

**THE MEDIATING ROLE OF TECHNOLOGY ADOPTION BEHAVIOR
BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG
CORPORATE AND ZONAL OFFICE EMPLOYEES OF ETHIO TELECOM**

HEAVEN GIRMA MELESSE

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School of Psychology

The Mediating Role of Technology Adoption Behavior between Emotional Intelligence and Job Satisfaction among Corporate and Zonal office Employees of Ethio telecom

By: Heaven Girma

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Advisor: Abera Tibebu (PhD)

ADDIS ABABA UNIVERSITY
College of Education and Behavioral Studies
School of Psychology

Declaration

I, Heaven Girma Melesse , declare that this thesis entitled: The mediating role of Technology Adoption Behavior between Emotional Intelligence and Job Satisfaction among corporate and zonal office employees of Ethio telecom submitted by me to award the degree of Master of Art in Developmental Psychology at Addis Ababa University, is my original work and it has not been presented for the award of any other Degree, Diploma, or fellowship of any other University or institution.

Heaven Girma Melesse

Approval page

The Mediating Role of Technology Adoption Behavior between Emotional Intelligence and Job Satisfaction among Corporate and Zonal office Employees of Ethio telecom

Heaven Girma Melesse

Approval of the Board of Examiners

1. Advisor: _____ **Signature:** _____ **Date:** _____

2. Internal Examiner: _____ **Signature:** _____ **Date:** _____

3. External Examiner: _____ **Signature:** _____ **Date:** _____

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Abstract

The digital era has transformed the work place globally in many paradigms. Ethiopia has articulated its commitment to digital transformation through the Digital Ethiopia 2025 strategy. This will reshape shape job satisfaction, and require adaptive capabilities such as emotional intelligence to navigate the challenges of digital transformation. This study investigated the relationship between emotional intelligence (EI), technology adoption behavior (TAB), and job satisfaction (JS), among permanent Ethio telecom employees in Addis Ababa. A quantitative correlational research approach utilizing stratified sampling design yielded a verified sample of 177 participants in fundamental divisions. Standardized measurements included Minnesota Satisfaction Questionnaire short form, Wong and Law Emotional Intelligence Scale (WLEIS) and a questionnaire that adopted the Unified Theory of Acceptance and Use of Technology Model (UTAUT). Simple linear and hierarchical multiple regressions confirmed that EI and TAB are significant predictors of Job Satisfaction. Hierarchical regression testing showed that TAB operates as a partial mediator between EI and JS, contributing a significant increment in variation. Furthermore, developmental comparative analysis through independent sample t-test indicated high stability across Early Adulthood (25–39) and Middle Adulthood (40–59) for both EI and TAB constructs, whereas Job Satisfaction proved distinctively higher within the older employees.

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Acronyms

JS - Job Satisfaction

EI – Emotional Intelligence

TAB – Technology Adoption Behavior

TRA – Theory of Reasoned Action

TAM – Technology Acceptance Model

MSQ – Minnesota Satisfaction Questionnaire

UTAUT – Unified Theory of Acceptance and Use of Technology Model

WLEIS - Wong and Law Emotional Intelligence Scale

CHAPTER ONE

INTRODUCTION

1.1 Background

Job satisfaction has been studied intensively both in terms of its factors and its predictive power of organizational success (Danziger & Dunkle, 2005). Globally researchers have identified that one of the core significant constructs in organizational psychology is job satisfaction which influences behaviors of employees in the work place (Schleicher et al., 2011). Research by Dagim and Singh (2023) indicates that the capacity to regulate personal emotional states while accurately interpreting the emotions of colleagues serves as a critical driver for achieving workplace satisfaction.

One of the key elements for determining an organization's overall success is the employees' job satisfaction. This has directed researchers to study the factors that contribute to a higher degree of job satisfaction. These factors are numerous and include the intrinsic and extrinsic components of the job. Job security, sense of achievement, and social status are considered intrinsic features. Factors such as salary, promotion, supervision and working condition are considered extrinsic elements of job satisfaction. Another important feature on determining job satisfaction is demography which includes the employee's age, gender, educational background, marital status, years of experience and number of children (Herzberg et al, 1957; cited in Scott, 2005).

Emotional intelligence has been identified as a significant predictor of job satisfaction (Shukla & Adhikari, 2016). In the study of Law et al (2004), it was shown that in middle aged adults higher

emotional intelligence is related to effective decision-making process and emotional regulation. Which also plays a major role in attitude towards the adoption and perception of technology in their daily activities.

The digital era has transformed the work place globally in many paradigms. Work settings have evolved in their digital communication platforms, and working from home capabilities due to various technological tools. These transformations have contributed in new employee experiences. Hence organizations must understand how employee's engagement towards technology affect job satisfaction in order to foster a harmonious working environment and boost productivity (Johnson, 2024).

As Steven *et al.* (2012) stated, an employee's attitude towards technology is highly attributed to their developmental stage. Technology adoption among middle aged adults age 40-60 may be slower compared to younger generations, studies suggest that middle-aged adults' willingness to adopt technology can be significantly subjected to operational simplicity, functional value, and the support available for integration into their daily routines (Venkatesh *et al.*, 2003). Given these developmental age differences, traditional factors of job satisfaction are now being re-evaluated in the within the landscape of organizational digitization.

1.2 Statement of the Problem

The acceleration of digitalization and technological innovation has become a defining feature of the global economy in recent years. In response, Ethiopia has articulated its commitment to digital transformation through the *Digital Ethiopia 2025* strategy, a national framework designed to leverage digital technologies for inclusive prosperity and sustainable economic growth. The strategy emphasizes that “digital technologies can unlock pathways to rapid economic growth, innovation, job creation and access to services” (Ministry of Innovation and Technology, 2021).

As a key contributor to the “Digital Ethiopia 2025” initiative, Ethio telecom supports the government’s vision of a digitally empowered economy. Ethio telecom has assumed a central role operationalizing the strategy by expanding digital infrastructure, introducing advanced services such as 5G, and facilitating the digitization of government services (Shega, 2020). Such developments are particularly relevant to organizational dynamics, as they influence employees’ technology adoption behavior, shape job satisfaction through improved systems and processes, and require adaptive capabilities such as emotional intelligence to navigate the challenges of digital transformation.

As Wright (2006) stated, job satisfaction is the most intensively studied variable in organizational research. In Ethiopia given the recent surge of the digitalization era there have not been studies done linking the variables emotional intelligence and technology adoption behavior towards job satisfaction in the telecom industry.

Understanding how employees' emotional intelligence influences their ability to adapt to digital changes and how their attitudes toward technology adoption shape their job satisfaction is essential for organizations.

The exploration of these variables across all ages is particularly relevant in the context of digitalization. This study seeks to expand knowledge by examining the relationship between emotional intelligence, technology adoption behavior, and job satisfaction, offering valuable insights to facilitate a smoother and more effective digital transition.

1.3 Research Questions

The main objective of the research is to investigate the predictive relationship of Emotional Intelligence, Technology Adoption Behavior and Job Satisfaction. To achieve these the following specific research questions were formulated.

Research Question 1: What is the level of Emotional Intelligence, Technology Adoption Behavior and Job satisfaction among corporate and zonal office employees of Ethio telecom?

Research Question 2: What is the difference of Emotional Intelligence and Technology Adoption Behavior levels among different demographic variables?

Research Question 3: What is the difference of Job satisfaction levels among different demographic variables?

Research Question 4: Does Technology Adoption Behavior mediate the relationship between Emotional Intelligence and Job Satisfaction among corporate and zonal office employees of Ethio telecom?

1.4 Objectives of the Study

1.4.1 General Objective

The primary objective of this study is examining the mediating role of Technology Adoption Behavior in the relationship between Emotional Intelligence and Job Satisfaction among Ethio telecom employees.

1.4.2 Specific Objectives

- To examine the level of Emotional Intelligence, Technology Adoption Behavior and Job Satisfaction.

- To examine if there is any demographic difference among participants on the levels of Technology adoption Behavior, Emotional Intelligence and Job Satisfaction.
- To investigate the direct influence of employees' Emotional Intelligence on their Job Satisfaction.
- To analyze the predictive influence of employees' Emotional Intelligence on their Technology Adoption Behavior.
- To determine the direct influence of Technology Adoption Behavior of employees and their Job Satisfaction.
- To evaluate the mediating influence of employees Technology adoption Behavior in the relationship between Emotional Intelligence and Job Satisfaction.

1.5 Significance of the Study

The significance of this study is its contribution to knowledge on the relationship between emotional intelligence, technology adoption behavior, and job satisfaction within the context of digital transformation. While these constructs have been studied individually, their interrelationship across all age groups in the Ethiopian telecom sector remains underexplored. By examining these variables together, the study expands the theoretical understanding of how emotional competencies influence technology adoption and subsequent job satisfaction. It also adds to the limited literature from developing countries, thereby providing a foundation for future empirical investigations in similar contexts.

1.6 Scope of the Study

The study only investigated the relationship between overall (internal and external) job satisfaction, emotional intelligence and technology adoption behavior. In order to compare age related differences, the study used cross sectional method.

Although Ethio telecom functions in the whole country, this study only focused on the offices in Addis Ababa since more than half of the employees are employed in the capital city and are exposed to technology integrated systems in their daily activities.

1.7 Operational Definition of Terms

Job Satisfaction (JS): Refers to participant's self-reported satisfaction on their job, operationally defined as the composite score obtained from the 20-item Minnesota Satisfaction Questionnaire Short Form (MSQ). For the purpose of this study, higher mean scores on the 5-point Likert scale (ranging from 1 = *Strongly Dissatisfied* to 5 = *Strongly Satisfied*) indicate a greater degree of perceived satisfaction regarding intrinsic and extrinsic job factors, including supervision, reward, working conditions and salary.

Emotional Intelligence (EI): Refers to the participants' self-assessed capability to process, understand, regulate and manage emotions within themselves and others. This variable is operationally quantified by the overall and subscale scores derived from the Wong and Law Emotional Intelligence Scale (WLEIS) developed by Chi-Sum Wong and Kenneth S. Law in 2002. Responses are measured on a 5-point Likert scale (1 = *Strongly Disagree* to 5 = *Strongly Agree*), where higher summed up scores represent capabilities in self-emotion appraisal, others' emotion appraisal, and the use and regulation of emotion.

Technology Adoption Behavior (TAB): Refers to the level of the participants' integration to digital tools, into their daily professional activities. This construct is operationally defined by the framework of the Unified Theory of Acceptance and Use of Technology (UTAUT) developed by Viswanath Venkatesh along with Michael G. Morris, Gordon B. Davis, and Fred D. Davis in 2003. It is measured via the adapted UTAUT questionnaire used in this study. Higher scores on the Likert 5= *Strongly Agree*) reflect a stronger intention to use and actual adoption behavior towards technology.

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CHAPTER TWO

LITERATURE REVIEW

In this chapter related research studies and conceptual framework about emotional intelligence, technology adoption behavior and job satisfaction is discussed. It gives a better perspective and elaborates on what has been done so far.

2.1 Job Satisfaction

Job satisfaction sits on the first row being the most intensively studied variable in organizational research (Wright 2006). Supporting this domination an article by Jex and Britt (2008), reported that over 21,000 publications about job satisfaction are found. In a literature review on job satisfaction article by Aziri (2011), organizational psychologists investigate employees' job satisfaction intensively as their prioritized task in order to design strategic interventions aimed at elevating workplace satisfaction.

Naderi (2012), defined job satisfaction as bundle of all the integration in the employee's attitude towards the salary, career growth, supervision, appreciation, company policies, work settings and relationship with colleagues that contributes to overall job satisfaction. A simpler definition of job satisfaction by Jung and Yoon (2016), is attributed to the individual's attitude of the job itself. Job satisfaction plays a major central role in contributing to factors of promotion, income, productivity, reward, and sense of achievement. An employee's job satisfaction is not only an individuals' sense of achievement it is also closely tied to the organization's operational throughput and optimized resource utilization. (Kaliski, 2007).

The passion, interest and dedication an individual holds regarding their work reflects through job satisfaction. The feeling of accomplishment at the end of completing a task or submitting an assignment without the reliance of the actual result resembles job satisfaction (Saiyadain, 2007).

As Nyanga et al. (2012), stated the success and development of an organization and occupational fulfilment of the employee forms a looping relationship. When an employee extends its full capacity in the advancement of the organizations development, the organization in turn works on the necessary advancements that help boost the employees' occupational satisfaction as a result the organization achieves overall success.

Treputtharat and Tayiam (2014), in their research identified six core institutional variables that directly influence workplace contentment Employee satisfaction is attributed to established performance benchmarks, group unity, and leadership quality, alongside personal responsibility, reward structures, and a collective sense of success.

