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Department of Business and Economics

Effect of Emotional Intelligence on Conflict

Management: Case of Commercial Bank of Ethiopia

**Research Paper Submitted to the Post Graduate Studies of Addis
Ababa University in Partial Fulfillment of the
Requirements for the Award of Degree of Masters in
Business Administration (MBA)**

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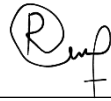
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May 2025

ADDIS ABABA, ETHIOPIA

DECLARATION

I Rahel declare that the thesis entitled “The Effect of Emotional Intelligence on Conflict Management in the case of Commercial Bank of Ethiopia” is my original work. This research was conducted independently under the guidance of PhD. Habtamu Endris any other contributors or sources used for the study have been duly acknowledged. Moreover, this study has not been submitted for the award of any degree or diploma program in this or any other institution.



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Abstract

This study examined the effect of emotional intelligence (EI) on conflict management among employees at the Commercial Bank of Ethiopia (CBE) head office using both qualitative and quantitative methods. The study used mixed-method approach both explanatory and descriptive design. A standardized questionnaire was used for data collection, with a 95% response rate from 210 distributed questionnaires. Stratified and purposive sampling techniques were used to select respondents. SPSS Version 25 was used for data analysis using descriptive statistics, correlation, and regression techniques. All four components of emotional intelligence (perceiving, understanding, facilitating, and managing emotions) were positively correlated with conflict management, although the strength of the relationships varied. Understanding emotion showed the strongest correlation with conflict management ($r = 0.611$). The regression model showed that 52.6% of the variance in conflict management is explained by emotional intelligence ($R^2 = 0.526$), with an overall strong relationship ($R = 0.725$). Perceiving, understanding, and facilitating emotions were significant predictors of conflict management. However, managing emotions was statistically insignificant in the quantitative analysis. Notably, qualitative insights from managers revealed that this dimension was still perceived as critical for leadership effectiveness. This difference suggests that while managing emotions may not be broadly applied by employees in daily conflicts, it becomes vital at higher levels of responsibility such as in leadership roles where managing emotion plays a key role in guiding teams and resolving interpersonal conflict which indicates hierarchical factors may influence its role in conflict management. Based on the findings, the study recommends structured emotional intelligence training that focus on improving employee's ability to perceive, understand, and facilitate emotions, alongside leadership development programs to address the practical importance of managing emotions in workplace conflict situations.

Key words: Emotional Intelligence, Conflict Management, Mayer-Salovey-Caruso Model, perceiving emotion, Managing Emotion, Understanding Emotion, Facilitating Emotion, Thomas Killman Model

Acronym

EI: Emotional intelligence

CBE: Commercial Bank of Ethiopia

EQ-I: Emotion Quotient Inventory

OCB: organizational citizenship behavior

SPSS: Statistical package for social science

VIF: variance inflation factors

CBE: Commercial Bank of Ethiopia

OCB: organizational citizenship behavior

IBR: Interest-Based Relational

HR: Human resource

MSCEIT: Mayer-Salovey-Caruso Emotional Intelligence Test

WLEIS: Wong & Emotional Intelligence Scale Law

CHAPTER ONE

1. Introduction

This chapter contains an introduction, background of the study, statement of the problem, objectives of the study, research questions, and significance of the study, limitation and scope of the study, description of the study area and organization of the study.

1.1. Background of study

Disagreement, conflict, or dispute is common in any setting. In fast-paced settings such as a bank, employees tend to experience social conflicts from dissimilarities such as different goals, values, hierarchies, or even ways of communicating. If conflict is not managed, it has the potential to develop into an organizational disfunction, eroding productivity and employee motivation. It can also, alternatively, foster growth, development, and innovative collaboration, if managed properly (Robbins & Judge, 2017). Conflict management concentrates on easing the negative aspects of disputes while encouraging behavioral changes. This is a systematic attempt to resolve, change, or improve the underlying issues, factors, and processes of conflict while striving to support the result or transformation (Robbins & Judge, 2017).

One of the key skills to manage workplace conflict is emotional intelligence (EI). Emotional intelligence, as defined by Mayer and Salovey (1990), involves recognizing, understanding, and managing emotions in oneself and others to address problems and regulate behavior effectively. Unlike personality traits, EI is viewed as a competency that can be developed through time (Brackett & Mayer, 2003).

EI involves recognizing and interpreting emotions in oneself and others. Individuals with higher EI are likely to develop stronger professional relationships with colleagues and supervisors. Emotional intelligence is important in competitive industries like banking where collaboration and efficiency are essential (Manivannan & Kathiravan, 2016).

Emotional intelligence plays a crucial role in conflict management by influencing how individuals perceive, interpret, and navigate conflicts. The four components of EI which are Perceiving Emotions, Facilitate emotion, Understanding Emotions, and Managing Emotions contribute to the effective management of conflict. Individuals with high emotional

intelligence handle conflict constructively which leads to more positive outcome (Mayer et al., 2016)

Organizational conflicts often arise from the emotional intelligence of managers and their ability to manage employee disputes (Shamoradi et al., 2014). Research has shown a strong relationship between EI and effective conflict management. Employees with higher EI are better equipped to handle interpersonal conflicts successfully, which improves workplace harmony (Sharma & Sehwat, 2014).

However, most of this research comes from Western or Asian contexts. There is a lack of localized research on how EI is used to manage conflicts within Ethiopian organizations, especially in financial institutions.

This gap is important in institution like the Commercial Bank of Ethiopia (CBE) which operates with thousands of employees from different backgrounds. The CBE's head office particularly brings together managerial and clerical staff with different experiences and communication styles. This situation provides a valuable case for examining how emotional intelligence is applied in day-to-day conflict situations. At the same time cultural factors, leadership approaches, and organizational structures in Ethiopia may affect how emotional intelligence is understood and practiced.

In Ethiopia where emotional expression is often shaped by cultural and social norms the way people resolve conflicts at work may differ from Western settings. It is essential to understand EI and conflict management within the local context to develop training and HR policies that truly fit the environment. The banking sector is rapidly evolving and plays a key role in national development so in this rapidly changing sector the emotional well-being of employees is a priority.

This study aims to investigate the effect of emotional intelligence on conflict management among employees at the head office of Commercial Bank of Ethiopia. The goal is to come up with practical insights that can help Commercial Bank of Ethiopia improve employee relationships, productivity, and organizational culture. By focusing on an under researched area within Ethiopia this study also aims to contribute to the growing body of knowledge on emotional intelligence, provide better workplace training, inform leadership development,

and provide practical recommendations for public institutions that wants to build more emotionally intelligent teams.

1.2 Statement of problem

Workplace conflict is predictable challenge in organizational life, which often caused by differences in personality, work style, communication patterns, and professional expectations. In high-pressure sectors like banking where employees are frequently exposed to strict deadlines, performance targets, and hierarchical structures the ability to manage conflict effectively is essential for ensuring organizational productivity and employee well-being. One key factor in effective conflict management is emotional intelligence (EI), which enables individuals to recognize, understand, and regulate both their own and others emotion (Jones & Bodtker, 2001). High levels of EI are associated with more constructive conflict management, improved collaboration, and the development of strong workplace relationships.

Banking industry particularly institutions like Commercial Bank of Ethiopia (CBE) is characterized by large, diverse teams operating in a fast-paced and increasingly competitive environment. In this case conflicts are frequently caused by job related disagreements, interpersonal misunderstandings, and managerial decisions. However unresolved conflicts lead to increased employee turnover, psychological stress, disrupt team unity, lower employee morale which weaken service quality, customer satisfaction then the bank long term operational efficiency and reputation will become damaged. Thus, effective conflict management is not optional it is a strategic necessity. Empirical evidence suggests that emotional intelligence can be important tool in managing these conflicts, promoting a culture of open communication and problem-solving (Manivannan & Kathiravan, 2016).

While existing literature acknowledges a general relationship between emotional intelligence and conflict management, most studies have treated EI as a single, broad concept rather than examining its specific dimensions. There is a notable gap in the literature regarding how particular EI competencies such as perceiving, facilitating, understanding, and managing emotions individually influence conflict management strategies in Ethiopian banking context. Furthermore, while some findings suggest a strong positive relationship between EI and effective conflict handling, others report limited or context-dependent impacts (Mohd & Yusof, 2020).

Despite growing global interest in emotional intelligence-based conflict management there is lack of empirical research focusing on how emotional intelligence directly affects conflict management in the Ethiopian banking sector. This shows a critical knowledge gap especially given the increasing organizational complexity and service expectations in Ethiopian banks.

Therefore, this study aimed to examine the effect of emotional intelligence on conflict management in the case the Commercial Bank of Ethiopia. From a practical viewpoint the findings of this research can help CBE to design targeted EI training programs which enhance employees' ability to handle workplace conflicts and productively. Strengthening emotional intelligence within the organization leads to better teamwork, improved employee relations, healthier work environment and organization performance. As CBE operates in an increasingly competitive financial sector developing emotionally intelligent conflict management approaches is a crucial strategy for maintaining organizational effectiveness and employee satisfaction.

1.3 Research Question

This research aimed to answer the following questions:

1. How does perceiving emotion influence conflict management strategies and outcomes at the Commercial Bank of Ethiopia (CBE)?
2. What is the effect of facilitating emotion on conflict management among employees at CBE?
3. To what extent does understanding emotion affect conflict management within the CBE work environment?
4. How does managing emotion contribute to effective conflict management practices at CBE?

1.5 Research Objectives

1.5.1 General Objective

The general objective of the research was to examine the effect of emotional intelligence on conflict management in the case of Commercial Bank of Ethiopia.

1.5.2 Specific Objective

The study aimed to achieve the following specific objectives:

1. To analyze how perceiving emotion influences conflict management strategies and outcomes at CBE.
2. To examine the effect of facilitating emotion on conflict management among employees at CBE.
3. To assess the extent to which understanding emotion affects conflict management within the CBE work environment.
4. To investigate how managing emotion contributes to effective conflict management practices at CBE.

1.6 Significance of the study

This study has significant contributions to both the theoretical understanding and practical application of emotional intelligence in conflict management. This benefits CBE and potentially other organizations in similar settings. By identifying how emotional intelligence influences conflict management styles this study gives actionable insights for CBE to develop more effective conflict management strategies. Improved conflict management can lead to a more harmonious and productive work environment by reducing workplace tensions and promoting better employee relationships.

The findings of this research can inform organizational policies and practices at CBE, promoting a culture that values and develops emotional intelligence. This can enhance overall organizational effectiveness, improve leadership capabilities, and create a supportive work environment. In conclusion, the practical implications of this research extend beyond CBE. Other banks and organizations in Ethiopia and similar contexts can apply the findings to improve their conflict management practices through the advancement of emotional intelligence, thereby enhancing their organizational performance and employee satisfaction. The study would also add to the increasing body of theoretical knowledge in emotional intelligence. It will provide an opportunity to contribute to existing knowledge and be a source for future research.

1.7 Scope of the study

This research aimed to assess the effect of emotional intelligence (EI) on conflict management within the Commercial Bank of Ethiopia (CBE) at head office. The scope of the study is divided into three main parts: conceptual, methodological, and geographical. Geographically the study focuses on Commercial Bank of Ethiopia (CBE) head office located in Addis Ababa, Ethiopia. The head office is selected because of its diverse employee

demographics and representation of the broader organizational context within the Ethiopian banking sector. Different conflict scenarios at the head office make it ideal setting to analyze the relationship between EI and conflict management. Conceptually the research will explore key emotional intelligence competencies such as perceive emotion, facilitate emotion, understand emotion, and manage emotion. These competencies are important for understanding how individuals manage their emotions, interact effectively with others, and resolve conflicts. Methodologically mixed-methods approach was used which incorporates both quantitative and qualitative research methods. The quantitative method used structured surveys with close ended questions to gather data from the sample of employees. The qualitative method used open ended questions for top and middle level management to gain deeper insights into their perspective on emotional intelligence and conflict management.

