



ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

MBA PROGRAMME

**THE EFFECT OF EMOTIONAL INTELLEGNCE ON WORK LIFE BALANCE:
EVIDENCE FROM DASHEN BANK S.C AND TAGROW BUSINESS PLC**

BY:

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Addis Ababa, Ethiopia



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**A Thesis Submitted to Addis Ababa University College of Business and
Economics in partial fulfilment of the requirements for Master of Art in
Business Administration specialization in Management**

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Addis Ababa, Ethiopia

June, 2020

Declaration

I, the undersigned, declare that this study entitled “The effect of emotional intelligence on work life balance in case of Dashen bank and Tagrow business PLC” is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

Declared by:

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Date _____

Certificate

This is to certify that this study, “The effect of Emotional Intelligence on Work life balance in case of Dashen bank S.C and Tagrow business PLC Addis Ababa.”, undertaken by ARSEMA DEMEKE for the partial fulfillment of the Requirements for the Degree of Master of Business Administration at Ababa University College of Business and Economics, is an original work and not submitted earlier for any degree either at this University or any other University.

Research Advisor: Asres Abitie (PhD)

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Date _____

Addis Ababa University
College of Business and Economics
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The effect of Emotional Intelligence on work life balance in case of Dashen bank S.C and Tagrow Business PLC, Addis Ababa

By: ARSEMA DEMEKE

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List of Abbreviations/Acronyms

EI=Emotional Intelligence

WIF=Work interfering with Family

FIW=Family interfering with Work

SPSS=Statistical Package for Social Science

ANOVA= Analysis of Variance

HO=Head Office

WLB=Work life Balance

QWL=Quality of work life

WFC=Work family conflict

PWL=Perception of work life

FWC=Family work conflict

ABSTRACT

Work life balance is the lack of opposition between work and other life roles. The objective of the study is to identify the effect of emotional intelligence dimensions on work life balance in case of Dashen bank S.C and Tagrow business PLC. Quantitative research approach is used; explanatory and descriptive research designs are adopted. A total of 444 employees 352 from Dashen bank S.C with stratified systematic sampling and 92 from Tagrow business PLC with simple random sampling. Data collected through questionnaire were analyzed using SPSS 25 version. The analysis involves both descriptive and inferential statistics. The test engages frequency distribution, mean, Pearson correlation coefficient, ANOVA and Regression. The result of the finding from Dashen bank indicates that the major factors that have significant effect on work life balance are self-awareness, self-regulation and social competence. While the result of finding from Tagrow business PLC indicates that self-awareness and social competence have significant effect on work life balance. Furthermore, the result indicated that there is high work life imbalance at both companies. Generally, it was concluded that the core factors for work life imbalance in Dashen bank S.C were lack of Self-awareness, self-regulation and social competence. Whereas lack of self- awareness and social competence were the two core factors that affects the work life balance in case of Tagrow business PLC. The recommendation highlighted that Dashen bank S.C should give professionals frequent emotional intelligence trainings specifically on self-awareness, self-regulation and Social competence. Likewise, Tagrow business PLC should also develop and give professional trainings specifically on self-awareness and social competence for its employees. Generally it was recommended that both companies should undertake emotional intelligence audit at all level of the organization and develop effective policies on emotional intelligence that can have a positive influence on its employees. Also both companies should also come up with effective and efficient work life balance policies and programs and foster an organizational culture that supports the use of available policies. The limitation was the study being restricted to the service company specifically Tagrow business plc and Dashen bank. Also distributed questionnaires not being returned on time or not returned at all and in some cases failure on the part of respondents to provide genuine responses. However the researcher has tried to redistribute the questionnaire in order to find the result which is not biased by the issues mentioned here.

Key words: *Emotional intelligence, work life balance, Dashen bank S.C, Tagrow business PLC.*

CHAPTER ONE

1.1 INTRODUCTION

The study entitled “Effect of Emotional Intelligence on Work-Life Balance in the case of Dashen bank and Tagrow business PLC” is intended to find out the level of Emotional intelligence of professional employees and how far it influences their work-life balance. It studies the nature and relationship between emotional intelligence (Independent variable), and work-life balance (Dependent variable).

A work-life balance is becoming a challenging issue for employees spending long hours at work due to inflexibility, shifting in work requirements, overtime, evening work duties which could lead to an imbalance between work and family duties. The work timing for these kinds of employees can be very exhausting physically and mentally due to work intensification and occupational stress. It is recognized that these interrelated factors can contribute to internal conflict for workers to deal with both work and household pressures (Cooper C, Dewe P, & O’Driscoll M, 2001).

Work-life imbalance is a major issue that is nowadays becoming a serious problem that requires special attention because of the disaster it brings to both the environment of work and life. Several studies have been carried out regarding work-life balance and various aspects of work life balance. One of such aspects which has been observed while reviewing the academic literature and personal observation are emotional intelligence which impacts the work success (Dulewicz & Higgs, 2000).

Emotional intelligence is a new and growing area of behavioral research that has caught the imagination of the public. Understanding the common definition of EI was vital to this research, as it assisted in determining how the balance between work and life for service providing organization is considered. The principle of the research is to find the correlation between emotional intelligence and work-life balance. The study will bring in sharp focus on the major challenges encountered in these areas and solutions that will aid employees to deal more

significantly in increasing their effectiveness. The research is done to analyze the effect of Emotional Intelligence on the work-life balance of employees.

1.2 Background of the study

The concept of emotional intelligence has attracted a significant amount of research and scholars are paying their attention to the concept since the 1980s. Mossholder, Settoon, Armenakis, & Harris, (2000) indicated that perhaps as a result of growing recognition that organizational change and many other work-related experiences are emotion-eliciting events, interest in the roles of emotions in the work place has increased in prominence.

The term “emotional intelligence” was first coined by Mayer and Slavoey (1990) and they defined emotional intelligence as a subset of social intelligence that involves the ability to monitor one’s own and others feeling and emotion to discriminate among them and to use the information to guide one’s thinking and action. According to Goleman(1998), emotional intelligence is a kind of readiness, skill and capability which deeply affects an individual's abilities, so that, he /she may be motivated, control his/her emotions and manage his/her relationship with other. This is the most formal definition which was accepted by most scholars.

Emotional intelligence allows employees to think more creatively and use his emotions to solve problems. Daneil Goleman believes that emotional intelligence appears to be important set of psychological abilities that relate to figure life balance and life success. It is empathy and communication skill as well as social and leadership skill that will be central to your work life balance and personal relationship. The ability to manage feeling and handle stress is another aspect of emotional intelligence that has been found to be important for successful work life balance. Emotional intelligence has much to do with knowing when and how to express emotion as it does with controlling it. Empathy is particularly important aspect of emotional intelligence. Empathy means recognizing others feelings, the cause of these feelings and to be able to participate in the emotional experience of an individual without becoming part of it (Keen S, 2007).

Work-Life Balance: An individual’s ability to meet their work and family commitments as well as other non-work responsibilities and activities (Parkes & Langford, 2008). Work-life balance

also involves health and well-being, reduced stress, and a greater life satisfaction (Parks & Langford, 2008). An inquiry into the balance of work and life as it relates to EI is an important one, as emotions distraction and depletes energy outside the place of work. Cherniss (2000) explained that emotionally intelligent people display cooperation, commitment and creativity which are important for organizational effectiveness.

Emotional intelligence is argued to have several implications for service providing organizations such as the banking and business sectors. They experience numerous mental, physical and social effects. According to Jennifer George (2000), emotional knowledge is concerned with understanding both the determinants and consequence of moods, emotion, how they evolve and change over time.

A worker's spirit influences customer service, which influences levels of repeat business and of customer satisfaction providing high-quality customer service, makes demands on employees because it often puts them during a state of emotional dissonance. Over time, this state can cause job burnout, declines in job performance, and lower job satisfaction.

Therefore, emotional intelligence is currently one of the hottest topic in both academic and business research and its effect and potential impact on organizationally and were ignored in the study of organizational behavior in the past (Grande, 2000). According to him, the research perspective was that the workplace was a rational environment and emotions would interfere with sound judgment; thus, emotions were not considered as explanations for workplace occurrences regarding employee behavior. Organization research has indicated that although emotional effort is helpful, it can also be detrimental to the employees and that the stifling of emotions can cause employee burnout and stress, which can provide unwelcome individually desired outcomes such as commitment, job satisfaction, loyalty, work life balance and intent to turnover (Brotheridge & Lee, 2002). Hence, understanding and managing emotional intelligence can lead to enhanced organizational performance and provides a good work life balance.

1.3 Statement of the problem

Managing the boundary between home and work is becoming more challenging in organizations especially the service providing ones. The major cause of this problem is not seen seriously so that it is affecting the employees and the organization as a whole. One of the dominant factor that causes work-life imbalance is the lack of emotional intelligence. The term has not been recognized well so that its negative impact is becoming very disastrous.

Dashen bank and Tagrow business plc are part of service providing organizations, employees working there as often reported as most stressful and emotionally strenuous as workers are often required to put in time outside of work hours. The concern regarding these populations is whether or not emotional intelligence has a direct impact or relation with that of work-life balance.

There is a huge burden on employees working long hours so that they are unable to manage their work and life together. Companies usually do not give training on emotional intelligence and the practical application of this term. Since most employees are not aware of the intelligent usage and management of emotions the interaction they have with their customers is not going smoothly. As a result employees are not satisfied with their work-life balance. Having said this, the negative consequence it brings is affecting employees' as well as organizational wellbeing.

The effect of Emotional Intelligence on work- life balance of employees in the case of Dashen bank and Tagrow business PLC is going to be analyzed in this paper.

1.4 Research question

The literature survey lead too few research questions which has to be sort out and find answers by the researcher, hence this study was initiated. The research questions are as follows

1. Which emotional intelligence dimension (self-awareness, self-regulation, self-motivation or social competence) that affects the work-life balance of employees in Dashen bank and Tagrow business PLC?
2. What is the level of work-life balance in case of Dashen bank and Tagrow business PLC?

1.5 Hypothesis Formulation

H1: There is no significant effect of self -awareness on work life balance

H2: There is no significant effect of self –regulation on work life balance

H3: There is no significant effect of self -motivation on work life balance

H4: There is no significant effect of social competence on work life balance

1.6 Objective of the study

1.6.1 General objective

- Studying the effect of emotional intelligence dimensions (self-awareness, self-regulation, self-motivation and social competence) and work life balance of employees in case of Dashen bank and Tagrow business PLC.

1.6.2 Specific objective

- To analyze the relationship between emotional self-awareness, accurate self-assessment and self-confidence dimension of self-awareness and work life balance.
- To analyze the relationship between emotional self- control, trustworthiness, conscientiousness, adaptability and innovativeness dimension of self- regulation and work life balance.
- To analyze the relationship between achievement drive, commitment, initiative and optimism dimension of self- motivation and work life balance.
- To analyze the relationship between influence, service orientation, developing others, leveraging diversity, political awareness ,conflict management ,collaboration and cooperation, building bond ,change catalyst, team capability, communication dimension of social competence and work life balance
-

1.7 Scope of the study

The current study is constrained by different factors like lack of finance, resource and shortage of time hence it was found imperative that the scope of the study be delimited geographically

Geographically the scope of the study is limited to the selected branches of Dashen bank under the four districts of Addis Ababa and the head office. At the same time, the study is also conducted on Tagrow business PLC with the selected professional employees only.

Time-wise since the study was conducted for the academic purpose it was subjected to the academic calendar of the university which runs from November 2019 up to June 2020.

1.8 Significance of the study

The findings of the study will be useful to employees, managers, and the organization as an entity. Firstly, it studies the impact of emotional intelligence on the work-life balance of employees, because this particular type of study had not been previously conducted on this enterprise. Therefore, its result is important to provide a greater understanding of emotional intelligence that can influence the work-life balance of employees and also help managers who wish to decrease employees' turnover in general.

Secondly, the findings of this study add to the wealth of knowledge in the area. It could also be helpful for individuals who want to conduct further studies on related topics and other organizations that face similar problems. It is believed that this study would have added value to the literature on emotional intelligence and work-life balance, especially in the Ethiopian settings since there was limited literature done on a similar setting.

In general, given the need for management to recognize the impact of emotional intelligence on work- life balance of employees in today's competitive world, this study will help the enterprise to describe and build the appropriate strategy and action to improve the performance of employees.

1.9 Limitation of the study

- The study is restricted to the service company specifically Tagrow business plc and Dashen bank.
- Distributed questionnaires not being returned on time or not returned at all and in some cases failure on the part of respondents to provide genuine responses

However the researcher has tried to redistribute the questionnaire in order to find the result which is not biased by the issues mentioned here.

1.10 Organization of the study

The research study will encompass a total of five chapters: Chapter one deals with the introduction, background of the study, statement of the problem, research questions, and objectives, scope, limitation, and organization of the study. The second chapter contains the literature review in which a critical review of relevant previous scholar's work in the research topic is presented. The third chapter discusses the research design and methodology that is the design of the study, the sample population, and sample size data collection tools, and procedures and data analysis methods. Chapter four discusses the findings of the study with data analysis, and presentation and interpretation. Finally, the fifth chapter will include a summary of findings, conclusions, and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The following research works are microscopically analyzed to determine the impact of emotional intelligence on work-life balance while assessing history, definition, model, tests, workplace applicability, and benefits of emotional intelligence which can have main impact on work- life balance definition, relation it's with emotional intelligence, impacts, and policies of work- life balance are analyzed to own a more robust understanding of those two terms.

Emotional intelligence is a very important issue that's both considered in psychology and management so the managerial problems are often solved by it. If employees utilize their EI achieve their organizational goal they're going to provide a pleasant environment for them and their colleagues. Emotional intelligence could be a strong predictor of the service performance of employees within the workplace. It's generally observed that employees who perform well in their organization usually stayed extended duration of time in their organization (prentice& king, 2011).

2.2 History of Emotional Intelligence

As early because the 1930s, however, the psychologist Edward Thorndike described the concept of "social intelligence" because the power to urge alongside others. During the 1940s, psychologists David Wechsler propose that different effective components of intelligence could play a really important role in how successful people are in life. The 1950s saw the rise of the varsity of thought called humanistic psychology and thinkers like Abraham Maslow focused greater attention on other ways that individual could build emotional strength. Another important concept that emerges within the event of emotional intelligence was the notion of multiple intelligence. This idea was put forth within the mid -1970s by Howard Gardner; introducing the concept that intelligence was more than general ability. It absolutely wasn't until 1985 that the term "emotional intelligence" was first employed during a doctoral dissertation by Wayne Pane. In 1987, an article published in Mensa Magazine, Keith Beasley uses the term "emotional

quotient” some suggest that this will be the first published use of the phrase, although Reuven Baron to possess used the term in an unpublished version of his graduate thesis. Within the 1990s, psychologist Peter Salovey and John Mayer publish their landmark article: “emotional intelligence” within the journal *Imagination, cognition, and personality*. In 1995, the concept of emotional intelligence is popularized after the overall publication and psychologist of the newest new work times Science writer Daniel Goleman’s book *Emotional intelligence: why it can matter more than IQ?* The subject of emotional intelligence has continued to capture the interest of the public since and has become important in felid outside of psychology including education and business. (www.verywellmind.com).

Theoretical review of Emotional intelligence and Work-life balance

2.3 Emotional Intelligence according to different scholars

As to the definition of EI, there’s no consensus about it within the literature because of the continuing debates or arguments over several years (Mayer, Salovey & Caruso, 2008). Another excuse is also that different researchers concentrate to different expertise (Shipley, Jackson & Segrest, 2010). As an example, some researchers may target on self-control, while others may specialize in empathy. Because the concept of EI isn’t clear, it’s difficult to define it as an entire. However, there’s increasing number of contributor to feature new comments to the current field. Therefore it’s important to determine how these different researchers define the term EI

According to Salovey & Mayer(1990), emotional intelligence is “The subset of social intelligence that involves the flexibility to look at one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions”(p.189). What it can indicate from this definition is that emotional regulation is incredibly important to emotionally intelligent individuals. They understand that there are community guidelines concerning the emotional display and are also self-aware on the way to adjust their action per to those guidelines (Prati, Douglas, Ferris, and Ammeter & Buckley, 2003). In step with Prati et al. (2003), these abilities can direct them on the way to “order priorities, and practice discretion in their actions” (P.22). This definition also implies that emotionally intelligent individuals can communicate effectively and are ready to put oneself in another’s place to possess a stronger understanding of others feeling.

