existence of multicollinearity using the variance inflation factor (VIF) statistics. VIF helps identify whether predictor variables in the inner model are highly correlated, which can affect the stability and interpretation of regression coefficients. According to the results, the values of the inner model (latent variable model) VIF ranged from 1.000 to 2.049, all of which fell far below the threshold value of 5. It suggests that the measurement model does not have any problems related to multicollinearity among indicators (Hair et al., 2020).

Table 4.7. Variance Inflation Factor for HOC

	VIF
EI -> JP	2.049
EI -> JS	1.000
JS -> JP	2.049

4.4.2.3 Hypothesized direct relationship.

The model structure of the study is shown in Figure 4.2, which shows the relationship between independent, dependent, mediating, and moderating variables. T-values and P-values were used to test the hypotheses. The standard thresholds for T-values and P-values were set at $T > \pm 1.96$ and $P < 0.05$ respectively. If these criteria are satisfied, then there is a significant relationship between the two variables. The results of hypotheses testing are indicated in Table 10 below.

In order to identify the path coefficient levels and the level of significance associated with the proposed hypotheses, this paper used the Partial Least Squares (PLS) approach along with bootstrapping ($n = 5000$). The hypotheses were validated to be accepted or rejected using path coefficients, p-values, and t-statistics. Path coefficient levels help determine the strength of the relationships between the variables. Higher path coefficient levels indicate stronger relationships, while +1 indicates a very strong positive relationship and −1 denotes very strong negative relationship (Hair et al., 2020). The criterion for accepting or rejecting the proposed hypotheses depends on the p-value and t-statistics. Moreover, lower or null standard deviation shows that participants were giving similar responses.