1.8 Organization of the Study

This study is divided into five chapters: Chapter One deals with the introduction, background of the study, statement of the problem, research questions, and objectives, scope, limitations, and organization of the study. The second chapter contains literature review which includes critical review previous literature related to the research topic. The third chapter discusses research design and methodology that is the design of the study, the sample population, and sample size data collection tools, and procedures and data analysis methods. Chapter four discusses the findings of the study with data analysis, presentation and interpretation. Finally, the fifth chapter includes a summary of the findings, recommendation and conclusion.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Introduction

Emotional Intelligence (EI) is considered as one of the important skills that contribute to organizational success in people sensitive industries like banking (Goleman D., 2020). The Mayer-Salovey-Caruso Ability Model (2016) offers a robust framework for assessing EI's role in conflict management, which is critical in banking environments marked by task interdependence and customer-centric pressures (Naeem et al., 2011). However, limited research integrates the MSC model with Thomas-Kilmann's conflict styles (TKI) in this sector (Aqqad et al., 2019), creating a gap this study addresses. In this chapter literature review including theoretical and empirical are presented

2.2 Theoretical Foundations of Emotional Intelligence

The concept of emotional intelligence is not new. Its root goes back to Thorndike's idea of social intelligence in 1920. According to (Côté & Miners, 2006), both emotional intelligence and cognitive intelligence interact to shape performance. Success in the workplace demands more than cognitive ability. It requires emotional intelligence which enables individuals to manage negative emotions like anger and self-doubt while emphasizing on positive emotions like confidence.

Research by (Offermann et al., 2004) found that teams with higher EI levels outperformed those with lower EI, and (Gardner & Stough, 2002) highlighted EI as a key factor in effective team leadership. EI has proven to be essential for managerial and leadership success. The distinction between interpersonal (relations among people) and intrapersonal (an individual's internal thoughts and emotions) processes formed the foundation for modern EI understanding. Building on Gardner's theories, (Mayer et al., 2016) conceptualized EI as a process, moving from recognizing emotions to regulating them. However, it was Goleman's 1995 book, *Emotional Intelligence: Why It Can Matter More Than IQ* that popularized the concept, presenting EI as a practical tool for success in business and life. Goleman outlined EI as comprising four components: The ability to recognize and express emotions, the

capacity to understand and adapt to emotions, the skill to reason using emotions and the capability to self-regulate emotions.

Mayer et al. (2016) further defined EI as “the ability to perceive and express emotion, assimilate emotion, understand and reason with emotion, and regulate emotion” (p. 199). These definitions provide a clear understanding of EI’s history, components, and practical applications.

According to Folger et al. (2024), conflict is a natural part of corporate life, but it doesn't always have to be negative. when conflict managed properly through methods like collaboration and focusing on mutual interests actually leads to positive outcomes such as innovation, stronger relationships, and better overall performance.

The study of conflict management began in the mid-20th century, initially viewing conflict as undesirable and a reflection of unmet goals. This shifted in the 1960s when (Blake et al. 1964) proposed if conflict managed effectively could become functional within organizations. Conflict is a normal and unavoidable part of organizational life. If handled properly it can be positive rather than purely bad (Rahim, 2023c).

2.3 Emotional Intelligence Models

Emotional intelligence (EI) has been conceptualized through various models, each offering different perspectives on how EI is defined, assessed, and applied. Presenting these models helps clarify the theoretical foundation of this study and justifies the selection of the Mayer-Salovey-Caruso Ability Model as the most appropriate for analyzing the cognitive-emotional aspects relevant to conflict management.

2.3.1 Mayer-Salovey-Caruso (MSC) Ability Model

The Mayer-Salovey-Caruso (MSC) Ability Model first developed by Peter Salovey and John D. Mayer in the early 1990s. Later, David R. Caruso joined in developing assessment tool Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). This model sees emotional intelligence as a cognitive ability similar to IQ (Mayer et al., 2016). This was the first emotional intelligence model to be supported by science. In contrast to approaches that see emotional intelligence (EI) as a combination of personality traits and social skills this model sees emotional intelligence as a mental ability related to emotion (Mayer et al., 2016). It emphasizes on measurable emotional processing skills, making it scientifically robust and

suitable for empirical research dividing emotional intelligence as four mental abilities called perceiving emotion, facilitate emotion, understand emotion and managing emotion.

- **Perceiving Emotions**

This is the ability to identify emotions both in yourself and others through by seeing their facial expressions, tone of voice and body language. It helps people to become more aware about how others feel (Mayer et al., 2016).

- **Facilitate Thought**

This involves using emotions to promote thinking, support problem solving, and encourage creativity (Mayer et al., 2016).

- **Understanding Emotions**

This involves the ability to understand how emotions work how they change over time, how they influence behavior, and how complex feelings like jealousy or guilt are created. It includes understanding emotional patterns and predicting how emotions might change in different situations (Mayer et al., 2016).

- **Managing Emotions**

It's about regulating your own emotions and influencing the emotions of others in healthy and productive ways. It doesn't mean hiding your emotions but managing them so they help rather than hurt your relationships (Mayer et al., 2016).

2.3.2 Comparison to Alternative EI Models

2.2.2.1 Goleman's Mixed Model

Goleman's Mixed Model of emotional intelligence was introduced by Daniel Goleman in 1995 then improved over the years. This model is called the mixed model because it integrates emotional competency with personality trait (Goleman D., 2020). While this model has significant impact on organizational development, it has raised question for its lack of conceptual clarity and overlap with personality psychology making it less appropriate for cognitive-based analysis like the current study (Mayer et al., 2016).

2.2.2.2 Bar-On's Trait Model

This model was developed by Reuven Bar-On in the late 1990s. It is trait-based model that defines emotional intelligence as a set of emotional and social competencies that determine

how well individuals understand and express themselves (Bar-On, R., 2006). Even though this model is useful in psychological evaluations, it is less suitable for studies that plan to differentiate and analyze cognitive-emotional processing skills involved in conflict resolution, and therefore does not align with this study's focus on cognitive-emotional mechanisms.

2.4 Theoretical Foundations of Conflict Management

Conflict management refers to the process of identifying and handling conflict in a rational, balanced, and effective way. It involves implementing strategies to limit the negative aspects of conflict while increasing its positive aspects to enhance learning and group outcome (Rahim, 2023b). In organizational settings especially in high-pressure sectors like banking conflict management is important for maintaining employee well-being, cooperation, and productivity. It does not mean eliminating conflict entirely but managing disagreements beneficially to achieve mutual goals for healthy working relationships.

To develop a solid theoretical foundation for this study, it is important to examine major models of conflict management. This allows for a clear comparison and informed justification for selecting the most appropriate model based on the behavioral focus of this research.

2.4.1 Thomas-Kilmann Conflict Mode Instrument (TKI)

To help people understand and handle conflicts Kenneth Thomas and Ralph Kilmann created the Thomas-Kilmann conflict management model. It is especially suitable to studies focused on practical, observable behaviors in interpersonal conflict, making it highly relevant for workplace settings. Thomas-Kilmann Conflict Mode Instrument (TKI) assesses how people behave in situation where conflict arises. In these situations, individual behavior can be described using two dimensions the first one is assertiveness, which indicates how much a person tries to address their own concerns and the second one is cooperativeness, which shows how much a person tries to address the concerns of others. These two dimensions allow for the definition of five conflict management techniques called competing, accommodating, collaborating, avoiding, and compromising (Thomas et al. 2008).

Competing: is power focused, aggressive, and uncooperative. When someone is in this mode, they put their own needs ahead of others and use whatever force is required to win. Uses high assertiveness and low cooperativeness. This could involve defending one's own

rights, arguing for what one believes to be right, or just attempting to win an argument (Thomas et al. 2008).

Collaborating: is cooperative as well as assertive. It indicates cooperating with the other individual to identify a solution that which address issues in both sides. Uses high assertiveness and high cooperativeness. This involves examining the problem to understand the underlying worries of both parties and coming up with a solution that satisfies both parties. Working together could entail settling a dispute over resources, examining a disagreement to gain knowledge from one another, or coming up with an original solution to an interpersonal issue (Thomas et al. 2008).

Compromising: is a moderately assertive and cooperative person. The objective is to quickly arrive at a compromise that is acceptable to both parties and partially meets their needs. It is a compromise between accommodating and competing; it requires more compromise than accommodating but less than competing. Uses moderate assertiveness and moderate cooperativeness. It solves the problem rather than avoiding it, but not as carefully as working together. One way to compromise is to find a quick middle ground solution, split the difference, or make concessions (Thomas et al. 2008).

Avoiding: is uncooperative and lacks confidence. In this mode, one effectively avoids the conflict by not pursuing either their own or the other person's concerns. Uses moderate low assertiveness and low cooperativeness. Avoiding could entail avoiding a problem diplomatically, delaying it until a more convenient moment, or leaving a dangerous situation entirely (Thomas et al. 2008).

Accommodation: it's another name for smoothing style. There is a lot of cooperation in this style. To enable partners to accomplish their goals and outcomes, a manager employing this style attempts to achieve his or her own goals, objectives, and desired outcomes. Maintaining the parties' future relationship depends on this method of conflict management. Uses low assertiveness and high cooperativeness this strategy promotes collaboration. People may be able to improve their future negotiating position by using an accommodating strategy. When someone is aware of their error or when the relationship is significant, accommodating behavior is appropriate (Thomas et al. 2008).

This model was chosen for the current study because it focuses on visible behavioral strategies used in interpersonal conflicts, aligning with the practical objectives of the research.

2.4.2 Comparison to Alternative Conflict Models

In order to ensure the most appropriate model was selected for this research, two alternative and widely recognized conflict models were reviewed and compared. This comparison helps to show that the Thomas-Kilmann model is best aligned with the study's focus on workplace behavioral responses to conflict.

2.4.2.1 Rahim's Conflict Model

Rahim's Conflict Management Model categorizes conflict handling styles based on two dimensions called concern for self and concern for others. This model identifies five primary styles that individuals use when managing conflict such as integrating, obliging, dominating, avoiding, and compromising. Each with its own characteristics and appropriate contexts. While Rahim's model is useful in research and strategic level conflict investigation. Its emphasis is more suited for organizational policy planning and leadership studies, rather than day-to-day interpersonal workplace dynamics (Rahim, 2023b).

2.4.2.1 Interest-Based Relational Approach (IBR)

The Interest-Based Relational (IBR) Approach is a conflict management strategy developed by Roger Fisher and William Ury primarily outlined in their influential book "Getting to Yes". This approach focuses on the importance of maintaining relationships while effectively addressing conflicts (Fisher & Ury, 2008). While this model is valuable in mediation and negotiation, it relies heavily on communication skills, third-party facilitation, and time factors that may not be readily available or practical in fast-paced workplace environments. Therefore, it is less suited for the immediate behavioral analysis emphasized in this study.

2.5. Role of Emotional intelligence in the Workplace

Emotional intelligence is driving force to accomplish a certain task. It played an increasingly important role at the higher level of the company where diversity required (Goleman D., 2020). In this case the capability of the managers to evaluate employees based on the extent to which they perform. It means EI is a combination of different skills beyond technical such

as self-awareness, empathy and social issues together bring integrated result that leads the organization forward by achieving its objectives.

The relationship between the emotional and workplace performance is an important aspect in worker productivity and effectiveness. Considerable research in the area of emotional intelligence has focused on leadership. The effectiveness of a leader depends upon the leader's ability to solve the problems which can arise in the group or organizations (Mumford et al., 2000).