According to Mayer&Salovey (1997) “Emotional intelligence involves the ability to perceive accurately, appraise, and categorize feelings, the ability to access and/or generate feelings when they facilitate thought, the pliability to grasp emotion and emotional knowledge, and additionally the power to regulate emotions to push emotional and intellectual growth”(p.10).

Mayer & Salovey (1997) revised their previous definition of EI (Salovey & Mayer 1990) in their seminal paper. From this definition, four different branches of skills/abilities are presented from the relatively simple abilities to the best level branch of skills, which are perception, appraisal and expression emotion, emotion's facilitation of thinking, understanding and analyzing emotions, employing emotional knowledge, and reflective regulation of emotion to push emotional and intellectual improvement.

According to Goleman (1999), Emotional Intelligence refers to “the capacity for recognizing our feelings and folks of others, for motivating ourselves, and for managing emotions well in ourselves and our relationship” (p. 317). This definition describes “abilities distinct from, however complementary to, educational intelligence” (Goleman 1999, p 317) and combines “traits with social behaviors and competencies” (Bratton, Dodd & Brown 2010, p 128).

2.4 Emotional Intelligence Models

In the course of the last twenty years EI researchers have developed three major models they're ability, mixed, and trait EI models (Mayer, Salovey & Caruso, 2001). The most difference in these three categories is whether or not authors 'models perceive their EI as an innate human trait or competence that may be systematically developed over time. Thus, measuring EI differs per model varying from strict ability testing with right and wrong answers to subjective self-report types of measurement.

Ability models regard emotional intelligence as pure sort of ability and thus as a pure intelligence. In contrast, mixed models of emotional intelligence combine capacity with personality characteristics like optimism and wellbeing.

While trait models of EI refers to an individual's self-perceptions of their emotional abilities. The ability model of emotional intelligence is proposed by John Mayer and Peter Salovey. Two

mixed models of emotional intelligence are proposed by Reuven Bar-On and Daniel Goleman, each includes a different notion.

The research paper used mixed model of emotional intelligence by Daniel Goleman

A Mixed Model of Emotional Intelligence by Daniel Goleman

Goleman's (1998) first model of emotional intelligence identified five domains, or dimensions, of emotional intelligence encompassing twenty-five competencies. Three dimensions, self-awareness, self-regulation, and motivation, described personal competencies associated with knowing and managing emotions in one's self. The remaining two dimensions, empathy, and social skills described social competencies associated with knowing and managing emotions in others. As Goleman refined his model, the excellence of self-verses other would remain a crucial dimension of his emotional intelligence typology

The self-awareness domain

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

- **Emotional Self-Awareness**

The EI competency, emotional self-awareness, may be the general awareness of one's emotion, how those emotions are affecting themselves furthermore as others around them (Dulewicz & Higgs, 2000). This is often one in all the foremost important EI competencies as, without an awareness of one's emotion, a private is unable to manage their emotions. Emotional self-awareness is that the foundational building block of an individual's emotional intelligence. Individuals who are skilled during this competency "know which emotions they're feeling and why", they realize the links between their feelings and what they think, do, and say" (Goleman, 1998, p 24).

- **Accurate Self-Assessment**

According to Goleman (1998), individuals who are skilled at self-assessment are "aware of their strengths and weaknesses; reflective, learn from their experiences, open to receptive candid

feedback, hospitable new perspectives, continuously learning, are constantly in a self-development process, and might show a way of humor and perspective about themselves” (p.61). Kelly (1998) (as cited in Goleman, 1998) found that just about every outstanding performer examined at multiple large corporations demonstrated a high level of accurate self-assessment. Boyatzis (1982) had similar findings; he found that superior managers demonstrated accurate self-assessment significantly more than did poor performers.

- **Self-Confidence**

Self-Confidence may be a belief in one’s own capability to accomplish a task and choose an efficient approach to a task or problem (Goleman, 1998). This definition includes confidence in one’s ability as expressed in increasingly challenging circumstances and confidence in one’s decisions or opinions. The positive impact of the self-confidence competence on performance has been shown in a very style of studies. Among supervisors, managers, and executives, a high degree of self-confidence distinguishes the most effective from typical performers (Boyatzis, 1982).

The self-management domain

The Self-Management cluster of EI abilities encompasses five competencies: emotional self-control, trustworthiness, conscientiousness, adaptability, and innovativeness.

- **Emotional self –control**

Emotional self-control is that the ability to watch and regulate one’s emotional states and emotional impulses. People with this competence “Manage their impulsive feelings and distressing emotions well; stay composed, positive, and unflappable even in trying moments; think clearly and stay focused under pressure” (Goleman, 1998, p. 82). Among managers and executives, top performers can balance their drive and ambition with emotional self-control, harnessing their personal needs within the service of the organization’s goals (Boyatzis, 1982).

- **Trustworthiness**

Trustworthiness competence translates into letting others know one’s values and principles, intentions, and feelings, and acting in ways in which are according to them. Trustworthy

individuals are forthright about their own mistakes and confront others about their lapses. A deficit during this ability operates as a career derailer (Goleman, 1998b).

- **Conscientiousness**

People with this competence “meet commitments and keep promises, hold themselves in control of meeting their objectives, are organized and careful in their work” (Goleman, 1999, p. 112). In studies of job performance, outstanding effectiveness in virtually all jobs—from the underside to the highest of the company ladder—depends on conscientiousness (Barrick & Mount, 1991).

- **Adaptability**

Adaptability means flexibility in handling change. People with this competence “Smoothly handle multiple demands, shifting priorities, and rapid change, adapt their responses and tactics to suit fluid circumstances and are flexible in how they see events” (Goleman, 1999, p. 117).

- **Innovativeness**

Innovativeness means being comfortable with and hospitable novel ideas and new information. People with this competence” hunt down fresh ideas from a good type of sources, entertain original solutions to problems, generate new ideas, take fresh perspectives and risks in their thinking” (Goleman, 1999, p. 117).

The self -motivation domain

The self-motivation cluster of EI competence encompasses achievement drive, commitment, initiative, and optimism.

- **Achievement drive**

The competence achievement orientation addresses an individual’s drive to line high standards then maintaining the drive to fulfill and exceed those standards. Goleman (1998) describes individuals with this competence as being “results-oriented, with a high drive to satisfy their objectives and standards, set challenging goals and take calculated risks, pursue information to scale back uncertainty and find ways to try to do better, learn the way to boost their performance” (p.113).

- **Commitment**

Commitment refers to aligning with the goals of the group or organization. People with this competence readily make personal or group sacrifices to fulfill a bigger organizational goal, find a way of purpose within the larger mission, use the group's core values in making decisions and clarifying choices, actively hunt down opportunities to meet the group's mission" (Goleman, 1999, p. 115).

- **Initiative**

The initiative entails the hassle of beginning a replacement process or project, furthermore as being comfortable with a brand new idea. People that take initiative "seize opportunities, pursue goals beyond what's required or expected of them, get over procedure and bend the principles when necessary to urge the duty done, mobilize others through unusual, enterprising efforts" (Goleman, 1998, p. 122). In other words, people with initiative do what it takes to induce the work done, and possibly take action before they need been asked to.

- **Optimism**

Goleman (1998) defined optimism because the persistence to pursue goals despite obstacles and setbacks. Optimism could be a key ingredient of accomplishment because it can determine one's reaction to unfavorable events or circumstance.

The social competence domain

The social competence cluster of EI includes social awareness and relationship management. The social awareness domain includes empathy, service orientation, developing others, leveraging diversity, and political awareness. While the connection management domain includes influence, communication, leadership, change catalyst, conflict management, building bonds, collaboration and cooperation, and team capabilities.

- **Empathy**

Empathy competency is defined as “sensing what others feel without their saying” (Goleman, 1998, p 135). Dulewics and Higgs (2000) similarly described this competence because the ability to sense what others are feeling likewise as building and feeling a rapport with others

- **Service orientation**

Goleman (2001) describes the competence service orientation as “ the flexibility to spot a client’s or customer’s often unstated needs and concerns then match them to products or services” (p. 36).

- **Developing others**

Sensing what others have to develop, and bolstering their abilities. People with this competence: Acknowledge and reward people’s strengths, accomplishments, and development, offer useful feedback and identify people’s needs for development, mentor, give timely coaching, and offer assignments that challenge and grow a person’s skills” (Goleman, 1999, p. 175).

- **Leveraging diversity**

Leveraging diversity refers to cultivating opportunities through diverse people. People with this competence “ respect and relate well to people from varied backgrounds, understand diverse worldviews and are sensitive to group differences, see diversity as a chance, creating an environment where diverse people can thrive and Challenge bias and intolerance” (Goleman, 1999, p. 184)

- **Political awareness**

Organizational Awareness (political awareness) refers to one’s ability to know and learn the interior and external power relationships in a corporation. The organizational awareness competency includes one’s ability to spot real decision-makers and individuals with influence (Goleman, 1998).

- **Influence**

Influence refers to wielding effective tactics for persuasion. People with this competence “are skilled at persuasion, fine-tune presentations to appeal to the listener, use complex strategies like indirect influence to create consensus and support, and orchestrate dramatic events to effectively make a point” (Goleman, 1999, p. 202).

- **Communication**

Communication refers to sending clear and convincing messages. People with this competence” are effective in give-and-take, registering emotional cues in attuning their message, cope with difficult issues straightforwardly, listen well, seek sympathy, and welcome sharing of a knowledge fully, and foster open communication and stay receptive to bad news furthermore as good” (Goleman, 1999, p. 202).

- **Conflict management**

Conflict management was defined by Goleman (1998) as a skill in “negotiating and resolving disagreements” (p. 27). Goleman also described individuals who possess this competency as having the ability to “handle difficult people and tense situations diplomatically and tact, spot potential conflict, bring disagreements into the open, and help de-escalate, encourage debate and open discussion, and orchestrate win-win solutions” (p.178).

- **Leadership**

Leadership refers to inspiring and guiding groups and other people. People with this competence “articulate and arouse enthusiasm for a shared vision and mission, breakthrough to steer as required, no matter position, guide the performance of others while holding them accountable, and Lead by example” (Goleman, 1999, p. 219).

- **Change catalyst**

Change catalyst refers to initiating or managing change. People with this competence “recognize the necessity for change, and take away barriers, challenge the established order to acknowledge the necessity for change, champion the change and enlist others in its pursuit and model the change expected of others” (Goleman, 1999, p. 231).

- **Building bonds**

Building bonds: Nurturing instrumental relationships. People with this competence: Cultivate and maintain extensive informal networks, search out mutually beneficial relationships, build rapport and keep others within the loop and make and maintain personal friendships among work associates” (Goleman, 1999, p. 247).

- **Collaboration and cooperation**

Collaboration and cooperation: Working with others toward shared goals. People with this competence” balance attention on a task, paying attention to relationships, collaborate, sharing plans, information, and resources, promote a friendly, cooperative climate and Spot and nurture opportunities for collaboration” (Goleman, 1999, p. 253).

- **Team capability**

Team capabilities: Creating group synergy in pursuing collective goals. People with this competence “model team qualities like respect, helpfulness, and cooperation, draw all members into active and enthusiastic participation and build team identity, esprit de corps, and commitment” (Goleman, 1999, p. 259).

2.5 Work-life balance

Work-life balance is effectively balancing work and every one other essential non-work activity like family, community activities, voluntary work, personal development, leisure, and recreation (Dundas, 2008). So it’s important to take care of work-life balance as an alternative an individual’s performances will suffer at work and non-work domains.

Balancing work and family demand could be a critical challenge facing most employees. Over the last decade, an ever- increasing number of employees are scuffling with the way to manage their joint enactment of labor and family roles to support productivity in both domains.

Work-family role conflict is comprised of two domains. Work interfering family (WIF) role conflict and family interfering work (FIW) role conflict. WIF role conflict occurs when work-related activities spillover or interfere with home responsibilities and FIW role conflict arises

when a family role responsibility spillover or impede work activities. WFC and FWC occur when employees transfer their work-related problems or family-related pressure to their work/family, which affects the well-being of their family and workmates (Netemeyer, Boles, & McMurrian, 1996).

Empirical Review

2.6 Emotional intelligence at work place

2.6.1 Emotional Intelligence in business organizations

The trendy work is characterized by open communication, teamwork, and mutual respect among staff and their supervisors. Possessing emotional intelligence allows managers to higher understanding and motivates people they supervise. In an economy characterized by scarce labor, its visiting become increasingly important to carry on to the good employees. At the identical time, competition for best employees goes to become even fiercer and good workers who feel they're not treated fairly at work will have ample time finding employment elsewhere. The impact of emotional intelligence on the performance of the business has been directly and indirectly explained within the context of research.

Hashem (2010) contends that business performance within the banking sector is driven by emotional intelligence. During this regard, marketing creativity is alleged to be impacted by managers' emotional intelligence. Invariably, emotional intelligence equips managers with sufficient marketing creativity that forms one amongst the fundamental drivers of customers' service quality perceptions.

Kaura (2011) found in his study that improvement within the emotional intelligence of employees introduces a paradigm rise in sales performance and consequently organizational performance in terms of return on investment. His finding relates there to Kim (2010), who, supported findings of his study, contends that business performance is positively influenced by service providers' emotional intelligence.

Carmeli and Josman (2006) study the connection between emotional intelligence, task performance, and organizational citizenship behaviors. The study indicates that there's a possible connection between emotional intelligence and positive performance within the workplace. Researchers say that although research suggests that there's a connection between emotional intelligence and positive performance in the workplace, it's typically supported self-reported assessment and it overlooks that job performance is multidimensional.

The Studies conducted by Slaski and Bardzil (2000), Mulipola et al (2006), Susan and Pappas (2007), Schneider et al (1980), Fer (2004), Kiely (2005), Kernbach & Schutte (2005), Deadrick & MacAfee (2001), Cavelzanl et al (2005), Halsell (2006), Heng (2008), Beaujan and others (2006), Hafey (2003), Mccallin and Bamford (2007), Humpel & Caputi (2001) and Rao (2006) conclude the following:

- For creating and maintaining a climate of high-quality service within the organization, emotional intelligence is taken in to account the foremost important element important element as its skills is learned and practiced by the staff.
- Emotional intelligence helps employees in learning service skills that ultimately end in a job success.
- The delivery and performance of services will be enhanced by linking them with emotional intelligence skills.
- Emotional intelligence ends up in employee satisfaction, customer satisfaction, and customer loyalty within the service sector; hence its presence is taken in to account vital among the service providers.
- Emotional intelligence and repair quality are positively related as they both are vital for increasing performance, efficiency, and customer loyalty within the future.

2.6.2 Emotional intelligence in the banking industry

A study on how emotional intelligence is vital for a corporation is highlighted within the health care sector. Emotion research in health care is categorized into two major areas: research associated with emotional labor (Larson and Yao, 2005) and research associated with emotional intelligence (Goleman, 1998). Pertaning to the latter, the importance of emotional intelligence has been widely known for the case of nursing staff working in health-care (Larson and Yao,

2005; Kooker, Shoultz, and Codier, 2007). The health sector isn't so different from the banking sector because of these two organizations house other men each day, a situation where emotional intelligence plays a good role.

Hummayoun Naeem (2008) in his study to explore emotional intelligence level and repair quality level in foreign and native banks revealed that EI skill is high within the case of a far off bank; emotional intelligence is strongly associated with dimensions of service quality indicating that employees with high EI enhance service quality.

Anhurag Pahuja (2012) conducted a study to reveal the perceptions and factors affecting emotional intelligence among the chosen bank employees. The study revealed that employees are aware to the EI concept. There's a big difference between males and females on various EI traits. Females scored better on overall emotional intelligence than males. The staffs don't seem to be emotionally stable which concerns because it affects their performance. The study high lightened that employees consider self-management, self-awareness, and empathy because the major emotional intelligence traits required by everyone.

R.Veeraphan (2013) on their study on emotional intelligence on bank employees within the Vellore district found that emotional intelligence will help an employee experience better work-life balance.

Okon Effiong Ekepenyoung (2015) on their study on emotional intelligence and employee performance among the Nigerian bank industry concluded that there's a big relationship between emotional intelligence and employee performance. Also, the study revealed that emotional intelligence are often developed and improved at any stage of life through a scientific and consistent approach.

V. Swaranalatha (2016) on her study on emotional intelligence among bank employees found that EI plays a serious role in bank employee's life and every one employee are having high emotional intelligence.