Ambachew (2014), pointed that defining factors indicating employees' job satisfaction are organizational citizenship behaviors which are mostly the general attitudes towards the job. Examples of these factors are satisfaction related to promotion and chances given for advancement and if the job by itself is perceived to be enjoyable or not.

There are three variables involving job satisfaction behavioral, intellectual and emotional. An employee's daily practices in the work place manifest as behaviors such as punctuality and leave management this is considered the behavior variable. The perception of the difficulty and challenges of one's own occupation is the intellectual variable. Emotional facets towards the employment between the edges of pleasure and exhaustion comprise the emotional variable (Suleman *et al.*, 2020).

2.2 Emotional Intelligence

According to Galal *et al.* (2023), emotional intelligence has been attracting a considerable attention in psychological researches. The organizational and business settings have shown a growing interest in emotional competencies. Furthermore, emotional intelligence is considered as one of the basic tools for achieving a successful life and psychological well-being (Bar-On, 2001).

Research on emotional and social intelligence was initially limited with most studies focused on cognitive and brain-based intelligence. However, scholarly attention has gradually shifted to emotional and social intelligence (Abu-Shanab & Abu-Shanab, 2019). The emergence of social media has facilitated greater interaction between emotional and social intelligence thereby significantly reshaping people's lives (Abu-Shanab, 2022).

Social intelligence was categorized as a key element in human intelligence in the theory of multiple intelligence proposed by Gardner (1983) and Gardner and Hatch (1989). Later the term emotional intelligence was introduced in Mayer and Salovey literature in 1997. The term kept developing subsequently in academic literature when Goleman (1996) argued that emotional intelligence matters more than standard intelligence quotient (IQ).

Mayer and Salovey (1997), defined emotional intelligence in four ability dimensions. Precise observation, evaluation and expression of emotion; the utilization of emotion to enhance cognitive ability; the comprehension of complex emotional information; and the management of emotions to foster personal and intellectual development.

Theories of emotional intelligence are categorized into ability model and mixed model (Suleman *et al.*, 2020). The ability model characterizes emotional intelligence as a skill set of cognitive and

intellectual capabilities. In contrast the mixed model integrates these standard emotional skills with personal characteristics and dispositional traits like optimism.

According to Bar-On (2001) trait model, emotional intelligence can be measured in five distinct domains. Intrapersonal competencies, interpersonal skills, adaptability, stress management and general mood. At its central component emotional intelligence integrates both internal self-awareness and external social intelligence. Excelled control and regulation of emotion including and deep sense of empathy for themselves and others is demonstrated in individuals with higher emotional intelligence (Wijekoon et al., 2017).

The research framework in Abu-Shanab (2022) study brakes down emotional intelligence in four foundational pillars for cultivating self-efficacy. Self-awareness, self-management or emotional adaptability, social awareness or empathy and relationship management or social skills. In a professional context, these internal regulatory skills interact with social awareness or empathy (SoA), which governs how individuals perceive and approach others. Ultimately, the competencies gained from both personal regulation and social awareness converge to enhance relationship management or social skills (SS), forming the progressive mechanism that builds self-efficacy.

2.3 Emotional Intelligence and Job Satisfaction

In recent years, researchers have taken a keen interest on emotional intelligence and job satisfaction due to the combined influence these two concepts have on an individual's personal and professional life (Galal *et al*, 2023). Scholars emphasize the significance of emotional intelligence in shaping employee's professional behavior. Furthermore, Coetzee and Harry (2014), state that an individual's career behavior is a product of the emotional intelligence that comprises of relationships with colleagues, emotional expression and most importantly professional decision making.

Their ability to handle challenges and difficult situation on the work environment stems from their ability to understand and control their emotions and others. Higher emotional intelligence also helps in building team spirit and fostering a better work environment. The skillset in the understanding, expressing and managing emotions also paves the way for career growth and development. Individuals will be equipped emotionally in taking on tasks and managing challenging situations and curb any obstacle. This will in turn reward them in climbing the ladder of career and promotional advancement (Lam & O'Higgins, 2012; Galal *et al.*, 2023; O'Boyle *et al.*, 2011).

Given the organizational psychologists consistent emphasize on the importance of emotional intelligence, organizations need to develop and integrate training programs in cultivating emotional competencies of employees. These practices and training will help employees' and leaders to communicate, collaborate and create efficient working conditions. It also helps the management team to competently manage performance and evaluation of the employees which will build a solid foundation for the employees trust in promotional processes and satisfaction in the work place (Cuéllar *et al.*, 2019; Wijayati *et al.*, 2020).

An organization overall success highly reliant on emotional intelligence, a construct that has gained considerable amount of attention due to its capacity to forecast employee attitudes. Specifically, researchers have focused on how emotional capabilities act as a critical antecedent to workplace contentment (Ghoreishi *et al.*, 2014). Supporting this view, Suleman *et al.* (2020) identified a moderate positive correlation between emotional intelligence and job satisfaction, positioning emotional maturity as a foundational element that facilitates organizational productivity. Their analysis revealed that job satisfaction is significantly predicted by five specific sub-dimensions: integrity, emotional stability, self-development, relationship management, and

altruistic behavior. Ultimately, their evidence confirms a direct, linear relationship, demonstrating that an individual's level of job satisfaction increases proportionally with their emotional competence (Suleman et al., 2020).

2.4 Technology Adoption Behavior

A continuous pattern of a particular practice with the process of cognition driven by socio-psychological factors results in behavior. When an individual embraces technology and keeps on using it in a daily activity, technology acceptance behavior manifests. This continuous pattern of usage is considered acceptance and usage behavior (Venkatesh & Davis, 2000; Brown & Venkatesh, 2005).

The digital era has reshaped the work environment as organizations deployed new technological systems to enhance their efficiency and productivity. Amid these evolving settings in the workplace employees' psychological inclination to adopt technology is crucial for organizational success. Hence it is essential to address and understand the employee's attitude and usage behavior for the seamless integration of new systems (Steven *et al.*, 2012).

Modern organizational technology has become deeply embedded, transforming the adoption of new tools into a routine aspect of daily operations. Because various digital platforms are already standard in the workplace, employees often perceive the introduction of new systems as an incremental upgrade to existing workflows rather than a radical replacement for outdated, manual methods (Morris et al., 2005).

2.5 Technology Adoption Behavior and Emotional Intelligence

Human behavior is influenced by a number of different personality traits. One of these personality traits that researchers have given significant attention to is emotional intelligence. Numerous studies have shown that emotional competency is one of the key contributors in the acceptance

and usage behavior of technology. Researchers have taken a keen interest in the relationship between embracing technology and emotional competency due to the growing digitalization of the work place (Abu-Shanab & Pearson, 2007; Petrides & Furnham, 2004; Ray *et al.*, 2023).

Empirical evidence confirms that emotional intelligence serves as a powerful predictor of technology adoption behavior. For instance, a study conducted by Abu-Shanab *et al.* (2022), supports the predictive power of emotional intelligence with significant portion of variance in behavioral intentions ($R^2 = 0.478$). From a behavioral perspective, individuals possessing robust self-awareness and social awareness naturally develop stronger self-management and social skills. To evaluate technical adoption dimension, their study synthesized and integrated the models of technology adoption behavior namely Technology Acceptance Model (TAM), the Unified Theory of Acceptance and Use of Technology (UTAUT), and Social Cognitive Theory (SCT), finding strong support of all hypothesis (Abu-Shanab *et al.*, 2022).

2.6 Technology Adoption Behavior and Job Satisfaction

Organization structures and systems are evolving into full automated and digital platforms. To realize the expected efficient output of such systems employees' adoption attitude and skill to new technologies is mandatory (Steven *et al.* (2012). Scholarly research findings reveal that numerous factors such as demography play an important role for an individual to adopt and use technology which results in job satisfaction. Steven *et al.* (2012), in their analysis found that among staff members who hold a positive view of technology, older employees report the highest levels of intrinsic motivation and overall job satisfaction.

In addition, a study by Gibbs (2017) reported a poor attitude toward technology can significantly undermine employee well-being. This decline in well-being often manifests in work-related technology usage, which measures the scope and intensity of an individual's mobile technology

use for professional purposes. Drawing from the behavioral theory of operant conditioning, Tams et al. (2017), speculate that if utilizing a digital system causes negative outcomes like stress or conflict, employees are naturally conditioned to decrease their tech usage to avoid those negative stimuli.

2.7 Adult Lifespan Perspectives on Emotional Intelligence, Technology Adoption Behavior, and Job Satisfaction

As a result of a rapidly aging global workforce, understanding how individual psychological and behavioral capacities shift across the adult lifespan is of paramount importance to organizational psychology.

Clark et al. (1996) famously identified that the relationship between age and job satisfaction is often U-shaped or steadily progressive, with fulfillment reaching its highest levels during middle adulthood. Furthermore, a distinct level of satisfaction in their job is achieved by people who are able to embrace all forms of their emotions. Their ability to find solutions by embracing any unpleasant emotion assists them in achieving professional satisfaction (Bond & Bunce, 2003; Thoresen et al., 2003).

In recent research by Aragundi-Moncada *et al.* (2025), main findings established that individuals in different developmental ages showed no significant variance in their general emotional competencies. However, differences were recorded in specific dimensions. Older participants above the age of fifty scored an outstanding level of emotional repair and clarity. This can be explained by the cumulative life experience leading to deeper emotional understanding and handling.

In another study by Brackett et al. (2019), younger adults between the age of 21 and 30 scored a higher specific emotional competency: emotional attention. While older adults scored lower on

this specific emotional dimension, the differences between the two cohorts showed small to medium effect sizes. The variance can be attributed to the unique developmental stage of younger adults, which is often grounded in attentive self-introspection during their identity development.

Given the prevalence of modernization of the work place and the reality of an aging work force, scholars have increasingly focused on investigating age-related influence. Specifically, a study by Steven *et al.* (2012) underscores that belonging in a specific developmental age cohort will define the extent to which an employee accepts, embraces and utilizes technological tools in the work place.

Investigating a sample of 118 employees, Morris and Venkatesh (2000) examined how age differences impact both the initial adoption and long-term utilization of new software. Their findings showed the difference in what motivates different age cohorts to embrace new systems. Social peer pressure and user-friendly platforms encouraged older adults in utilizing new software, in contrast a general favorable attitude among the younger employees was sufficient to drive adoption of new software possible.

Statistical evidence from Lorence and Park (2006) highlights digital divide in technology engagement across generation. In their demographic distribution results, while 86.2% of individuals under fifty used computers at least occasionally, that figure dropped to 58.1% for those aged fifty and older. In addition, Meyer (2008) notes that individual-level data consistently shows older personnel are often less inclined and feel less qualified to engage with information technology than younger staff. Consequently, researches demonstrate that individual hesitation ultimately influences broader organizational behavior; companies comprising of higher percentage in younger staff show a greater tendency for integrating new systems, whereas an older employee demographic tends to limit organization's technology deployment.

Steven *et al.* (2012), in their research initially formulated a hypothesis predicting positive technology adoption behavior would yield the strongest positive effects on job satisfaction within older age cohorts. Yet the result revealed the exact opposite trend when older workers possessed a negative outlook. Specifically, when their technology adoption attitude was low, older employees registered the lowest levels of both intrinsic and extrinsic motivation, culminating in severely diminished overall job satisfaction.

However, this negative outcome is not certain. As Barnes-Farrell and Matthews (2007) observed, although intense and unsupported technological demands can threaten job satisfaction, establishing a highly structured and supportive framework can enhance employee satisfaction.

2.8 Theoretical Frameworks

Theoretical frameworks lay the ground for understanding the relationships among key variables in this study. Job satisfaction, Emotional Intelligence and Technology Adoption Behavior. By drawing on established theories in organizational behavior and psychology, this section highlights relevant models that explain how and why these variables interact in the workplace.

In this model, individual emotional capacities (Emotional Intelligence) serve as the predictor of workplace well-being (Job Satisfaction), operating through a mediator behavioral transmission mechanism: the acceptance and integration of workplace systems (Technology Adoption Behavior). To build a cohesive foundation for this sequential path this study synthesizes three complementary theoretical perspectives: Mayer and Salovey's Ability Model of Emotional Intelligence, Venkatesh et al.'s Unified Theory of Acceptance and Use of Technology (UTAUT), and Herzberg's Two-Factor Theory of Job Satisfaction.

The linkage between the independent variable (EI) and the mediator (TAB) is grounded in the synthesis of Mayer and Salovey's Ability Model and Venkatesh et al.'s (2003) UTAUT framework.