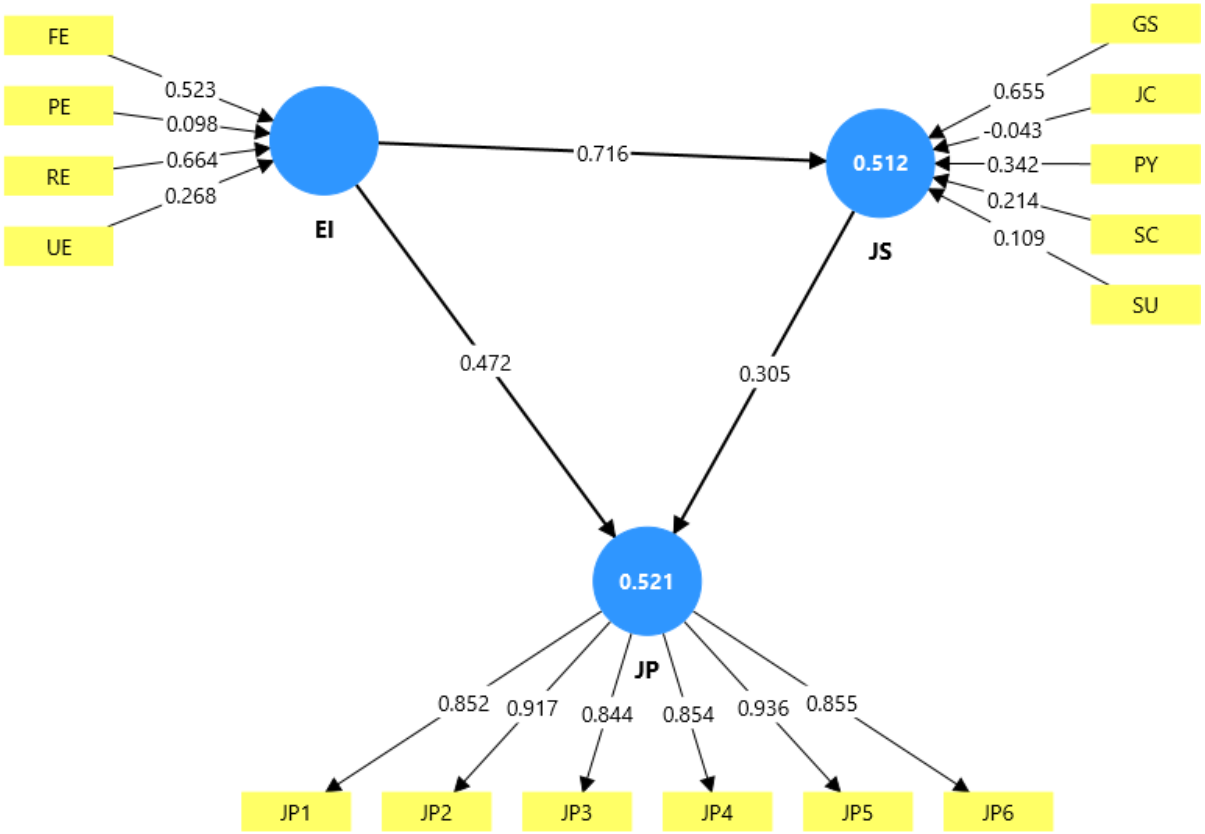


Fig 4.2. PLS-SEM Results and bootstrapping for HOC

From the results obtained after conducting the hypothesis testing, it is evident that the variable emotional intelligence had a statistically significant positive effect on job performance ($\beta = 0.472$, $p < 0.001$), proving the claim that individuals who exhibit high levels of emotional intelligence can deliver optimal job performance. Additionally, it was found that emotional intelligence and job satisfaction are positively associated, and the effect size between the two variables was substantial ($\beta = 0.716$, $t = 15.276$, $p < 0.001$) so we can say that emotionally intelligent employees experience higher levels of satisfaction with regard to their jobs. Lastly, it was established that there is a significant association between Job Satisfaction and Job Performance ($\beta = 0.305$, $t = 3.503$, $p < 0.001$), suggesting that satisfied employees are more likely to show better workplace performance.

Furthermore, from the findings of the mediation analysis, it was discovered that the variable Job Satisfaction acted as a mediator for the relationship between Emotional Intelligence and

Job Performance (β = 0.218, t = 3.365, p = 0.001). As such, since the direct effect of Emotional Intelligence on Job Performance (β = 0.472) was significant, as well as the indirect effect via Job Satisfaction also significant, this showed that Job Satisfaction acted as a partial mediator. Partial mediation was further confirmed by the Variance Accounted For (VAF) of 31.6%. So that Emotional Intelligence enhances Job Performance both directly and indirectly by increasing employees' Job Satisfaction.

Table 4.8 Hypothesis decision

Hypothesis	Path	β	t-value	p-value	Decision
H1	EI → JP	0.472	16.547	<0.001	Accepted
H2	EI → JS	0.716	15.276	0.000	Accepted
H3	JS → JP	0.305	3.503	0.000	Accepted
H4	EI → JS → JP	0.218	3.365	0.001	Accepted (Partial Mediation)

4.4.2.4 Checking Structural Path Significance in Bootstrapping

Bootstrapping was used to confirm the significance of the structural relationships among the proposed variables. Bootstrapping is a technique where non-parametric resampling leads to the generation of standard error, t-value, confidence interval, and p-value to confirm the significance of the hypothesized relationships in the structural model.

In the current research work, bootstrapping analysis was conducted based on 5,000 subsamples using a two-tailed test at 95% confidence interval. The significance of the structural paths was determined using the path coefficients (β), t-value, and p-value. Using common standards, hypotheses were considered to be significant if the value of the t-value is above 1.96 and p-value is below 0.05, thus indicating significance at the 5% level of significance.

The results from bootstrapping revealed that Emotional Intelligence significantly influenced Job Performance in a positive direction (β = 0.472, p < 0.001), and this implied that individuals

with high levels of emotional intelligence had high levels of job performance. A similar statistical procedure revealed that emotional intelligence has a statistically significant positive effect on job satisfaction ($\beta = 0.716$, $t = 15.276$, $p < 0.001$).

Furthermore, Job Satisfaction significantly influenced Job Performance ($\beta = 0.305$, $t = 3.503$, $p < 0.001$), suggesting that employees with higher levels of satisfaction are more likely to exhibit improved performance outcomes. These findings indicate that both Emotional Intelligence and Job Satisfaction play meaningful roles in explaining variations in employee performance. Overall, it can be concluded that both Emotional Intelligence and Job Satisfaction significantly help explain the variations in employee performance. All in all, the bootstrapping technique gave evidence for most of the hypothesized links from the theoretical framework.

4.4.2.5 Regression analysis and R-squared value (R^2)

To determine the accuracy of prediction and explanatory power of the model, the coefficient of determination (R^2) was used. The coefficient of determination measures the proportion of the variance of an endogenous variable that can be attributed to the set of independent predictors. An increase in the coefficient of determination means increased explanatory power of the model.

The result showed that Job Performance gave an R^2 coefficient of 0.521 meaning that the predictors (Emotional Intelligence and Job Satisfaction jointly) were able to account for about 52.1% of the variance in job performance. Based on the criteria, this is said to be a moderate explanatory power of the model hence explaining a considerable amount of variance in employee job performance. This implies that emotional intelligence and job satisfaction are important factors influencing employee performance within the organization.

Likewise, Job Satisfaction has provided an R^2 score of 0.512 moderate explanatory power, which implies that roughly 51.2 % of the variation of Job Satisfaction could be explained through emotional intelligence. This implies that emotional intelligence and job satisfaction are important factors influencing employee performance within the organization.

It can be concluded that the higher-order structure adequately reflected the multidimensionality of Emotional Intelligence and Job Satisfaction, while the structural model had enough predictive value in explaining the variations in employee job performance. The obtained numbers represent considerable explanatory value, which is consistent with recommendations of Hair et al. (2020).

Table 4.9 Regression analysis or R-squared values

	R-square	**R-square adjusted**
JP	0.521	0.515
JS	0.512	0.509

4.4.2.6 F-squared analysis

The F-squared (F^2) effect size analysis was used for assessing the impact of each exogenous construct to the explanatory power of endogenous constructs in the structural model. F-square (F^2), measures how much the value of the square of determination (R^2) changes when specific predictor construct is excluded from the structural model. Larger F^2 values indicate stronger effects of predictor variables on endogenous constructs.