Danquah (2015) in her study to judge the effect of emotional intelligence on the financial performance of business bank in Ghana revealed that emotional intelligence significantly influences financial performance among the commercial banks. The study also found that

relationships translate into the prediction of relationship marketing, service quality, customer satisfaction, and financial performance.

2.7 Benefits of emotional Intelligence

Long, Yaacob, and Chuen, (2016) argued that EI is more pivotal in services organizations, particularly when the standard level related to the service itself. In their research, they concluded that Emotional Intelligence (EI) enables individuals to interact constructively with colleagues, subordinates, managers, and customers also.

Bedi and Kaur (2014) revealed that Emotional Intelligence (EI) enhances employees' positive perception of the work environment and promotes their job satisfaction. Shafiq and Rana's (2016) results asserted that Emotional Intelligence (EI) reinforces Pakistanis college teachers' capabilities to grasp students, to be tolerant, patient, control their temper, and therefore most significantly ready to handle the conflict between life and job requirements during a balanced manner.

According to Torrington, Hall, Taylor, and Atkinson, (2011) those with Emotional Intelligence (EI) skills can overcome problems that resulted from uncertainty and ambiguity within the work place. Tang and Gao (2012) proved that those with Emotional Intelligence (EI) are needing to be involved in organizational change instead of being neutral or resist change.

At the work team level Ghosh, Shuck, and Petrosko, (2012) indicated that Emotional Intelligence (EI) empowers team members to line collective objectives and style the correct means of obtaining the intended results. However, Hopkins and Yonker (2015) referred that Emotional Intelligence (EI) minimizes disagreements and conflict among team member's and it supports team cohesion.

Clarke (2010) underlined the impact of Emotional Intelligence (EI) in achieving a sufficient level of synergy between team members, and it also includes a positive influence on team outcomes. Stubbs and Wolff (2008) distinguished that Emotional Intelligence (EI) facilitates valued interaction among team members and promotes learning from one another. Meanwhile, Arfara and Samanta (2016) clarified that Emotional Intelligence (EI) instilled mutual trust and reinforced team members knowledge sharing.

The study of Jiang (2014) stated that managers with Emotional Intelligence (EI) proficiencies can convince others easily and utilize their influence to achieve subordinates' voluntary compliance. Torrington et al. (2011) added that Emotional Intelligence (EI) skills distinguish the leader managers from non-leaders.

2.8 Work Life Balance and Emotional Intelligence

Many previous studies explored the connection between persons' emotional intelligence and their work-life balance achievements.

Thorat and Dharwadkar (2016) found that EI enabled banking sector employees to get an appropriate level of work-life balance.

Depending on a survey of 55 workers, from different ages and different careers, Sharma (2014) confirmed the positive link between EI and WLB.

Srividhya and Sharmila (2014) inferred that EI skills enabled Indian working women to handle both family and work duties efficiently. Abraham (1999) claimed that emotionally intelligent individuals are more skilled to deal with life activities.

Emotional Intelligence is that the ability to spot emotions accurately, to access and generate emotions to help thought, to know emotions and emotional knowledge, and to reflectively regulate emotions to push emotional and intellectual growth (Mayer & Salovey, 1997). EI are often considered as an element affecting WLB because it's the power to spot and control emotions, helps employees to stay calm under pressure, also as maintain an honest relationship with others and have a positive outlook towards life thus it can improve individual and organizational performance.

So EI may well be considered to be a major area in maintaining WLB. Studies have shown that understanding and controlling emotions will be a big role in an individual's life and work environment (Joshi, Suman & Sharma 2015; Law, Wong, & Song, 2004; Sy & Côté, 2004). There are studies showing links between EI and WLB. A big difference in EI among the gender groups was observed because they need a contrasting view of distinguishing and, managing

emotions (Higgs, 2004; Hopkins & Bilimoria, 2008). Results show emotional intelligence is a crucial factor for female employees in achieving WLB (JothiSree & Jyothi 2012).

EI contributes to varied important outcomes within the family, the workplace, and other aspects of life (Goleman, 2001). So, employees, who can make the most effective use of EI are ready to know the way to influence people and can even be ready to strike a balance between their professional and private lives.

2.9 Impact of work-life imbalance

Employees face problems like low levels of job satisfaction, monotony, stress, absenteeism, turnover thanks to work-life imbalance at work additionally as cases of divorce, high-stress level, and poor family relation problems reception.

The most serious negative impacts of work-life imbalance are with reference to employees' performance level and their turnover (Hughes & Bozionelos, 2007). It had been proved that employees' efficiency, productivity, loyalty, and their organizational commitment decreased with the state of imbalance, and their intention to go away of work increased (Locke, 2009).

2.9.1 Effect of work-life imbalance on employee performance

Married women, who are the member of dual-career families, feel larger role pressure from the work domain and family domain as compared to men. The work-life conflict has detrimental outcomes that are well established within the research literature. A study has been done in Pakistan, which investigated the impact of work-life conflict on the performance of the worker, it had been found that conflict between work and family roles negatively affect the worker performance (Anwar & Shahjad, 2011). Work-life imbalance leads to negative consequences which are described below:

2.9.2 Organizational outcomes

Incompatibility or imbalance of labor and life activities is additionally called work-life conflict which affects the performance of an employee at work (Kinnunen, Feldt, & Pulkkinen, 2006; Fritz & Sonnentag, 2006). Work-life imbalance ends up in a less productivity at the workplace, absenteeism, high attrition, low morale, more stress on the women employees working within the service sector (Mehta, 2012).

Asfaq, Mahmood & Ahmad (2013) studied the impact of work-life conflict and work overload on worker performance by collection data from three hundred workers operating at intervals the banking sector of Pakistan. It absolutely found that the performance of workers was suffering from work-life conflict and workload. There are prolonged operating hours at intervals the banking sector as compared to alternative sectors, it became troublesome for lady worker to manage their work and family life and it fully was negatively regarding to employee performance. Karatepe (2013) has also suggested, employees who had a work-family conflict, and Family-work conflict with work overload, they weren't ready to establish a balance between work and family roles, they were emotionally exhausted and fewer embedded in their job and placed poor performance at the organization. Poor work-life balance led to several devastating things like tardy, bad performance, lack of motivation, more errors, and absence from work so on, and also it reduces the standard of labor and productivity with none doubt.

Netemeyer, Boles, and MCMurrian (1996) found the intention to go away from a corporation to be correlated with both work-family conflict (WFC) and family-work conflict (FWC). The work-life conflict incorporates a direct relationship with job satisfaction, excessive work demand interfere within the family lifetime of women employee which negatively influence their job attitude, as a result, the worker doesn't get satisfaction from their job (Rathi & Barath, 2012) and their performance level got reduced. Family outcomes Work-life conflict put an adverse effect on wellbeing, health, marital, and family life.

Employees face problems in their relationship because of work-life imbalance. A study indicates that employees are more likely to experience a negative relationship with their children and their spouse or other member of family thanks to work-life imbalance (Duxbury et al., 2002), Work life conflict may end up in family quarrel and divorce with a spouse. Consistent with a study

within the year 2003 by the women's executive network, women are twice as likely as men to report work-life imbalance with a reason that despite the large influx into the workforce, women retain the greater share of responsibility of kid care, elder care, and other homework like cooking, washing, cleaning, etc. (Work-Life Balance Compendium, 2001), therefore they face a high level of work-life conflict than men (Lilly, Duffy & Virick, 2006). In step with Aminah (1997), married working women in Malaysia did experience work-family conflict over family-work conflict, which led to dissatisfaction in their family life.

Work-life balance implicates the attitudes, behaviors, and wellbeing of employees in addition because the effectiveness of the organization (Au & Ahmed, 2014). Hence, companies are obliged to integrate new management practices that offer social and higher-up support. The perceptions of superiors towards their worker work-life conflict additionally greatly dictate the career progress of workers (Au & Ahmed, 2014).

2.10 Work-life balance and policies

Given the considerable influence of the absence of WLB on employees and organizations, initiatives geared toward supporting employees with WLB problems have become more popular and commonplace in organizations (Cooke, Zeytinoglu & Mann, 2009).

WLB policies improve the autonomy of workers in coordinating and integrating the work, and non-work areas of their lives (Felstead, Jewson, Phizacklea & Walters, 2002).

Mayberry (2006) has known over one hundred variations of WLB policies. Amongst the alternatives that organizations' provide are on-the-spot or sponsored kid and/or elder care, versatile operating schedules, job sharing and worker help programs (Dalcos & Daley, 2009; Hobsor, Delunas, & Kelsic, 2001) though these alternatives vary considerably,

According to Dex (2004), most WLB policies make up five categories:

1. Flextime work schedules
2. Flexi place or telecommuting
3. Job-sharing

4. Part-time flexible place

5. Sabbaticals or career breaks.

Recently, international studies have shown that there's a greater target on introducing and implementing workplace flexibility (flexi-time) compared to other WLB initiatives (Carlson, Grywacz & Kacmar, 2010).

Flexi-time is another or flexible working schedule. It's central to research on WLB. It's also a key strategy that policymakers use to help employees in today's global economy (Hill, Erickson, Holmes, & Ferris, 2010). In step with Hill et al. (2010), flexi time assists employees to manage their work and family responsibilities by allowing them to cut back work-family conflict and to enhance functioning and performance at work and residential.

The literature calls flexi-time a range of flexible work schedules. All of them offer employees choices about the beginning and end of working hours. All employees must work a particular number of hours per week or month. However, they'll vary their hours of labor within limits (Robbins, Ordendaal & Roodt, 2004).

Similarly, in step with Dalcos and Daley (2009), flexi-time allows employees to settle on when, where, and for a way long they engage in work-related tasks. Flexi time usually implies that each working day includes a core of six hours surrounded by a 'flexibility band' within which employees may exercise their discretion (Robbins, Orendaal, & Roodt, 2004). Therefore, one employee may go between 07:00 and 15:00 whereas another may choose to work between 08:00 and 16:00. The core hours are between 09:00 and 15:00 (Lewis & Cooper, 2005).

However, flexi-time is an umbrella concept or approach. This is often clear from the various ways and ranging degrees that organization's offer flexibility (Horwitz, Kieswetter, King & Solai 2000). According to Lewis and Cooper (2005), variations of this policy usually embody totally different beginning and finishing times for every day, the length and temporal order of lunch breaks, the length of the operating day, and compressed workweeks. A compressed workweek allows for varying the length of the week so employees may match for less than three days every week whilst still working the overall number of hours required for a working week (Robbins et al., 2004).

The employers must to devise good work-life balance policies for his/her employees because now it's been realized that folks are the foremost important resource of production which direct and control all other resources, therefore, the employers are required to help employees particularly women employees for maintaining their work-life balance by providing family-friendly policies and programs like providing child and elder care support, maternity leave and benefits together with the flexible schedule, transfer, promotion, reducing working hours, shifting work, etc. Thanks to the increased demand for work, women are finding more difficulties to realize an appropriate balance between work and family which hampers their proficiency to hold out their responsibility of labor and residential in an efficient way. Lowe (2007) recognized that work-life imbalance isn't a replacement problem; it's received more attention during this decade than ever before. The matter is posed not just for the worker but also it's created a plenty of trouble for the organization also, therefore, both have needed to focus on this problem.

2.11 Research gap

What makes some individuals more successful in their work and life than others? There are so many factors that can be taken into consideration; Emotional intelligence is one of them. It is an important set of psychological abilities that relates to work- life balance and life success. It is self- awareness, self- regulation, self- motivation, empathy, and communication skills as well as social and leadership skills that will be central to your work-life balance and personal relation. In particular, the service industries such as banks and the business sector need the application of this term wisely and appropriately. Here in Ethiopia the term emotional intelligence is new to the country, even if the term is known by a few of the companies the applicability is still in question. The employee and customer interaction is a difficult process that needs perception, understanding, and the use of perception to manage customers.

The concept of work-life balance has stemmed from the fact that an individual's work life and personal life may give conflicting demands on each other and the demands from both the domains are equally vital

An extensive literature survey confirmed that not much research work has been carried to find out whether emotional intelligence will lead to a better work-life balance among employees of

Dashen bank and employees from Tagrow business PLC found in Ethiopia specifically Addis Ababa.

2.12 Summary

As it's observed from the related literature Emotional Intelligence as the same time work-life balance has been defined differently by different researchers based on their conceptualization of the construct. However there is no generally agreed definition specifically for Emotional Intelligence. And also different researchers have tried to show the link between these two terms and how the independent variable (Emotional intelligence) has effect on the dependent variable (work life balance) of individuals.

Work life imbalance has now become a serious problem and has received more attention recently than ever. . The problem is posed not only for employee but also it has created a lot of trouble for organizations also. Different researchers have paid attention to the factors that cause this issue. From the different factors that cause's work life balance lack of emotional intelligence is the major one. The literature has tried to show the cause and effect of these two terms.

INDEPENDENT VARIABLES

DEPENDENT VARIABLE

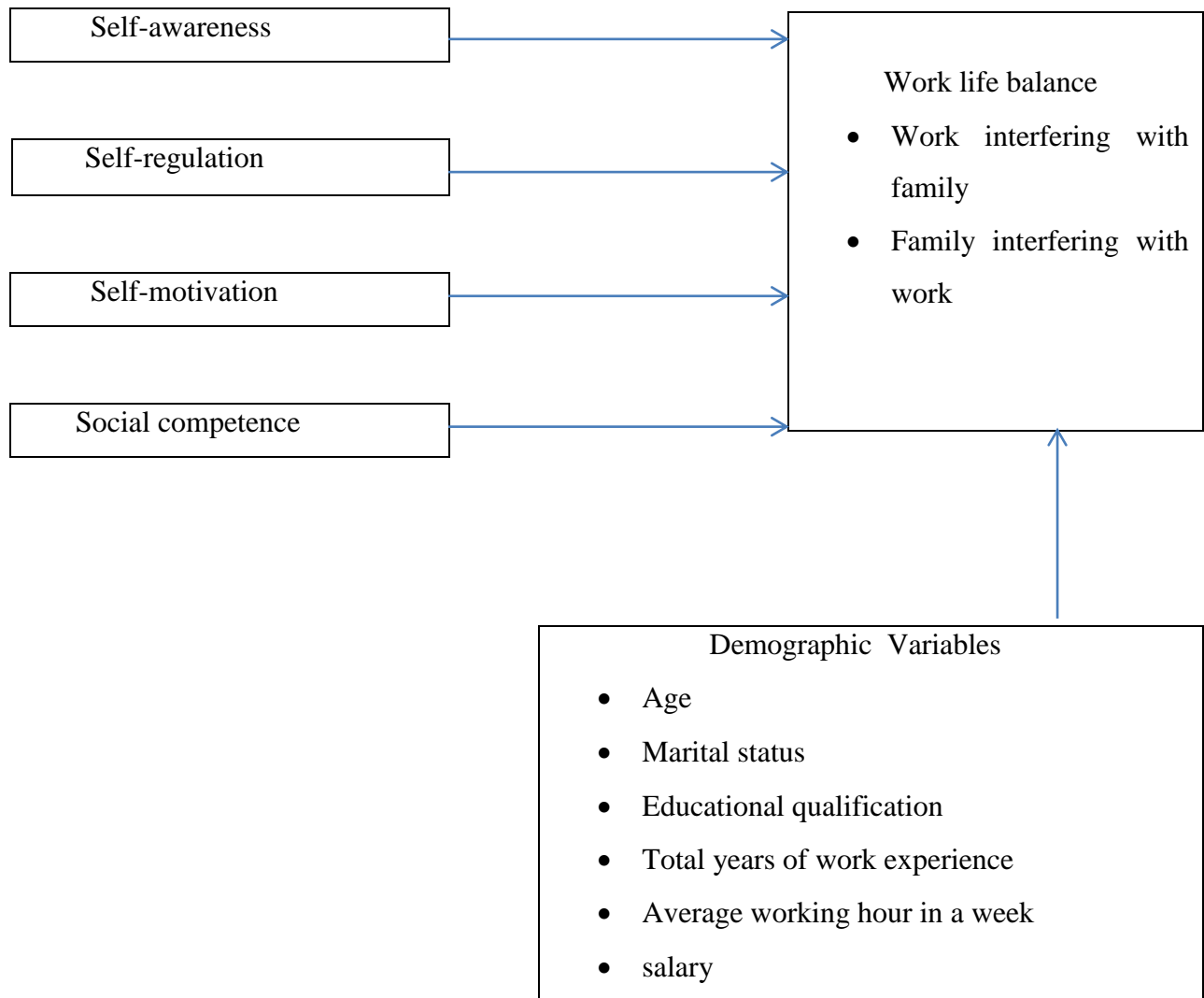


Figure 2.13 Conceptual framework of the study

CHAPTER THREE

METHODOLOGY

This chapter elaborates on the detailed research design and approach of the study. It explains the population of the study, sample size, sampling technique, data type and source, the instrument of data collection, procedure of data collection, method of data analysis, and ethical consideration to be applied throughout the course of the study.