Digital transformations and technology shifts within corporate environments inherently introduce cognitive friction, role anxiety and workflow disruption. According to the Ability Model, emotional intelligence is a distinct cognitive capacity involving emotional appraisal and strategic regulation.

When facing new technological tools, employees with high Emotional Intelligence utilize their regulatory capabilities to proactively mitigate technology induced frustration. By managing these negative states, they preserve baseline cognitive resources. In the context of the UTAUT model, this emotional resilience directly optimizes their perceived Effort Expectancy: viewing the technology as manageable rather than overwhelming and protects their Performance Expectancy: maintaining confidence in their capacity to achieve task goals using the tool. Thus, Emotional Intelligence acts as the engine that drives the behavioral intention to adopt and utilize technology, establishing the first critical base of the mediation model.

The link from the mediator (TAB) to the dependent variable (JS) is explained through the lens of Herzberg's Two-Factor Theory. Herzberg conceptualizes job satisfaction as a product of *Motivators* (intrinsic drivers like achievement, recognition, and professional growth) and *Hygiene factors* (extrinsic elements like working conditions and supervision skills and management).

When technology adoption behavior is successfully established and maintained corporate digital systems optimize daily workflows. This operational mastery triggers Herzberg's Motivator factors, providing the employee with a profound sense of workplace efficacy, task completion, and professional achievement. Conversely, if technology adoption is low, the system becomes a constant operational bottleneck. Within Herzberg's framework, it transforms into a broken Hygiene factor (poor environmental working conditions), creating persistent administrative frustration. Therefore, the variance in technology adoption behavior directly dictates the shifting of workplace

elements between intrinsic motivation and extrinsic frustration, driving the final levels of self-reported Job Satisfaction.

While Emotional Intelligence can directly influence Job Satisfaction by helping employees navigate workplace relationships, and personal stress regulation, this framework posits that a significant portion of that variance is transmitted indirectly.

In modern digitalized corporate settings, an employee's emotional capacity (EI) cannot fully translate into workplace satisfaction (JS) unless they can successfully overcome the primary tool of their daily technology interface. Hence, Technology Adoption Behavior (TAB) functions as the mediator: Emotional Intelligence creates the emotional stability required to accept and master digital tools (UTAUT), and this technological mastery subsequently secures the intrinsic achievements and environmental ease necessary to foster systemic Job Satisfaction (Herzberg).

2.9 Conceptual Framework

The conceptual framework of this research is that Emotional Intelligence directly influences Job satisfaction furthermore it influences Technology adoption Behavior which is how individuals perceive, accept, and adopt technology, which in turn influences their Job Satisfaction.

- **Emotional Intelligence (Independent Variable):** The ability to perceive, understand, regulate, and use emotions constructively.
- **Technology Adoption Behavior (Mediating Variable):** The willingness, readiness, and behavioral tendency to embrace and effectively use new technologies.
- **Job Satisfaction (Dependent Variable):** The degree to which employees feel satisfied and happy with their roles, responsibilities, and work environment.

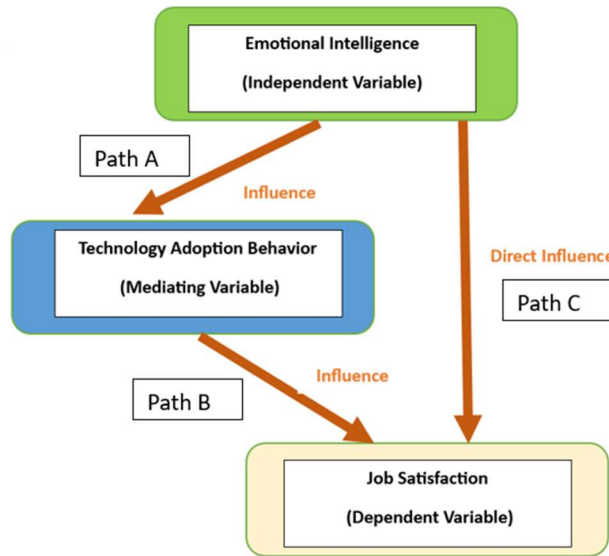


Figure 1: Conceptual framework showing the relationship among Emotional Intelligence, Technology Adoption Behavior, and Job Satisfaction.

Path A (EI → TAB): assumes the independent variable influences the mediator. It evaluates whether an employee's emotional capacity to manage emotion and stress significantly predicts their ability to accept and adopt workplace technologies.

Path B (TAB → JS): assumes the mediator influences the dependent variable. It evaluates whether smooth technology integration significantly predict higher levels of job satisfaction.

The Indirect Effect (A X B): The core focus of the mediation model. It calculates how much an employee's emotional intelligence drives their job satisfaction indirectly, by first enabling them to successfully adopt and master their daily technology tools.

Path C (EI → JS): Measures the remaining direct influence of Emotional Intelligence on Job Satisfaction while controlling for technology adoption behavior.

CHAPTER THREE

METHODS

This chapter describes the method used to conduct the research. It lists the study design, study area the sampling methods and data collection techniques. It also comprises the ethical consideration.

3.1 Study Design

Since the research aimed in examining the predictive relationships between Emotional Intelligence, Technology Adoption Behavior, and Job Satisfaction, a correlational research design within a quantitative research approach was employed.

3.2 Study Area

The study is conducted at Ethio telecom, the primary telecommunications service provider in Ethiopia, headquartered in Addis Ababa. Employing a workforce of approximately 16,000 permanent staff, the organization operates through 11 centralized corporate divisions and 23 regional and zonal operation offices.

Ethio telecom is currently executing its "Next Horizon: Digital & Beyond" strategy. This initiative involves the mandatory internal rollout of advanced operational support systems (OSS), AI-driven workflows, and cloud-based infrastructure. The rapid pace of these mandatory digital system rollouts across a massive workforce creates an ideal empirical environment to investigate how employees' internal coping mechanisms (Emotional Intelligence) influence their adaptation to new tools (Technology Adoption Behavior) and their subsequent level of Job Satisfaction.

3.3 Population, Sample and Sampling Technique

3.3.1 Population

The target population consisted of employees of Ethio telecom. According to Ethio telecom 2024/25 semi-annual business performance report, the company has over 16,000 permanent employees, with a gender distribution of 72% male and 28% female. There are also over 20,000 temporary (contract) employees.

This includes administrative and technical employees with varying interactions with digital systems. The population includes employees working at selected departments within the capital city Addis Ababa, where digital operations are most active and data collection is feasible. The study specifically includes participants from the following divisions listed on Table (3.1).

Table 3.1 Number of populations per division

Division	Population	Percent (%)
Network	2517	37.67
Customer Services	1815	27.16
Sales and Marketing	1184	17.72
Information Systems and Information Security	663	9.92
Human Resources Management and Finance	503	7.53

3.3.2 Sample and Sampling Technique

A probability sampling technique, specifically stratified random sampling, is used to ensure balanced representation across divisions of the organization. First the population was divided into homogeneous strata based on divisions, and respondents were then selected from each stratum using proportional distribution.

The minimum sample size was determined using Green's (1991) criteria for regression analysis. Based on a study's objective Green's formula is divided in to two; whether the objective is to

analyze the overall model or to test individual predictors. Since this study's conceptual model aims in testing mediation analysis (individual predictors), the formula is:

$$N \geq 104 + m$$

Where m represents the number of independent variables. Given that this study has two independent variables ($m = 2$: Emotional Intelligence and Technology Adoption Behavior).

$$104 + 2 = 106 \text{ Participants}$$

While the minimum required sample was 106, data collection successfully yielded a final 177 valid responses, enhancing statistical power and exceeding the statistical thresholds required for robust mediation analysis

3.4 Data Collection Instruments

Minnesota Satisfaction Questionnaire Short Form(MSQ)

Job Satisfaction is measured using the short form MSQ, which contains 20 items designed to evaluate various intrinsic and extrinsic aspects of Job Satisfaction in a 5-point Likert-type. MSQ has been consistently validated to assess Job Satisfaction across diverse work environments (Weiss et al., 1967).

Wong and Law Emotional Intelligence Scale (WLEIS)

The WLEIS is used to measure emotional intelligence. The WLEIS is consistent with Mayer and Salovey's definition of Emotional Intelligence (Mayer and Salovey, 1997). This 16-item scale was specifically developed for use in organizations. The reliability of the scale was 0.88. (Law et al., 2004).

Unified Theory of Acceptance and Use of Technology Model (UTAUT)

A questionnaire adopted from the UTAUT model is used to measure Technology Adoption Behavior. This model was developed to assess how and why individuals adopt new technologies, with particular focus on key factors like Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC), along with Behavioral Intention (BI) and Actual Usage (AU). The UTAUT based questionnaire used a 5-point Likert scale to measure each construct. The items are designed to capture both attitudinal and behavioral aspects of technology adoption.

3.5 Pilot Testing Results

The pilot test consisted of 30 respondents. All data collection instrument was translated to Amharic from English. Google forms link was sent to participants via email. The pilot data collected were first translated to spread sheets and coded into correct variable formats.

Internal consistency of five constructs was assessed by using Cronbach's alpha. Over all Job Satisfaction MSQ short form 20 scales given the value ($\alpha = .77$). Intrinsic and extrinsic satisfaction were tested separately for each value yielded ($\alpha = .76$) and ($\alpha = .68$) respectively. Emotional Intelligence (WLEIS) value of ($\alpha = .90$). Finally, Technology Adoption Behavior (UTAUT) alpha value of is ($\alpha = .90$).

According to Hair, et al., (2006) Cronbach's alpha between 0.6 and 0.7 is the lower limit of acceptability. The pilot test analysis confirmed that all tools are reliable with a Cronbach alpha of above 7 except MSQ_Extrinsic. Although the MSQ_Extrinsic Cronbach's alpha is slightly below than the accepted value ($\alpha=.68$) the overall Job Satisfaction reliability value ($\alpha=.77$) is acceptable. Hence it will be retained for the main study.

One drawback of Cronbach's alpha is that it automatically goes up when you add more items to a scale. As Hair *et al.* (2006) point out, simply increasing the number of questions will boost the reliability score, even if the actual correlation between those questions stays exactly the same. The slightly low Cronbach's alpha of the MSQ_ Extrinsic might be due to a smaller item number of total 9. In conclusion all data collection instruments were considered reliable for the main data collection.

Face Validity: Participants feedback was collected orally for the clarity and appropriateness of the items. Participants reported that the items were clear to understand and relevant. Hence suggesting acceptable face validity.

Divergent Validity: It is expected that moderate correlation will be observed between conceptually aligned variables whereas weak correlations will be observed on less related ones. Pearson's correlation coefficient was computed among the total scores of the constructs. And the value ranged from 0.07 to 0.80.

Intrinsic and Extrinsic satisfaction showed strong positive statistically significant relation with Overall Job Satisfaction ($r = .80, p < .01$; $r = .79, p < .01$). These strong correlations are theoretically appropriate since both constructs combined results in the overall Job Satisfaction.

Technology Adoption Behavior (TAB) and Emotional Intelligence (EI) also showed strong, positive and statistically significant correlation ($r = .64, p < .01$). These correlations align with existing literature that emotionally intelligent people tend to have positive behavioral intention to use technology.

Both Intrinsic and Extrinsic satisfaction that are components of Overall Job Satisfaction resulted in positive but statistically low correlation with Technology Adoption Behavior and Emotional

intelligence. This shows that components of Job Satisfaction are sufficiently distinct from Technology Adoption Behavior and Emotional intelligence.

3.6 Data Collection Procedures

All data collection instrument were structured questionnaires with closed ended multiple choice questions. The questionnaires were originally prepared in English and then translated to Amharic. Google forms were prepared in the Amharic version and the survey link was sent to participants via email. After data collection was completed, the collected data were first translated back to English and entered in to Microsoft Excel Spread sheets. Then the data was cleaned, coded, and organized into the appropriate variable formats before being exported for statistical analysis (SPSS version 27).

3.7 Reliability Analysis of Data Collection Instruments

Table 3.2 Reliability Analysis of UTAUT, WLEIS, MSQ Short Form

Instrument	Cronbach's Alpha (α)	Number of Items (N)
UTAUT based Questionnaire (TAB)	0.893	20
WLEIS (EI)	0.908	16
MSQ Short Form (JS)	0.942	20

UTAUT based Questionnaire (TAB): The 20-item scale measuring technology adoption behavior yielded a Cronbach's alpha of .893, indicating high reliability.

WLESI (EI): The 16-item scale evaluating emotional intelligence demonstrated excellent internal consistency with a Cronbach's alpha of .908.