EI is more important than intellect and other management competencies in the advancement of managers (Dulewicz & Higgs, 2003). EI is an increasingly indicative reason for stellar performance as rank rises in an organization, but as opposed to cognitive or technical abilities (Goleman D., 2020). These studies support the relationship between effective leaders and EI, as well as for the theory that with increasing leadership levels in an organization, one will find increasing levels of EI. Further, particular EI competencies appear as especially crucial for directors of organizations; "motivation, interpersonal sensitivity, intuitiveness, conscientiousness and integrity" are undoubtedly relevant for a director's role in "determining the company's vision, mission and values" (Dulewicz & Higgs, 2003, p. 206).

According to (Gopinath, R., 2011), emotions are regarded as complex sentiments since they are always accompanied by observable behavior and physiological arousal. Organization is one of the five levels at which emotions are important. Emotional exhaustion, work attitude, job performance, and organizational citizenship behavior (OCB) have all been found to be significantly correlated.

(Pervez, S., 2010) mentioned that employee's own actions at work have a big influence on the organization. An employee's personality and emotions have a significant impact on their ability to lead a team, make decisions, and perform well on the job. The purpose of the study was to investigate how emotions affect an employee's overall performance at work and to evaluate the relationship between job performance and the employee's anger, interest, and trust. The findings indicated that workplace emotions have a substantial impact on workers' job satisfaction and general well-being.

2.6 Emotional Intelligence in Banking Sector

Research by Naeem and his colleagues, investigates how emotional intelligence affects service quality. They researched Pakistan's most known foreign bank that prioritizes service

quality and country's fastest-growing local bank. As part of the study rapidly expanding local bank that placed less emphasis on quality and a foreign bank that was well known for emphasizing service quality were asked to complete a self-administered questionnaire. EI's effects on service quality varied between these two banks. According to data analysis conducted with SPSS version 12. The study emphasizes how important emotional intelligence is for providing top customer service in the banking industry. Investing in staff EI development can be very advantageous for banks to increase their service quality. This includes educational initiatives to improve stress management, empathy, and emotional awareness. According to the study improving service quality in banks requires emotional intelligence. Due to a lack of emphasis on EI the local bank fell behind the foreign bank in the study which benefited from high employee EI. As a result, banks trying to improve service quality must develop EI skills through focused HR policies and training initiatives (Naeem et al., 2011).

Similarly, Heffernan et al. explored the relationship between relationship managers and their emotional intelligence and how trust is built between employees and clients in banking industry. In banking industry developing trust between employees and clients is essential since it has a big influence on financial result. The purpose of this study is to examine how trust grows in these kinds of relationships and to look into potential links between a relationship manager's financial performance, emotional intelligence (EI), and trust. Respondents of the study's online survey answered questions about behavior related to trust and finished an Emotional Intelligence Test. This information was combined with the bank's financial performance data. In order to find the connections between these factors the study used correlation analysis as well as exploratory and confirmatory factor analysis. According to the study there is a positive relationship between emotional intelligence (EI), trust building, and financial performance. As a result, banks should prioritize these skills to increase the effectiveness of their relationship managers and their financial results (Heffernan et al., 2008).

Makkar & Basu examined the impact of emotional intelligence (EI) on the behavior of employees in the Indian banking industry looks at how employees' workplace behavior in Indian public and private banks is affected by their emotional intelligence (EI). The objective of the study is to find out whether EI has a significant impact on employee behavior and if this impact varies depending on the type of bank. The study has found a strong correlation

between workplace behavior and emotional intelligence. Furthermore, there were differences in the effect of Emotional Intelligence (EI) on employee behavior between banks in the public and private sectors, indicating distinct difficulties and ramifications for managerial practices in these establishments. To sum up, understanding how Emotional Intelligence (EI) can improve employees' behavioral and relational quality which is important for banking industry improvement. This study emphasizes the necessity of focused training and encouraging managerial practices to promote EI competencies which improves workplace behavior for both public and private Indian banks (Makkar & Basu, 2019).

In a more recent study, Al Maalouf et al. investigates how employees' performance in the Lebanese banking industry is affected by their emotional intelligence in time of crisis. The main goal was to find out how employee performance in the Lebanese banking sector is impacted by emotional intelligence (EI) during a crisis. The hypothesis was whether employee performance in these circumstances is positively impacted by high EI. The study supported this theory by demonstrating that workers with higher EI performed better during the crisis. The study recommends that bank managers acknowledge the significance of emotional intelligence (Al Maalouf et al., 2023).

2.7 Conflict Management in Banks

Banks work in high-pressure environments where employees must meet performance targets, different hierarchical structures, customer demands, and interpersonal dynamics which make them ideal settings for studying conflict management and the emotional skills required to handle such challenges.

Islam and Rimi (2017) examined the application of Thomas Kilmann conflict handling methods in the private banking sector in Bangladesh. The prevailing use of compromise and cooperation tactics suggests an attempt to strike a balance between resolving conflicts and upholding objectives and relationships. Conflict is unavoidable because of the competition in the industry, which makes teamwork crucial to success. Although cooperation and compromise are useful tactics, it is also observed that avoiding confrontations occur frequently. This avoidance could be the result of diplomatic delaying of matters until a better moment. However, because avoidance can worsen issues, the study recommends minimizing it (Islam & Rimi, 2017).

Shariq et al. (2022) examined the impact of various conflict management styles on staff performance in the banking sector of Karachi, Pakistan. They used a questionnaire based on the five classic TKI styles: competing, collaborating, avoiding, compromising, and accommodating. The regression analysis revealed a positive relationship across all styles, and even avoidance and accommodation had significant effects on employee performance. What stood out in the study was how avoidance, which was often seen as unhelpful actually helped performance in certain banking scenarios. The study also highlights cultural and resource-based limitations. The study was limited to Karachi and using cross-sectional data it may not fully reflect deeper patterns. Despite this limitation the study concluded banks should have systems in place to support a variety of conflict management methods and tailored training may help staff handle conflicts more effectively.

Memon (2024) conducted a qualitative study involving 20 semi-structured interviews focusing on employees within the banking sector in Pakistan. The research examined the ways various conflict management strategies closely aligned with the Thomas-Kilmann Conflict Mode Instrument (TKI) impact both employee performance and well-being using thematic analysis. The findings showed that certain strategies like avoidance were commonly used to prevent immediate confrontation they often led to unresolved issues that negatively affected morale and productivity. The use of a competing approach sometimes led to strained relationships. In contrast, collaborative conflict management emerged as the most effective strategy improving open communication, trust, and shared problem-solving. Employees who reported engaging in collaborative practices also noted a greater sense of job satisfaction and emotional resilience. The study concluded that effective conflict management is not only about resolving disagreement but also about enhancing overall organizational health and employee well-being.

2.8 Empirical Review

According to research positive correlation between emotional intelligence and conflict management techniques promotes productive interactions and successful performance. Because they are insensitive and unable to handle conflict, employees with lower emotional intelligence tend to either take the initiative or avoid the situation. Furthermore, because they have less concern for other people, they try to control the conflict while managing it (Mohd & Yusof, 2020).

Three studies offer a comparable setup for this investigation. Two studies introduced a method for assessing organizational performance that combines conflict management style and emotional intelligence (Susanto & Shih, 2010; Zhang et al., 2008). However, the design most similar to this proposed study was provided by a study that specifically used emotional intelligence to define participants' conflict management styles (Hopkins & Yonker, 2015). Although none of the studies used a homogeneous sample, all employed quantitative analysis. This proposed study is unique in its focus on Black women leaders to measure emotional intelligence and conflict management.

The study conducted by (Aqqad et al. 2019) examines the connection between job performance in Jordanian banks, conflict management techniques, and emotional intelligence. Regression analysis on 447 valid survey responses and a quantitative research design was employed in the study. The results demonstrated that job performance is positively and significantly impacted by both conflict management styles and emotional intelligence. Conflict management approaches and emotional intelligence are also strongly positively correlated. Additionally, the study discovered that the relationship between emotional intelligence and job performance is mediated by conflict management styles. According to the study, Jordanian banks should support and promote emotional intelligence in their staff members in order to improve job performance and ultimately benefit the banks as a whole.

Another study examined the connection between conflict management techniques and emotional intelligence in workers at the Bank of Sepah in Tehran. All 2,000 employees in Tehran participated in this descriptive and correlation study; 322 were chosen as a sample using cluster sampling. The variables were measured using two questionnaires: Schering's Emotional Intelligence (1996) and Robins' Staff Conflict Management Styles (2001). With Cronbach's alpha scores of 0.89 for conflict management and 0.86 for emotional intelligence, experts validated the validity of both questionnaires and found that they were highly reliable. Descriptive and inferential statistical techniques, such as the Pearson correlation coefficient, single t-test, and independent t-test, were used in the data analysis. The study concluded that employees with emotional intelligence perform better because they are motivated to put in more effort, show up on time, and actively pursue the objectives and choices of the company. A person must be motivated, capable, and equipped with the right tools in order to perform well. Performance deteriorates in the absence of these. Managers should ensure these three conditions are met. Low emotional intelligence can negatively impact employee performance

because instead of directly addressing problems it causes them to rely on emotional responses, like anger or crying. This approach teaches them to avoid confronting issues effectively. Consequently, employees with lower emotional intelligence may use fewer competitive or control strategies to manage conflicts. In contrast, higher emotional intelligence promotes more interaction and prevents employees from prioritizing their own needs over others (Mohebbi & Arab, 2016).

The study investigated the role of emotional intelligence in conflict management strategies of nurses. This study used cross sectional descriptive study involving 277 nurses selected through a stratified random sample from a university hospital in Turkey. Data were collected from nurses who consented to participate, using a personal information form, the Rahim Organizational Conflict Inventory-II, and Bar-On's Emotional Quotient Inventory (EQ-I). The data were analyzed using descriptive statistics, t-tests, and Pearson correlation analyses with SPSS software. The study found that nurses primarily experienced conflicts with colleagues in the same unit due to work conditions, power imbalances, and poor communication. They mainly avoid, dominating, and obliging conflict management strategies moderately, while compromising and integrating strategies were used less. These strategies were influenced by education, length of employment, and work units. There was a weak positive correlation between emotional intelligence and the use of integrating, obliging, dominating, and compromising strategies, and a weak negative correlation with the avoiding strategy. The commonly used strategies to avoid, obliging, and dominating was ineffective. Thus, the study suggests that improving nurses' emotional intelligence is essential for better conflict management (Başoğul & Özgür, 2016b).

The Meta-analytical review of the relationship between emotional intelligence and leaders' constructive conflict management examined the relationship between emotional intelligence (EI) and conflict management. It focused on the reasonable roles of leadership position and age. The meta-analysis included 20 studies, comprising 280 effect sizes and 5,175 participants. The primary objective was to investigate whether higher levels of EI correlate with more effective conflict management strategies and to identify whether this relationship varies between subordinates and leaders or is influenced by age. This meta-analysis underscores the significant relationship between emotional intelligence and conflict management. For leaders and subordinates focusing on effective emotional regulation and understanding others' perspectives can improve conflict management outcomes. This study

also highlights that by emphasizing strengths, trust, and positive communication, organizations can create a culture that maximizes business potential and employee wellbeing (Schlaerth et al., 2013).

Another study explored the emotional intelligence and conflict management styles of nurse managers at Assuit University Hospitals. The study included all nurse managers working at the time. Data were collected using a self-administered questionnaire including three parts: personal demographics, 17 items questionnaire about emotional intelligence and a conflict management questionnaire with 21 items. Results showed that nurse managers at the main hospital most used the smoothing conflict management style, while those at the Women Health Hospital used the forcing style, and those at the Pediatric Hospital used the confrontational style. Over half of the nurse managers had a mild level of emotional intelligence. There was a negative correlation between emotional intelligence and the avoiding conflict style. The study concluded that the most used conflict management styles were forcing and smoothing, and that emotional intelligence was positively associated with these styles. Finally, the study recommended implementing conflict management training programs to help nurse managers consider team objectives and emotional intelligence when resolving conflicts (Mohamed & Yousef, 2014).