3.1 Research Design

The research design is the overall strategy that integrates the different components of the study coherently and logically thereby, ensuring that it will effectively address the research problem.

The research combines descriptive and casual research design. The descriptive research method primarily focuses on describing the nature of demographic segment, without focusing on “why” of the research subject.

While the casual research design is a type of study that is undertaken to test the specific hypotheses. Samples of the subject are identified and information about exposure status and outcome is collected. After collecting the information about the exposure (emotional intelligence) and outcome (work-life balance) the association between them is analyzed

3.2 Research Approach

There are three types of research approaches mentioned in the research method such as qualitative, quantitative, and mixed. Qualitative research approach is a holistic approach that involve discovery. While the mixed method approach is an extension of rather the replacement for the quantitative and qualitative approach, as the latter two approaches will continue to be useful and important. This research used a quantitative method of the research approach. This type of method tries to recognize and isolate the specific variables contained within the study framework, seek correlation, relationships, and causality and attempt to control the environment in which the data is collected to avoid the risk of variables, other than one being studied, accounting for the relationship identified. The data was obtained from a questionnaire filled by

employees found in Dashen bank and Tagrow business PLC held with the selected professionals from both sectors. The goal of this research is to determine whether there is an effect between the independent variable (emotional intelligence) and the dependent variable (work-life balance of employees).

3.3 Nature and source of data

Primary Data

Primary data collection was employed in this study to find out the sample perception of emotional intelligence and work-life balance. This data collection was done using questionnaire and was collected according to the convenience of the respondents without disturbing their work

To gather primary data, key survey questionnaire only used. For this purpose questionnaire is collected filled by employees of the Dashen bank S.C and Tagrow business PLC. A questionnaire containing three parts with a total of five pages is used for this study.

Part one: Personal Profile Information: The first part of the questionnaire requires information about personal and demographic data of respondent. This question contains the respondents' information about age, marital status, level of education, number of years of experience, average working hour in a week, and salary.

Part two: Issues Related to Emotional Intelligence: The second part of questionnaire includes variables that are prepared to be answered by respondents on factors causing work-life balance. 50 questions are presented in this section for the purpose of employees to identify dimensions of emotional intelligence causing employee work-life balance at their organization. These are self-awareness, self-regulation, self-motivation, and social competence. These questions are measured by using a 1-5 Likert-scale. Each question is assigned a number 1- strongly agree, 2- agree, 3- neutral, 4-disagree and 5-strongly disagree.

Part three: Issue Related to Employee work-life balance: The third part of the questionnaire includes variables that are prepared to be answer by respondents on employee work-life balance at their organization.13 questions are presented in this section. These questions are measured by

using a 1-5 Likert-scale. Each question is assigned a number 1- strongly agree, 2- agree, 3- neutral, 4-disagree and 5-strongly disagree

Secondary Data

Secondary data for the study is taken from various Journals, articles, previous thesis, Government and authorized websites, and textbooks. This helped to understand more about the service industry and the basics and components relating to the study.

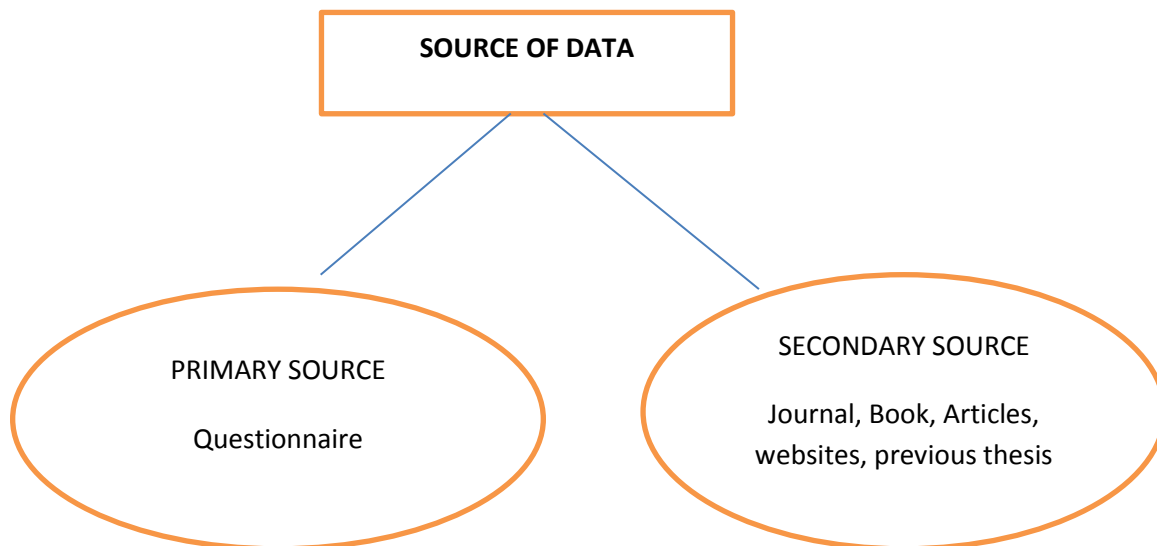


Figure 3.3 Source of Data

3.4 Description of the study area

Dashen Bank S.C was established as per the intent of the new policy and the Ethiopian investment code. It came into existence on September 20, 1995, according to commercial code of Ethiopia, 1960 and licensing and supervision of banking business proclamation No 84/1994(www.dashenbankS.C.com)

According to the bank’s annual report for the fiscal year 2019\ 20, it has a total of 413 branches and 6129 permanent employees. The total number of employees working under the four districts

of Addis Ababa is 4190 employees (according to the learning and development department found in lideta)

Therefore, this research was carried out on professional employees of the bank found in selected branches under the four districts of Addis Ababa and head office where the factors of emotional intelligence affecting work-life balance were examined

Tagrow Business PLC is a company engaged in importing and distributing Indian made “piaggio” three-wheelers and “Hero” distributor in Ethiopia. Moreover, it is the sole distributor of Awash car battery which is manufactured in Ethiopia. The company has an excellent network of showrooms, service centers, and spare part dealerships having more than 300 dealers and branches all over Ethiopia .(Ezega.com).

3.5 Data Collection Procedures

Document and literature review was prepared first. After that, the questionnaire was selected which can explain the variables briefly and pilot tested. Before distributing the questionnaire to the respondents, the researcher obtained a letter of cooperation from Addis Ababa University College of business and economics. Then permission was asked for distributing the questionnaire to the selected branches. Next, the questionnaires were distributed to 352 professional employees of the bank working in the four districts of Addis Ababa and Head Office. And 92 questionnaires were distributed to the selected branches of Tagrow business PLC.

Afterward, the data collected were rearranged and carefully checked to eliminate improperly filled questionnaires so that only usable questionnaires were considered for analysis. Finally, the data obtained was entered & analyzed on SPSS software version 25 and the results were presented using tables & graphs.

3.6 Sampling method

3.6.1 Population study of Dashen bank

According to the talent management department specifically, the learning and development office 4190 professional employees are working in branch under the four districts of Addis

Ababa and head office as of December 2019 which constitutes the total population of the study. To collect the data from the questionnaire, the study only focused on professional employees.

There are four districts found in Addis Ababa. Each district has a certain number of branches. East of Addis district has 40 branches, north of Addis has 38 branches, south of Addis has 36 branches and west of Addis has 38 branches and the head office has 2 branches according to the information gained from strategic transformation department.

Table 3.6. 1Total number of populations of Dashen bank

NO.	Area of target population	Number of professional employees	Total
1.	Head office	950	23%
2.	North Addis district	850	20%
3	South Addis district	770	18%
4	East Addis district	840	20%
5	West Addis district	780	19%
	Total	4190	

SOURCE: learning and development department of Dashen bank lideta branch

3.6.2 Sample size determination

The sample size of the study was determined using sample size determination formula

Adopted from Kothari (2004, p.179) which is given by

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

Where

N= size of population (4190)

n= size of sample

e= acceptable error (the precision) at 5%

p= percentage/proportion picking a choice (0.5)

q=1-p= (0.5)

z= standard variate at 95% confidence level (1.96 in our case).

$$n = \frac{(1.96)^2(0.5)(0.5)(4190)}{(0.05)^2(4190-1) + (1.96)^2(0.5)(0.5)}$$
$$n=352$$

Following the above formula provided by Kothari (2004) the sample size considered for the study is determined by 352 professional employees of the bank working at branch under the four districts of Addis Ababa and head office.

3.6.3 Population of Tagrow business PLC

According to the human resource department of Tagrow business PLC, there are around 120 employees found in Addis Ababa district working under kaliti, lebu, T/yaj and gelan branch.

Table 3.6. 3 Population size of Tagrow business PLC

NO.	Area of target population	Number of professional	Total
1	Kality(head office)	17	14.16%
2	T/yaj	14	11.6%
3	Lebu	27	22.5%
4	Gelan	62	51.6%
	Total	120	

Source: Tagrow business PLC

3.6.4 Sample size determination

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + z^2 p \cdot q}$$
$$= \frac{(1.96)^2 (0.5)(0.5)(120)}{(0.05)^2 (120-1) + (1.96)^2 (0.5) (0.5)}$$
$$n=92$$

Following the above formula provided by Kothari (2004) the sample size considered for the study is determined by 92 professional employees of the business sector from the four branches of the company.

3.7 Sampling technique

Since, it is impossible to examine each members of the population representative subset of the population, statistical sample is needed. Sampling procedure may be defined as a systematic process of individuals for a study to represent the larger group from which they are selected (Cooper &Schindler, 2008).

Sampling technique for Dashen Bank

For the purpose of this study the sampling technique used was proportional stratified sampling in combination with systematic sampling. The sample was drawn from the existing professional employees of the Bank found in Addis Ababa by taking the four districts& head office as a stratum.

A formula is provided by Kothari (2004) to calculate the number of elements selected from each stratum $i = n \cdot p_i$ $p_i = \text{strata } i / N$ Where

i = number of items selected from stratum i

P_i = proportion of population included in stratum i

n= total sample size

N= total population size

Accordingly after applying the above formula the number of respondents selected from each stratum was obtained which is illustrated in the following table

Table 3.7.1 proportionate stratified sample size of respondents

NO.	Area of target population	Number of professional employees	Proportionate sample of respondents
1.	Head office	950	80
2.	North Addis district	850	71
3	South Addis district	770	64
4	East Addis district	840	71
5	West Addis district	780	66
	Total	4190	352

SOURCE: learning and development department of Dashen bank lideta branch

There are four districts found in Addis Ababa. Each district has a certain number of branches. East of Addis district has 40 branches, north of Addis has 38 branches, south of Addis has 36 branches and west of Addis has 38 branches and the head office has 2 branches according to the information gained from strategic transformation department.

Because of inconvenience & time limitation, the researcher took a total of 30 branches as a sample from the four districts in Addis Ababa & head office. From head office stratum since there are only two branches under head office which are Dashen main & Premium branch both of them were included in the data collection. To select the remaining 28 specific branches from each of the four districts of Addis Ababa to whom the questionnaires were handed over, a systematic selection formula by Opsomer & Francisco (2011) was used after ordering the branches in each of the four districts according to their grades. The formula states

$K_{th} = N \setminus n$ Where

K= the interval that n numbers of branches are to be taken for sample

N= total number of branches in the district

n= the desired sample of branches

As can be seen from the information gained from learning and development office of Dashen bank the total number of branches found in the four districts of Addis Ababa on is 154, from this East Addis District has 40 branches which means it contains 26% of the Branches from the total number of branches found in the four districts of Addis Ababa. Out of the total sample of 28 branches ($0.26 \times 28 = 7$) Therefore 7 branches are selected from this district to participate in the study. To identify the specific branches the above systematic selection formula was used which states $K_{th} = N \setminus n = 40/7 = 6$. Based on this 6th, 12th, 18th, 24th, 30th, 36th, 42th and 48th branch were chosen. These are **Edna Mall, Gerji mebrat haile, Shalla, Haile Gebreselasie Godana, Bole medehanialem and Meskel flower.**

From North Addis district 71 employees have been chosen to participate in the study. The district has a total of 38 branches. Which means it contains 25% of the branches from the total number of branches found in the four districts of Addis Ababa. Out of the total sample of 28 branches ($0.25 \times 28 = 7$) therefore, 7 branches are selected from this district to participate in the study. To identify the specific branches the above systematic selection formula was used which states $K_{th} = N \setminus n = 38/7 = 6$ based on this the 6th, 12th, 18th, 24th, 30th, 36th & 42th Branches were chosen these are: **BerhanenaSelam, Ghandi, RasDesta, Signal, Amist Kilo, Taitu, and Golla Branches.**

From South Addis district 64 employees have been chosen for the study. The district has 36 branches. Which means it contains 23% of the branches from the total number of branches found in the four districts of Addis Ababa. Out of the total sample of 28 branches, ($0.23 \times 28 = 6$) therefore 6 branches are selected from this district to participate in the study. To identify the specific branches the above systematic selection formula was used which states $K_{th} = N \setminus n = 36/6 = 6$ based on this the 6th, 12th, 18th, 24th, 30th, & 36th branches were chosen. These are: **Furi, Hana Mariam, Mekanissa, Stadium, KalityGebriel, and Kerra**

Branches From west Addis district 56 employees have been chosen to participate in the study. The district has a total of 38 branches which means it contains 25% of the branches from the total number of branches found in the four districts of Addis Ababa. Out of the total sample of 28 branches, $(0.25 \times 28 = 7)$ therefore 7 branches are selected from this district to participate in the study. To identify the specific branches the above systematic selection formula was used which states $K_{th} = N \setminus n = 38 / 7 = 5$ based on this the 5th, 10th, 15th, 20th, 25th, 30th & 35th branches were chosen these are: **AskoAddisuSefer, Keranyo, WenberTera, Ayer Tena, Messalemia, Merkato and Tana Branches.**

Sampling technique for Tagrow business PLC

In the process of conducting this study, simple random sampling method was used. This method is adopted in order to ensure that the right employee are indeed sampled (i.e., to obtain a greater degree of representation) so as to address the question of interest and to give equal chance of employees' participation in the study and also to decrease sampling error. Inferences is made to the relationships between variables within a sample and then make generalizations or predictions about how those variables will relate to the larger population.

3.8 Instrument of data collection

The data collection instrument for emotional intelligence questionnaire was adopted from (Boyatzis, Goleman, & Rhee, 2000).

The second questionnaire on work life balance was adopted from Gutek et al. (1991).

3.9 Validity of the questionnaire

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). Before the questioner was distributed to the respondents, the instrument was checked by the advisor to see whether it measures what it alleged to measure. The instrument was also commented by practitioners although it was adopted from previous research

According to Leedy and Ormrod (2013), validity is the ability of an instrument to measure what it is intended to measure .It helps to increase the researcher's confidence in the finding of the

study. Content validity is used to assess the validity of this research which emphasize on whether the test is fully representative of what it aims to measure. For this purpose to measure the dependent variable (work-life balance) accurately it should include self-awareness, self-regulation, self-motivation and social-competence when it assessed through content validity.

3.10 Reliability of the questionnaire

The reliability of the questionnaire was analyzed using SPSS 25. The reliability was checked using Cronbach's alpha which measures internal consistency that is how closely related a set of items are as a group. It is considered to be a measure of scale reliability. A Cronbch's value of 0.7 and above is accepted.