MSQ Shor form (Job Satisfaction): The 20-item instrument measuring employee job satisfaction achieved the highest reliability coefficient, with a Cronbach's alpha of .942. Because all obtained

alpha coefficients significantly exceeded the recommended threshold of .70, all three instruments were highly reliable for further inferential statistical analyses.

3.8 Data Analysis

The collected data was analyzed using statistical software SPSS version 27. Descriptive statistics used to summarize the demographic data, while Pearson correlation is used to assess relationships between the key variables. Furthermore, multiple regression analysis had been conducted to determine the predictive power of Emotional Intelligence and Technology Adoption Behavior on Job Satisfaction.

3.9 Ethical Considerations

Ethical clearance has been obtained from the School of Psychology, Addis Ababa University. The data collection was conducted anonymously and respondents were informed of their rights as participants. An information section at the entry of the questionnaire provided study details, rights of the participants and an option to agree on filling the questionnaire which implied informed consent.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter presents the analysis and findings of the study. IBM SPSS Statistics Version 27 was used to perform statistical analysis of the collected responses. Descriptive and inferential statistical techniques were applied to determine the relationship between the variables; Emotional intelligence, Technology Adoption Behavior and Job Satisfaction.

4.1 Demographic Characteristics

4.1.1 Demographic Characteristics of Respondents

The demographic characteristics of respondents were analyzed using frequency(*n*) and percentile. Table 4.1 presents the demographic characteristics of the respondents' gender, age, marital status, educational background, department, job category and years of experience.

Table 4.1 Personal Demographic Characteristics of Respondents

Variable		Frequency	Percent (%)
Gender	Male	127	71.8
	Female	50	28.2
Age range in Years	25-29	5	2.8
	30-34	39	22
	35-39	53	29.9
	40-44	30	16.9
	45-49	31	17.5
	50-54	15	8.5
	55-59	4	2.3
	Single	43	24.3
Marital Status	Married	128	72.3
	Divorced/Separated	4	2.3
	Widowed	2	1.1

In the gender distribution, men made up the majority of the sample at 71.8%, while women accounted for the remaining 28.2%. With regard to Age distribution respondents aged 35-39 constitute the largest group (29.9%) while respondents of age group 25-29 and 55-59 represented the smallest proportion of 2.8% and 2.3% respectively. More than half of the respondents were married (72.3%) and the remaining respondents were single (24.3%), divorced/separated (2.3%) and widowed (1.1%).

Table 4.2 Division Distribution of Respondents

Variable		Frequency	Percent (%)
Department	HR and Finance	12	6.8
	IS	27	15.3
	Network/Technic	86	48.6
	Sales and Marketing	29	16.4
	Customer Service	23	13

Regarding department distribution the major proportion was Network/Technic department accounting for 48.6% of the total sample. Sales and Marketing holds the second largest proportion of 16.4% followed by IS department with 15.3%. Respondents of Customer Service department accounted for 13%. The least proportion of respondents came from HR and Finance (6.8%). This distribution reflected the use of stratified sampling where respondents were selected proportionally from each department.

Table 4.3 Educational and Professional Background of Respondents

Variable		Frequency	Percent (%)
Educational Background	Diploma	3	1.7
	Bachelor's Degree	95	53.7
	Master's Degree	77	43.5
	PHD	2	1.1
Job Category	Junior	2	1.1
	Senior	136	76.8
	Supervisor/Team leader	29	16.4
	Manager	10	5.6
Experience in Years	0-5	4	2.3
	6-10	32	18.1
	11-15	57	32.2
	16-20	39	22
	21-25	26	14.7
	26-30	12	6.8
	31-35	6	3.4
	Above 36	1	0.6

In terms of Job category Senior level respondents were the dominant group of the total sample with 76.8%. Supervisor/Team leader positions accounted 16.4% whereas Managerial position was 5.6%. Junior level respondents were the smallest proportion with 1.1%. This indicates that the data primarily indicates the perspective of more experienced and high-ranking individuals.

With respect to Years of experience the majority of respondents worked 11-15 years (32%), followed by 16-20 years of experience (22%) and 6-10 years of experience (18%). Respondents with 21-25 experience accounted for 14.7% whereas 26-30 years of experience is 6.8%. A very small proportion of respondents had 0–5 years (2.3%) or more than 36 years of experience (0.6%). Overall, the sample constituted medium to highly experienced employees which may enhance the credibility of the responses.

Table 4.4 Digital Tools used on the Job by Respondents

Variable		Frequency	Percent (%)
Tools Used on Job	Mobile App only	3	1.7
	Computer Only	68	37.9
	Computer and Mobile App	4	2.3
	Computer and Company Software	28	15.8
	All tools	74	41.8

In the results of the Tools on the job distribution, the largest proportion of respondents (41.8%) reported using all tools, including computers, company owned software and mobile application. This was followed by respondents who use computers only (37.9%). Additionally ,15.8% of the respondents reported using both computers and company owned software on their daily job tasks.

A small proportion of respondents reported using a combination of computers and mobile application which accounted for 2.3%. The least represented group of respondents used mobile applications only (1.7%). This distribution shows that the sample of respondents use technology in their jobs which makes it relevant for understanding Technology Adoption Behavior in the study.

4.1.2 Descriptive Statistics of Study Variables

Descriptive statistics were computed to assess the levels of Emotional Intelligence (EI), Technology Adoption Behavior (TAB) and Job Satisfaction among the sampled employees at Ethio telecom. All constructs were measured on a 5-point Likert scale, where higher mean scores represent higher levels of agreement or capacity. The results for a total sample of 177 respondents are presented below.

Descriptive Statistics on Emotional Intelligence

Table 4.5 Descriptive Statistics on Emotional Intelligence

	N	Min	Max	Mean	Std. Deviation
Self-Emotion Appraisal	177	2.25	5.00	4.32	0.60
Others Emotion Appraisal	177	1.00	5.00	3.97	0.67
Use of Emotion	177	2.00	5.00	4.23	0.67
Regulation of Emotion	177	1.75	5.00	4.06	0.78
Overall Emotional Intelligence	177	2.75	5.00	4.14	0.51

Among the four dimensions of the WLEIS framework, Self-Emotion Appraisal recorded the highest mean (Mean = 4.32, SD = 0.60), indicating that employees are highly self-aware and capable of recognizing their own emotional states. Conversely, Others Emotion Appraisal scored the lowest (Mean = 3.97, SD = 0.67), suggesting that while internal self-awareness is strong, the workforce feels slightly less confident in their capacity to understand and assess the emotional states of their colleagues.

Descriptive Statistics on Technology Adoption Behavior

Table 4.6 Descriptive Statistics on Technology Adoption Behavior

	N	Min	Max	Mean	Std. Deviation
Performance Expectancy	177	1.75	5.00	4.54	0.56
Effort Expectancy	177	2.75	5.00	4.28	0.58
Social Influence	177	1.50	5.00	3.86	0.67
Facilitating Conditions	177	2.00	5.00	3.82	0.66
Behavioral Intention	177	2.00	5.00	4.35	0.54
TAB_TOTAL	177	3.05	5.00	4.17	0.43

The sample exhibits a very strong overall Technology Adoption Behavior, with a mean of 4.17 (SD = 0.43). Looking at the specific UTAUT constructs, Performance Expectancy ranked as the

highest driver (Mean = 4.54, SD = 0.56). This indicates that the employees heavily recognize the value of the digital systems, believing that the technology significantly enhances their occupational output and efficiency.

In contrast, Facilitating Conditions (Mean = 3.82, SD = 0.66) and Social Influence (Mean = 3.86, SD = 0.67) recorded the lowest mean scores. While these scores remain positive, they imply that the primary barriers to adoption at Ethio telecom are not cognitive or attitudinal, but rather structural. Employees are highly motivated to use the tools (as seen by the high Behavioral Intention mean of 4.35), but feel slightly constrained by either a lack of administrative/technical infrastructure or an absence of strong organizational support from leadership.

Descriptive Statistics on Job Satisfaction

Table 4.7 Descriptive Statistics on Technology Adoption Behavior

	N	Min	Max	Mean	Std. Deviation
Intrinsic Satisfaction	177	1.00	5.00	3.69	0.76
Extrinsic Satisfaction	177	1.00	5.00	3.60	0.75
Overall Job Satisfaction	177	1.00	5.00	3.65	0.71

Intrinsic Satisfaction yielded the higher mean (Mean = 3.69, SD = 0.76). This indicates that employees find a higher level of fulfillment within the actual nature of their work tasks, experiencing a positive sense of personal achievement, task variety, and autonomy.

Extrinsic Satisfaction recorded the lower mean score (Mean = 3.60, SD = 0.75). While still positive, this implies that external elements such as corporate compensation structures, company policies, supervision styles, and physical working conditions act as discouragement on overall satisfaction.

4.1.3 Demographic Differences in Key Study Variables.

To investigate the developmental age differences on the study's key variables, independent sample t-test was conducted. In order to achieve this first participant's age group were categorized into developmental life-span stages. Early Adulthood (ages 25-39; $n = 97$) and Middle Adulthood (ages 40-59; $n = 80$). The analysis assessed if Emotional Intelligence, Technology Adoption Behavior and Job Satisfaction differ significantly across these developmental stages.

The following table summarizes the independent sample t-tests results for all variables grouped by developmental life stage.

Table 4.8 Summary of independent sample t-test Results for Key Variables by Developmental Life Stage (N = 177)

Variable	Developmental Stage	Mean	SD	Levene's Sig.	t	df	Sig. (2-tailed)	Cohen's d
Emotional Intelligence	Early Adulthood	4.13	0.52	0.957	-0.538	175	0.591	-0.081
	Middle Adulthood	4.17	0.5					
TAB	Early Adulthood	4.19	0.42	0.854	0.554	175	0.58	0.084
	Middle Adulthood	4.15	0.43					
Intrinsic Satisfaction	Early Adulthood	3.56	0.76	0.957	-2.621	175	*0.010 **	-0.396
	Middle Adulthood	3.86	0.73					
Extrinsic Satisfaction	Early Adulthood	3.48	0.77	0.622	-2.511	175	*0.013 **	-0.379
	Middle Adulthood	3.76	0.71					
Overall Job Satisfaction	Early Adulthood	3.52	0.71	0.925	-2.748	175	0.007 **	-0.415
	Middle Adulthood	3.81	0.67					

Note. $p < .05$ is considered statistically significant *.

Stability of Technology Adoption Behavior and Emotional Intelligence across Developmental ages.

The findings revealed that there are high levels of stability in behavioral and psychological constructs (Technology Adoption Behavior and Emotional Intelligence) across developmental ages of Ethio telecom employees.

Emotional Intelligence ($p = 0.591$) and Technology Adoption Behavior ($p = 0.580$) both demonstrate stability across age groups. Within this telecom environment, younger digital natives and older staff adapt to systemic tools and manage emotional resources at statistically identical levels.

Developmental Age Differences in Job Satisfaction

In contrast to the stability observed in Technology Adoption behavior and Emotional intelligence, Job Satisfaction showed a significant variation across developmental stages. In contrast to the stability of EI and TAB, workplace fulfillment changes significantly across developmental ages. Middle Adulthood employees scored significantly higher than Early Adulthood employees on Intrinsic Satisfaction ($t(175) = -2.621, p = 0.010, d = -0.396$), Extrinsic Satisfaction ($t(175) = -2.511, p = 0.013, d = -0.379$), and Overall Job Satisfaction ($t(175) = -2.748, p = 0.007, d = -0.415$).

4.2 Relationship of Key Variables

The research questions of this study were tested using inferential statistics, with the results detailed in the following sections. Pearson's Product Moment Correlation Coefficient, simple linear and multiple regression analyses were conducted. These statistical tools allowed for the interpretation of the collected sample data, enabling clear conclusions to be drawn and formal decisions to be made regarding each research hypothesis.

4.2.1 Relationship of Emotional Intelligence, Technology Adoption Behavior and Job Satisfaction

Pearson's Product Moment Correlation Coefficient was used to examine the relationships among the key variables Emotional Intelligence, Technology Adoption Behavior and Job Satisfaction as shown in (Table 4.9).

Table 4.9 Pearson Correlation analysis among Key variables.

	1	2	3
1.Job Satisfaction	1	-	
2.TAB	.44**	1	-
3.EI	.41**	.55**	1

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

The result revealed that Emotional Intelligence has a moderate positive correlation with Technology Adoption Behavior, $r(175) = .55, p < 0.01$. Additionally, Emotional Intelligence has also moderate positive correlation with Job Satisfaction, $r(175) = .41, p < 0.01$. Similarly, Technology Adoption Behavior is positively and significantly correlated to Job Satisfaction, $r(175) = .44, p < 0.01$. These findings indicate that higher levels of Emotional Intelligence and Technology Adoption Behavior are associated with higher level of Job Satisfaction.