A study on the relationship between emotional intelligence and conflict management on secondary education teachers in Greece. The research included 130 high school teachers, with data collected through a structured questionnaire on their work environment, conflict behavior, and emotional intelligence. Analysis revealed that informal groups are the main cause of workplace conflicts in secondary schools. Emotional intelligence is directly related to conflict management styles and negatively related to the frequency of conflicts. Holding a position of responsibility does not significantly influence conflict management styles. The most popular conflict management method was solution-oriented, and the average emotional intelligence score among teachers was high (Skordoulis et al., 2020).

Lastly, another paper explored the role of emotional intelligence in managing workplace conflict. The study emphasized about managing conflict using emotional intelligence explores the connections, by emphasizing the importance of specific EI abilities in managing workplace conflicts. The study has shown a clear connection between EI and conflict management. The study has found three key abilities such as problem solving, social responsibility, and impulse control of EI that significantly influence conflict management

styles and by improving them. Managers can better address and resolve conflicts in the workplace. Effective conflict management leads to improved teamwork, employee engagement, and overall productivity. Therefore, the study suggests incorporating EI development into management training programs is essential for fostering a more harmonious and efficient workplace (Hopkins & Yonker, 2015).

2.9. Conceptual framework

The conceptual framework shows the relationship between the independent variable emotional intelligence and dependent variable conflict management. Here Mayer, Salovey & Caruso, 2016 model of emotional intelligence (EI) proposed in 2016, is often regarded as superior to other models due to its comprehensive and ability-based approach. Unlike models that frame EI as a set of personality traits, this model emphasizes emotional intelligence as a collection of specific abilities that individuals can develop and measure objectively. It is structured around four key branches: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions. This framework provides an understanding of how emotional intelligence operates and influences cognitive processes, decision-making, and interpersonal relationships. Empirical research supports the model, demonstrating its validity and reliability across various contexts, including educational and workplace environments. This empirical backing enhances its credibility and applicability in real-world scenarios. Moreover, the Salovey-Mayer-Caruso model offers practical guidance for developing emotional intelligence skills, making it useful for personal development, leadership training, and organizational behavior. Its ability to integrate with other emotional intelligence frameworks further increases its versatility. Overall, the combination of a solid conceptual framework, empirical support, and practical applicability positions the Salovey-Mayer-Caruso model as a compelling choice for understanding and enhancing emotional intelligence. Thomas Killmann conflict management model (Accommodating, Collaborating, Competing, Avoiding and compromising) (Thomas & Kilmann, 2008): the conceptual framework shows the study variables in the following manner.

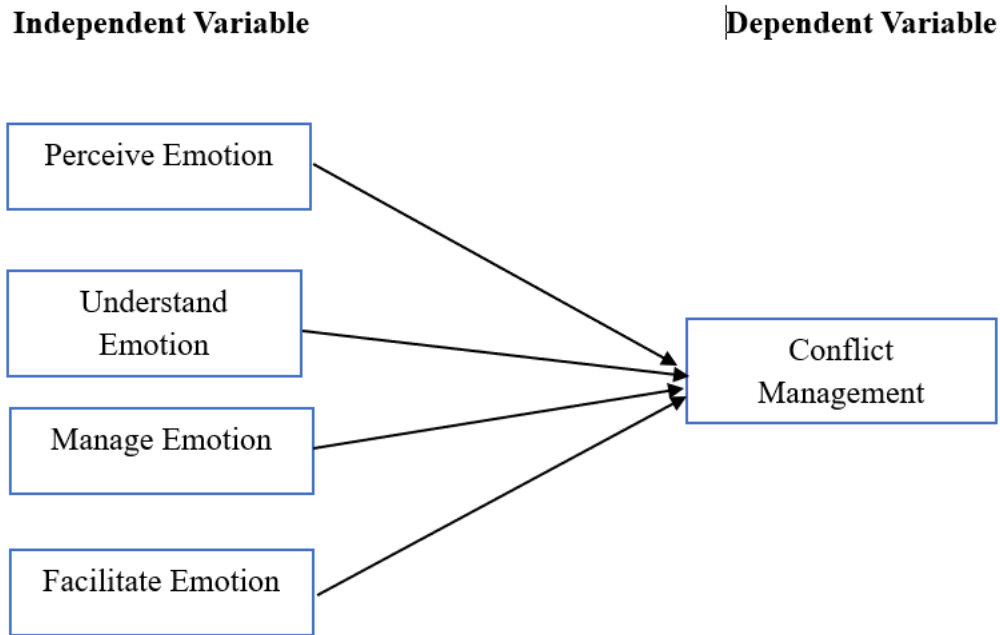


Figure 1: Conceptual Framework of the study

Source: Mayer, Salovey and Caruso (2016)

2.10 Hypothesis of the Study

This study aimed to examine the effect of emotional intelligence on conflict management in Commercial Bank of Ethiopia. Therefore, the following null and alternate hypothesis were tested to achieve the research objective

H01: there is no significant effect between perceiving emotions and conflict management at CBE

H11: there is a significant effect between perceiving emotions and conflict management at CBE.

H02: there is no significant effect between facilitating emotions and conflict management at CBE

H12: there is a significant effect between facilitating emotions and conflict management at CBE

H03: there is no significant effect between understanding emotions and conflict management at CBE

H13: there is a significant effect between understanding emotions and conflict management at CBE.

H04: there is no significant effect between managing emotions and conflict management at CBE

H14: there is a significant effect between managing emotions and conflict management at CBE

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter presents research methodology. It explains the research design, target population of the study, sampling technique, sample size, sources of data, method of data collection, procedure of data analysis, method of ethical consideration applied by the study.

3.1 Research Design

A research design provides a structured framework for guiding data collection and analysis to ensure the study meets its objectives efficiently (Kothari, 2004). According to problems (Mouton, 2001) research design acts as a blueprint, outlining the methods for gathering and interpreting data to address the research.

This study implemented both descriptive and explanatory research designs. Descriptive research is suitable for studies aiming to capture current conditions, answering questions related to what, where, how much, and how many (Saunders et al., 2009). In this research descriptive approach helped to assess the existing relationship between employees' emotional intelligence (EI) and conflict management strategies at the Commercial Bank of Ethiopia (CBE). It provided a clear picture of prevailing EI levels, and the conflict resolution methods employees use, aligning with the first three research objectives.

The explanatory design extends beyond description by examining cause and effect relationships. Since this study investigated whether specific EI components such as perceiving, facilitating, understanding, and managing emotions influence conflict management styles, an explanatory approach helped establish these connections. By combining close-ended and open-ended questionnaires, the study not only describes the current situation but also explained how emotional intelligence shapes conflict management strategies.

This dual approach ensured complete analysis, offering both a detailed snapshot of the present situation and deeper insights into the underlying relationships between variables.

3.2. Research Approach

This study used a mixed-methods research design guided by Creswell's (2014) framework to comprehensively examine the relationship between emotional intelligence and conflict management at Commercial Bank of Ethiopia. The quantitative component used a structured

questionnaire to measure emotional intelligence levels and identify statistical patterns in conflict management styles. The qualitative aspect incorporated open-end questions to gain deeper insights into managers' subjective experiences in workplace conflicts

The quantitative results establish measurable relationships between emotional intelligence (EI) and conflict management, while the qualitative findings provide contextual depth and practical insights for organizational application (Tashakkori et al., 2021). Relying only on numerical data could miss important insights into how and why managers respond to conflict the way they do. Therefore, qualitative component was added to capture rich, narrative data particularly managers reflections on emotional challenges and practical strategies during conflict situations.

The mixed-methods approach was selected because it overcame the limitations of using either methodology alone. While quantitative data provided generalizable results about emotional intelligence's impact, qualitative data offers a deep understanding of how employees experienced and managed conflicts in their daily work. This dual approach gives robust findings by combining personal narratives with numerical data.

3.3. Target Population

The target population refers to the specific group from whom the research samples are drawn, and conclusions will be generalized (Saunders et al., 2009). The target population of this study was employees at the Commercial Bank of Ethiopia (CBE) head office. With over 50,000 employees across 1,800 branches nationwide, CBE represents Ethiopia's largest financial institution.

The head office was selected as a target population for the following three reasons. Firstly, head office is the main administrative center containing employees from different departments such as finance, human resource, and operations which allows for different point of. Secondly The head office was selected for its diverse and large amount of workforce, accessibility, and relevance, makes it ideal location to study how emotional intelligence (EI) influences conflict management across different employee levels. Thirdly the policies made at head office guide branch operation makes its staff relevant for this study.

The study used 956 employees as target population at Commercial Bank of Ethiopia (CBE) head office. While findings may not be automatically generalizable to all branches due to

potential operational differences, the head office's central role in shaping the bank policies provided valuable implication for the broader banking sector.

3.4. Sampling Techniques and Sample Size

3.4.1. Sampling Techniques

To ensure meaningful and representative data collection, this study used a combination of stratified and purposive sampling techniques. For the quantitative component, a stratified sampling approach was used to ensure proportional representation from both managerial and clerical employees at the Commercial Bank of Ethiopia (CBE) head office.

Participants were grouped into relevant subgroups (strata) based on job roles such as managerial, clerical, senior employees, and random selection was applied within each stratum. This method helped reduce sampling bias and enhance the generalizability of the findings within the study's defined scope.

For the qualitative component, purposive sampling was used. A total of 19 managerial employees were selected based on their roles, experience, and assumed ability to provide deeper insights into the effect of emotional intelligence in conflict management. This approach allowed the researcher to gather rich, context-specific data.

3.4.2. Sample Size

The study focused on employees working at the head office of the Commercial Bank of Ethiopia (CBE) in Addis Ababa. Using Yamane's (1967) formula for sample size determination, a sample of 210 participants was selected from a total population of 956. Stratified random sampling was used to ensure that different departments and job levels were proportionally represented. Out of the 210 distributed questionnaires, 199 were returned fully completed, giving a high response rate of 95%. This reduced the likelihood of non-response bias.

Where: n is the sample size, N is population size, e is the error of 5 percentage points and a confidence coefficient of 95% are assumed for this equation.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{956}{1+956(0.05)^2} = \frac{956}{4.55} = 210$$

n=210

Hence by utilizing the above formula, the calculated sample size is 210. Therefore Proportional sample determination formula from each stratum:

$$\text{Sample size from strata 1} = n \frac{(\text{strata1})}{\text{totalno.ofstrata}} = 210 \frac{88}{956} = 19$$

Therefore, the sample size for each is summarized on the following table:

Table 1: Sample size determination

Job category Method	Frequency	sample size
Junior officer	244	54
Senior Officer	624	137
Management staff	88	19
Total	956	210

Source: CBE HR database as of January 30, 2025

3.5. Data Sources and Types

To achieve the study objective both primary and secondary data sources are used to investigate the effect of emotional intelligence on conflict management at CBE head office. Primary data was collected through structured questionnaires distributed to 199 employees in different levels (managers, senior staff, and clerical workers), using a combination of 5-point Likert-scale questions for quantitative analysis and open-ended questions for qualitative insights. using the questionnaire method was advantageous because it allowed efficient standardized responses gathering from a large employee across different departments.

Even though the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) is the direct assessment tool for the model, it is an ability-based test scored by an expert which takes time and requires extensive scoring and interpretation. It is difficult for large sample sizes especially in workplace studies where time limitation exists. To mitigate this The Wong and Law Emotional Intelligence Scale (WLEIS) used because it is 16 item self-report format provides more practical for large-scale organizational research while still measuring the four key EI dimensions (Wong & Law, 2002).