Table 3.10. 1 Reliability test of variables for Dashen bank

Name of the company	Variable	Cronbach's alpha value
Dashen bank	Self -awareness	0.803
	Self- regulation	0.829
	Self- motivation	0.800
	Social competence	0.920
	Work-interfering with family	0.849
	Family--interfering with work	0.834

Source: own survey 2020

Table 3.10. 2 Reliability test for Tagrow business PLC

Name of the company	Variable	Cronbach's alpha value
Tagrow business plc	Self -awareness	0.804
	Self- regulation	0.899
	Self- motivation	0.902
	Social competence	0.947
	Work-interfering with family	0.875
	Family--interfering with work	0.815

Source: own survey 2020

3.11 Data analysis

Tool used for analyzing the data is SPSS 25

Techniques used to carry out the analysis are as follows

- Descriptive Analysis
- ANOVA
- Correlation analysis
- Regression analysis

In order to analyze and present the findings of the study, Statistical Package for Social Science (SPSS) Software version 25 was used. Each response of the respondents on factors that affect work life balance was coded and fed to the software and analyzed using descriptive and inferential statistical tools. Descriptive statistics such as frequency, percentage and mean are used to describe the respondents' characteristics

Regarding inferential statistics, Pearson Correlation Coefficient, ANOVA and Multiple Regression is used. This analysis used to show the degree of relation between (dependent and independent variables) and impact of the independent variable on dependent

3.12 Model specification

The relationship between the dependent variable, work life balance and the four independent variables is expressed as a linear combination of the independent variables plus an error term.

Following Greene (2003), the multiple linear regression models is specified as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where: Y = work life balance

β_0 = Constant term

X_1 = self- awareness

X_2 = self-regulation

X_3 = self-motivation

X_4 = social competence

Where the β_s are coefficients of independent variables, X_s are column vectors for the independent variables in this case; self-awareness, self-regulation, self-motivation & social competence while ε is a vector of errors of prediction. The error is assumed to be normally distributed with an expected value of zero and a common variance.

3.13 Ethical Considerations

Ethical considerations are expected to arise in any kind of research study. This paper took into consideration those ethical issues on using proper citation, formulating and clarification of the topic, design, access and use of data, analysis and reporting of the findings in a moral and responsible way. The researcher tried to get the consent of the participants and assured them that the source of data collected would remain confidential and that their anonymity will be maintained. In addition, the Participants were provided with a covering letter stating the purpose of the questionnaire.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 INTRODUCTION

This chapter deals with the data analysis and interpretation part from the respondents of the selected organization of both Dashen bank and Tagrow business PLC. For the analysis purpose six demographic variables that are age, marital status, level of education, average working hour in a week, total years of work experience and salary were taken. Beside this, five point Likert scale with 63 questions were deployed regarding casual factors of emotional intelligence and work-life balance. For the research to occur a total of 444 questionnaires' were distributed to potential respondent. From this 432 were collected and answered the entire survey. While the remaining 12 of them either failed to complete the entire survey or not return the questionnaire.

The analysis was made using (SPSS) Statistical Package for Social Science. The research focused on both descriptive and inferential statistical analysis of characteristics of participants. The statistical analysis was made using frequency distribution percentage; Correlation, ANOVA and Regression analysis were also deployed to strengthen and proven the assumptions. For this purpose, this chapter presents the demographic information of respondents, dependent and independent variables descriptive and inferential data analysis of both Dashen bank and Tagrow business PLC respectively. Hence, the collected data was summarized using different tables for easy understanding that interpretation and discussion could take place as shown below.

Table 4. 2 Demographic Backgrounds of Respondents

	Dashen bank S.C		Tagrow business PLC	
Age	Frequency	Percentage	frequency	percentage
18-25	41	11.8	10	11.6
26-30	150	43.4	30	34.9
31-35	80	23.1	25	29.1
36-40	50	14.5	12	14.0
Above 40	25	7.2	9	10.5
Total	346	100	86	100
Marital status				
Single	203	58.7	46	53.5
Married	129	37.3	36	41.9
Widowed	4	1.2	1	1.2
Divorced	10	2.9	3	3.5
Total	346	100	86	100
Educational qualification				
BA	207	59.8	70	81.4
MSC	125	36.1	16	18.6
PHD	14	4.0		
Total	346	100	86	100
Total years of work experience				
Less than 1 year	36	10.4	6	7.0
1-5 years	176	50.9	34	39.5
6-10 years	83	24.0	25	29.1
11-15 years	26	7.5	12	14.0
16-20 years	25	7.2	6	7.0
Above20 years			3	3.5
Total	346	100	86	100
Average working hour in a week				
Below 40 Hrs.	10	2.9		
41-45 Hrs.	47	13.6	61	70.9
46-50 Hrs.	265	76.6	17	19.8
51-55 Hrs.	24	6.9	8	9.3
Total	346	100	86	100
Salary				
Below 10000 birr	43	12.4	40	46.5
10001-15000 birr	227	65.6	25	29.1
15001-20000 birr	72	20.8	12	14.0
20001-25000 birr	4	1.2	7	8.1
Above 25000 birr			2	2.3
Total	346	100	86	100

Source: own survey, 2020

According to table 4.2 the first category indicates the age of respondents from Dashen bank and Tagrow business PLC. Majority of respondents in Dashen bank are in the age of 26-30 which accounts 150(43.4%) followed by 31-35 which holds 80(23.1%),36-40 accounts 50(14.5%), 18-25 accounts 41(11.8%) and Above 40 accounts 25(7.2%) from the total sample. This indicates that the sample is consistent with the distribution of young employees in the bank as majority of the banks employees are found to be young under the age of forty.

On the other hand Majority of respondents in Tagrow business PLC are in the age of 26-30 which accounts 30(34.9%) followed by 31-35 which holds 25(29.1%),36-40 which holds 12(14.0%),18-25 which accounts 10(11.6%) and above 40 which accounts 9(10.5%) from the total sample. This indicates that the sample is consistent with the distribution of young employees as majority of them are found to be young under the age of thirty five.

The second category of table 4.2 indicates marital status of employees. Majority of respondents from Dashen bank are single which accounts 203(58.7%) followed by married employees which accounts 123(37.3%).Widowed and divorced employees holds small percentage. While 46(53.5%) of employees from Tagrow business PLC are single followed by married ones which accounts 36(41.9%) and the widowed and divorced employees are small in number. Overall majority of respondents from Dashen bank and Tagrow business PLC are single.

The third category of table 4.2 indicates educational qualification. Majority of respondents from Dashen bank 207(59.8%) are found to be first degree holders followed by Masters 125(36.1%) and PhD 14(4.0%). While 70(81.4%) of employees from Tagrow business PLC are first degree holders followed by 16(18.6%) which holds Masters. The result indicated that majority of employees from Dashen bank and Tagrow business PLC is first degree holders.

The fourth category of table 4.2 indicated total years of work experience. Majority of respondents from Dashen bank 176(50.9%) have 1-5 years of work experience followed by 83(24%) which have 6-10years of work experience , less than one year 36(10.4%),11-15 years 26(7.5%) and 16-20 years 25(7.2%). On the other hand, 34(39.5%) from Tagrow business PLC have 1-5 years of work experience followed by 6-10 years 25(29.2%),11-15 years 12(14.0%) and respondents with 16-20 years and less than one year of work experience each holds 6(7.0%).Few respondents 3(3.5%) have above 20 years of work experience.

This implies that most of the employees of the bank have an experience of less than 5 years which is the result of most of the employees of Dashen bank and Tagrow business PLC being young & fresh graduates who just joined the company with zero years of work experience.

The fifth category of table 4.2 indicated average working hour in a week. Majority of respondents of Dashen bank 265(76.6%) work 46-50 Hrs. followed by 41-45Hrs.47 (13.6%), 51-55Hrs. 24(6.9%) and below 40 Hrs. 10(2.9%).This implies that majority of respondents have long working hour experience. Majority of respondents of Tagrow business PLC 61(70.9%) work 41-45 Hrs. followed by 17(19.8%) work 46-50 Hrs. and 8(9.3%) work 51-55 Hrs.

The last category of table 4.2 showed salary of respondents'. Majority of respondents from Dashen bank 227(65.6%) gain a salary 10001-15000 birr followed by 72(20.8%) 15001-20000 birr, 43(12.4%) below 10000 birr and 4(1.2%) gain 20001-25000 birr. This implied that majority of respondents gain low salary compared to the long working hour they experience. Majority of the respondents 40(46.5%) from Tagrow business PLC gain a salary below 10000 birr, 25(29.1%) gain 10001-15000 birr followed by 12(14.0%) gain 15001-20000 birr,7(8.1%) of employees gain 20001-25000 birr and 2(2.3%) of employees gain above 25000 birr

4.3 Descriptive analysis of emotional intelligence dimension

In this analysis, the respondents were required to indicate degree of agreement or disagreement with each of the items in the questionnaire. Each respondent was given a numerical value based on five points scaling where the point indicating the least favorable opinion is given highest score. The score assigned is as follows 1- strongly agree, 2- agree, 3 neither agree nor disagree, 4- disagree, and 5- strongly disagree. A score above three would be unfavorable opinion and exactly three would suggest a neutral attitude. Mean & standard deviation was used for the descriptive statistics found from the four independent variables of emotional intelligence (self-awareness, self-regulation, self-motivation, social competence) and work life balance (WIF and FIW).The mean score below three indicates agreement while the mean score above three indicates disagreements

Table 4.3. 1 Descriptive statistics summary result of self –awareness dimension of emotional intelligence of Dashen bank

Question	Responses					Mean	Standard deviation
	SA	A	N	D	SDA		
Emotional awareness							
I always know which emotion am feeling and why	118 (34.1%)	111 (32.1%)	51 (14.7%)	48 (13.9%)	18 (5.2%)	2.24	1.208
I recognize how my feeling affect my performance	153 (44.2%)	114 (32.9%)	29 (8.4%)	46 (13.3%)	4 (1.2%)	1.94	1.078
Accurate self -assessment							
Am aware of my strength and weakness	184 (53.2%)	94 (27.2%)	10 (2.9%)	30 (8.7%)	28 (8.1%)	1.91	1.278
Am reflective and try to learn from experience	175 (50.6%)	84 (24.3%)	42 (12.1%)	29 (8.4%)	16 (4.6%)	1.92	1.173
Self -confidence							
Am self-motivate person	169 (48.8%)	96 (27.7%)	47 (13.6%)	34 (9.8%)	0	1.84	.998
Am able to make sound decision despite uncertainties and pressure	174 (50.3%)	73 (21.1%)	43 (12.4%)	37 (10.4%)	19 (5.5%)	2.00	1.246
Total grand mean and standard deviation						1.98	1.16

SDA – Strongly Disagree, D - Disagree, N - Neither agree nor disagree, A - Agree, SA - Strongly agree
 Source: own survey 2020

Table 4.3.1 showed that majority of respondents 229(66.2%) agreed and strongly agreed that they always know which emotion they are feeling and why .51(14.7%) were neutral and 66(19.1%) disagreed and strongly disagreed. The mean score of 2.24 also infers that the sample group has a positive response (agreement) on the first item under emotional awareness. When the respondents were asked if they recognize how their feelings affect their performance 267(77.1%) from the total sample agreed and strongly agreed, 29(8.4%) neutral and 50(14.50%) disagreed and strongly disagreed. The mean score of 1.94 also showed agreement or positive response on the second item under emotional awareness. Therefore, the researcher generalized that majority of the respondents agreed on the attributes of emotional awareness.

Besides when respondents were asked if they are aware of their strengths and weakness 278 (80.4%) agreed and strongly agreed, 10(2.9%) neutral and 58(16.8%) disagreed and strongly disagreed. Also, the mean score of 1.91 showed a positive response (agreement) on the first item under accurate self -assessment. When respondents were asked if they are reflective and try to learn from experience 259(74.9%) from the total sample agreed and strongly agreed, 42(12.1%) were neutral and 45(13.0%) disagreed and strongly disagreed. The mean score of 1.92 also showed a positive response (agreement) on the second item under accurate self- assessment. Therefore the researcher generalized that majority of respondents agreed on the attributes of accurate self- assessment

On the other hand, when respondents were asked if they are a self- motivated person 265(76.5%) agreed and strongly agreed, 47(13.7%) neutral and 34(9.8%) disagreed. The mean score of 1.84 also indicated a positive response (agreement) on the first item under self- confidence. When respondents were asked if they can make a sound decisions despite pressure and uncertainties 247(71.4%) agreed and strongly agreed, 43(12.4%) neutral and 56(15.90%) disagreed. The mean score of 2.00 also showed positive response or agreement on the second item under self- confidence. Therefore the researcher generalized that majority of respondents agreed on the attributes of self –confidence.

Generally, the researcher summarizes, from the total grand mean value 1.98 and standard deviation 1.16, respondents agreed on the self-awareness (emotional awareness, accurate self-assessment and self- confidence) dimension of emotional intelligence.

Table 4.3. 2 Descriptive statistics summary result of self- awareness dimension of emotional intelligence of Tagrow business PLC

Question	Responses					Mean	Standard deviation
	SA	A	N	D	SDA		
Emotional awareness							
I always know which emotion am feeling	21 (24.4%)	60 (69.8%)	5 (5.8%)	0	0	1.81	.520
I recognize how my feeling affect my performance	11 (12.8%)	53 (61.6%)	11 (12.8%)	11 (12.8%)	0	2.26	.843
Accurate self -assessment							
Am aware of my strength and weakness	19 (22.1%)	57 (66.3%)	8 (9.3%)	2 (2.3%)	0	1.92	.636
Am reflective an try to learn from experience	19 (22.1%)	51 (59.3%)	12 (14.0%)	4 (4.7%)	0	2.01	.744
Self -confidence							
Am self- motivated person	16 (18.6%)	46 (53.5%)	11 (12.8%)	7 (8.1%)	6 (7.0%)	2.31	1.087
Am able to make sound decision despite uncertainties and pressure	13 (15.1%)	47 (54.7%)	17 (19.8%)	9 (10.5%)	0	2.26	.843
Total grand mean and standard deviation						2.10	0.78

SDA – Strongly Disagree, D - Disagree, N - Neither agree nor disagree, A - Agree, SA - Strongly agree
Source: own survey 2020

Table 4.3.2 showed that majority of respondents 81(94.2%) agreed and strongly agreed that they always know which emotion they are feeling and why. 5(5.8%) were neutral and the mean score of 1.81 also infers that the sample group has a positive response (agreement) on the first item under emotional awareness. When the respondents were asked if they recognize how their feelings affect their performance 64(74.4%) from the total sample agreed and strongly agreed, 11(12.8%) neutral, and 11(12.8%) disagreed. The mean score of 2.26 also showed agreement or positive response on the second item under emotional awareness. Therefore, the researcher generalized that majority of the respondents agreed on the attributes of emotional awareness.

Besides when respondents were asked if they are aware of their strength and weakness 76 (88.40%) agreed and strongly agreed, 8(9.3%) neutral and 2(2.3%) disagreed. Also, the mean score of 1.92 showed a positive response (agreement) on the first item under accurate self - assessment. When respondents were asked if they are reflective and try to learn from experience 70(81.4%) agreed and strongly agreed, 12(14%) were neutral and 4(4.7%) disagreed. The mean score of 2.01 also showed that a positive response (agreement) on the second item under accurate self- assessment. Therefore the researcher generalized that majority of respondents agreed on the attributes of accurate self- assessment

On the other hand, when respondents were asked if they are a self- motivated person 62(72.1%) agreed and strongly agreed, 11(12.8%) neutral and 13(15.1%) disagreed and strongly disagreed. The mean score of 2.31 also indicated a positive response (agreement) on the first item under self- confidence. When respondents were asked if they can make sound decisions despite pressure and uncertainties 60(69.8%) agreed and strongly agreed, 17(19.8%) neutral and 9(10.5%) disagreed. The mean score of 2.26 also showed positive response or agreement on the second item under self- confidence. Therefore the researcher generalized that majority of respondents agreed on the attributes of self –confidence.

Generally, the researcher summarizes, from the total grand mean value 2.10 and standard deviation 0.78, respondents agreed on the self-awareness (emotional awareness, accurate self- assessment and self- confidence) dimension of emotional intelligence.