4.2.2 Predictor Power of Emotional Intelligence

Regression analysis was performed to test the hypothesis of the research on the predictive relationships among the variables and possible mediation; Emotional intelligence, Technology Adoption Behavior and Job Satisfaction.

Testing the predictive power of Emotional Intelligence on Job Satisfaction

A simple linear regression analysis was conducted with Emotional Intelligence as the independent variable and Job Satisfaction as the dependent variable. The result showed that the model explained a significant proportion of variance in Job Satisfaction, $F(1,175) = 35.9, p < .001, R^2 = .17$. Table (4.10) shows the summary of regression analysis of Emotional Intelligence predicting Job Satisfaction.

Table 4.10 Summary of Simple Regression Analysis for Emotional Intelligence Predicting Job Satisfaction (N = 177)

Variable	<i>B</i>	<i>SE</i>	β	<i>T</i>	<i>p</i>	95% <i>CI</i>
Constant	1.282	.398		3.222	.002	[0.497,2.068]
Emotional Intelligence	.571	.095	.413	5.992	<.001	[0.383,0.759]

Note: $R = .413$, $R^2 = .170$, Adjusted $R^2 = .165$, $F(1, 175) = 35.904$, $p < .001$

The model was statistically significant, $F(1, 175) = 35.904$, $p < .001$, explaining 17% of the variance in Job Satisfaction ($R^2 = .17$). Emotional intelligence was found to be a significant predictor of Job Satisfaction, $\beta = .41$, $t(175) = 5.99$, $p < .001$. The analysis also showed that for every one-unit increase in an employee's Emotional Intelligence score, their reported Job Satisfaction is expected to increase by approximately 0.57 units, holding all else constant ($B = .571$, $p < .001$).

Testing the predictive power of Emotional Intelligence on Technology Adoption Behavior

Another important regression to be conducted was a simple linear regression determining if Emotional Intelligence predicts Technology Adoption Behavior. The result showed Emotional Intelligence is a significant predictor of Technology Adoption Behavior, $F(1, 175) = 76.56$, $p < .001$. Revealing that Emotional Intelligence explains 30.4% of the variance in Technology Adoption Behavior ($R^2 = .304$). Table (4.11) shows the summary of the linear regression analysis.

Table 4.11 Summary of Simple Regression Analysis for Emotional Intelligence Predicting Technology Adoption Behavior (N = 177)

Variable	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	95% <i>CI</i>
Constant	2.267	.219		10.334	<.001	[1.834,2.700]
Emotional Intelligence	.46	.053	.552	8.750	<.001	[0.356,0.563]

Note. $R = .552$, $R^2 = .304$, Adjusted $R^2 = .300$, $F(1, 175) = 76.562$, $p < .001$.

Emotional Intelligence was found to be a strong, significant positive predictor of Technology Adoption Behavior ($\beta = .552$, $t = 8.750$, $p < .001$). This identifies emotional competencies as a critical factor in how employees embrace digital tools

The unstandardized coefficient ($B = .460$) implies that for every one-unit increase in an employee's Emotional Intelligence score, their Technology Adoption Behavior score increases by 0.46 units. This supports the premise that employees with higher self-awareness and emotional regulation are more likely to embrace and utilize new digital tools effectively.

Both the constant and the predictor are highly significant ($p < .001$), reinforcing the strength of the model in explaining the link between emotional competencies and technological behavior at Ethio telecom.

4.2.3 Predictor Power of Technology Adoption Behavior

Testing the predictive power of Technology Adoption Behavior on Job Satisfaction

To determine the predictive relationship between Technology Adoption Behavior and Job Satisfaction, a simple linear regression was conducted with Technology Adoption Behavior as the independent variable and Job Satisfaction as the dependent variable. The regression summary is shown in Table (4.12).

Table 4.12: Summary of Simple Regression Analysis for Technology Adoption Behavior Predicting Job Satisfaction (N = 177)

Variable	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	95% <i>CI</i>
Constant	.603	.473		1.276	.204	[-0.33,1.537]
Technology Adoption Behavior	.73	.113	.439	6.472	0	[0.507,0.953]

Note. $R = .439$, $R^2 = .193$, Adjusted $R^2 = .189$, $F(1, 175) = 41.887$, $p < .001$.

The regression was significant, $F(1, 175) = 41.887, p < .001$, with Technology adoption Behavior accounting for 19.3% of the variance in Job Satisfaction ($R^2 = .193$). This model tested the influence of technological acceptance on job satisfaction levels. Technology Adoption Behavior is a robust predictor ($\beta = .439, p < .001$), where higher technology adoption directly correlates with higher employee satisfaction. This also shows that technological acceptance and usage behavior play a slightly stronger role in predicting satisfaction than Emotional intelligence ($\beta = .413, p < .001$).

4.2.4 Mediation of Technology Adoption Behavior between Emotional Intelligence and Job Satisfaction

A hierarchical multiple regression was performed to assess the combined predictive power of the variables and explore potential mediation influence of Technology Adoption Behavior.

Testing the mediation of Technology Adoption Behavior between Emotional Intelligence and Job Satisfaction

To understand the combined influence of Emotional Intelligence and Technology Adoption Behavior, a hierarchical multiple regression analysis was performed to determine how Emotional Intelligence and Technology Adoption Behavior together predict Job Satisfaction. Table (4.13) shows the summary of the hierarchal regression Analysis.

Table 4.13: Hierarchical Multiple Regression Analysis Predicting Job Satisfaction (N = 177)

Model	Variable	<i>B</i>	<i>SE</i>	β	<i>T</i>	<i>p</i>	95% <i>CI</i>
1	(Constant)	1.282	.398		3.222	0.002	[0.497, 2.068]
	Emotional Intelligence	.571	.095	.413	5.992	< .001	[0.383, 0.759]
2	(Constant)	.136	.486		.279	.781	[-0.824, 1.096]
	Emotional Intelligence	.338	.11	.245	3.076	0.002	[0.121, 0.556]
	Technology Adoption	.506	.132	.305	3.83	< .001	[0.245, 0.767]

Note. Model 1: $R^2 = .170$. Model 2: $R^2 = .235$ ($\Delta R^2 = .065$), $F(2, 174) = 26.688, p < .001$.

The hierarchical regression shows that both Emotional Intelligence and Technology Adoption Behavior significantly contribute to the model. In Model 1, Emotional Intelligence alone accounted for 17% of the variance in Job Satisfaction. However, when Technology Adoption Behavior was added in Model 2, the total variance explained increased to 23.5% ($R^2 = .235$). This change ($\Delta R^2 = .065$) indicates that Technology Adoption Behavior provides a significant unique contribution of 6.5% to Job Satisfaction beyond what is explained by Emotional Intelligence alone.

In the final model, Technology Adoption Behavior emerged as the stronger predictor ($\beta = .305$, $p < .001$) compared to Emotional Intelligence ($\beta = .245$, $p = .002$). The reduction in the predictive strength of Emotional Intelligence upon the inclusion of TAB provides statistical evidence for a partial mediation effect, while EI directly influences Job Satisfaction, a portion of its influence is channeled through the employee's behavior toward adopting new technology.

Table 4.14: Hierarchical Multiple Regression Analysis with Bootstrap Coefficients Predicting Job Satisfaction (N = 177)

Model	Variable	<i>B</i>	Bootstrap <i>SE</i>	β	<i>t</i>	<i>p</i>	Bootstrap 95% CI
1	(Constant)	1.282	0.461		3.222	0.002	[0.382, 2.167]
	Emotional Intelligence	0.571	0.111	0.413	5.992	< .001	[0.355, 0.789]
2	(Constant)	0.136	0.567		0.279	0.781	[-0.942, 1.290]
	Emotional Intelligence	0.338	0.121	0.245	3.076	0.008	[0.104, 0.580]
	Technology Adoption Behavior	0.506	0.136	0.305	3.83	0.001	[0.233, 0.763]

Note. Model 1: $R^2 = .170$. Model 2: $R^2 = .235$ ($\Delta R^2 = .065$), $F(2, 174) = 26.688$, $p < .001$. Confidence intervals and *p* values for individual coefficients are based on 5,000 bootstrap samples.

To confirm the significance and robustness bootstrap analysis with 5000 resamples was conducted as shown in Table (4.14). The results revealed that the unstandardized indirect effect of Emotional

Intelligence on Job Satisfaction through the mediating path of Technology Adoption Behavior was .167 with a bootstrap standard error of .049.

The 95% percentile bootstrap confidence interval was computed as [.079, .272]. This confidence interval does not include zero, the indirect effect is structurally confirmed to be statistically significant. Furthermore, because the direct influence linking Emotional Intelligence to Job Satisfaction remained statistically significant even when controlling for the mediator ($B = .338$, $\beta = .245$, $t = 3.076$, $p = .002$), the framework meets the rigorous criteria for partial mediation.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter provides a summary of the research major findings, concerning the relationships between Emotional Intelligence, Technology Adoption Behavior, and Job Satisfaction among employees at Ethio telecom.

5.1 Discussions of Major Findings

The primary goal of this study was to investigate the influence of Emotional Intelligence (EI) and Technology Adoption Behavior (TAB) on Job Satisfaction among employees at Ethio telecom. The analysis of data from 177 participants contributed to the following key findings:

- **Moderate Satisfaction:** Employees reported a moderate level of overall job satisfaction ($M=3.64$), with intrinsic satisfaction ($M = 3.69$) being slightly higher than extrinsic satisfaction ($M = 3.60$).
- **High levels of EI and TAB:** Participants demonstrated high levels of both Emotional Intelligence ($M = 4.14$) and Technology Adoption Behavior ($M = 4.17$).
- **Strong Predictive Relationships:** All four hypotheses were supported. EI and TAB were found to be significant positive predictors of Job Satisfaction, both independently and collectively.

- **Partial Mediation:** The study confirmed that Technology Adoption Behavior partially mediates the relationship between EI and Job Satisfaction, explaining an additional 6.5% of the variance in satisfaction.
- **No Age difference in Technology Adoption Behavior and Emotional Intelligence:** The study found that both Emotional Intelligence and Technology Adoption Behavior remained statistically stable between the developmental age groups of Early Adulthood (25-39) and Middle Adulthood (40-59).
- **Increase in Job Satisfaction as Age increases:** Job Satisfaction showed a clear developmental pattern. Employees in Middle Adulthood reported significantly higher levels of overall, intrinsic, and extrinsic satisfaction compared to employees in Early Adulthood.

5.1.1 Emotional Intelligence and Job Satisfaction

The results confirmed that EI is a significant predictor of Job Satisfaction ($\beta = .413, p < .001$). This aligns with existing literature which argues that emotionally intelligent individuals are more capable of handling workplace stress, maintaining positive relationships, and adapting to organizational challenges. In the context of Ethio telecom, this implies that emotional competencies are essential in managing workplace demands, particularly in a dynamic and rapidly evolving telecom environment. Furthermore, these results are consistent with Meyer and Salovey Ability trait Model emphasizing the importance of emotional competencies in achieving personal and professional success.

This finding also coincides with Suleman *et al.* (2020), which clearly showed that emotional intelligence is directly related to job satisfaction; Individuals with higher emotional intelligence

tend to experience greater levels of job satisfaction. Coetzee and Harry (2014), on their study findings elaborated that career behavior and satisfaction is the integrated output of emotional capabilities; such as a positive engagement with colleagues; and importantly emotion cognition into efficient decision-making process. In addition, this study also collaborates with Ghoreishi et al., (2014) results that supported the emotional capabilities as critical predictors to workplace contentment.

Lam and O'Higgins (2012), in their study reported that the capacity to understand emotions help in managing challenges at their work place, which contributes to job satisfaction. In this study specially employees in middle adulthood exhibited a higher job satisfaction which may be attributed to there emotional maturity and experience in curbing any challenge and excel at their overall job satisfaction.

5.1.2 Emotional Intelligence and Technology Adoption Behavior

The study found that Emotional Intelligence is a significant predictor of Technology Adoption Behavior ($\beta = .552$, $p < .001$). And explained a significant variance of ($R^2 = .304$). Similar findings were observed in the study of Abu-Shanab *et al.* (2022) their result yielded a substantial prediction of behavioral intentions ($R^2 = 0.478$).

The findings of this study also conform with the Ability Model by Mayer & Salovey (1997) focusing on the capacity to perceive, understand, and manage emotions, as well as use them to guide thinking and behavior. Employees who can regulate frustration and remain motivated are more likely to engage positively with new technologies.

Also, Ray *et al* (2023), study findings showed that openness and agreeableness personality traits moderate the relation between attitude and adoption intention. This is particularly important for

organizations like Ethio telecom, where continuous technological advancement is a core part of operations.