Table 4.10 Regression analysis or F-squared values

	EI	**JP**	**JS**
EI		0.227	1.049
JP			
JS		0.095	

The above table shows that emotional intelligence has shown to have a medium impact on job performance ($F^2 = 0.227$), indicating that emotional intelligence substantially contributes to explaining variations in employee job performance. Similarly, Job Satisfaction shows a small but meaningful effect on Job Performance ($F^2 = 0.095$), suggesting that employee satisfaction also plays an important role in influencing job performance. Also, Emotional Intelligence has a large effect on job satisfaction ($F^2 = 1.049$), despite the high path coefficient between

emotional intelligence and job satisfaction, emotional intelligence has an explanatory impact on job satisfaction. All in all, one may conclude that the F^2 effect size analysis reveals significant contributions of both Emotional Intelligence and Job Satisfaction to the explanation of Job Performance.

4.4.2.7 Stone-Geisser predictive relevance

Prediction relevance of the structural model was tested with Stone–Geisser Q^2predict values. The findings reveal that JS scored a Q^2predict value of 0.467, while JP obtained a Q^2predict value of 0.453. As both Q^2predict values are greater than zero, it signifies that the model is sufficiently relevant for predicting both endogenous variables.

Specifically, the Q^2predict value of 0.467 for Job Satisfaction indicates that Emotional Intelligence has substantial predictive capability in explaining future observations of Job Satisfaction. Similarly, the Q^2predict value of 0.453 for Job Performance suggests that the model, comprising Emotional Intelligence and Job Satisfaction, possesses strong predictive relevance for predicting Job Performance outcomes.

That is, the value of Q^2predict at 0.467 for Job Satisfaction suggests that there is significant predictive power associated with Emotional Intelligence. The same goes for the value of Q^2predict at 0.453 for Job Performance, which implies that the model containing Emotional Intelligence and Job Satisfaction is significantly predictive with regard to Job Performance.

Moreover, the RMSE values of JS (0.746) and JP (0.750), as well as the MAE values of JS (0.568) and JP (0.582), show that the prediction errors are within an acceptable range since lower RMSE and MAE values represent more accurate predictions of the model.

Generally, since all the Q^2predict values are positive, we can conclude that the model has satisfactory predictive ability and is able to provide an accurate prediction for both JS and JP variables.

Table 4.11 Stone–Geisser Q^2predict values

	Q^2predict	RMSE	MAE
JS	0.467	0.746	0.568
JP	0.453	0.750	0.582

4.4.3 Mediation Analysis Results

The analysis of the effect of a third variable influences or intervenes on the correlation between two other variables is referred to as mediation (Hayes, 2009). The intervening model assumes that a predictor variable X has some impact on the outcome variable Y via one or more intervening or mediator variables (Hayes, 2009). Many direct and indirect influences might be involved in making this impact. In the current research, indirect effects are the subject of investigation.

Indirect effects arise when two constructs move through one or more other constructs, while direct effects occur once two constructs are connected by a single line. The direct effect of the two constructs is shown in Table 4.11 (see below) using p-values, t-values, standard deviation, mean, and path coefficient (β).

Table 4.12 Path coefficients (Mean, STDEV, T values, p values) -Direct effect

	Original sample (O)	**Sample mean (M)**	**Standard deviation (STDEV)**	**T statistics (|O/STDEV|)**	**P values**
EI -> JP	**0.690**	**0.700**	**0.042**	**16.547**	**0.000**
EI -> JS	**0.716**	**0.724**	**0.047**	**15.276**	**0.000**
JS -> JP	**0.305**	**0.307**	**0.087**	**3.503**	**0.000**

The mediation effect of job satisfaction on the relationship between emotional intelligence and job performance was assessed by comparing the significance of both the direct and indirect effects. The above results revealed that Emotional Intelligence had a significant direct effect on Job Performance ($\beta = 0.472$, $p < 0.001$). Furthermore, the indirect effect of Emotional Intelligence on Job Performance through Job Satisfaction was also statistically significant ($\beta = 0.218$, $t = 3.365$, $p = 0.001$).

4.4.4 How to test the mediating effect using indirect effect

The more recent mediation tests developed by Kock (2014), building upon those introduced by Hayes (2009), prove more effective and less error-prone compared to the conventional mediation test framework used by Baron and Kenny (1986), which does not rely on standard errors. The mediation effects require that the indirect link connecting the independent and dependent variables, including the mediator, be developed in order to establish whether the indirect effects introduced via the mediator alter the hypothesized path of the relationship. For this research, the hypothesis is made regarding the presence of mediating effect in the relationship between emotional intelligence and job performance, with the mediating variable being job satisfaction. The goal of this study is not only to uncover significant indirect effects but also confirm the significance of the path coefficient (β) which, in this case, coincides with the original mean (o) value shown in Table 4.12.