Table 4.3. 3 Descriptive statistics summary result of self- regulation dimension of emotional intelligence of Dashen bank

Questions	Responses					Mean	Standard deviation
	SA	A	N	D	SDA		
Self- control							
Am quite capable of controlling my own emotions	150 (48.8%)	147 (42.5%)	31 (9.0%)	16 (4.6%)	2 (0.6%)	1.77	0.841
I resist impulse to act immediately	150 (43.4%)	121 (35.0%)	36 (10.4%)	31 (9.0%)	8 (2.3%)	1.92	1.049
Am able to calm others in stressful situation	101 (29.2%)	191 (55.2%)	38 (11.0%)	8 (2.3%)	8 (2.3%)	2.08	0.982
Trustworthiness							
I build trust by being reliable and authentic	99 (28.6%)	173 (50.0%)	57 (16.5%)	10 (2.9%)	7 (2.0%)	2.00	0.866
I consistently act ethically	91 (26.3%)	143 (41.3%)	66 (19.1%)	45 (13.0%)	0	2.20	0.982
I admit my own mistake and confront un ethical action in others	101 (29.2%)	191 (55.2%)	38 (11.0%)	8 (2.3%)	8 (2.3%)	1.93	0.837
Conscientiousness							
I meet commitment and keep promise	150 (43.4%)	149 (43.1%)	16 (4.6%)	17 (4.9%)	14 (4.0%)	1.83	1.008

I hold myself accountable for meeting my objectives	104 (30.1%)	153 (44.2%)	59 (17.1%)	23 (6.6%)	7 (2.0%)	2.06	0.958
Am organized and careful in my work	185 (53.5%)	100 (28.9%)	34 (9.8%)	27 (7.8%)	0	1.72	0.932
Adaptability							
I smoothly handle multiple demands ,shifting priorities and rapid changes	59 (17.1%)	193 (55.8%)	73 (21.1%)	21 (6.1%)	0	2.16	0.774
Am flexible in how I see events	52 (15.0%)	192 (55.5%)	78 (22.5%)	19 (5.5%)	5 (1.4%)	2.23	0.882
Innovativeness							
I seek out fresh ideas from variety of source	116 (33.5%)	160 (46.2%)	46 (13.3%)	17 (4.9%)	7 (2.0%)	1.96	0.921
I generate new ideas	115 (33.2%)	105 (30.3%)	86 (24.9%)	25 (7.2%)	15 (4.3%)	2.19	1.108
Total mean and standard deviation						2.00	0.93

SDA – Strongly Disagree, D - Disagree, N - Neither agree nor disagree, A - Agree, SA - Strongly agree
Source: own survey 2020

As indicated on the above table 4.3.3, the respondents were asked if they are capable of controlling their own emotion, 297(91.3%) agreed and strongly agreed, 31(9.0%) neutral and 18(5.2%) disagreed and strongly disagreed. The mean score of 1.77 also infers that positive response or agreement on the first item under self-control. When respondents were asked if they resist the impulse to act immediately 271(78.4%) agreed and strongly agreed, 36(10.4%) neutral

and 39(11.3%) disagreed and strongly disagreed. The mean score of 1.92 also indicated a positive response or agreement on the second item under self-control. And when they were asked if they can to calm others in stressful situations 292(84.4%) agreed and strongly agreed, 38(11.0%) neutral and 16(4.6%) disagreed and strongly disagreed. The mean score of 2.08 also implied agreement (positive response on the third item under self- control. Therefore, the researcher generalized that majority of the respondents agreed on attributes of self –control.

Besides when the respondents were asked if they build trust by being reliable and authentic 272(78.6%) agreed and strongly agreed, 57(16.5%) neutral and 17(4.9%) disagreed and strongly disagreed. The mean score of 2.00 indicated agreement (positive response on the first item under trustworthiness. Also when respondents were asked if the consistently act ethically 234(67.6%) agreed and strongly agreed, 66(19.1%) neutral and 45(13.0%) disagreed. The mean score of 2.20 indicated agreement on the second item under trustworthiness. If they were asked if they admit their own mistake and confront unethical action in others 292(84.4%) agreed and strongly agreed, 38(11.0%) neutral and 16(4.6%) disagreed and strongly disagreed. The mean score of 1.93 also showed a positive response on the third item under trustworthiness. Therefore, the researcher generalized that majority of respondents agreed on the attributes of trustworthiness.

On the other hand when respondents were asked if they meet commitment and keep promises 299(86.5%) agreed and strongly agreed, 16(4.6%) were neutral and 31(8.9%) disagreed and strongly disagreed. The mean score of 1.83 indicated agreement on the first item under concieountiousness. When respondents were asked if they hold themselves accountable for meeting their objectives 257(74.3%) agreed and strongly agreed,59(17.1%)neutral and 30(8.6%)disagreed and strongly disagreed. The mean score of 2.06 also implied that agreement (positive response) on the second item under conscientiousness. Also when respondents were asked if they are organized and careful in their work 285(82.4%) agreed and strongly agreed, 34(9.8%) neutral and 27(7.8%) disagreed. The mean score of 1.72 indicated a positive response (agreement) on the third item under conscientiousness. Therefore, the researcher generalized that majority of respondents agreed on the attributes of conscientiousness

Furthermore, when respondents were asked if they smoothly handle multiple demands, shifting priorities and rapid change 252(72.9%) agreed and strongly agreed, 73(21.1%) neutral and 21(6.1%) disagreed. The mean score of 2.16 indicated agreement (positive response on the first

item under adaptability. And when respondents were asked if they are flexible in how they see events 244(70.5%) agreed and strongly agreed, 78(22.5%) neutral and 24(6.9%) disagreed and strongly disagreed. The mean score of 2.23 showed agreement on the second item under adaptability. Therefore, the researcher generalized that majority of respondents agreed on the attributes of adaptability.

Also, when respondents were asked if they seek out fresh ideas from a variety of sources 276(79.7%) agreed and strongly agreed, 46(13.3%) neutral and 24(6.90%) disagreed and strongly disagreed. The mean score of 1.96 showed agreement or positive response on the first item under innovativeness. And when respondents were asked if they generate new ideas 220(63.5%) agreed and strongly agreed, 86(24.9%) neutral and 40(11.55) disagreed and strongly disagreed. The mean score of 2.19 showed agreement on the second item under innovativeness. Therefore the researcher generalized that majority of the respondents agreed on the attributes of innovativeness.

Generally, the researcher summarizes, from the total grand mean value 2.00 and standard deviation 0.93, respondents agreed on self- regulation (self-control, conscientiousness, adaptability, and innovativeness) dimension of emotional intelligence.

Table 4.3. 4 Descriptive statistics summary result of self –regulation dimension of emotional intelligence of Tagrow business PLC

Question	Responses					Mean	Standard deviation
	SA	A	N	D	SDA		
Self -control							
Am quite capable of controlling my own emotions	11 (12.8%)	36 (41.9%)	8 (9.3%)	25 (29.1%)	6 (7.0%)	2.76	1.207
I resist impulse to act immediately	16 (18.6%)	51 (59.3%)	12 (14%)	7 (18.1%)	0	2.12	0.803

Am able to calm others in stressful situation	19 (22.1%)	40 (46.5%)	16 (18.6%)	6 (7.0%)	5 (5.8%)	2.28	1.070
Trustworthiness							
I build trust by being reliable and authentic	21 (24.4%)	56 (65.1%)	9 (10.5%)	0	0	1.86	0.577
I consistently act ethically	13 (15.1%)	52 (60.5%)	12 (14.0%)	9 (10.5%)	0	2.20	0.823
I admit my own mistake and confront un ethical action in others	11 (12.8%)	54 (62.8%)	12 (14.0%)	9 (10.5%)	0	2.22	0.803
Conscientiousness							
I meet commitment and keep promise	24 (27.9%)	55 (64.0%)	7 (8.1%)	0	0	1.80	0.570
I hold myself accountable for meeting my objectives	20 (23.3%)	56 (65.1%)	10 (11.6%)	0	0	1.88	0.582
Am organized and careful in my work	12 (14%)	52 (60.5%)	14 (16.3%)	8 (9.3%)	0	2.21	0.799
Adaptability							
I smoothly handle multiple demands ,shifting priorities and	10 (11.6%)	46 (53.5%)	17 (19.8%)	13 (15.1%)	0	2.38	0.883

rapid changes							
Am flexible in how I see events	11 (12.8%)	52 (60.5%)	18 (20.9%)	5 (5.8%)	0	2.20	0.733
Innovativeness							
I seek out fresh ideas from variety of source	16 (18.6%)	41 (47.7%)	18 (20.9%)	11 (12.8%)	0	2.28	0.916
I generate new ideas	14 (16.3%)	41 (47.7%)	20 (23.3%)	11 (12.8%)	0	2.33	0.900
Total mean and standard deviation						2.19	0.82

SDA – Strongly Disagree, D - Disagree, N - Neither agree nor disagree, A - Agree, SA - Strongly agree
Source: own survey 2020

As indicated on the above table 4.3.4, the respondents were asked if they are capable of controlling their own emotion, 47(54.7%) agreed and strongly agreed, 8(9.3%) neutral and 31(36.10%) disagreed and strongly disagreed. The mean score of 2.76 also infers that positive response or agreement on the first item under self-control. When respondents were asked if they resist the impulse to act immediately 67(77.9%) agreed and strongly agreed, 12(14%) neutral and 7(18.1%) disagreed. The mean score of 2.12 also indicated a positive response or agreement on the second item under self-control. And when they were asked if they can calm others in stressful situations 59(68.6%) agreed and strongly agreed, 16(18.6%) were neutral, and 11(12.8%) disagreed and strongly disagreed. The mean score of 2.28 also implied agreement (positive response on the third item under self- control. Therefore, the researcher generalized that majority of the respondents agreed on attributes of self –control.

Besides when the respondents were asked if they build trust by being reliable and authentic 77(89.5%) agreed and strongly agreed and 9(10.5%) neutral. The mean score of 1.86 indicated agreement (positive response on the first item under trustworthiness. Also when respondents were asked if the consistently act ethically 65(75.6%) agreed and strongly agreed, 12(14.0%) neutral and 9(10.5%) disagreed. The mean score of 2.20 indicated agreement on the second item under trustworthiness. If they were asked if they admit their own mistake and confront unethical

action in others 55(75.6%) agreed and strongly agreed, 12(14.0%) neutral and 9(10.5%) disagreed. The mean score of 2.22 also showed positive response on the third item under trustworthiness. Therefore, the researcher generalized that majority of respondents agreed on the attributes of trustworthiness.

On the other hand when respondents were asked if they meet commitment and keep promises 79(91.9%) agreed and strongly agreed and 7(8.1%) neutral. The mean score of 1.80 indicated agreement on the first item under conscientiousness. When respondents were asked if they hold themselves accountable for meeting their objectives 76(88.4%) agreed and strongly agreed and 10(11.6%) were neutral. The mean score of 1.88 also implied that agreement (positive response) on the second item under conscientiousness. Also when respondents were asked if they are organized and careful in their work 64(74.5%) agreed and strongly agreed, 14(16.3%) neutral and 8(9.3%) disagreed. The mean score of 2.21 indicated positive response (agreement) on the third item under conscientiousness. Therefore, the researcher generalized that majority of respondents agreed on the attributes of conscientiousness

Furthermore when respondents were asked if they smoothly handle multiple demands, shifting priorities and rapid change 56(65.1%) agreed and strongly agreed, 17(19.8%) neutral, and 13(15.1%) disagreed. The mean score of 2.38 indicated agreement (positive response on the first item under adaptability. And when respondents were asked if they are flexible in how they see events 63(73.3%) agreed and strongly agreed, 18(20.9%) neutral and 5(5.8%) disagreed. The mean score of 2.20 showed agreement on the second item under adaptability. Therefore, the researcher generalized that majority of respondents agreed on the attributes of adaptability.

Also, when respondents were asked if they seek out fresh ideas from variety of sources 57(66.3%) agreed and strongly agreed, 18(20.9%) neutral and 11(12.8%) disagreed. The mean score of 2.28 showed agreement or positive response on the first item under innovativeness. And when respondents were asked if they generate new ideas 55(64%) agreed and strongly agreed, 20(23.3%) neutral and 11(12.8%) disagreed. The mean score of 2.33 showed agreement on the second item under innovativeness. Therefore the researcher generalized that majority of the respondents agreed on the attributes of innovativeness.

Generally, the researcher summarizes, from the total grand mean value 2.19 and standard deviation 0.82, respondents agreed on self- regulation (self-control, conscientiousness, adaptability, and innovativeness) dimension of emotional intelligence.

Table 4.3. 5 Descriptive statistics summary result of self- motivation dimension of emotional intelligence of Dashen bank

Question	Responses					Mean	Standard deviation
	SA	A	N	D	SDA		
Achievement drive							
Am result oriented with high drive to meet my objectives and results	101 (29.2%)	130 (37.6%)	85 (24.6%)	10 (2.9%)	20 (5.8%)	2.18	1.069
I continuous learn in order to improve my performance	145 (41.9%)	134 (38.7%)	44 (12.7%)	12 (3.5%)	11 (3.2%)	1.87	0.979
Commitment							
Am highly committed to my work	172 (49.7%)	120 (34.7%)	33 (9.5%)	6 (1.7%)	15 (4.3%)	1.76	0.999
Initiative							
Am always ready to grab opportunities	160 (46.2%)	143 (41.3%)	32 (9.2%)	5 (1.4%)	6 (1.7%)	1.71	0.829
I pursue goals beyond what is required or expected of me	106 (30.6%)	151 (43.6%)	66 (19.1%)	23 (6.6%)	0	2.02	0.875
Initiates action to create possibility for future	99 (28.6%)	167 (48.3%)	66 (19.1%)	3 (9%)	11 (3.2%)	2.02	0.894
Optimism							
I act from the hope of success rather than fear of failure	114 (32.9%)	137 (39.6%)	56 (16.2%)	25 (7.2%)	14 (4.0%)	2.10	1.067
I see obstacles as opportunities to learn and develop	166 (48.0%)	103 (29.8%)	52 (15.0%)	20 (5.8%)	5 (1.4%)	1.83	0.982
Total mean and standard deviation						1.94	0.96

SDA – Strongly Disagree, D - Disagree, N - Neither agree nor disagree, A - Agree, SA - Strongly agree

Source: own survey 2020

As indicated on the above table 4.3.5, the respondents were asked if they are result oriented with a high drive to meet there objective and result, 231(66.8%) agreed and strongly agreed, 85(24.6%) neutral and 30(8.7%) disagreed and strongly disagreed. The mean score of 2.18

indicated a positive response or agreement on the first item under achievement drive. When respondents were asked if they continuously learn in order to improve their performance 279(80.6%) agreed and strongly agreed, 44(12.7%) neutral and 23(6.7%) disagreed and strongly disagreed. The mean score of 1.87 indicated positive response or agreement on the second item under achievement drive. Therefore the researcher concluded that the majority of respondents agreed or gave a positive response on the attributes of achievement drive.

Besides when respondents were asked if there are highly committed to their work 292(84.4%) agreed and strongly agreed which indicated that most employees have a high commitment level to their work, 33(9.5%) neutral and 21(6.00%) disagreed and strongly disagreed. The mean score of 1.76 showed that overall employees and gave a positive response on the item under commitment.

In addition, when respondents were asked if they are always ready to grab opportunities 303(87.5%) agreed and strongly agreed which is the highest percentage from the total sample, 32(9.2%) neutral and 11(3.10%) disagreed and strongly disagreed. The mean score of 1.17 indicated a positive response or agreement when it has seen overall for the first item under the initiative. When respondents were asked if they pursue goals beyond what is required or expected of them 257(74.2%) agreed and strongly agreed, 66(19.1%) neutral and 23(6.6%) disagreed. The mean score of 2.20 indicated agreement or positive response for the second item under the initiative. And when respondents were asked if they initiate action to create the possibility for the future 266(76.9%) agreed and strongly agreed, 66(19.1%) neutral and 14(12.2%) disagreed and strongly disagreed. The mean score of 2.02 indicated a positive response or agreement for the third item under the initiative. Therefore the researcher generalized that majority of the respondents agreed or gave a positive response on the attributes of initiative.

Furthermore, when respondents were asked if they act from the hope of success rather than fear of failure 251(72.5%) agreed and strongly agreed, 56(16.2%) neutral and 39(11.2%) disagreed and strongly disagreed. The mean score of 2.10 indicated overall agreement or positive response on the first item under optimism. When respondents were asked if they see an obstacle as opportunities to learn and develop 269(77.8%) agreed and strongly agreed, 52(15.0%) neutral and 25(7.2%) disagreed and strongly disagreed. The mean score of 1.83 indicated agreement of

positive response on the second item under optimism. Therefore the researcher generalized that majority of respondents gave a positive responses on the attributes of optimism.

Generally, the researcher summarized from the total grand mean value 1.94 and standard deviation 0.96 that respondents agreed on self- motivation dimension of emotional intelligence which contains achievement drive, commitment, initiative, and optimism.