5.1.3 Technology Adoption Behavior and Job Satisfaction

The study results showed that, Technology Adoption Behavior has a positive influence on Job Satisfaction ($\beta = .439, p < .001$). Interestingly it was also found that Technology Adoption Behavior was also a slightly stronger predictor than Emotional Intelligence ($\beta = .413, p < .001$).

This relationship is interpretable from the UTAUT model developed by Venkatesh et al, (2003) perspective. Following this model, it can be inferred that Performance Expectancy defined as perception of the extent to which technology enhances job performance in return leads to higher job satisfaction. As employees tend to perform more efficiently and competently. As presented in the study findings the high mean score for TAB ($M = 4.17$) indicates that employees at Ethio telecom viewed their digital tools as useful and manageable. These tools are designed to help cut down on "technostress," and their use increases employee autonomy, which are critical components of Job Satisfaction.

This study findings also aligns with Steven *et al.* (2012) research analysis which reported that older employees with have a favorable attitude towards technology, reported the highest levels of intrinsic motivation and overall job satisfaction. Ethio telecom employees exhibited the alignment of positive technology adoption behavior with job satisfaction. In contrast to the findings of Gibbs (2017), in the role of technology on having opposing effects on satisfaction level of a job.

5.1.4 Mediating Role of Technology Adoption Behavior

This study main finding was identifying Technology Adoption Behavior as a mediator between Emotional Intelligence and Job Satisfaction. The hierarchical regression analysis results of the study show that Emotional Intelligence has a direct influence on Job Satisfaction explaining 17 %

of the variance. And when Technology adoption behavior was added the variance increased to 23.5%.

While the direct influence of Emotional Intelligence on Job satisfaction remained significant its predicting power (β) decreased in the addition of the mediator (Technology Adoption Behavior) from .413 to .245. This reduction in β value confirms the partial mediation.

The mediating relationship demonstrates important insight toward the joint role that emotions and behaviors take place in organizational settings. This also underscore the fact that Emotional Intelligence is not only about emotion handling skills, but also predicting how well employees adapt to technology driven change.

Tams et al. (2017) posit that utilizing a digital system causes negative outcomes like pressure or struggle which influences the overall professional and personal satisfaction level. However, in this study's finding employees that embraced and utilize technology had emotional maturity and higher level of satisfaction at their job. In general, the study showed that in Ethio telecom emotionally intelligent employees tend to accept new technologies and it improves their satisfaction with their job.

5.1.5 Discussions of Developmental Age Differences

The analysis of demographic differences focused on comparing two developmental stages of Early Adulthood (25-39) and Middle Adulthood (40-59) on the key variables. The findings showed that psychological, behavioral and professional constructs either develop or remain stable throughout employees' career progression at Ethio telecom.

Stability of Technology Adoption Behavior and Emotional Intelligence

One of the core findings of this study is the high level of stability in both Technology Adoption Behavior and Emotional Intelligence across the two developmental stages.

Technology Adoption Behavior: High mean score by participants in Middle adulthood showed no significant difference in adopting and accepting digital tools than their younger counter parts. In contrast Barnes-Farrell and Matthews (2007) stated that typical positive link between age and job satisfaction can reverse if tasks like using new technology are seen as a burden. In addition, Steven *et al.* (2012), reported older employees often hold less favorable views toward technology, reinforcing the claim that age is a major factor. But in this study the lack of a significant difference ($M > 4$) between the two age groups challenges the stereotype of age in digitalization. Another study by Meyer (2008), also stated compared to younger employee's older workers are less likely and less qualified to use information technology. Lorence and Park (2006), reported another major difference that was observed in employees over 50 years of age utilizing computers occasionally while compared to individuals under the age of 50.

However, this study's finding a different scenario is observed in almost all the employees regardless of age utilizing all technological tools ranging from computers to company based mobile applications. The current study findings of the stability across these age groups may be attributed to the organizational structure of telecommunications firm, where continuous technical upskilling is a mandatory requirement for all staff regardless of age.

Emotional Intelligence: Similarly, a stable non-significant difference was also observed between the age groups where both cohorts reported a high mean score of Emotional Intelligence ($M > 4$). Aragundi-Moncada *et al.* (2025), in their research indicated that general emotional intelligence scores do not show significant differences when comparing different age groups. Their study suggests that overall emotional capability is quite stable across a lifespan. This study's matches

past literature, which notes that even if distinct emotional traits fluctuate with age, total emotional intelligence tends to stay uniform over time. In contrast Brackett et al. (2019), reported younger adults between the age of 21 and 30 scored a higher specific emotional competency while older adults scored lower, the differences between the two cohorts were attributed to the unique developmental stage of younger adults, which is often grounded in attentive self-introspection during their identity development.

Developmental Age Difference in Job Satisfaction

Job Satisfaction unlike Technology Adoption Behavior and Emotional Intelligence showed a statistically significant difference between the age groups. Employees in Middle Adulthood reported slightly higher Job Satisfaction than Employees in Early Adulthood suggesting that satisfaction may increase with career maturity and organizational experience. Similarly, a study by Clark et al. (1996) found that job satisfaction tends to increase with age as employees develop more realistic expectations, greater organizational commitment, and enhanced coping strategies within the workplace. Opposite to this study's findings Steven *et al.* (2012), their research reported that older employees have the lowest levels of intrinsic motivation, extrinsic motivation, and overall job satisfaction

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents the conclusions based on the results, and provides recommendations. And at last outlines limitations of the study and suggests areas for future research.

6.1. Conclusions

This study investigated the relationship of Emotional Intelligence, Technology Adoption Behavior and Job Satisfaction among employees of Ethio Telecom with a sample of 177 participants. The findings supported all four hypotheses.

Employees with higher emotional competencies such as emotion regulation and understanding others emotion have a higher job satisfaction level. These employees also adopt new technology and believe that technology enhances their daily activities with a higher enthusiasm.

In addition, Technology adoption behavior also directly influences the employees job satisfaction. The employees who are willing to learn, understand and accept technology make a use of it at their jobs tend to be more satisfied.

Furthermore, it has been identified that the technology adoption behavior mediates the relationship between an employees' emotional intelligence and their Job satisfaction. This mediation illustrates that an employee's emotional competency contributes more effectively to job satisfaction when it is accompanied by a positive technology adoption behavior. In other words, employees with strong emotional intelligence are more likely to achieve higher job satisfaction when they are also open to embracing and utilizing technological tools.

Finally, the study showed that developmental similarities and differences between employees in Early Adulthood (25-39) and Middle Adulthood (40-59). Both emotional intelligence and technology adoption behavior were reported to be higher among both groups of employees and there were no significant differences. This indicates that age is not a determining factor for emotional competence or technology acceptance among employees of Ethio telecom.

Conversely, job satisfaction varied significantly where employees in Middle Adulthood reported a higher job satisfaction than their younger counterparts. This is a classic show case and aligns with developmental and career lifespan perspectives. In other words, age and professional experience often contribute to greater career stability, organizational adjustment and overall job satisfaction.

6.2 Limitations

This study was conducted on Ethio telecom employees of corporate and zonal offices in the capital city Addis Ababa. Although these offices account for more than half of the total employees the findings may not reflect the full experiences of regional office employees.

To determine mediation hierarchical mediation analysis was performed. However other statistical approaches such as Post-hoc techniques and SEM could further strengthen the findings of the mediation effect.

Cross sectional method was used to see the differences in age, while this approach helped in capturing the differences at a single point in time a longitudinal design could yield a deeper insight into developmental changes and long-term patterns in Emotional Intelligence, Technology Adoption Behavior, and Job Satisfaction over the course of employees' careers.

6.3 Recommendations

Findings of the study revealed that Emotional Intelligence and Technology Adoption Behavior are key contributors to employees' Job satisfaction. Ethio telecom and companies in technology sector need to design and implement trainings and professional development programs that enhance competencies of emotional intelligence and technology adoption behavior.

Focusing on emotional and behavioral competencies organizations similar to Ethio telecom could benefit in a more satisfied work force to engage in the digital initiative of Ethiopia. Since the middle-aged cohorts showed higher Emotional competency and Technology adoption behavior along with Job satisfaction this groups experience could be cultivated to motivate younger counterparts.

Regulation of emotion, understanding others, accepting and adopting new technology should be drilled comprehensively to get the most out of a robust task force.

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APPENDICES

APPENDIX A: Questionnaire

ክቡር ተሳታፊ፣

ይሄ የምርምር ጥናት ርዕስ "የስሜት ልህቀት (Emotional Intelligence)፣ የቴክኖሎጂ ተቀባይነት ባህሪ (Technology Adoption Behavior) እና የስራ እርካታ (Job Satisfaction) መካከል ያለ ግንኙነት-በሁሉም ዕድሜ ክልል ላይ ያሉ የኢትዮ ቴሌኮም ድርጅት ሰራተኞች " የዳሰሳ ጥናት ነው።

- ይህ የጥናት መጠይቅ ለማስተማር ዓላማ መረጃ ለመሰብሰብ የተዘጋጀ ነው።
- እባክዎ በታማኝነት እና በግልፅነት ይመልሱ። ያስታውሱ፡-
- የሚሰጡት መረጃ ግል ሚስጥራዊ የሚቆይ ነው።
- ለትምህርት ዓላማ ብቻ ይጠቀማል።
- ትክክለኛ ወይም የተሳሳተ መልስ የለም፣ የእርስዎ አስተያየት ብቻ ነው የሚያስፈልገኝ።
- መጠይቁን ለመሙላት በግምት 15-20 ደቂቃ ያስፈልጋል።

ለጊዜዎ እና ለተሳትፎዎ እጅግ አመሰግናለሁ።

በክብርነት፣

ሔሸን ግርማ መለሰ

+251930015372

Heaven.Girma@ethiotelecom.et

ክፍል ፩፡ የስምምነት ማረጋገጫ (Informed Consent)

ቅጹን ለመሙላት እባክዎ ከዚህ በታች ያለውን የስምምነት አማራጭ ይምረጡ፡

[] አዎ፣ እስማማለሁ

[] አልስማማም

ክፍል ፪: የግል መረጃ (Demographic Profile)

መመሪያ: እባክዎ የሚቀጥሉትን የግል መረጃ ጥያቄዎች በተስማሚው ሰጥን ምልክት በማድረግ ይመልሱ።

1. ጾታ (Gender)

☐ ወንድ (Male)

☐ ሴት (Female)

2. የእድሜ ክልል (Age Group)

☐ 20-24 ዓመት

☐ 25-29 ዓመት

☐ 30-34 ዓመት

☐ 35-39 ዓመት

☐ 40-44 ዓመት

☐ 45-49 ዓመት

☐ 50-54 ዓመት

☐ 55-59 ዓመት

☐ 60-64 ዓመት

3. የጋብቻ ሁኔታ (Marital Status)

☐ ያለገባ (Single) ☐ ያገባ (Married) ☐ በፍቺ የተለየ (Divorced) ☐ በሞት የተለየ (Widowed)

4. የትምህርት ደረጃ (Educational Level)

☐ ዲፕሎማ (Diploma)

☐ ከፍተኛ ዲፕሎማ (Advanced Diploma)

☐ የመጀመሪያ ዲግሪ (Bachelor's Degree)

☐ ሁለተኛ ዲግሪ (Master's Degree)

☐ ዶክተሬት / PhD

5. የስራ ክፍል (Department)

☐ የሰው ሥብት አስተዳደር (HR)

☐ ኢንፎርሜሽን ሲስተም እና ሴኩራቲ (IS)

☐ ኔትወርክ / ቴክኒክ (Network/Technical)

☐ ሽያጭ እና ግብይት (Sales & Marketing)

☐ የደንበኞች አገልግሎት (Customer Service)

☐ ፋይናንስ (Finance)

6. የስራ ደረጃ (Job Position)

☐ ጀማሪ (Junior)

☐ ከፍተኛ/ባለሙያ (Senior/Expert)

☐ ቡድን መሪ / ሱፐርቪይዘር (Team Leader)

☐ ስራ አስኪያጅ / ማኔጀር (Manager)

☐ ከፍተኛ ማኔጀር / ዳይሬክተር (Director/C-Level)

7. የስራ ልምድ (Work Experience)

☐ 1-5 ዓመት

☐ 6-10 ዓመት

☐ 11-15 ዓመት

☐ 16-20 ዓመት

☐ 21-25 ዓመት

☐ 26-30 ዓመት

☐ 31-35 ዓመት

☐ ከ 36 ዓመት በላይ

8. በስራ ላይ የሚጠቀሟቸው ቴክኖሎጂዎች እና መሳሪያዎች (Tools Used on the JOB) (Multiple Options)