Table 4.12 Mediation analysis through Indirect effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
EI -> JS -> JP	**0.218**	**0.223**	**0.065**	**3.365**	**0.001**

The mediation analysis was carried out using bootstrapping techniques in Smart PLS for analyzing whether Job Satisfaction is a mediating variable for the connection between emotional intelligence and Job Performance. The indirect effect test results revealed that

emotional intelligence had a statistically significant indirect effect on job performance mediated by job satisfaction ($\beta = 0.218$, $t = 3.365$, $p = 0.001$). Considering that the effect of Emotional Intelligence on Job Performance as well as its indirect effect on job performance via job satisfaction are statistically significant, it can be concluded that job satisfaction mediates the effect of emotional intelligence on job performance.

The above result means that the indirect effect of Emotional Intelligence on Job Performance is mediated by improving Job Satisfaction. This implies that the higher the emotional intelligence of workers, the more satisfied they become with their jobs, which makes them perform well in their jobs. The presence of a significant indirect effect means that the mediating effect of Job Satisfaction exists in the relationship between Emotional Intelligence and Job Performance.

In conclusion, the results show that Hypothesis H4, which posits that Job Satisfaction acts as a mediator in the relationship between Emotional Intelligence and Job Performance, is supported.

The results also indicate that Emotional Intelligence impacts employee job performance via dual means. The first involves the direct impact of Emotional Intelligence on employee performance through enhanced emotional regulation, social skills, problem-solving, and workplace effectiveness. The second involves the indirect effect of Emotional Intelligence on performance through the increased satisfaction of employees, thereby improving their performance.

The direct effect and indirect effect were both statistically significant implies that job satisfaction partially mediates the relationship between emotional intelligence and job performance. In other words, emotional intelligence affects employee performance directly as well as indirectly by contributing to their satisfaction. It may be concluded that this is an example of partial mediation since the direct connection between emotional intelligence and job performance was still significant after adding the mediator variable into the regression model.

4.5 Discussion

This study examined the effect of emotional intelligence on job performance: the mediating effect of job satisfaction from the result we discussed the following:

H1: Emotional Intelligence positively and significantly influences Job Performance

The result showed that Emotional Intelligence had a positive and significant impact on Job Performance with $\beta = 0.472$, $p < 0.001$, accepting Hypothesis 1. This indicates that individuals with high emotional intelligence usually have superior job performance at work. This implies that individuals with the ability to perceive emotion, think using emotion, understand emotions, and regulate emotions can enhance their job performance at work.

Moreover, it is clear from the findings that emotional intelligence acts as an essential source for individuals, allowing them to cope with work pressure and maintain constructive relationships in addition to adapting to organizational demands. Out of the various components of emotional intelligence, emotion regulation and facilitation of thinking through emotions seem to have made relatively more significant contributions to Emotional Intelligence, implying that the skill to regulate and utilize emotions in a productive manner is crucial for improving employee performance.

This result is further supported by other researchers conducted earlier where it was established that those people who are able to perceive, understand, and manage their emotions perform better in their workplaces (Wong & Law, 2002; Mayer et al., 2008). Wong & Law (2002) found out that people who have high levels of EI are productive, cooperative, adaptable, and efficient in their work. According to Lestari & Wibawa (2019), workers with high levels of emotional intelligence have better attitudes and job performance at workplaces. This emotional capability benefits individual and group performance directly. The findings from Deb et al. (2023)'s research on how emotional intelligence can be used to improve job satisfaction and organizational performance indicate that increasing the emotional intelligence levels of employees may result in improved organizational performance and increased job satisfaction.

Therefore, Emotional intelligence plays an important part in accounting for differences in job performance confirming the hypothesis emotional intelligence enhances job performance among employees of CRS Addis Ababa is supported.

H2: Emotional Intelligence positively and significantly influences Job Satisfaction

From the findings obtained from the analysis, it could be observed that emotional intelligence played an important role in the level of job satisfaction since it had a positive and significant impact on Job Satisfaction ($\beta = 0.716$, $t = 15.276$, $p < 0.001$), supporting Hypothesis 2.

This result indicates that people with higher levels of EI will enjoy more satisfaction because they are more capable of handling interpersonal relations and work-related stress, controlling their emotions, and having positive interactions with co-workers and superiors.

The results are further supported by previous studies, where it has been demonstrated that employees with high emotional intelligence tend to handle stress at work, develop effective interpersonal relationships, and find more meaning in what they do (Kafetsios & Zampetakis, 2008). Moreover, the results show that the concept of emotional intelligence is a major determinant of organizational effectiveness, including employee performance, loyalty, and job satisfaction. Employees who are aware of their emotions, manage stress effectively, and handle negative emotions, usually maintain stronger relationships with other employees and their supervisors, hence making them more satisfied in their jobs (R., Dr. Gopinath, et al. 2020). According to Monfared and Amani (2021), job satisfaction is positively influenced by emotional intelligence.

Alsughayir (2021) and Bagis et al. (2021) investigation is also in line with above findings showing that work satisfaction is significantly and favorably impacted by emotional intelligence.