Table 4.3. 6 Descriptive statistics summary result of self- motivation dimension of emotional intelligence of Tagrow business PLC

Questions	Responses					Mean	Standard deviation
	SA	A	N	D	SDA		
Achievement drive							
Am result oriented with high drive to meet my objectives and results	17 (19.8%)	48 (55.8%)	14 (16.3%)	6 (7.0%)	1 (1.2%)	2.14	0.856
I continuous learn in order to improve my performance	22 (25.6%)	42 (48.8%)	17 (19.8%)	5 (5.8%)	0	2.06	0.831
Commitment							
Am highly committed to my work	21 (24.4%)	44 (51.2%)	10 (11.6%)	11 (12.8%)	0	2.13	0.930
Initiative							
Am always ready to grab opportunities	20 (23.3%)	45 (52.3%)	10 (11.6%)	11 (12.8%)	0	2.14	0.922
I pursue goals beyond what is required or expected of me	15 (17.4%)	58 (67.4%)	9 (10.5%)	2 (2.3%)	2 (2.3%)	2.05	0.766
Initiates action to create possibility for future	9 (10.5%)	36 (41.9%)	21 (24.4%)	15 (17.4%)	5 (5.8%)	2.66	1.069
Optimism							
I act from the hope of success rather than fear of failure	17 (19.8%)	51 (59.3%)	18 (20.9%)	0	6	2.01	0.642
I see obstacles as opportunities to learn and develop	22 (25.6%)	52 (60.5%)	10 (11.6%)	2 (2.3%)	0	1.91	0.680
Total mean and standard deviation						2.14	0.84

SDA – Strongly Disagree, D - Disagree, N - Neither agree nor disagree, A - Agree, SA - Strongly agree

Source: own survey 2020

As indicated on the above table 4.3.6, the respondents were asked if they are result oriented with a high drive to meet their objective and result, 65(75.6%) agreed and strongly agreed, 14(16.3%) neutral and 7(8.2%) disagreed and strongly disagreed. The mean score of 2.14 indicated a positive response or agreement on the first item under achievement drive. When respondents were asked if they continuously learn in order to improve their performance 64(74.4%) agreed and strongly agreed, 17(19.8%) neutral, and 5(5.8%) disagreed. The mean score of 2.06 indicated a positive response or agreement on the second item under achievement drive. Therefore the researcher concluded that majority of respondents agreed or gave a positive response on the attributes of achievement drive.

Besides when respondents were asked if they are highly committed to their work 65(75.6%) agreed and strongly agreed which indicated that most of employees have a high commitment level to their work, 10(11.6%) neutral and 11(12.8%) disagreed. The mean score of 2.13 showed that overall employees and gave a positive response on the item under commitment.

In addition, when respondents were asked if they are always ready to grab opportunities 65(75.6%) agreed and strongly agreed which is the highest percentage from the total sample, 10(11.6%) neutral, and 11(12.8%) disagreed. The mean score of 2.14 indicated a positive response or agreement when it seen overall for the first item under initiative. When respondents were asked if they pursue goal beyond what is required or expected of them 73(84.8%) agreed and strongly agreed, 9(10.5%) neutral and 4(4.6%) disagreed and strongly disagreed. The mean score of 2.05 indicated agreement or positive response for the second item under initiative. And when respondents were asked if they initiate action to create possibility for the future 45(52.4%) agreed and strongly agreed, 21 (24.4%) neutral and 20(23.2%) disagreed and strongly disagreed. The mean score of 2.66 indicated a positive response or agreement for the third item under the initiative. Therefore the researcher generalized that the majority of the respondents agreed or gave a positive response on the attributes of the initiative.

Furthermore, when respondents were asked if they act from the hope of success rather than fear of failure 68(79.10%) agreed and strongly agreed and 8(20.9%) were neutral. The mean score of 2.01 indicated overall agreement or positive response on the first item under optimism. When

respondents were asked if they see an obstacle as opportunities to learn and develop 74(86.10%) agreed and strongly agreed, 10(11.6%) neutral and 2(2.3%) disagreed. The mean score of 1.91 indicated agreement or a positive response on the second item under optimism. Therefore the researcher generalized that the majority of respondents gave positive response on the attributes of optimism.

Generally, the researcher summarized from the total grand mean value 2.14 and standard deviation 0.84 that respondents agreed on self- motivation dimension of emotional intelligence which contains achievement drive, commitment, initiative, and optimism.

Table 4.3. 7 Descriptive statistics summary result of social competence dimension of emotional intelligence of Dashen bank

Questions	Responses					Mean	Standard Deviation
	SA	A	N	D	SDA		
A. Social awareness							
Empathy							
I show sensitivity and understand others perspective	104 (30.1%)	164 (47.4%)	68 (19.7%)	2 (0.6%)	8 (2.3%)	1.98	.854
I help based on understanding other people's needs and feelings	117 (33.8%)	182 (52.6%)	32 (9.2%)	15 (4.3%)	0	1.84	.762
Service orientation							
I understand customers need and match them to the service provided	160 (46.2%)	149 (43.2%)	26 (7.5%)	10 (2.9%)	1 (.3%)	1.68	.760
I gladly offer appropriate assistance	113 (32.7%)	158 (45.7%)	49 (14.2%)	20 (5.8%)	6 (1.7%)	1.98	.926
Developing others							
I acknowledge and reward peoples strength accomplishment and development	110 (31.8%)	167 (48.3%)	43 (12.4%)	16 (4.6%)	10 (2.9%)	1.99	.943
I mentor, give timely coaching and offer assignment that challenge and grow persons skill	111 (32.1%)	113 (32.7%)	104 (30.1%)	4 (1.2%)	14 (4.0%)	2.12	1.010
Leveraging diversity							

I respect and relate well to the people from varied background	123 (35.5%)	162 (46.8%)	43 (12.4%)	14 (4.0%)	4 (1.2%)	1.88	.857
I see diversity as opportunity creating an environment where diverse people can thrive	84 (24.3%)	159 (46.0%)	90 (26.0%)	6 (1.7%)	7 (2.0%)	2.11	.862
Political awareness							
Am good at reading key power relationships accurately	100 (28.9%)	179 (51.7%)	49 (14.2%)	10 (2.9%)	8 (2.3%)	1.98	.870
B. Relationship management							
Influence							
I can influence people and motivate them easily	121 (35.0%)	151 (43.6%)	50 (14.5%)	15 (4.3%)	9 (2.6%)	1.96	.950
Communication							
I deal with difficult issues straight forwardly	109 (31.5%)	165 (47.7%)	50 (14.5%)	19 (5.5%)	3 (9%)	1.97	.871
I listen well ,seek mutual understanding, and fully welcome sharing of information	101 (29.2%)	173 (50.0%)	42 (12.1%)	15 (4.3%)	15 (4.3%)	2.05	.989
Leadership							
I step forward to lead as needed regardless of position	151 (43.6%)	134 (38.7%)	42 (12.1%)	16 (4.6%)	3 (.9%)	1.80	.886
I lead as an example	48 (13.9%)	193 (55.8%)	70 (20.2%)	25 (7.2%)	10 (2.9%)	2.29	.898
Change catalyst							
I recognize the need for change and remove barriers to it	115 (33.2%)	130 (37.6%)	73 (21.1%)	23 (6.6%)	4 (1.2%)	2.04	.962
I model the change expected from others	96 (27.7%)	189 (54.6%)	42 (12.1%)	11 (3.2%)	8 (2.3%)	1.98	.858
Conflict management							
I handle difficult people with diplomacy and tact	102 (29.5%)	168 (48.6%)	49 (14.2%)	11 (3.2%)	16 (4.6%)	2.05	.990
I encourage debate and open discussions	86 (24.9%)	103 (29.8%)	112 (32.4%)	18 (5.2%)	27 (7.8%)	2.41	1.147
Building bonds							
I build and maintain extensive informal network	88 (25.4%)	136 (39.3%)	102 (29.5%)	11 (3.3%)	9 (2.6%)	2.18	.938
I seek out relationships that are mutually	109 (31.5%)	137 (39.6%)	87 (25.1%)	9 (2.6%)	4 (1.2%)	2.02	.881

beneficial							
Collaboration and cooperation							
I promote a friendly, cooperative climate	170 (49.1%)	97 (28.0%)	64 (18.5%)	9 (2.6%)	6 (1.7%)	1.80	.948
Team capability							
I model team qualities like respect ,helpfulness, cooperation	161 (46.5%)	141 (40.8%)	25 (7.2%)	4 (1.2%)	15 (4.3%)	1.76	.959
I build team identity and commitment	207 (59.8%)	76 (22.0%)	51 (14.7%)	2 (6%) 10 (2.9%)		1.65	.952
Total mean and standard deviation						1.98	0.92

SDA – Strongly Disagree, D - Disagree, N - Neither agree nor disagree, A - Agree, SA - Strongly agree
Source: own survey 2020

As indicated in the above table 4.3.7, respondents were asked if they show sensitivity and understand other’s perspective 268(77.5%) agreed and strongly agreed, 68(19.7%) neutral and 12(2.9%) disagreed and strongly disagreed. The overall mean score of 1.98 implied a positive response or agreement on the first item under empathy. When respondents were asked if they help based on people’s needs and feelings 299(86.40%) agreed and strongly agreed, 32(9.2%) neutral and 15(4.3%) disagreed. The mean score of 1.84 showed a positive response on the second item under empathy. Therefore, the researcher summarized that majority of respondents gave a positive response on the attributes of empathy.

Besides when respondents were asked if they understand customer’s need and match those to the services provided 309(89.4%) agreed and strongly agreed, 26(7.5%) neutral, and 11(3.2%) disagreed and strongly disagreed. The mean score of 1.68 indicated overall a positive response or agreement on the first item under service orientation. Also when respondents were asked if they gladly offer appropriate assistance 271(78.4%) agreed and strongly agreed, 49(14.2%) neutral and 26(7.5%) disagreed and strongly disagreed. The mean score of 1.98 implied a positive response or agreement on the second item under service orientation. Therefore the researcher summarized that majority of the respondents gave a positive response to the attributes of service orientation.

On the other hand, when respondents were asked if they acknowledge and reward people’s strengths, accomplishments, and development 277(80.10%) agreed and strongly agreed.

43(12.4%) were neutral and 26(7.5%) disagreed and strongly disagreed. The mean score of 1.99 indicated a positive response or agreement on the first item under developing others. Also when respondents were asked if they mentor, give timely coaching, and offer assignments that challenge and grow a person's skill 224(64.8%) agreed and strongly agreed, 104(30.1%) neutral, and 18(5.2%) disagreed and strongly disagreed. The mean score of 2.12 indicated overall respondents gave positive response or agreement on the second item under developing others. Therefore the researcher summarized that majority of the respondents agreed or gave a positive response on the attributes of developing others.

In addition, when respondents were asked if they relate well to the problem from varied backgrounds, 285(82.3%) agreed and strongly agreed, 43(12.4%) neutral and 18(5.2%) disagreed and strongly disagreed. The mean score of 1.88 implied that overall respondents gave a positive response or agreement on the first item under leveraging diversity. And when respondents were asked if they see diversity as an opportunity, create an environment where diverse people can thrive 243(70.3%) agreed and strongly agreed, 90(26.0%) neutral and 13(3.750) disagreed and strongly disagreed. The mean score of 2.11 indicated that respondents overall gave a positive response or agreed on the second item under leveraging diversity. Therefore, the researcher generalized that majority of respondents agreed on the attributes of leveraging diversity.

When respondents were asked if they are good at reading key power relationships accurately 279(80.6%) agreed and strongly agreed, 49(14.2%) neutral, and 18(5.2%) disagreed and strongly disagreed. The mean score of 1.98 showed a positive response on the item under political awareness. Therefore the researcher summarized that majority of the respondents have agreed on or gave a positive responses to social awareness in general which includes empathy, service orientation, developing others, leveraging diversity, and political awareness.

Furthermore, respondents were asked if they can influence people and motivate them easily 272(78.6%) agreed and strongly agreed, 50(14.5%) neutral and 24(6.90%) disagreed and strongly disagreed. The mean score of 1.96 indicated that overall respondents gave a positive response or agreed on the item under influence.

When respondents were asked if they deal with difficult issues straightforwardly 274(79.2%) agreed and strongly agreed, 50(14.5%) neutral and 22(14.5%) disagreed and strongly disagreed.

The mean score of 1.97 indicated that overall respondents gave a positive response on the first item under communication. And when respondents were asked if they listen well, seek mutual understanding, and fully welcome sharing of information 274(79.2%) agreed and strongly agreed, 42(12.1%) neutral and 30(8.6%) disagreed and strongly disagreed. The mean score of 2.05 indicated respondents gave positive response on the second item under communication. Therefore, the researcher summarized that majority of respondents gave a positive response on the attributes of communication.

Respondents were also asked if they step forward to lead as needed, regardless of position 285(82.3%) agreed and strongly agreed, 42(12.1%) neutral and 19(5.5%) disagreed and strongly disagreed. The mean score of 1.80 implied that overall respondents gave positive response or agreement on the first item under leadership. When respondents were asked if they lead as an example 241(69.7%) agreed and strongly agreed, 70(20.2%) neutral and 35(10.10%) disagreed and strongly disagreed. The mean score of 2.29 indicated overall respondents agreed on the second item under leadership. Therefore, the researcher summarized that majority of respondents gave a positive response to the attributes of leadership.

Also, respondents were asked if they recognize the need for change and remove barriers to it 245(70.8%) agreed and strongly agreed, 73(12.1%) neutral and 27(7.8%) disagreed and strongly disagreed. The mean score of 2.04 indicates positive response or agreement on the first item under change catalyst. And when respondents were asked if they model the change expected from others 285(82.3%) agreed and strongly agreed, 42(12.1%) neutral and 19(5.5%) disagreed and strongly disagreed. The mean score of 1.98 implied agreements on the second item under the change catalyst. Therefore the researcher summarized that majority of respondents gave a positive response on the attributes of change catalysts.

When respondents were asked if they handle difficult people and situation with diplomacy and tact 270(78.10) agreed and strongly agreed, 49(14.2%) neutral and 27(7.80%) disagreed and strongly disagreed. The mean score of 2.05 indicated overall respondents agreed on the first item under conflict management. And when respondents were asked if they encourage debate and open discussion 189(54.7%) agreed and strongly agreed, 112(32.4%) neutral and 45(13.0%) disagreed and strongly disagreed. The mean score of 2.41 indicate overall a positive response on

the second item under conflict management. Therefore the researcher summarized that majority of respondents agreed on the attributes of conflict management.

When respondents were asked if they build and maintain extensive informal networks 224(64.7%) agreed and strongly agreed, 102(29.5%) neutral and 20(5.90%) disagreed and strongly disagreed. The mean score of 2.18 indicated respondents gave positive response on the first item under building bonds. And when respondents were asked if they seek out relationships that are mutually beneficial 246(71.10%) agreed and strongly agreed 87 (25.1%) neutral and 13 (3.80%) disagreed and strongly disagreed. The overall mean score of 2.02 indicated agreements on the second item under building bonds. Therefore, the researcher summarized that majority of the respondents agreed to the attributes of building bonds.

When respondents were asked if they promote a friendly cooperative climate 267(77.10%) agreed and strongly agreed, 64(18.5%) neutral and 15(4.3%) disagreed and strongly disagreed. The mean score of 1.80 indicated a positive response on the item under collaboration and cooperation.

At last, when respondents were asked if they model team qualities like respect, helpfulness and cooperation 302(87.3%) agreed and strongly agreed, 25(7.2%) neutral and 19(5.5%) disagreed and strongly disagreed. The mean score of 1.76 indicate a positive response on the first item under team capability. And when respondents were asked if they build team identity and commitment 283(81.8%) agreed and strongly agreed, 51(14.7%) neutral and 12(8.9%) disagreed and strongly disagreed. The mean score of 1.65 showed positive response on the second item under team capability. Therefore, the researcher summarized that majority of the respondents agreed to the attributes of relationship management which includes influence, communication, leadership, change catalyst, conflict management, building bonds, collaboration and cooperation and team capability.

Generally, the researcher summarized from the total grand mean value 1.98 and standard deviation 0.92 that respondents agreed on Social competence (social awareness and relationship management) dimension of emotional intelligence.