- ☐ ኮምፒውተር/ላፕቶፕ (Computer/Laptop)
- ☐ የድርጅት ሶፍትዌር (Enterprise Software/ERP)
- ☐ ሞባይል መተግበሪያ (Mobile Apps)

ክፍል ፫፡ ሚኒሶታ የሥራ እርካታ መጠይቅ ቅጽ - አጭር ቅጽ (Minnesota Satisfaction Questionnaire - MSQ)

መመሪያ፡ እባክዎ ከታች በተዘረዘሩት የሥራ አመለካከቶች ጋር ያለዎትን የደስታ ደረጃ በሚከተለው ሚዛን ያሳዩ፡

1 = በጣም ደስተኛ አይደለሁም (Very Dissatisfied) | 2 = ደስተኛ አይደለሁም (Dissatisfied) | 3 = ገለልተኛ (Neutral) | 4 = ደስተኛ (Satisfied) | 5 = በጣም ደስተኛ (Very Satisfied)

የሥራ አመለካከቶች እና ሁኔታዎች (Job Aspects)	1	2	3	4	5
በሥራዬ ላይ ሥራዬን ብቻዬን የመስራት ዕድል አለኝ (Chance to work alone)	[]	[]	[]	[]	[]
በሥራዬ ላይ የራሴን ውሳኔ የመወሰን ነፃነት (Chance to make decisions)	[]	[]	[]	[]	[]
የራሴን ዘዴ በሥራዬ ላይ የመጠቀም ነፃነት (Chance to try my own methods)	[]	[]	[]	[]	[]
የተሻለ የሥራ ደረጃ (ማዕረግ) የማግኘት ዕድል (Chance for advancement)	[]	[]	[]	[]	[]
የሥራ ባልደረቦቼን ሥራ የመርዳት እና የማግኘት ዕድሎች (Chance to help co-workers)	[]	[]	[]	[]	[]
የተለያዩ ሥራዎችን የመስራት ዕድል (Chance to do different things)	[]	[]	[]	[]	[]
ከሥራዬ ከማግኘው ስኬት/ውጤት የምናገኘው እርካታ (Satisfaction from accomplishment)	[]	[]	[]	[]	[]

በህብረተሰቡ ውስጥ ለህዝብ አገልግሎት የተከበረ የሥራ ዕድል (Community service status)	[]	[]	[]	[]	[]
ሌሎችን የመምራት እና የማዘዝ ዕድሎች (Chance to tell people what to do)	[]	[]	[]	[]	[]
ችሎታዬን እና እውቀቴን በሥራዬ ላይ የመጠቀም ዕድል (Chance to use my abilities)	[]	[]	[]	[]	[]
የበላይ አለቃዬ ሰራተኞችን የሚያስተዳድርበት/የምታስተዳድርበት መንገድ (Way supervisor handles staff)	[]	[]	[]	[]	[]
የበላይ አለቃዬ ሥራ ላይ ያለው/ያላት የቴክኒካል እውቀት ብቃት (Supervisor's competence)	[]	[]	[]	[]	[]
የኩባንያው (የኢትዮ ቴሌኮም) ፖሊሲዎች እና ደንቦች በተግባር ላይ የሚውሉበት መንገድ (Company policies)	[]	[]	[]	[]	[]
የሚሰጠኝ ደመወዝ እና የስራ ጭነት መመጣጠን (My pay and amount of work)	[]	[]	[]	[]	[]
ከሥራ ባልደረቦቼ ጋር ያለኝ ግንኙነት (Relationship with co-workers)	[]	[]	[]	[]	[]
ጥሩ ሥራ ሰርቼ የማገኘው ምስጋና/እውቅና (Praise for doing a good job)	[]	[]	[]	[]	[]
ቋሚ የስራ ዋስትና መኖር (Job security)	[]	[]	[]	[]	[]
አጠቃላይ የስራ አካባቢ ሁኔታዎች (Working conditions)	[]	[]	[]	[]	[]

የሥራ ባልደረቦች በጋራ ስራ እርስ በርስ የሚረዳዱበት መንገድ (Co-workers cooperation)	[]	[]	[]	[]	[]
አጠቃላይ የስራ ደስታ እና እርካታ (Overall feeling of job satisfaction)	[]	[]	[]	[]	[]

ክፍል ፬: UTAUT የቴክኖሎጂ መቀበያ እና መጠቀሚያ መለኪያ ቅጽ (Technology Adoption Behavior)

Instructions: Please tick (✓) the box that best represents your level of agreement with each statement.

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Construct	Item Statement	1	2	3	4	5
Performance Expectancy (PE)	Using new technology improves my work performance.	☐	☐	☐	☐	☐
	Technology helps me accomplish tasks more quickly.	☐	☐	☐	☐	☐
	I find technology useful in my job.	☐	☐	☐	☐	☐
	Technology enhances my effectiveness at work.	☐	☐	☐	☐	☐
Effort Expectancy (EE)	Learning to use new technology is easy for me.	☐	☐	☐	☐	☐
	I find it easy to get technology to do what I want it to do.	☐	☐	☐	☐	☐
	My interaction with technology is clear and understandable.	☐	☐	☐	☐	☐
	I find technology easy to use.	☐	☐	☐	☐	☐
Social Influence (SI)	People who influence my behavior think I should use new technology.	☐	☐	☐	☐	☐
	My coworkers encourage me to use technology.	☐	☐	☐	☐	☐
	My supervisor supports the use of new technologies.	☐	☐	☐	☐	☐
	People whose opinions I value prefer that I use technology.	☐	☐	☐	☐	☐

Facilitating Conditions (FC)	I have the resources necessary to use technology.	☐	☐	☐	☐	☐
	I have the knowledge necessary to use technology.	☐	☐	☐	☐	☐
	There is a specific person or group available for assistance with technology.	☐	☐	☐	☐	☐
	My organization provides adequate support for using new technologies.	☐	☐	☐	☐	☐
Behavioral Intention to Use Technology (BI)	I intend to use new technology regularly in my work.	☐	☐	☐	☐	☐
	I will always try to use new technologies that support my tasks.	☐	☐	☐	☐	☐
	I plan to use technology more frequently in the future.	☐	☐	☐	☐	☐
	I am likely to recommend technology use to others in my workplace.	☐	☐	☐	☐	☐

UTAUT የቴክኖሎጂ መጠቀም እና መጠቀሚያ መለኪያ ቅጽ

መመሪያ: እባኩን ለእያንዳንዱ ንጥረ ነገር የሚመስልዎትን የስምምነት ደረጃ ምልክት ያድርጉ።

1 = በጣም አልስማማም፣ 2 = አልስማማም፣ 3 = ገለልተኛ፣ 4 = እስማማለሁ፣ 5 = በጣም እስማማለሁ

ንዑስ መግለጫ		1	2	3	4	5
የአፈጻጸም ግምት	አዲስ ቴክኖሎጂን መጠቀም የስራዬን አፈጻጸም ያሻሽላል።	☐	☐	☐	☐	☐
	ቴክኖሎጂ ተግባራን በፍጥነት እንዲሰራ ያግዛኛል።	☐	☐	☐	☐	☐
	ቴክኖሎጂ በስራዬ ውስጥ ጠቃሚ መሆኑን አስባለሁ።	☐	☐	☐	☐	☐
	ቴክኖሎጂ የሥራዬን ውጤታማነት ያሳድገዋል።	☐	☐	☐	☐	☐
የጥረት ግምት	ለእኔ አዲስ ቴክኖሎጂን መማር ቀላል ነው።	☐	☐	☐	☐	☐
	ለእኔ ቴክኖሎጂን እንደረገግሁ እንዲሰራ ማድረግ ቀላል ነው።	☐	☐	☐	☐	☐
	ከቴክኖሎጂ ጋር ያለኝ ግንኙነት ግልፅና ለመረዳት ቀላል ነው።	☐	☐	☐	☐	☐
	ለእኔ ቴክኖሎጂን መጠቀም ቀላል ነው።	☐	☐	☐	☐	☐
ማህበራዊ ተጽዕኖ	ባህሪዬ ላይ ተፅዕኖ ያላቸው ሰዎች ቴክኖሎጂን መጠቀም እንዳለብኝ ያስባሉ።	☐	☐	☐	☐	☐
	የስራ ባልደረቦቼ ቴክኖሎጂን እንድጠቀም ያበረታቱኛል ።	☐	☐	☐	☐	☐
	የቅርብ አለቃዬ አዳዲስ ቴክኖሎጂዎችን መጠቀምን ያበረታታል።	☐	☐	☐	☐	☐
	አስተያየታቸውን ቦታ የምሰጠው ሰዎች ቴክኖሎጂን ብጠቀም ይመርጣሉ።	☐	☐	☐	☐	☐
አጋዥ ሁኔታዎች	ቴክኖሎጂን ለመጠቀም የሚያስፈልጉኝ ሀብቶች አሉኝ።	☐	☐	☐	☐	☐
	ቴክኖሎጂን ለመጠቀም የሚያስፈልገኝ እውቀት አለኝ።	☐	☐	☐	☐	☐
	በቴክኖሎጂ መጠቀም ላይ የሚያግዙኝ ሰዎች አሉ።	☐	☐	☐	☐	☐

	ድርጅቱ አዲስ ቴክኖሎጂን ለመጠቀም በቂ ድጋፍ ያቀርባል።	☐	☐	☐	☐	☐
ቴክኖሎጂን የመጠቀም ስነ- ምግባራዊ አላማ	አዲስ ቴክኖሎጂን በየቀኑ በስራዬ ላይ ለመጠቀም አስባለሁ።	☐	☐	☐	☐	☐
	ሁልጊዜ ስራዬን የሚያግዙኝን አዳዲስ ቴክኖሎጂዎች ለመጠቀም እጥራለሁ።	☐	☐	☐	☐	☐
	ወደፊት ቴክኖሎጂን የበለጠ ለመጠቀም እጥራለሁ።	☐	☐	☐	☐	☐
	ቴክኖሎጂን የስራ ባልደረቦቼ በስራቸው ላይ እንዲጠቀሙ እመክራለሁ።	☐	☐	☐	☐	☐

ክፍል ፫፡- የሰሜታዊ አስተዳደር ልኬት (Emotional Intelligence Scale /WLEIS)

Instructions: Please indicate the extent to which you agree or disagree with the following statements ticking "✓" under the appropriate number using the following scale: Use the 5-point Likert scale below

Dimension		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
1. Self-Emotion Appraisal (SEA)	I have a good understanding of my own emotions.	☐	☐	☐	☐	☐
	I really understand what I feel.	☐	☐	☐	☐	☐
	I always know whether or not I am happy.	☐	☐	☐	☐	☐
	I have a good sense of why I have certain feelings.	☐	☐	☐	☐	☐
2. Others' Emotion Appraisal (OEA)	I always know my friends' emotions from their behavior.	☐	☐	☐	☐	☐
	I am a good observer of others' emotions.	☐	☐	☐	☐	☐
	I have good understanding of the emotions of people around me.	☐	☐	☐	☐	☐
	I am sensitive to the feelings and emotions of others.	☐	☐	☐	☐	☐
3. Use of Emotion (UOE)	I always set goals for myself and then try my best to achieve them.	☐	☐	☐	☐	☐
	I always tell myself I am a competent person.	☐	☐	☐	☐	☐
	I am a self-motivated person.	☐	☐	☐	☐	☐
	I would always encourage myself to try my best.	☐	☐	☐	☐	☐
4. Regulation of Emotion (ROE)	I am able to control my temper so that I can handle difficulties wisely.	☐	☐	☐	☐	☐

	I am quite capable of controlling my own emotions.	☐	☐	☐	☐	☐
	I can always calm down quickly when I am very angry.	☐	☐	☐	☐	☐
	I have good control of my own emotions.	☐	☐	☐	☐	☐