The data shows that there is a weak positive relationship between emotional intelligence and job satisfaction amongst employees at CRS Addis Ababa.

H3: Job Satisfaction positively and significantly influences Job Performance

The results have shown that Job Satisfaction exhibited a positive impact on Job Performance in a statistically significant way ($\beta = 0.305$, $t = 3.503$, $p < 0.001$), which proves Hypothesis 3. It means that job satisfaction among employees can lead to better performance outcomes.

A positive association means that satisfied workers in terms of different variables of jobs such as supervisory support, growth prospects, socialization, and job conditions are more committed, motivated, cooperative, and productive. Hence, the improvement of employee job satisfaction can make an appreciable contribution to organizational performance.

This finding strongly aligns with the Judge et al. (2001) establishing JS as one of the most consistent predictors of JP across organizational settings. Also, Assalf (2015) and Bako (2008) in their study show that employee performance and work satisfaction are strongly positively correlated. They underlined that improved performance results from an employee's satisfaction with aspects including their job role, salary, and working hours. Dr. Abdul Wahid A. Fadlallh (2015) state employee performance was affected by job satisfaction, the results showed that employee performance and job satisfaction factors were positively and statistically significantly correlated. According to the study's findings, improved working conditions, equitable compensation and advancement possibilities, and positive working relationships all contribute to increased job satisfaction, which in turn improves employee performance.

In a study to investigate the relationship between job satisfaction and employee performance, Theresa and Henry (2016) found a positive linear relationship between job satisfaction and employee performance as measured by employee morale, taking into account factors like job security, job growth, and job nature.

Overall, the findings demonstrate that job satisfaction significantly and positively influences employee job performance among CRS Addis Ababa staff.

H4: Job Satisfaction acts as a mediator between Emotional Intelligence and Job Performance

It was discovered from the mediation analysis that Job Satisfaction mediates the connection between Emotional Intelligence and Job Performance (indirect effect $\beta = 0.218$, $t = 3.365$, $p =$

0.001) supporting hypothesis four. It is evident that partial mediation exists since the indirect effects of emotional intelligence on job performance, mediated by Job Satisfaction, are significant.

Partial mediation implies that Emotional Intelligence has an impact on Job Performance via two pathways simultaneously. Partial mediation implies that emotional intelligence has an impact on job performance via two parallel processes at once. Firstly, emotional intelligence has a direct positive impact on employee job performance. Secondly, emotional intelligence has a positive indirect influence on employee performance via the mediating variable – job satisfaction.

This finding is consistent with previous studies, according to Lestari and Wibawa (2019), JS may work as a mediator between employee performance and emotional intelligence. EI affects JS, which in turn affects performance, giving EI an indirect path to improve results (Lestari & Wibawa, 2019). Güleryüz et al. (2008) further demonstrated that the inclusion of work satisfaction as a mediator makes the association between EI and organizational results substantial (Alsughayir, 2021; Pachauri Vivek, 2021). In a study conducted by Naqvi and Siddiqui (2023), this study found that the relationship between emotional intelligence and job performance was mediated through job satisfaction.

According to Lestari and Wibawa (2019), there is an association between worker performance, job satisfaction, and emotional intelligence. Emotional intelligence positively impacted worker performance, while the correlation between emotional intelligence and worker performance was partially mediated by job satisfaction.

4.5.1 Theoretical Implication

4.5.1.1 Ability Theory of Emotional Intelligence (Mayer & Salovey, 1997)

The findings strongly support the Ability Theory of Emotional Intelligence, which states that individuals who can perceive, understand, use, and regulate emotions are better able to perform effectively in the workplace. The study found that emotional intelligence had a significant positive effect on job performance ($\beta = 0.472$, $p < 0.001$) and an even stronger positive effect on job satisfaction ($\beta = 0.716$, $p < 0.001$). These results indicate that emotionally intelligent employees are more capable

of managing workplace stress, maintaining productive interpersonal relationships, and adapting to organizational demands, leading to higher satisfaction and improved performance. The large effect of emotional intelligence on job satisfaction ($f^2 = 1.049$) further demonstrates that emotional intelligence is a critical psychological capability influencing employees' attitudes and behaviors. Therefore, the findings provide strong empirical support for the Ability Theory by confirming that emotional intelligence is an essential resource for enhancing both employee well-being and performance.

4.5.1.2 Affective Events Theory (Weiss & Cropanzano, 1996)

The findings also support Affective Events Theory, which argues that employees' emotional experiences influence their job attitudes, which subsequently affect their work behaviors and performance. The study revealed that emotional intelligence significantly increased job satisfaction ($\beta = 0.716$, $p < 0.001$), while job satisfaction significantly improved job performance ($\beta = 0.305$, $p < 0.001$). Furthermore, job satisfaction partially mediated the relationship between emotional intelligence and job performance ($\beta = 0.218$, $p = 0.001$; VAF = 31.6%), indicating that emotional intelligence enhances performance not only directly but also indirectly through positive job attitudes. These findings are consistent with the central proposition of Affective Events Theory that employees who effectively manage emotional experiences develop greater satisfaction with their jobs, which subsequently motivates higher levels of performance. The presence of partial mediation suggests that emotional intelligence influences performance through both emotional regulation and positive workplace attitudes.