For conflict management assessment Thomas-Kilmann Instrument (TKI) was chosen due to its clear behavioral categories and widespread corporate application. Secondary data is collected from CBE's annual reports, literature reviews and empirical studies. Even though self-reported measures have limitations on response bias, this mixed-method approach allows comprehensive data collection with practical implementation constraints typical in workplace studies (Bell & Waters, 2018).

3.6 Method of Data Analysis

Descriptive and inferential statistics were used to analyze the data. The data was examined using mean, standard deviation, Pearson correlation and multiple regression. To show the general characteristics of respondents demographic information such as age, gender, experience, position, educational background was analyzed in basic frequency counts and percentages by using SPSS (statistical package for social science). Pearson correlation was used to show how strongly each EI component (perceiving, facilitating, understanding, managing emotions) related to conflict management and regression analysis was used to determine how well the four EI factors can predict conflict management skills. The study used qualitative thematic analysis for open-ended responses. Responses were reviewed and manually coded to identify frequent themes regarding the role of emotional intelligence in conflict management. Then the themes were reported in narrative form.

The equation of the regression model is:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

Y = Conflict management (dependent variable)

X1 = Perceiving emotions

X2 = Facilitating emotions

X3 = Understanding emotions

X4 = Managing emotions

β_0 = Constant

$\beta_1, \beta_2, \beta_3, \beta_4$ = Regression coefficients for each independent variable

ε = Error term

3.7. Reliability and Validity

Reliability is the degree to which what researcher's measure is free from random error (Hair et al., 2010) and it is concerned with the consistency of the score obtained from a measurement. To ensure the reliability of the questionnaire Cronbach alpha was calculated for each variable and total variable.

Table 2: Reliability Test

Variables	No. of Items	Cronbach's Alpha
Perceiving Emotions	4	.827
Understanding Emotions	4	.769
Managing Emotions	4	.864
Facilitating Emotions	4	.862
Conflict Management	10	.870
Total	26	.933

Source: Survey, 2025

As shown on the above Table 2 all alpha values were in the range of 0.769 to 0.933 which is higher than the acceptable range of 0.70. According to (Kline, 2023) Cronbach's Alpha value of 0.70 or above indicates acceptable internal consistency, values above 0.80 considered good, and those above 0.90 regarded as excellent. This implies a strong internal consistency among the variables. The result showed that the items used in the questionnaire consistently measure the intended constructs of emotional intelligence and conflict management.

Validity To ensure this study measures what it intends to measure, several validity approaches were used (Mooi & Sarstedt, 2014).

In this study, the goal was to assess the effect of emotional intelligence and conflict management among employees of the Commercial Bank of Ethiopia. To make sure the findings were valid the study used standardized instruments developed and tested in previous studies such as WLEIS for emotional intelligence and Thomas-Kilmann model for conflict management (Wong & Law, 2002; Thomas & Kilmann, 2008). They have shown they can reliably capture the concepts in an organizational setting.

Another important consideration was making sure the research is ecologically valid by making sure the data was collected from actual CBE employees to reflect real workplace dynamics not hypothetical scenarios (Hair et al., 2010). And also, to ensure the construct

validity of the study the researcher spent time reviewing literature about the topic to see whether the questions asked matched with what experts say about this topic by making sure the research is not measuring random things.

Finally, appropriate statistical tools were used to examine the relationship between emotional intelligence and conflict management.

3.8. Ethical Considerations

Ethical considerations were carefully followed throughout the study. Participants were informed about the purpose of the research and their right to withdraw at any time. Their participation was completely voluntary. As the researcher informed the respondents at the top of the questionnaire not to include any personal identifiers, such as names or job titles to ensure anonymity. The data collected were used strictly for academic purposes and kept confidential. All data were gathered directly from employees through a structured questionnaire and used in accordance with ethical guidelines.

CHAPTERFOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the discussion of the final results and the process through which the results were obtained. In addition to this, background information of respondents would be presented. Finally, the statistical methods of analysis were discussed, which included a descriptive analysis, a correlation analysis through SPSS (Statistical program for social science) (Version 25).

4.1. Response Rate

To answer the research questions and meet the main objectives of the research 210 questionnaires were prepared and distributed to the respondents. Out of 210 questionnaires 199 were collected, which is 95% response rate. Therefore, the analysis is performed based on the 199 respondents.

Table 3: Response Rate

Description	Respondents
Target population	956
Sample size	210
Questionnaire Distributed	210
Questionnaire Returned	199
Response Rate (%)	95%
Usable Response	199

Source: Own Survey, 2025

4.2. Demographic Characteristics of Respondents

This section presents the demographic information of the 199 respondents from the Commercial Bank of Ethiopia (CBE) Head Office. The information includes gender, age, work experience, educational background, and job position. The following tables shows the details of background information of the respondents.

Table 4: Sex of Respondents

Sex of Respondents	Frequency	Percent
Male	119	59.80
Female	80	40.20
Total	199	100.0

Source: SPSS result of Survey Data, 2025

In Table 4 a total of 199 employees from the Commercial Bank of Ethiopia Head Office participated in the study. As shown in Table 4.2.1, out of total 199 respondents 59.8% of the respondents were male (n = 119), while 40.2% were female (n = 80). While the gender distribution is not equal, it is relatively proportionate and provides diverse perspectives. While indicating that male employees constitute a larger share of the workforce. This distribution improves the reliability of the findings by taking a broad range of employee experiences.

Table 5: Age of Respondents

Age	Frequency	Percent
20-30	109	54.8
31-40	84	42.2
41-55	6	3.0
Total	199	100.0

Source: SPSS result of Survey Data, 2025

As shown in Table 5 majority of the respondents are 54.8% of respondents aged between 20-30 and 42.2% are between 31-40 years old. Only 3% of the respondents are between age of 41-55 age group. Majority of the respondents (97%) are between age group of 20-40 emotional intelligence and conflict management might still be developing in this age group which makes it suitable demographic for training on interpersonal skill. Understanding this is important for Commercial Bank of Ethiopia to implement workplace policies, communication styles, and leadership strategies that align mainly with young professional group.

Table 6: Work Experience of Respondents

Work Experience	Frequency	Percent
Less than <5year	80	40.2
6-10 year	79	39.7
11-15 years	34	17.1
16 and above years	6	3.0
Total	199	100.0

Source: SPSS result of Survey Data, 2025

As shown in Table 6 the majority of the respondents (79.9%) have up to 10 years of work experience, with 40.2% having less than 5 years and 39.7% having between 6 and 10 years of experience. Respondents with 11 to 15 years of experience account for 17.1%, only 3.0% have 16 or more years of experience. This indicates that the employees at the Commercial Bank of Ethiopia Head Office is relatively young or mid-level in terms of experience, which may influence viewpoints on conflict management and emotional intelligence within the organization.

Table 7: Educational Background of Respondents

Educational Background	Frequency	Percent
Diploma	-	-
Bachelor's Degree	118	59.3
Masters	81	40.7
PhD and above	-	-
Total	199	100.0

Source: SPSS result of Survey Data, 2025

As shown in Table 7, 59.3% of respondents have a bachelor's degree, while 40.7% hold a master's degree. No respondents hold diploma or PhD and above. This indicates that all respondents at Commercial Bank of Ethiopia are highly educated that all the respondents hold at least bachelor's degree. The findings indicate a highly educated workforce which may support higher levels of emotional understanding, communication, and professional development which are relevant to the study of emotional intelligence.

Table 8: Position of Respondents

Position	Frequency	Percent
Junior officer	50	25.1
Senior Officer	130	65.3
Management staff	19	9.5
Total	199	100.0

Source: SPSS result of Survey Data, 2025

As shown in Table 8, majority of respondents were senior officers (65.3%) followed by junior officers (25.1%), with only 9.5% of them occupy managerial roles. This indicates most of the respondents hold middle and lower operational supervisory functions rather than managerial roles. Senior and managerial employees are likely to develop emotional intelligence skills because of their leadership responsibilities. On the other hand, junior officers remain in the process of skill development which indicates the need for suitable training and mentorship programs. Therefore, the organization should concentrate on preparing junior employees for future senior positions through emotionally intelligent leadership training programs.

4.3. Descriptive Statistics Analysis Related to Emotional Intelligence and Conflict Management

This section explains how employees at the Commercial Bank of Ethiopia head office rated themselves on emotional intelligence and conflict management questionnaire. The respondents were given a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Mean and standard deviation was used for descriptive statistics to assess the emotional intelligence and conflict management of respondents. The mean indicates to what extent the sample group averagely agreed or not agreed with the different statements. The lower the mean, the more the respondents disagreed with the statements. The higher the mean, the more the respondents agreed with the statement (Boone & Boone, 2012). On the other hand, standard deviation shows the variability of an observed response from a single sample (Tavakol & Dennick, 2011). The descriptive statistics analysis related to emotional intelligence and conflict management is presented in the following tables.

Table 9: Perceive Emotion

Descriptive Statistics

No.	Items	N	Mean	SD
1	I have a good understanding of my own emotions.	199	4.15	.968
2	I always know whether I am happy or not.	199	4.03	1.108
3	I can recognize my emotions as I experience them.	199	4.06	.894
4	I can express my emotions clearly to others.	199	3.76	1.123
Overall Mean & SD			4	1.02

Source: Own survey questionnaire, 2025

As shown in Table 9, the descriptive statistics for the “Perceive Emotion” dimension of emotional intelligence among employees at Commercial Bank of Ethiopia. The overall mean score of (Mean = 4.02), which indicates a generally high level of self-reported emotional perception among respondents and the average score of standard deviation (SD=1.02) shows variability in the response which implies some of the respondents lack this foundational EI skill which gives insight for possible emotional detection training.

Items such as “I have a good understanding of my own emotions” (M = 4.15) and “I can recognize my emotions as I experience them” (M = 4.06) were particularly high. However, the item “I can express my emotions clearly to others” scored slightly lower (M = 3.76) and the highest standard deviation (SD = 1.123), indicating while many employees recognize their emotions, they may find it more challenging to communicate those emotions effectively to others. This suggests an area for potential improvement, as the ability to express emotions is crucial for effective interpersonal communication and collaboration.

Table 10: Understanding Emotions

Descriptive Statistics

No.	Items	N	Mean	SD
1	I am sensitive to the feelings and emotions of others.	199	3.60	1.068
2	I can tell when my colleagues feel upset even if they do not express it.	199	3.63	1.016
3	I understand the emotions of people around me.	199	3.89	.994
4	I can predict how others will react emotionally in different situations.	199	3.66	.991
Overall Mean & SD			3.70	.782

Source: Own survey questionnaire, 2025

The above Table 10 presents the descriptive statistics for the “Understanding Emotion” dimension of emotional intelligence. The overall mean score is 3.70 with a standard deviation of 0.782, shows relatively low variability in responses. Among the individual items “I understand the emotions of people around me”, had the highest mean score of (M = 3.89, SD = 0.994) suggesting that many employees understand emotional states of their peers. The items “I am sensitive to the feelings and emotions of others” (M = 3.60, SD = 1.068) and “I can predict how others will react emotionally in different situations” (M = 3.66, SD = 0.991) indicate that respondents moderately agree with their ability to understand their peers’ emotional responses. The item “I can tell when my colleagues feel upset even if they do not express it” had a mean of 3.63 and a relatively low standard deviation (SD = 1.016), showing consistency in the perceived ability to read unspoken emotional cues. Overall, the findings suggest that while employees generally understand the emotions of those around them, there is still room for development and training especially in enhancing empathy and emotional prediction.