ዎንግ እና ሎ የስሜታዊ አስተዳደር ልኬት

መመሪያ፡ እባክዎን ከዚህ በታች በተሰጡት መግለጫዎች ጋር የሚስማሙበትን ወይም

የማይስማሙበትን ደረጃ በተመለከተው ቁጥር ስር "✓" ምልክት በማድረግ ይምረጡ።

የስሜት አስተዳደር ልኬቶች		በጣም አልስማ ማም	አልስማ ማም	ገለልተ ኛ	እስማማለ ሁ	በጣም እስማማ ለሁ
		1	2	3	4	5
1. የራስ ስሜት ግምገማ	እኔ የራሴን ስሜት በጥልቅ አስተውላለሁ።	☐	☐	☐	☐	☐
	እኔ የራሴን ስሜት እረዳለሁ።	☐	☐	☐	☐	☐
	ሁልጊዜ ደስተኛ እንደሆንኩ ወይም እንዳልሆንኩ አውቃለሁ።	☐	☐	☐	☐	☐
	አንዳንድ ስሜቶች ለምን እንደሚሰሙኝ በጥልቅ እረዳለሁ።	☐	☐	☐	☐	☐
2. የሌሎች ስሜት ግምገማ	ወዳጆቼን ሁልጊዜ ከባህረያቸው ተነስቼ ስሜታቸውን አውቃለሁ።	☐	☐	☐	☐	☐
	የሌሎችን ስሜት ጥሩ ማስተዋል እችላለሁ።	☐	☐	☐	☐	☐
	ከእኔ ዙሪያ ያሉ ሰዎችን ስሜት መረዳት እችላለሁ።	☐	☐	☐	☐	☐
	የሌሎች ሰዎች ስሜት ያስጨንቀኛል።	☐	☐	☐	☐	☐
3. የስሜት አጠቃቀም	የራሴን ግቦች ሁልጊዜ አቅጂ ለማሳካት እጥራለሁ።	☐	☐	☐	☐	☐
	እራሴን ሁልጊዜ ብቁ ሰው እንደሆንኩኝ እነግረዋለሁ።	☐	☐	☐	☐	☐
	እራሴን የሚያበረታታ ሰው ነኝ።	☐	☐	☐	☐	☐

	እራሴን በምችለው አቅም እንድስራ አበረታታለሁ።	☐	☐	☐	☐	☐
4. የስሜት መቆጣጠር	አስቸጋሪ ሁኔታዎችን በብልሃት ለማለፍ ስሜቴን እቆጣጠራለሁ።	☐	☐	☐	☐	☐
	በቀላሉ የራሴን ስሜት መቆጣጠር እችላለሁ።	☐	☐	☐	☐	☐
	እጅግ ቁጣ ስሜት በተሰማኝ ጊዜ በፍጥነት ራሴን አረጋጋለሁ።	☐	☐	☐	☐	☐
	የራሴን ስሜት በጥሩ ሁኔታ መቆጣጠር እችላለሁ።	☐	☐	☐	☐	☐

APPENDIX B: SPSS Statistics Results

Descriptive Statistics: Demography

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	127	45.7	71.8	71.8
	Female	50	18.0	28.2	100.0
	Total	177	63.7	100.0	
Missing	System	101	36.3		
Total		278	100.0		

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-29	5	1.8	2.8	2.8
	30-34	39	14.0	22.0	24.9
	35-39	53	19.1	29.9	54.8
	40-44	30	10.8	16.9	71.8
	45-49	31	11.2	17.5	89.3
	50-54	15	5.4	8.5	97.7
	55-59	4	1.4	2.3	100.0
	Total	177	63.7	100.0	
Missing	System	101	36.3		
Total		278	100.0		

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	43	15.5	24.3	24.3
	Married	128	46.0	72.3	96.6
	Divorced/Separated	4	1.4	2.3	98.9
	Widowed	2	.7	1.1	100.0
	Total	177	63.7	100.0	
Missing	System	101	36.3		
Total		278	100.0		

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diplom	3	1.1	1.7	1.7
	Bachelors Degree	95	34.2	53.7	55.4
	Masters Degree	77	27.7	43.5	98.9
	PHD	2	.7	1.1	100.0
	Total	177	63.7	100.0	
Missing	System	101	36.3		
Total		278	100.0		

Division

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HR and Finance	12	4.3	6.8	6.8
	IS	27	9.7	15.3	22.0
	Network/Technic	86	30.9	48.6	70.6
	Sales and Marketing	29	10.4	16.4	87.0
	Customer Service	23	8.3	13.0	100.0
	Total	177	63.7	100.0	
Missing	System	101	36.3		
Total		278	100.0		

Job Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior	2	.7	1.1	1.1
	Senior	136	48.9	76.8	78.0
	Supervisor/Team leader	29	10.4	16.4	94.4
	Manager	10	3.6	5.6	100.0
	Total	177	63.7	100.0	
Missing	System	101	36.3		
Total		278	100.0		

Years of Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	4	1.4	2.3	2.3
	6-10	32	11.5	18.1	20.3
	11-15	57	20.5	32.2	52.5
	16-20	39	14.0	22.0	74.6
	21-25	26	9.4	14.7	89.3
	26-30	12	4.3	6.8	96.0
	31-35	6	2.2	3.4	99.4
	Above 36	1	.4	.6	100.0
	Total	177	63.7	100.0	
Missing	System	101	36.3		
Total		278	100.0		

Descriptive Statistics : Key Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	177	2.75	5.00	4.1451	.51182
Technology Adoption Behavior	177	3.05	5.00	4.1715	.42632
Intrinsic Job Satisfaction	177	1.00	5.00	3.6944	.75857
Extrinsic Job Satisfaction	177	1.00	5.00	3.6039	.75413
Overall Job Satisfaction	177	1.00	5.00	3.6491	.70829

Regression: EI as a Predictor of JS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.413 ^a	.170	.165	.64703

a. Predictors: (Constant), EI_TOTAL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.031	1	15.031	35.904	.000 ^b
	Residual	73.263	175	.419		
	Total	88.294	176			

a. Dependent Variable: MSQ_Total

b. Predictors: (Constant), EI_TOTAL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.282	.398		3.222	.002	.497	2.068
	EI_TOTAL	.571	.095	.413	5.992	.000	.383	.759

a. Dependent Variable: MSQ_Total

Regression: TAB as a Predictor of JS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.439 ^a	.193	.189	.63804

a. Predictors: (Constant), TAB_TOTAL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.052	1	17.052	41.887	.000 ^b
	Residual	71.242	175	.407		
	Total	88.294	176			

a. Dependent Variable: MSQ_Total

b. Predictors: (Constant), TAB_TOTAL

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	.603	.473		1.276	.204	-.330	1.537
	TAB_TOTAL	.730	.113	.439	6.472	.000	.507	.953

a. Dependent Variable: MSQ_Total

Regression : EI as a Predictor of TAB

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552 ^a	.304	.300	.35659

a. Predictors: (Constant), EI_TOTAL

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.736	1	9.736	76.562	.000 ^b
	Residual	22.253	175	.127		
	Total	31.988	176			

a. Dependent Variable: TAB_TOTAL

b. Predictors: (Constant), EI_TOTAL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.267	.219		10.334	.000	1.834	2.700
	EI_TOTAL	.460	.053	.552	8.750	.000	.356	.563

a. Dependent Variable: TAB_TOTAL

Hierarchical Regression : EI→TAB→JS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.413 ^a	.170	.165	.64703
2	.485 ^b	.235	.226	.62315

a. Predictors: (Constant), EI_TOTAL

b. Predictors: (Constant), EI_TOTAL, TAB_TOTAL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.031	1	15.031	35.904	.000 ^b
	Residual	73.263	175	.419		
	Total	88.294	176			
2	Regression	20.727	2	10.363	26.688	.000 ^c
	Residual	67.567	174	.388		
	Total	88.294	176			

a. Dependent Variable: MSQ_Total

b. Predictors: (Constant), EI_TOTAL

c. Predictors: (Constant), EI_TOTAL, TAB_TOTAL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.282	.398		3.222	.002	.497	2.068
	EI_TOTAL	.571	.095	.413	5.992	.000	.383	.759
2	(Constant)	.136	.486		.279	.781	-.824	1.096
	EI_TOTAL	.338	.110	.245	3.076	.002	.121	.556
	TAB_TOTAL	.506	.132	.305	3.830	.000	.245	.767

a. Dependent Variable: MSQ_Total

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	TAB_TOTAL	.305 ^b	3.830	.000	.279	.696

a. Dependent Variable: MSQ_Total

b. Predictors in the Model: (Constant), EI_TOTAL

ANOVA Results for Developmental Difference and Similarities**Descriptives**

TAB_TOTAL

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Early Adulthood	97	4.1876	.42427	.04308	4.1021	4.2731	3.10	5.00
Middle Adulthood	80	4.1519	.43066	.04815	4.0560	4.2477	3.05	5.00
Total	177	4.1715	.42632	.03204	4.1082	4.2347	3.05	5.00

ANOVA

TAB_TOTAL

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.056	1	.056	.307	.580
Within Groups	31.932	175	.182		
Total	31.988	176			

Descriptives

EI_TOTAL

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Early Adulthood	97	4.1263	.51940	.05274	4.0216	4.2310	2.81	5.00

Middle Adulthood	80	4.1680	.50478	.05644	4.0556	4.2803	2.75	5.00
Total	177	4.1451	.51182	.03847	4.0692	4.2210	2.75	5.00

ANOVA

EI_TOTAL

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.076	1	.076	.290	.591
Within Groups	46.028	175	.263		
Total	46.104	176			

Descriptives

MSQ_Total

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Early Adulthood	97	3.5187	.71292	.07239	3.3750	3.6624	1.00	4.94
Middle Adulthood	80	3.8073	.67364	.07532	3.6574	3.9572	2.22	5.00
Total	177	3.6491	.70829	.05324	3.5441	3.7542	1.00	5.00

ANOVA

MSQ_Total

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.652	1	3.652	7.551	.007
Within Groups	84.642	175	.484		
Total	88.294	176			

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
IN_MSQ_Total	Early Adulthood	97	3.5608	.75561	.07672	3.4085	3.7131	1.00	5.00
	Middle Adulthood	80	3.8562	.73465	.08214	3.6928	4.0197	1.90	5.00
	Total	177	3.6944	.75857	.05702	3.5818	3.8069	1.00	5.00
EX_MSQ_Total	Early Adulthood	97	3.4765	.77146	.07833	3.3210	3.6320	1.00	4.89
	Middle Adulthood	80	3.7583	.70689	.07903	3.6010	3.9156	2.33	5.00
	Total	177	3.6039	.75413	.05668	3.4920	3.7158	1.00	5.00

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
--	----------------	----	-------------	---	------

IN_MSQ_Total	Between Groups	3.826	1	3.826	6.871	.010
	Within Groups	97.448	175	.557		
	Total	101.274	176			
EX_MSQ_Total	Between Groups	3.482	1	3.482	6.307	.013
	Within Groups	96.611	175	.552		
	Total	100.093	176			

Regression

Notes

Output Created		19-MAY-2026 16:49:53
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	564090
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

Cases Used		Statistics are based on cases with no missing values for any variable used.
Syntax	REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT MSQ_Total /METHOD=ENTER EI_TOTAL /METHOD=ENTER TAB_TOTAL.	
Resources	Processor Time	00:00:17.69
	Elapsed Time	00:00:09.81
	Memory Required	5808 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	EI_TOTAL ^b	.	Enter
2	TAB_TOTAL ^b	.	Enter

a. Dependent Variable: MSQ_Total

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.413 ^a	.170	.165	.64703
2	.485 ^b	.235	.226	.62315

a. Predictors: (Constant), EI_TOTAL

b. Predictors: (Constant), EI_TOTAL, TAB_TOTAL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.031	1	15.031	35.904	.000 ^b
	Residual	73.263	175	.419		
	Total	88.294	176			
2	Regression	20.727	2	10.363	26.688	.000 ^c
	Residual	67.567	174	.388		
	Total	88.294	176			

a. Dependent Variable: MSQ_Total

b. Predictors: (Constant), EI_TOTAL

c. Predictors: (Constant), EI_TOTAL, TAB_TOTAL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.282	.398		3.222	.002
	EI_TOTAL	.571	.095	.413	5.992	.000
2	(Constant)	.136	.486		.279	.781
	EI_TOTAL	.338	.110	.245	3.076	.002
	TAB_TOTAL	.506	.132	.305	3.830	.000

a. Dependent Variable: MSQ_Total

Bootstrap for Coefficients

Model		B	Bootstrap ^a				95% Confidence Interval	
			Bias	Std. Error	Sig. (2-tailed)	Lower	Upper	
1	(Constant)	1.282	-.002	.461	.006	.382	2.167	
	EI_TOTAL	.571	.000	.111	.000	.355	.789	
2	(Constant)	.136	.002	.567	.819	-.942	1.290	
	EI_TOTAL	.338	.000	.121	.008	.104	.580	
	TAB_TOTAL	.506	.000	.136	.001	.233	.763	

a. Unless otherwise noted, bootstrap results are based on 5000 stratified bootstrap samples

Excluded Variables^a

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
					Tolerance
1	TAB_TOTAL	.305 ^b	3.830	.000	.279
					.696

a. Dependent Variable: MSQ_Total

b. Predictors in the Model: (Constant), EI_TOTAL