4.5.1.3 Social Exchange Theory (Blau, 1964)

The study findings are also consistent with Social Exchange Theory, which suggests that positive psychological and emotional resources encourage employees to reciprocate with positive work attitudes and behaviors. Employees with higher emotional intelligence are better able to establish supportive relationships with supervisors and colleagues, manage workplace interactions effectively, and experience greater job satisfaction. This positive exchange is reflected in the significant relationship between job satisfaction and job performance ($\beta = 0.305$, $p < 0.001$) and the significant indirect effect of emotional intelligence on performance through job satisfaction ($\beta = 0.218$, $p = 0.001$). The results imply that emotionally intelligent employees are more satisfied with their work environment and, in return, demonstrate greater commitment and higher job performance. Therefore, Social Exchange Theory provides an appropriate explanation for the reciprocal relationship between emotional intelligence, job satisfaction, and employee performance observed in this study.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSION, AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of the findings, conclusions, recommendations and suggestions for future research.

5.2 Summary of Major Findings

The main objective of this study was to examine the effect of emotional intelligence on job performance and to investigate the mediating role of job satisfaction among employees of Catholic Relief Services (CRS), Addis Ababa, Ethiopia. Data were collected from 146 employees and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM).

Results from the descriptive analysis reveal that majority of the subjects gave responses indicating moderate to relatively high levels of perceptions regarding emotional intelligence, job satisfaction, and job performance dimensions, as most mean values were above the midpoint of the measures. However, variations across dimensions show some aspects which need the attention of managers.

The study found out that Emotional Intelligence has a positive and significant relationship with Job Performance ($\beta = 0.472$, $p < 0.001$). This means that employees who have high emotional intelligence perform well at their jobs. It is believed that emotional intelligence helps in improving the performance of the employees. The results shows that emotional Intelligence significantly and positively affects job Satisfaction ($\beta = 0.716$, $t = 15.276$, $p < 0.001$), so that emotionally intelligent employees experience higher levels of satisfaction in their work.

In addition, Job Satisfaction also showed significant positive impact on Job Performance ($\beta = 0.305$, $t = 3.503$, $p < 0.001$), suggesting that employees who are more satisfied with their surroundings, pay, their supervisors, social contacts, and prospects for personal development are likely to have better performance.

As for the mediation model, it was shown that there exists partial mediation of Job Satisfaction between the relation of Emotional Intelligence and Job Performance. The indirect effect of Emotional Intelligence on Job Performance via Job Satisfaction was statistically significant ($\beta = 0.218$, $p = 0.001$). The results also indicate that Emotional Intelligence impacts employee job performance via dual means. The first involves the direct impact of Emotional Intelligence on employee performance through enhanced emotional regulation, social skills, problem-solving, and workplace effectiveness. The second involves the indirect effect of Emotional Intelligence on performance through the increased satisfaction of employees, thereby improving their performance.

Conclusively, the findings for hypothesis testing are presented below;

H1: Emotional Intelligence positively and significantly influences job performance.

H2: Emotional Intelligence positively and significantly influences job satisfaction.

H3: Job satisfaction positively and significantly influences job performance.

H4: Job satisfaction acts as a mediator between Emotional Intelligence and job performance.

5.3 Conclusion

The aim of the current study was to examine the effect of emotional intelligence on job performance, the mediating effect of job satisfaction: The case of Catholic Relief Services Addis Ababa, Ethiopia. Based on the findings of the study, the following conclusions have been made.

All four objectives of the study have been attained successfully. The study has shown that Emotional Intelligence has a significant effect on Job Performance, thus completing objective One. Furthermore, it has been proved that Emotional Intelligence significantly affects Job Satisfaction, and hence, objective two has been accomplished. The study has also revealed that Job Satisfaction significantly influences Job Performance, thus object three has been fulfilled. Finally, the study has verified that Job Satisfaction acts as a mediator in the relationship between Emotional Intelligence and Job Performance, and thus objective Four has been attained

Specifically, the objectives were met as follows:

- Emotional Intelligence significantly affected Job Performance ($\beta = 0.472$, $p < 0.001$), completing objective one.
- Emotional Intelligence significantly affected Job Satisfaction ($\beta = 0.716$, $t = 15.276$, $p < 0.001$), completing objective two.
- Job Satisfaction significantly affected Job Performance ($\beta = 0.305$, $t = 3.503$, $p < 0.001$), completing objective three.
- Job Satisfaction significantly mediated the relationship between Emotional Intelligence and Job Performance ($\beta = 0.218$, $t = 3.365$, $p = 0.001$), completing objective four.

According to the findings of this study, it can be stated that the concept of Emotional Intelligence plays an important role in the improvement of Job Performance of employees. People who have more emotionally intelligent behaviors show better performance in handling work situations, emotional control, adaptation to organizational demands, and maintaining good relations at work.