Table 11: Managing Emotions

Descriptive Statistics

No.	Items	N	Mean	SD
1	I can control my emotions when facing difficulties at work.	199	3.62	1.089
2	I keep calm even when I am criticized at work.	199	3.54	1.104
3	I can handle stressful situations without letting emotions affect my performance.	199	3.64	1.039
4	I recover quickly after experiencing strong emotions (e.g., anger, sadness).	199	3.64	1.118
Overall Mean & SD			3.62	.907

Source: Own survey questionnaire, 2025

Table 11 shows the descriptive statistics for the "Managing Emotions" dimension of emotional intelligence. The overall mean score is 3.62 with a standard deviation of 0.907 shows relatively consistent responses across participants which indicates that respondents generally agree they possess moderate to strong managing emotions skills. The two statements “I can handle stressful situations without letting emotions affect my performance” (SD = 1.039) and “I recover quickly after experiencing strong emotions (e.g., anger,

sadness)” (SD = 1.118) had the highest mean scores of (M = 3.64). These results indicates that many employees can maintain productivity even in emotionally charged situations. The statement “I can control my emotions when facing difficulties at work” also has a relatively strong mean score (M = 3.62, SD = 1.089) indicating a solid level of emotional regulation among respondents. The statement “I keep calm even when I am criticized at work” had the lowest mean (M = 3.54, SD = 1.104) indicating criticism may be more emotionally challenging experience for some employees. These findings imply a reasonable ability to manage emotions in the workplace therefore targeted feedback handling training could enhance emotional management among employees.

Table 12: Facilitating Emotions

Descriptive Statistics

No.	Items	N	Mean	SD
1	I use my emotions to improve my decision-making.	199	3.37	1.207
2	I let my emotions guide me in solving workplace problems.	199	3.25	1.226
3	I use my emotions to improve my interactions with colleagues and customers.	199	3.49	1.123
4	When making decisions, I consider how I and others will feel about the outcome.	199	3.70	1.049
Overall Mean & SD			3.45	.970

Source: Own survey questionnaire, 2025

Table 12 presents the descriptive statistics for the "Facilitating Emotions" dimension, which focuses on how individuals use their emotional awareness to enhance thinking, decision-making, and interpersonal interactions. The overall mean score of 3.45 and SD=.970, showing the lowest average among the emotional intelligence components measured in this study. The statement “When making decisions, I consider how I and others will feel about the outcome,” had highest mean score of (M = 3.70, SD = 1.049) indicating that many respondents are mindful of emotional impacts during decision-making processes. The statement “I let my emotions guide me in solving workplace problems,” received the lowest mean score of (M = 3.25, SD = 1.226) indicating hesitation in using emotions as a primary tool for problem-solving. The statements” I use my emotions to improve my decision-making.” (M = 3.37, SD = 1.207) and “I use my emotions to improve my interactions with

colleagues and customers “(M = 3.49, SD = 1.123), received moderately favorable responses but still indicated room for growth. The relatively high standard deviations in all items suggest diverse emotional facilitation abilities among employees. Which indicates while some employees are skilled at integrating emotions into their thinking and others may require development. Finally targeted training initiatives that focus on emotional insight and its practical application in decision-making and workplace interactions.

Table 13: Conflict Management

Descriptive Statistics

No.	Items	N	Mean	SD
1	I try to win my arguments, even if others disagree.	199	3.13	1.110
2	I use my authority to make decisions in conflicts.	199	3.01	1.287
3	I try to find a solution that benefits both sides.	199	3.91	1.083
4	I actively listen to others’ viewpoints before deciding.	199	4.02	1.052
5	I try to find a middle ground in conflicts.	199	3.78	1.021
6	I make trade-offs to resolve disagreements.	199	3.50	1.053
7	I avoid discussing conflicts.	199	2.96	1.230
8	I withdraw from conflicts instead of dealing with them.	199	2.83	1.309
9	I let others have their way, even if I disagree.	199	3.38	1.121
10	I prioritize maintaining relationships over winning arguments.	199	3.78	1.083
Overall Mean & SD			3.43	.774

Source: Own survey questionnaire, 2025

Table 13 summarizes the descriptive statistics for conflict management styles among employees at the Commercial Bank of Ethiopia Head Office based on the Thomas-Kilmann Conflict Mode Instrument (TKI). The overall mean score of 3.43 (SD = 0.774) suggests a moderate tendency toward constructive conflict management among respondents.

Among the items the highest-rated items were statements related to collaborating style. Statements such as “*I actively listen to others’ viewpoints before deciding*” (M = 4.02) and “*I try to find a solution that benefits both sides*” (M = 3.91) indicate that collaborating which

involves high assertiveness and high cooperativeness is the most frequently used conflict management strategy. Employees show a strong willingness to find mutual solutions and consider alternative perspectives. Statements related to compromising style such as “*I try to find a middle ground in conflicts*” (M = 3.78) and “*I make trade-offs to resolve disagreements*” (M = 3.50) scored above the overall mean which indicates many employees use balanced solutions that partially satisfy both parties.

In contrast, statements measuring avoiding style such as “*I withdraw from conflicts instead of dealing with them*” (M = 2.83) and “*I avoid discussing conflicts*” (M = 2.96) scored the lowest. This suggests that most employees avoid addressing conflict which shows a proactive conflict culture. Statements measuring competing style such as “*I use my authority to make decisions in conflicts*” (M = 3.01) reflects a limited use of the competing style which involves high assertiveness but low cooperativeness. This lower score implies that employees may prefer collaborative resolution over showing dominance. Statements measuring accommodating style such as “*I let others have their way, even if I disagree*” (M = 3.38) and “*I prioritize maintaining relationships over winning arguments*” (M = 3.78) show a moderate use of the accommodating style which indicates maintaining harmony is valued.

Finally, the findings indicate that employees prefer collaborative and compromise conflict management styles, while the least preferred conflict management styles are avoidance and competing. Even though this suggests a healthy conflict management culture it might be beneficial for the organization to provide additional training which focused on enhancing assertiveness and decision-making in challenging conflict situations. This would help ensure employees are not only able to maintain positive relationships but are also equipped to assert their perspectives confidently when necessary

4.4. Pearson Correlation Analysis Between Emotional Intelligence and Conflict Management

When analyzing relationships between variables, correlation is one of the most fundamental and practical statistical tools available (Mukaka, 2012). This research used Pearson correlation to examine how different aspects of emotional intelligence such as understanding emotions, managing emotions, perceiving emotions, and Facilitate emotion relate to conflict management skills. According to (Mukaka, 2012) guidelines for interpreting correlation coefficients correlations of 0.00 – 0.30 are considered Negligible, correlations of 0.30 – 0.50 shows Low relationship, correlations of 0.50 – 0.70 indicates Moderate relationship,

correlations of 0.70 – 0.90 represents High relationship and correlations of 0.9-1.0 are considered very High relationship.

Correlations

Table 14: Pearson Correlations between Emotional Intelligence and Conflict Management

		Perceive emotion	Understand emotion	Manage emotion	Facilitate Emotion	Conflict management
Perceive Emotion	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	199				
Understand Emotion	Pearson Correlation	.508**	1			
	Sig. (2-tailed)	.000				
	N	199	199			
Manage Emotion	Pearson Correlation	.522**	.495**	1		
	Sig. (2-tailed)	.000	.000			
	N	199	199	199		
Facilitate Emotion	Pearson Correlation	.447**	.630**	.409**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	199	199	199	199	
Conflict Management	Pearson Correlation	.599**	.611**	.465**	.582**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	199	199	199	199	199

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Own survey questionnaire, 2025

Table 14 shows the result of Pearson correlation analysis conducted to examine the relationship between the four dimensions of emotional intelligence (perceiving, understanding, managing, and facilitating emotions) and conflict management among employees at Commercial Bank of Ethiopia head office. The results showed statistically significant positive correlations between each dimension of emotional intelligence and conflict management ($p < .001$). The highest correlation with conflict management is showed by understanding emotion ($r = .611$), which indicates the ability to understand others' emotional states is particularly important in managing conflicts. perceiving emotion was also positively correlated with conflict management ($r = .599$), suggesting that employees who are more aware of their own emotions tend to manage conflicts more effectively. facilitating emotion ($r = .582$) also had a strong positive correlation, suggesting that using emotions to guide thinking contributes to conflict management. From the four EI dimensions managing emotion had a lower but significant correlation ($r = .465$) which indicates while managing emotion is important it may be less directly linked to conflict management than other EI dimensions.

Finally, these results showed that emotional intelligence is positively associated with effective conflict management, with understanding and perceiving emotions playing especially critical roles.

4.5. Regression Assumption Test for Regression Model

In this section regression assumption test were conducted to ensure the validity and reliability of regression. This study used assumption tests such as multicollinearity, normality, homoscedasticity, and linearity

4.5.1. Multicollinearity test

Multicollinearity happens when the independent variables in a model are too closely related, which makes it hard to figure out which one is really influencing the dependent variable (Kothari, 2011). As (Zikmund et al., 2010) explained when predictors are too connected the effects start overlapping which becomes hard to separate their individual impacts multicollinearity test is done using Tolerance and Variance Inflation Factor (VIF). According to Pallant (2020), tolerance is an indicator of how much of the variability of the specified

independent is not explained by the other independent variables in the model, whereas VIF is the inverse of the tolerance effect. The larger the VIF above 10 and the lower the tolerance below 0.1 indicate the presence of multicollinearity (Pallant,2020)

Table 15:Multicollinearity Test

Coefficients^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Perceiving Emotions	.630	1.587
	Understanding Emotions	.510	1.959
	Managing Emotions	.652	1.534
	Facilitate emotion	.578	1.731
a. Dependent Variable: Conflict Management			

Source: Own survey questionnaire, 2025

The multicollinearity test shown on the above Table 15 shows all VIF values are between 1.534 and 1.959 which is below 10 and the tolerance levels are ranged from 0.510 to 0.652 which is above 0.1. Since all values fall within acceptable range, it can be concluded that there is no multicollinearity issue among emotional intelligence dimensions in predicting conflict management.

4.5.2. Linearity Test

Linearity refers to the degree to which the change in the dependent variable is related to the change in the independent variables. To determine whether the relationship between dependent variable (Conflict Management) and the independent variables (Perceiving emotions, understanding emotions, managing emotions and Facilitate emotion) is linear, plots of the regression residuals through SPSS software is used. As shown in Figure 2 most of the points are close to the diagonal line, which suggests that as emotional intelligence skills increase, conflict management abilities tend to improve at a steady, predictable rate without any weird curves or thresholds which shows the existence of linear relationship between the outcome variable and the independent variables.

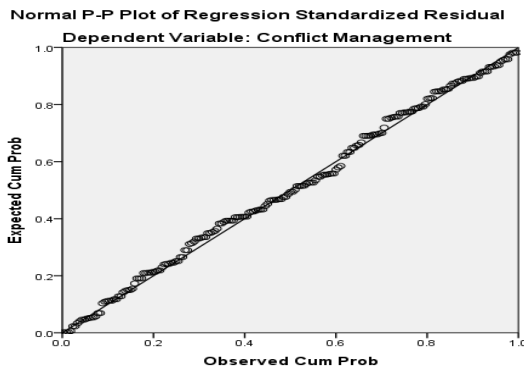


Figure 2: Normal P-P Plot of Standardized Residual

Source: own survey questionnaire, 2025

4.5.3 Normality Test

According to (Hair et al., 2010), normality refers to the shape of data distribution for an individual metric variable and its correspondence to the normal distribution, the benchmark for statistical methods. In cases where data distribution is non-normal, it makes statistical tests invalid. Figure 3 shows the frequency distribution of standardized residuals compared to a normal distribution. As you can see, although there are some residuals that are relatively far away from the curve, many of the residuals are close. Moreover, the histogram is bell shaped which indicates that the residual or disturbance errors are normally distributed and when histograms are close to zero it is assumed that the data is normally distributed for the dependent variable.