Additionally, it is established that Job Satisfaction acts as a significant mediating variable that leads to improved performance of employees. Satisfied employees, due to their satisfaction with managerial support, development, and interpersonal relationships at work, perform better than those who are dissatisfied.

Based on the results of the mediation analysis, it was found out that Job Satisfaction is partially mediating the relationship between Emotional Intelligence and Job Performance. Therefore, companies that want to increase employee performance must focus not only on skills development but also emotional intelligence and Job Satisfaction.

5.4 Recommendations

Based on the findings, the following recommendations are made.

- CRS should adopt emotional intelligence training programs into its monthly and quarterly mandatory courses and trainings which focus on the development of emotional intelligence through emotional awareness, emotional regulation, empathizing abilities, interpersonal relations and emotional decision making. This will improve psychological skills of workers.
- Although pay was not a significant mediator in this study, competitive salaries remain important for staff retention.
- Managers must constantly evaluate factors that affect the employees' level of job satisfaction such as supervision, career development, recognition, work-life balance, and employee well-being. Enhancing these areas will help boost employee performance.
- The management must focus on improving the level of support from supervisors and social relations at work, since they are reflected by low average values of the Supervisory Satisfaction and Social Satisfaction scales. Organizations need to motivate the supervisors to give more guidance, praise, feedback, and communicate better with their subordinates.
- To boost job performance among the employees in general, it is advisable to focus on building up organizational systems that boost employee job satisfaction levels

especially regarding job security, supervisor support, social relations, and growth potential.

- CRS should create open communication in the work environments that enhance employee satisfaction by improving supervisory support, providing growth and development opportunities, and strengthening workplace relationships, since these factors significantly contribute toward employee performance.
- The managers and supervisors need to consider the elements of emotional intelligence in their leadership by ensuring that there are proper communication, emotional encouragement, team spirit, and feedback.
- It is important for CRS to evaluate the degree of satisfaction among its employees and tackle issues that could negatively impact morale and motivation through regular check-ins by the supervisors and anonymous surveys.
- There were higher mean values of the dimensions under Job Performance compared to some dimensions under Job Satisfaction, this implies that employees perform well despite their moderate level of job satisfaction. Therefore, organizations should focus on improving satisfaction-related factors to ensure that strong performance levels remain sustainable over time.

5.5 Suggestion for future research

As the study focused on the effect of emotional intelligence on job performance, the mediating effect of job satisfaction: The case of Catholic Relief Services Addis Ababa, Ethiopia. To improve generalizability of findings the researcher suggested additional future research on emotional intelligence on other NGOs, private and government organizations to identify its impact on job performance.

Future studies should include other themes that impact job performance like leadership styles, organizational culture, employee motivation, working environment.

In the future, other possible factors that could affect the relationship between emotional intelligence and employee performance apart from job satisfaction need to be analyzed by researchers. Other possible factors such as employee engagement and organizational

commitment can aid ones to better understand the psychological and organizational mechanisms that affect employee performance.

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ANNEX

ANNEX –I: QUESTIONNAIRE TO BE FILLED BY THE RESPONDENTS

ADDIS ABABA UNIVERSITY

FACULITY OF BUSINESS AND ECONOMICS

DEPARTMENT OF BUSINESS ADMINISTRATION GRADUATE PROGRAM

Dear respondents, my name is Bemnet Getahun, I'm a student at Addis Ababa University, Facility of Business and Economics in the Department of business administration. The purpose of this questionnaire is to collect the necessary data regarding to the thesis on the examine the effect of emotional intelligence on job performance: the mediating role of job satisfaction: the case of Catholic Relief Services (CRS), as a partial fulfillment of the University's requirement for a Masters Degree in Business Administration. Thus, the success of the study highly depends on your genuine response for the items in this questionnaire. Therefore, I kindly request you to fill in the questionnaire honestly and completely. The study is purely for academic purpose..

General Instructions

- ✓ There is no need of writing your name
- ✓ Indicate your answer with a check mark (✓) on the appropriate block/cell given under section I and Section II given below.

Code No……

Name of the organization.…….

SECTION I: GENERAL INFORMATION OF THE RESPONDENTS

1. Sex:

☐ Male ☐ Female

2. Age:

☐ 18-25 years ☐ 26-35 years ☐ -45 years ☐ above 45 years

3. Years of work experience in the organization:

☐ 1 -3years ☐ 4- 6 years ☐ 7-11 years ☐ above 11 years

4. Educational Qualification:

☐ Certificate
☐ College diploma
☐ First Degree
☐ Master's Degree
☐ PHD and above

SECTION II: QUESTIONNAIRS ABOUT THE EFFECT OF EMOTIONAL INTELLIGENCE ON JOB PERFORMANCE: THE MEDIATING ROLE OF JOB SATISFACTION.