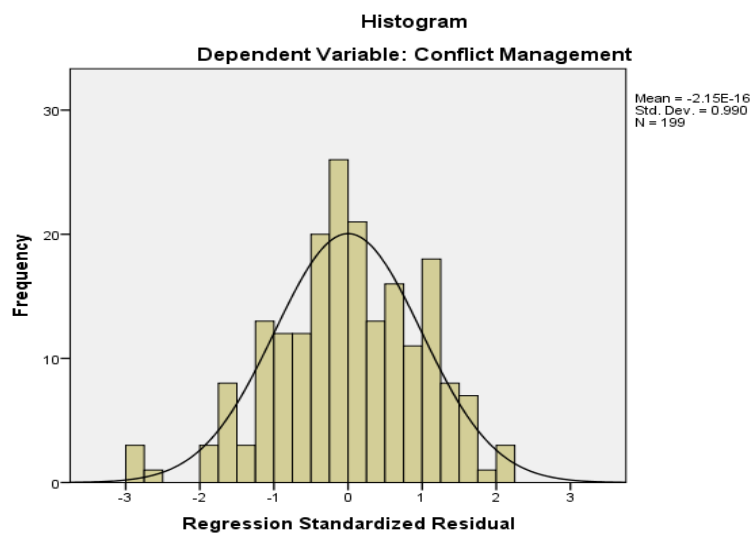


Figure 3: Normality Distribution of Standardized Residual

Source: Own survey questionnaire, 2025

4.5.4 Homoscedasticity Test

Homoscedasticity means that the variance of prediction errors or residuals should remain constant across all levels of the independent variables (Osborne & Waters, 2002). When this assumption is met, the model's predictions are equally accurate throughout the entire range of data. Violations of this assumption is called heteroscedasticity, which leads to inefficient estimates and biased standard errors that affect the validity of hypothesis tests (Hayes & Cai, 2007). Therefore, homoscedasticity test is key assumption in regression analysis that ensures the reliability of regression results.

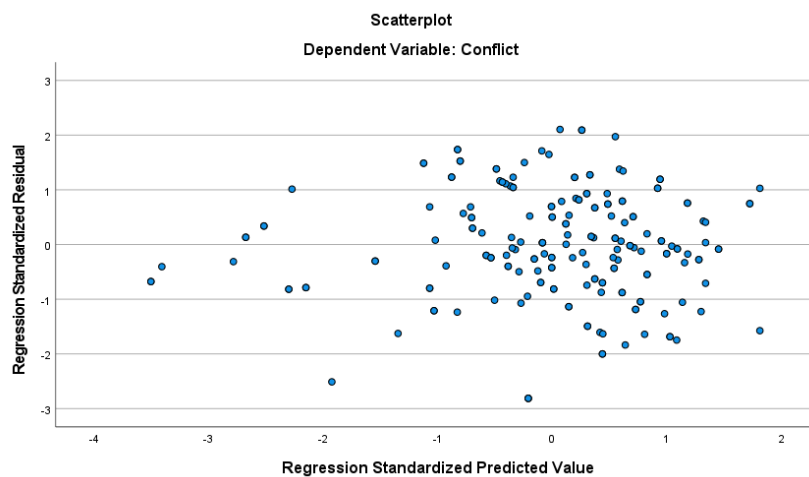


Figure 4: Scatter Plot of ZRESID and the ZPRED values of the Data

Source: Own survey questionnaire, 2025

Figure 4 shows that there is no funnel, curved shaped scatter. The scatterplot shows even spread of residuals across predicted value. This indicates the data meets homoscedasticity test ‘assumption which is important for valid regression result

4.6. Regression Analysis

The predictive relationship between emotional intelligence dimensions and conflict management is examined by multiple linear regression analysis. The dependent variable was conflict management and the independent variables included perceive emotion, understand emotion, manage emotion, and facilitate emotion. The aim was to determine the extent to which these emotional intelligence components predict the ability to manage conflict effectively.

4.6.1 Model Summary

Table 16: Model Summary

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.725 ^a	.526	.517	.537	2.216
a. Predictors: (Constant), Facilitate emotion, Managing Emotions, Perceiving Emotions, Understanding Emotions					
b. Dependent Variable: Conflict Management					

Source: Own survey questionnaire, 2025

Table 16 presented the model summary. The model showed coefficient of R value of .725, indicating a strong positive correlation between EI dimensions and conflict management. The R Square value of .526 indicates that these four EI elements account for 52.6% of the variability in conflict management. The remaining 47.4% of the variation remains unexplained, indicating additional influences such as personality traits, leadership experience, and communication skills may also contribute to conflict management.

The Adjusted R Square value of .517 indicates that 51.7% of the variation in conflict management is reliably explained by emotional intelligence components after accounting for the number of predictors. The standard error of the estimate (SEE) is .537 shows the average distance that the observed values fall from the regression line. This indicates that while the model provides relatively accurate predictions, there is still some unpredictability in individuals' conflict management abilities. This suggests factors such as negotiation skills, workplace culture, or personal temperament may also play a role and could be explored in future research to better understand conflict management strategies.

Durbin-Watson statistic ranges from 0 to 4. Table 16 shows a Durbin-Watson statistic result of 2.216 which lies in the acceptable range of 1.5 to 2.5, indicating that there is no serious autocorrelation in the residuals of the model.

While the importance of emotional intelligence in conflict management has been well-established in prior research, this study adds to the literature by empirically examining the distinct predictive contributions of the four components of emotional intelligence perceiving,

understanding, managing, and facilitating emotions within the specific organizational context of the Commercial Bank of Ethiopia. This context-specific analysis offers new insights into how each component uniquely influences conflict management in a real-world institutional setting.

4.6.2 Analysis of Variance (ANOVA^a)

According to (Field, 2024), ANOVA in regression tests whether the independent variables collectively explain the variance in the dependent variable. The ANOVA test is conducted to determine whether the four components of emotional intelligence (perceiving, understanding, managing, and facilitating emotions) collectively have a significant effect on conflict management. The result is presented in the following table.

Table 17: ANOVA^a

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	62.387	4	15.597	53.908	.000 ^b
	Residual	56.128	194	.289		
	Total	118.515	198			
a. Dependent Variable: Conflict Management						
b. Predictors: (Constant), Facilitate emotion, Managing Emotions, Perceiving Emotions, Understanding Emotions						

Source: Own survey questionnaire, 2025

The above Table 17 shows ANOVA table which evaluates the overall significance of the regression model in explaining conflict management. The Regression Sum of Squares (SS) = 62.387, representing the variation in conflict management explained by the independent variables (Facilitate emotion, Managing Emotions, Perceiving Emotions, and Understanding Emotions). The Residual Sum of Squares (SS) = 56.128 shows the unexplained variation, while the Total Sum of Squares = 118.515 represents the overall variation in conflict management.

In terms of degrees of freedom (df), the regression model has 4 df (one for each predictor), and the residual df is 194 (total sample size minus the number of predictors and intercept),

giving a total df of 198. The Mean Square values, calculated by dividing the sum of squares by their respective degrees of freedom, are 15.597 for regression and 0.289 for residual

The F-statistics (53.908) indicates how well the model explains the dependent variable compared to random variation. A higher F-value suggests a significant relationship between at least one predictor and conflict management. The p-value (0.000) confirms the model's statistical significance, as it is well below 0.05, meaning at least one independent variable significantly predicts conflict management. The ANOVA results confirm that the regression model is a strong fit predicting significantly conflict management.

4.6.3 Regression Coefficients

The regression coefficients show how different emotional intelligence skills contribute to conflict management in Commercial Bank of Ethiopia head office.

Table 18: Regression Model for Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.403	.216		1.868	.063
	Perceiving Emotions	.299	.058	.322	5.176	.000
	Facilitate emotion	.198	.052	.248	3.815	.000
	Understanding Emotions	.255	.068	.258	3.730	.000
	Managing Emotions	.057	.052	.068	1.104	.271

Source: Own survey questionnaire, 2025

Looking first at the unstandardized coefficients (B) shows the actual change in conflict management per unit increase in each EI dimension. We see that Perceiving Emotions has the strongest effect (B = 0.299, p < 0.001) which implies for each 1-point increase in this skill corresponds to a 0.299-point improvement in handling conflicts. Understanding Emotions (B = 0.255, p < 0.001) and Facilitate emotion (B = 0.198, p < 0.001) show smaller but still meaningful effects. Although Managing Emotions (B = 0.057, p = 0.271) did not have a

statistically significant effect on conflict management in this model, it remains a key construct within the emotional intelligence framework. The lack of significance in this sample may be due to contextual factors or limitations such as sample size. Future research may further explore this relationship, including the possibility of indirect effects or mediating variables that were not captured in the current model.

However, when we examine the standardized coefficients (Beta) which show the relative importance of each variable in the same measurement scale Perceiving Emotion ($\beta = .322$) remains strong predictor, followed by Understanding Emotion ($\beta = .258$) and Facilitate emotion ($\beta = .248$), while Managing Emotion ($\beta = .068$) contributes little. The constant term ($B = 0.403$, $/p = .063$) indicates there is some baseline conflict management ability beyond what these EI factors explain. Finally, these results suggest that training programs should emphasize perceiving emotion and understanding. These four EI dimensions collectively explain only about 52.6% of conflict management ability making room for other factors like communication skills or workplace culture.

Based on the result of regression analysis the following regression equation is presented:

$$Y=0.403+0.299X1+0.255X2+0.057X3+0.198X4$$

Where, Y= Conflict Management

X1= Perceiving Emotions

X2= Understanding Emotions

X3= Managing Emotions

X4= Facilitate emotion

4.7. Discussion of Hypothesis Testing

The four hypotheses developed in chapter two was tested based on the regression coefficient values. To test the hypothesis multiple regression was used on SPSS

Hypothesis 1

H10: There is no significant effect between perceiving emotions and conflict management at CBE.

H11: There is a significant effect between perceiving emotions and conflict management at CBE.

The regression coefficient results shown on the above Table 18 indicate that perceiving emotions has a statistically significant positive effect on conflict management ($B = 0.299$, $T = 5.176$, $p < 0.001$). Therefore, $H_{0\ 1}$ is rejected. This suggests that the ability to perceive emotion is an important factor in effectively managing conflicts in Commercial Bank of Ethiopia. This finding aligns with prior studies by Jordan & Troth (2021) that found perceiving emotions to be a strong predictor of workplace conflict management.

Based on the open-ended responses, perceiving emotion plays an important role in conflict management by helping employees to recognize their emotional state which reduces misunderstandings. Respondents indicated that when employees recognize and correctly interpret their emotions it becomes easier to respond appropriately and calmly during tense situations. This awareness prevents emotional escalation and promotes peaceful dialogue. The respondents also mentioned addressing challenges related to perceiving emotion training and creating awareness on emotional intelligence so that employees can better recognize both their own and colleagues' emotion. This eventually contributes to a healthier work environment and more effective conflict management.

Hypothesis 2

H20: There is no significant effect between facilitating emotions and conflict management at CBE.

H21: There is a significant relationship between facilitating emotions and conflict management at CBE.

The result of the multiple regression as shown on the above Table 18, suggests that Facilitate emotion through emotion also shows a statistically significant effect on conflict management ($B = 0.198$, $T = 3.815$, $p < 0.001$). Thus, $H_{0\ 2}$ is rejected. This means individuals who can use emotional input to guide thinking are more effective at conflict management. This supports existing emotional intelligence literature by Jones and Bodtker (2001), which analyzed simulated workplace mediations and identified strategies that cause emotional communication, such as encouraging emotion identification and perspective-taking. These strategies found facilitating emotional expression has a positive effect on conflict management.

According to the open-end question response, facilitating emotion plays a crucial role in conflict management by enabling individuals to use emotions positively to guide thinking and

behavior during conflicts. Respondents noted that using emotion to guide decisions helps reduce conflicts and promotes collaborative problem-solving. However, some respondents expressed confusion or lack of clarity about how to properly use their emotions in high-pressure situations which indicates a need for more structured support. To solve this issue targeted emotional intelligence training that focuses on practical techniques for facilitating emotion to manage conflict is useful. Additionally, providing counseling or support systems could help employees feel more confident in using emotions helps during conflict.

Hypothesis 3

H30: There is no significant effect between understanding emotions and conflict management at CBE.

H31: There is a significant effect between understanding emotions and conflict management at CBE.

The result of the multiple regression as shown on the above Table 18, implies that understanding emotions has a significant positive impact on conflict management ($B = 0.255$, $T = 3.730$, $p < 0.001$). Therefore, $H_0 3$ is rejected. This indicates that employees who understand emotions are better equipped to manage conflict. The study by Jordan & Troth (2021) highlights that individual with higher emotional intelligence, particularly in understanding emotions, are better equipped to navigate team conflicts. This involves recognizing complex emotions and anticipating emotional transitions, which are important for managing conflict.

According to the open-end findings, understanding emotion plays important role in conflict management by helping individuals understanding why they feel a certain way helps in conflict management. Respondents highlighted that understanding that frustration may come from unfulfilled expectations or miscommunication helps for thoughtful responses during conflicts. However, some respondents struggle to fully grasp the emotional dynamics during disagreements which can affect effective conflict resolution. To address this, the bank can provide emotional intelligence workshops focused on developing emotional understanding, and improving interpersonal sensitivity. Regular team-building activities also help employees practice emotional understanding in a supportive environment.

Hypothesis 4

H40: There is no significant effect between managing emotions and conflict management at CBE.

H41: There is a significant effect between managing emotions and conflict management at CBE.

The result of the multiple regression as shown on the above Table 18, shows that managing emotions was not statistically significant ($B = 0.057$, $T = 1.104$, $p = 0.271$), therefore we fail to reject H_{04} . This implies in this model context managing emotion did not contribute significantly to conflict management. This result may reflect contextual or cultural factors at CBE, or limitations such as sample size. The study by Joseph & Newman (2010) found that managing emotion had a weaker and sometimes non-significant effect on social outcomes like teamwork and conflict management compared to emotion perception and understanding.

According to the open-end response, managing emotion paly important role in conflict management by helping managers control their emotional reactions and respond calmly and constructively during disagreements. Even though its insignificant in quantitative finding the difference in the quantitative and qualitative findings can be because of difference in roles and perspectives of the respondents. The quantitative data was collected from employees, while the qualitative responses came specifically from managers. Managers are typically more involved in overseeing team dynamics, resolving conflicts, and making decisions, which gives them a broader perspective on the importance of managing emotion in the workplace. They are more likely to observe how unregulated emotions escalate conflicts or how emotional regulation contributes to resolution. Employees, on the other hand, may not always be aware of how their emotional reactions affect conflict. Therefore, while managing emotion did not show significance statistically among employees, it emerged as a key theme in the managers' qualitative responses highlighting its strategic value in conflict management from a leadership point of view which implies a need for targeted training and organizational support to enhance emotional control during conflict.

4.8 Hypothesis Testing Summary

The following table shows the summary of hypothesis testing.

Table 19: Hypothesis Testing Summary

Hypothesis	Description	Unstandardized Beta coefficient	Sig	Decision
H10	There is no significant effect between perceiving emotions and conflict management at CBE.	0.299	.000	Rejected
H20	There is no significant effect between facilitating emotions and conflict management at CBE.	0.198	.000	Rejected
H30	There is no significant effect between understanding emotions and conflict management at CBE.	0.255	.000	Rejected
H40	There is no significant effect between managing emotions and conflict management at CBE.	0.057	0.271	Accepted

CHAPTER FIVE

5. FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the results from chapter four, conclusion, recommendation and direction to future work.

5.1. Summary of the findings

This research investigated the effect of emotional intelligence (EI) on conflict management within the Commercial Bank of Ethiopia (CBE) head office. The study utilized both explanatory and descriptive research approach. A standard questionnaire developed by different scholars was used to collect the data. The study used both qualitative and quantitative approaches. Among total population 210 respondents were selected for the study and achieved a 95% response rate, reflecting a strong engagement from the target population regarding the importance of emotional intelligence (EI) and conflict management. Stratified and Purposive sampling technique were used to select respondents. Descriptive and inferential statistics was used to analyze the collected data using SPSS Version 25 software. Regression analysis was used to quantify the relationship between the independent variable (emotional intelligence) and dependent variable (conflict management).

The statistical analysis showed all four EI components exhibited meaningful correlation to conflict management skills even though their strength varied. From the four EI variables understanding emotion showed the strongest relationship (0.611 correlation). The result of correlation analysis showed significant positive relationships between emotional intelligence dimensions and conflict management, emphasizing on the importance of understanding emotion in managing conflict. The model summary showed $R^2=52.6\%$ of the variance in conflict management explained by emotional intelligence. The R value of 0.725 indicates there is a strong relationship between the four EI component and conflict management. Mostly perceiving emotions, understanding emotions, and Facilitate emotion are shown to be significant predictors of conflict management success. These findings highlight the critical role of emotional intelligence in enhancing conflict management capabilities within the workplace

5.2. Conclusion

The study concludes that emotional intelligence plays important role in conflict management at Commercial Bank of Ethiopia. Employees who can perceive, understand, and use emotions effectively are more likely to resolve conflicts constructively. Although managing emotions was not a significant predictor in the quantitative data, its qualitative significance among managers suggests it plays leadership-level role in conflict management. Finally, prioritizing EI development not only empowers employees to manage conflicts effectively but also strengthens the organization's long-term success in an increasingly competitive financial sector. The findings suggest that organizations should prioritize emotional intelligence training to enhance conflict management capabilities and promote healthy workplace relationships.

5.3. Recommendations

Based on the finding of the study on the effect of emotional intelligence on conflict management in case of Commercial Bank of Ethiopia the following actionable recommendations are proposed:

- ❖ Develop and implement structured Emotional Intelligence (EI) training for employees focusing on perceiving, understanding, and facilitating emotions as these components were found to significantly predict effective conflict management in the quantitative findings.
- ❖ Provide specialized EI workshops for managers to enhance their conflict management and leadership capabilities particularly emphasizing the managing emotions.
- ❖ Create a workplace culture that values emotional intelligence through regular feedback, team discussions, and emotional wellness initiatives.
- ❖ Integrate EI assessments with HR functions such as recruitment, leadership evaluations, and team-building exercises.
- ❖ Establish systems that measures EI program effectiveness by collecting and analyzing employee feedback for continuous improvement.
- ❖ Implement mentorship and coaching programs by pairing less experienced staff with emotionally intelligent colleagues.
- ❖ Conduct regular feedback sessions that focused on emotional intelligence and conflict management to promote continuous learning.

5.4. Limitation and Direction for Future Research

While this study provides valuable insights into the effect of emotional intelligence (EI) on conflict management at the Commercial Bank of Ethiopia (CBE) head office. It is important to acknowledge its limitations. First, due to time and resource constraints, the geographical scope of the research was limited to the CBE head office in Addis Ababa. This may affect the generalizability of the findings to other branches, regions, or financial institutions in Ethiopia. Second, the study focused only on managerial and clerical employees, thereby excluding non-clerical staff whose perspectives might offer additional insights. Third, the data collection relied heavily on self-reported questionnaires, which may be subject to social desirability bias or self-reporting inaccuracies. Although efforts were made to maintain anonymity and confidentiality to reduce these biases they may still have influenced the results.

Given these limitations these directions are recommended for future research. First, longitudinal studies could be conducted to track the development of emotional intelligence over time and its sustained impact on conflict management practices. Second, expanding the sample size to include various branches of CBE, other public and private banks, or comparing different regions would provide a more comprehensive understanding of the relationship between EI and conflict management in the banking sector. Third, future research should assess the effectiveness of emotional intelligence training programs by evaluating employees' competencies before and after the training. Exploring these areas would contribute to building a deeper and more applicable knowledge base in organizational behavior and human resource development.

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Appendix



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF POST GRADUATE STUDIES
DEPARTMENT OF MASTER OF BUSINESS ADMINISTRATION

Dear Respondents;

First of all, I would like to convey my gratitude for giving your precious time and energy to fill this questionnaire and contribute your part for the completion of this study. The purpose of the questionnaire is to collect data for research on the effect of emotional intelligence on conflict management in the case of CBE. The research is designed to identify effects of emotional intelligence on conflict management. The research outcomes are important for partial fulfillment of academic requirements of M.A. degree in Business Administration. Your genuine and honest response is very important for the success of the research and the researcher would like to thank you for your cooperation in advance.

General Guideline – There is no need to write your name.

Please put check mark (“√”) adjacent to your choice of answer. Write your short answer for open-ended questions. The scales are described as follows:

1= Strongly Disagree (SD), 2= Disagree (D), 3= Neutral (N), 4= Agree (A), 5 = Strongly Agree (SA)

Confidentiality - Any information gathered in this questionnaire will be used strictly for academic purposes only. There is no necessity for respondents to mention your name, position, department and any response gathered from this questionnaire will be kept private and treated with outmost secrecy.

PART ONE: Personal Background Information & others

- ❖ Sex: Male Female
- ❖ Age: 20-30 31-40 41-55 greater than 56
- ❖ Work experience in CBE: >5year 6–10-year 11-15 year 16 and above

- ❖ . Educational Background: Diploma Bachelor's Degree
Masters PhD and above

- ❖ Position: Junior officer Senior officer Management staff

PART TWO – Questions related to effects of emotional intelligence and conflict management in the case of CBE.

Please indicate the level of your agreement with the statement below (Please put (“√”) to indicate your answer). The response scale for the questions is as below:

1= Strongly Disagree (SD), 2= Disagree (D), 3= Neutral (N), 4= Agree (A), 5 = Strongly Agree (SA)

S/N	Item	SD	D	N	A	SA
1	Perceiving Emotions					
1.1.	I have a good understanding of my own emotions.					
1.2	I always know whether I am happy or not.					
1.3	I can recognize my emotions as I experience them.					
1.4	I can express my emotions clearly to others.					
2	Understanding Emotions					
2.1	I am sensitive to the feelings and emotions of others.					
2.2	I can tell when my colleagues feel upset even if they do not express it.					
2.3	I understand the emotions of people around me.					
2.4	I can predict how others will react emotionally in different situations.					
3	Managing Emotions					
3.1	I can control my emotions when facing difficulties at work.					
3.2	I keep calm even when I am criticized at work.					
3.3	I can handle stressful situations without letting emotions affect my performance.					
3.4	I recover quickly after experiencing strong emotions (e.g., anger, sadness).					

4	Facilitate emotion					
4.1	I use my emotions to improve my decision-making.					
4.2	I let my emotions guide me in solving workplace problems.					
4.3	I use my emotions to improve my interactions with colleagues and customers.					
4.4	When making decisions, I consider how I and others will feel about the outcome.					
	Conflict Management					
5.1	I try to win my arguments, even if others disagree.					
5.2	I use my authority to make decisions in conflicts.					
5.3	I try to find a solution that benefits both sides.					
5.4	I actively listen to others' viewpoints before deciding.					
5.5	I try to find a middle ground in conflicts.					
5.6	I make trade-offs to resolve disagreements.					
5.7	I avoid discussing conflicts.					
5.8	I withdraw from conflicts instead of dealing with them.					
5.9	I let others have their way, even if I disagree.					
6	I prioritize maintaining relationships over winning arguments.					

Based on your experience at CBE, what specific challenges do employees face when applying emotional intelligence to manage conflicts? How do you think these challenges can be addressed?

What training, policies, or workplace changes do you think would improve emotional intelligence and conflict management at CBE? Can you give an example?

From your experience, how does emotional intelligence influence your approach to resolving workplace conflicts?

Thank you very much for your cooperation!