INSTRUCTION:

Dear Sir/Madam, the following questionnaire will only take 10–15 min to complete. We assure you that the data gathered will remain confidential and will be only used for research purposes

Below is a list of statements. These items measure the effect of emotional intelligence on job performance and the mediating role of job satisfaction: using a 5-point Likert-type scale to indicate the extent to which you agree or disagree to each statement as applicable to your firm: by putting *"√" mark, 1 = strongly disagree, 2= disagree, 3= neutral, 4= agree and 5=*

strongly agree. There are no right or wrong answers. Please give honest answers; otherwise, the result would not be valid.

	Emotional Intelligence Measurement	**5-point Likert-type scale**				
A	Perception and appraisal of emotions (PE)	1	2	3	4	5
PE1	I am able to recognize and identify a range of emotions that I experience on a daily basis.					
PE2	I can sense right away when someone at work is frustrated with me.					
PE3	I can usually imagine what another person is feeling.					
PE4	I have no difficulty figuring out how much passion to demonstrate about an issue at work.					
PE5	I can usually tell how someone is feeling even though his/her facial expression doesn't match his/her body language.					
PE6	I have no difficulty identifying how a person really feels about an issue despite what he/she says					
B	Facilitating thinking with emotions (FE)					
FE1	I often prioritize my work tasks according to how strongly I feel about the importance of each task.					
FE2	I often use my excitement about a work project to focus the efforts of others involved with the project.					
FE3	I often use how I feel about a problem to define the attention I give to it.					
FE4	When setting priorities, I pay attention to how other people are feeling.					

FE5	I intentionally attempt to create a feeling which is helpful to effective problem solving when meeting with clients or coworkers.					
FE6	I always take into consideration how other people may feel about the decision into account before making decisions.					
C	Understanding emotions (UE)					
UE1	When a coworker of mine performs poorly on a project I can generally tell if they're feeling guilty, angry, embarrassed, or something else.					
UE2	I am able to observe how others interact and identify the emotions they have for one another.					
UE3	I am acutely aware of Signals at work that express how people feel (e.g. Where they sit, when they are silent, etc.).					
UE4	I can usually tell when a coworker's Emotional response to a situation is due to their unique personality instead of their cultural background.					
UE5	I can usually detect small changes in the emotions of my coworkers.					
UE6	I can instantly spot when a coworker becomes frustrated with a project given.					
D	Regulation and management of emotions (RE)					
RE1	I anticipate a sense of achievement whenever I start a new project.					
RE2	I am usually able to spread a sense of passion about a work project to others.					
RE3	I notice when someone is very caring and compassionate toward others at work.					
RE4	I am capable of calming someone down who is angry and frustrated at work.					

RE5	When a coworker is feeling disappointed about his/her work performance, I make an effort to offer encouraging words of support.					
RE6	Whenever painful events have occurred to people I know at work (i. e. Death in family, serious illness), I expressed honest concern and tried to help them feel better.					
	Job Satisfaction Measurement	5-point Likert-type scale				
A	Pay (PY)	1	2	3	4	5
PY1	I am satisfied by the amount of pay and benefits I receive.					
PY2	I am satisfied by the degree to which I am fairly paid for what I contribute to the CRS.					
B	Job Security (JC)	1	2	3	4	5
JC1	I am satisfied by the amount of job security I have.					
JC2	I am satisfied by how secure things look for me in the future in this company.					
C	Social (SC)	1	2	3	4	5
SC1	I am satisfied by the people I talk to and work with on my job.					
SC2	I am satisfied by the chance to get to know other people while on the job.					
SC3	I am satisfied by the chance to help other people while at work.					
D	Supervisory (SU)	1	2	3	4	5
SU1	I am satisfied by the degree of respect and fair treatment I receive from my supervisor.					

SU2	I am satisfied by the amount of support and guidance I receive from my supervisor.					
SU3	I am satisfied by the overall quality of the supervision I receive in my work.					
E	Growth Satisfaction (GS)	1	2	3	4	5
GS1	I am satisfied by the amount of personal growth and development I get in doing my job.					
GS2	I am satisfied by the feeling of worthwhile accomplishment I get from doing my job.					
GS3	I am satisfied by the amount of independent thought and action I can exercise in my job.					
GS4	I am satisfied by the amount of challenge in my job.					
Job Performance Measurement		5-point Likert-type scale				
A	**Job Performance (JP)**	1	2	3	4	5
JP 1	Dealing with other colleagues at the CRS increases my work efficiency.					
JP 2	Dealing with other colleagues at the CRS helps me to solve problems at work.					
JP 3	Dealing with other colleagues at the CRS helps me to accomplish my work mission.					
JP 4	Dealing with other colleagues at the CRS increase my knowledge.					
JP 5	Dealing with other colleagues at the CRS increases my willingness to work with others.					

JP 6	Dealing with other colleagues at the CRS increases my problem solving abilities.					

Adopted from - (Vratskikh *et al.*, 2016)

Contact Address

If you have any query, please do not hesitate to contact me and I am available as per your Convenience at (Mobile: 0943849546 or e-mail: amarebemnetgetahun*@gmail.com*)

Thank you in advance for scarifying your precious time