Table 4.3. 8 Descriptive statistics summary result of social competence dimension of emotional intelligence of Tagrow business PLC

Questions	Responses					Mean	Standard Deviation
	SA	A	N	D	SDA		
Social awareness							
Empathy							
I show sensitivity and understand others perspective	18 (20.9%)	51 (59.3%)	13 (15.1%)	4 (4.7%)	0	2.03	.743
I help based on understanding other people's needs and feelings	21 (24.4%)	43 (50.0%)	14 (16.3%)	8 (9.3%)	0	2.10	.882
Service orientation							
I understand customers need and match them to the service provided	46 (53.5%)	31 (36.0%)	6 (7.0%)	3 (3.5%)	0	1.6	.771
I gladly offer appropriate assistance	24 (27.9%)	50 (58.1%)	12 (14.0%)	0	0	1.86	.635
Developing others							
I acknowledge and reward peoples strength accomplishment and development	33 (38.4%)	45 (52.3%)	8 (9.3%)	0	0	1.71	.630
I mentor, give timely coaching and offer assignment that challenge and grow persons skill	12 (14.0%)	51 (59.3%)	19 (22.1%)	4 (4.7%)	0	2.77	.723
Leveraging diversity							
I respect and relate well to the people from varied background	30 (34.9%)	47 (54.7%)	7 (8.1%)	2 (2.3%)	0	1.78	.693
I see diversity as opportunity creating an environment where diverse people can thrive	27 (31.4%)	44 (51.2%)	15 (17.4%)	0	0	1.86	.689
Political awareness							
Am good at reading key power relationships accurately	20 (23.3%)	48 (55.8%)	12 (14.2%)	6 (7%)	0	2.05	.810
Relationship management							
Influence							

I can influence people and motivate them easily	14 (16.3%)	52 (60.5%)	14 (16.3%)	6 (7.0%)	0	2.14	.769
Communication							
I deal with difficult issues straight forwardly	10 (11.6%)	56 (65.1%)	13 (15.1%)	6 (7.0%)	1 (1.2%)	2.21	.784
I listen well ,seek mutual understanding, and fully welcome sharing of information	16 (18.6%)	56 (65.1%)	14 (16.3%)	0	0	1.98	.594
Leadership							
I step forward to lead as needed regardless of position	11 (12.8%)	49 (57.0%)	12 (14.0%)	9 (10.5%)	5 (5.8%)	2.40	1.032
I lead as an example	7 (8.1%)	51 (59.3%)	17 (19.8%)	11 (12.8%)	0	2.37	.812
Change catalyst							
I recognize the need for change and remove barriers to it	12 (14.0%)	51 (59.3%)	9 (10.5%)	9 (10.5%)	5 (5.8%)	2.35	1.038
I model the change expected from others	10 (11.6%)	51 (59.3%)	16 (18.6%)	7 (8.1%)	2 (2.3%)	2.30	.869
Conflict management							
I handle difficult people with diplomacy and tact	15 (17.4%)	52 (60.5%)	13 (15.1%)	6 (7.0%)	0	2.12	.773
I encourage debate and open discussions	15 (17.4%)	48 (55.8%)	15 (17.4%)	8 (9.3%)	0	2.19	.833
Building bonds							
I build and maintain extensive informal network	19 (22.1%)	50 (58.1%)	15 (17.4%)	2 (2.3%)	0	2.00	.703
I seek out relationships that are mutually beneficial	18 (20.9%)	49 (57.0%)	12 (14.0%)	7 (8.1%)	0	2.09	.821
Collaboration and cooperation							
I promote a friendly cooperative climate	24 (27.9%)	56 (65.1%)	3 (3.5%)	3 (3.5%)	0	1.83	.654
Team capabilities							
I model team qualities like respect ,helpfulness, cooperation	22 (25.6%)	53 (61.6%)	6 (7.0%)	3 (3.5%)	2 (2.3%)	1.95	.825
I build team identity and commitment	25 (29.1%)	44 (51.2%)	14 (16.3%)	3 (3.5%)	0	1.94	.772

SDA – Strongly Disagree, D - Disagree, N - Neither agree nor disagree, A - Agree, SA - Strongly agree

Source: own survey 2020

As indicated in the above table 4.3.8, respondents were asked if they show sensitivity and understand other's perspectives 69(80.2%) agreed and strongly agreed, 13(15.1%) neutral and 4(4.7%) disagreed. The overall mean score of 2.03 implied a positive response or agreement on the first item under empathy. When respondents were asked if they help based on people's needs and feelings 64(74.4%) agreed and strongly agreed, 14(16.3%) neutral and 8(9.3%) disagreed. The mean score of 2.10 showed a positive response to the second item under empathy. Therefore, the researcher summarized that majority of respondents gave a positive response on the attributes of empathy.

Besides when respondents were asked if they understand customer's needs and match those to the services provided 77(89.5%) agreed and strongly agreed, 6(7.0%) neutral and 3(3.5%) disagreed. The mean score of 1.6 indicated overall a positive response or agreement on the first item under service orientation. Also when respondents were asked if they gladly offer appropriate assistance 74(86.0%) agreed and strongly agreed and 12(14.0%) were neutral. The mean score of 1.86 implied a positive response or agreement on the second item under service orientation. Therefore the researcher summarized that majority of the respondents gave a positive response to the attributes of service orientation.

On the other hand, when respondents were asked if they acknowledge and reward people's strengths, accomplishments, and development 78(90.7%) agreed and strongly agreed and 8(9.3%) were neutral. The mean score of 1.71 indicated a positive response or agreement on the first item under developing others. Also when respondents were asked if they mentor, give timely coaching, and offer assignments that challenge and grow a person's skill 63(73.3%) agreed and strongly agreed, 19(22.1%) neutral and 4(4.7%) disagreed. The mean score of 2.77 indicated overall respondents gave positive responses or agreement on the second item under developing others. Therefore the researcher summarized that majority of the respondents agreed or gave a positive response to the attributes of developing others.

In addition, when respondents were asked if they relate well to the problem from varied backgrounds, 77(89.60%) agreed and strongly agreed, 7(8.1%) neutral and 2(2.3%) disagreed. The mean score of 1.78 implied that overall respondents gave a positive response or agreement on the first item under leveraging diversity. And when respondents were asked if they see diversity as an opportunity, create an environment where diverse people can thrive 71(82.60%)

agreed and strongly agreed, and 15(17.4%) were neutral. The mean score of 1.86 indicated that respondents overall gave a positive response or agreed on the second item under leveraging diversity. Therefore, the researcher generalized that majority of respondents agreed on the attributes of leveraging diversity.

When respondents were asked if they are good at reading key power relationships accurately 68(79.10%) agreed and strongly agreed, 12(14.2%) neutral and 6(7.2%) disagreed. The mean score of 2.05 showed a positive response on the item under political awareness. Therefore the researcher summarized that majority of the respondents have agreed on or gave a positive response to social awareness in general which includes empathy, service orientation, developing others, leveraging diversity and political awareness.

Furthermore, respondents were asked if they can influence people and motivate them easily 66(76.8%) agreed and strongly agreed, 14(16.3%) neutral and 6(7.0%) disagreed. The mean score of 2.14 indicated that overall respondents gave a positive response or agreed to the item under influence.

When respondents were asked if they deal with difficult issues straightforwardly 66(76.7%) agreed and strongly agreed, 13(15.1%) neutral and 7(8.2%) disagreed and strongly disagreed. The mean score of 2.21 indicated that overall respondents gave a positive response on the first item under communication. And when respondents were asked if they listen well, seek mutual understanding, and fully welcome sharing of information 72(83.7%) agreed and strongly agreed and 14(16.3%) neutral. The mean score of 1.98 indicated respondents gave positive response on the second item under communication. Therefore, the researcher summarized that majority of respondents gave a positive response on the attributes of communication.

Respondents were also asked if they step forward to lead as needed, regardless of position 60(69.8%) agreed and strongly agreed, 12(14.0%) neutral and 14(16.3%) disagreed and strongly disagreed. The mean score of 2.4 implied that overall respondents gave positive response or agreement on the first item under leadership. When respondents were asked if they lead as an example 58(67.4%) agreed and strongly agreed, 17(19.8%) neutral, and 11(12.8%) disagreed. The mean score of 2.37 indicated overall respondents agreed on the second item under

leadership. Therefore, the researcher summarized that majority of respondents gave a positive response on the attributes of leadership.

Also, respondents were asked if they recognize the need for change and remove barriers to it 63(73.3%) agreed and strongly agreed, 9(10.5%) neutral and 14(16.3%) disagreed. The mean score of 2.35 indicates a positive response or agreement on the first item under the change catalyst. And when respondents were asked if they model the change expected from others 61(70.9%) agree and strongly agreed, 16(18.6%) neutral and 9(10.4%) disagreed an strongly disagreed. The mean score of 2.30 implied agreements on the second item under change catalyst. Therefore the researcher summarized that majority of respondents gave a positive response on the attributes of change catalysts.

When respondents were asked if they handle difficult people and situation with diplomacy and tact 67(77.9) agreed and strongly agreed, 13(15.1%) neutral and 6(7.0%) disagreed. The mean score of 2.12 indicated overall respondents agreed on the first item under conflict management. an when respondents were asked if they encourage debate and open discussion 63(73.2%) agreed and strongly agreed, 15(17.4%) neutral and 8(9.3%) disagreed. The mean score of 2.19 indicate overall a positive response on the second item under conflict management. Therefore the researcher summarized that majority of respondents agreed on the attributes of conflict management.

When respondents were asked if they build and maintain extensive informal networks 69 (80.2 %) agreed and strongly agreed, 15(17.4%) neutral and 2(2.5%) disagreed. The mean score of 2.00 indicated respondents gave positive response on the first item under building bonds. And when respondents were asked if they seek out relationships that are mutually beneficial 67(77.9%) agreed and strongly agreed, 12(14.0%) neutral and 7(8.1%) disagreed. The mean score of 2.09 indicated agreement on the second item under building bonds. Therefore, the researcher summarized that majority of the respondents agreed to the attributes of building bonds.

When respondents were asked if they promote a friendly cooperative climate 80(89.5%) agreed and strongly agreed, 3(3.5%) neutral and 3(3.5%) disagreed. The mean score of 1.83 indicated a positive response on the item under collaboration and cooperation.

At last, when respondents were asked if they model team qualities like respect, helpfulness and cooperation 75(87.2%) agreed and strongly agreed, 6(7.0%) neutral, and 5(5.8%) disagreed and strongly disagreed. The mean score of 1.95 indicates a positive response on the first item under team capability. And when respondents were asked if they build team identity and commitment 69(80.3%) agreed and strongly agreed, 14(16.3%) neutral and 3(3.3%) disagreed. The mean score of 1.94 showed a positive response on the second item under team capability. Therefore, the researcher summarized that majority of the respondents agreed to the attributes of relationship management which includes influence, communication, leadership, change catalyst, conflict management, building bonds, collaboration and cooperation, and team capability.

Generally, the researcher summarized from the total grand mean value 2.07 and standard deviation 0.78 that respondents agreed on the social competence (social awareness and relationship management) dimension of emotional intelligence.

4.4 Descriptive analysis of work life balance dimensions

Table 4.4. 1 Descriptive statistics summary result of work life balance dimensions of Dashen bank

Questions	Responses					Mean	Standard Deviation
	SA	A	N	D	SDA		
After work ,I come home too tired to do some of the things I would like to do	165 (47.7%)	108 (31.2%)	51 (14.7%)	22 (6.4%)	0	1.80	.917
My family/friends dislikes often when I am preoccupied with my work while at home	124 (35.8%)	72 (20.8%)	99 (28.6%)	40 (11.6%)	11 (3.2%)	2.25	1.151
Lack of work life balance had an adverse impact on my family life	86 (24.9%)	102 (29.5%)	62 (17.9%)	67 (19%)	29 (8%)	2.57	1.280

My job makes my personal life difficult	94 (27.2%)	130 (37.6%)	57 (16.5%)	48 (13.9%)	17 (4.9%)	2.32	1.156
I work on my off days	102 (29.5%)	76 (22.0%)	24 (6.9%)	97 (28.0%)	47 (13.6%)	2.74	1.471
I attend work related functions on personal time	105 (30.3%)	142 (41.0%)	73 (21.1%)	20 (5.8%)	6 (1.7%)	2.08	.948
I attend work related phone calls when at home	69 (19.9%)	135 (39.0%)	89 (25.7%)	38 (11.0%)	15 (4.3%)	2.41	1.060
Long working hours cause family life imbalance	106 (30.6%)	78 (22.5%)	91 (26.3%)	50 (14.5%)	21 (6.1%)	2.43	1.231
My current position demands more time in work	86 (24.9%)	116 (33.5%)	72 (20.8%)	62 (17.9%)	10 (2.9%)	2.40	1.128
I suffer health problems because of my work pressure	90 (26.0%)	110 (31.8%)	57 (16.5%)	79 (22.8%)	10 (2.9%)	2.44	1.183
WORK INTERFERING WITH FAMILY LIFE	103 (29.6%)	107 (31%)	68 (19.5%)	52 (15%)	17 (4.4%)	2.34	1.15
Am often too tired at work because of the things I have to do at home	87 (25.1%)	125 (36.1%)	39 (11.3%)	64 (18.5%)	31 (9.0%)	2.50	1.290
My administration and peers dislike often when am preoccupied with my personal life while at work	116 (33.5%)	107 (30.9%)	68 (19.7%)	32 (9.2%)	23 (6.6%)	2.25	1.202
Lack of work life balance has had an adverse impact on my work life	102 (29.5%)	78 (22.5%)	68 (19.7%)	75 (21.7%)	23 (6.6%)	2.53	1.294
FAMILY INTERFERING WITH WORK LIFE	102 (29.37%)	103 (29.83%)	58 (16.9%)	57 (16.47%)	26 (7.40%)	2.43	1.26
Total grand mean and standard deviation						2.36	1.18

SDA – Strongly Disagree, D - Disagree, N - Neither agree nor disagree, A - Agree, SA - Strongly agree

Source: own survey 2020

The above table 4.3.9 shows that the mean score of 2.34 on the total average variable under work interfering with family life shows a sample of respondents agreed or gave a positive response, 1.15 standard deviation which reveals that variables have variation in respondent's perception for these study questions and also 210(60%) of respondents that is more than half of respondents agreed and strongly agreed on the questions asked under work interfering in family life in Dashen bank S.C. The remaining 69(19.4%) and 68(19.5%) were disagreed and strongly disagreed and neutral on the item respectively.

In addition, the mean score of 2.43 on the total average variable under family interfering with work-life shows that the sample of respondents agreed and 1.18 standard deviation also indicated that variables have variation in respondents perception for these study questions and also 205(59.20%) agreed and strongly agreed on the questions asked under family interfering with work-life in Dashen bank S.C. The remaining 83(23.87) and 58(16.9%) disagreed and strongly disagreed and neutral on the item respectively.

Generally, the researcher summarized that relatively among work-life balance variables work interfering with family life has the highest mean score of 2.34 which indicated that their family life is highly interrupted by their work environment. Next to this family interfering with work-life with the mean score of 2.43 also implied workplaces highly affected due to family involvement. The total grand mean of 2.36 and a standard deviation of 1.18 indicated respondent's agreement on the items asked on work-life balance in general.

Table 4.4. 2 Descriptive statistics summary result of work life balance dimensions of Tagrow business PLC.

Questions	Responses					MEAN	Standard deviation
	SA	A	N	D	SDA		
After work ,I come home too tired to do some of the things I would like to do	16 (18.6%)	29 (33.7%)	14 (16.3%)	22 (25.6%)	5 (5.8%)	2.66	1.214
My family/friends dislikes often when I am preoccupied with my work while at home	14 (16.3%)	53 (61.6%)	11 (12.8%)	6 (7.0%)	2 (2.3%)	2.17	.870
Lac of work life balance had an adverse impact on my family life	17 (19.8%)	37 (43.0%)	11 (12.8%)	14 (16.3%)	7 (8.1%)	2.50	1.215
My job makes my personal life difficult	15 (17.4%)	59 (68.6%)	1 (1.2%)	8 (9.3%)	3 (3.5%)	2.13	.930
I work on my off days	15 (17.4%)	44 (51.2%)	4 (4.7%)	14 (16.3%)	9 (10.5%)	2.51	1.253
I attend work related functions on personal time	12 (14.0%)	36 (41.9%)	6 (7.0%)	18 (20.9%)	14 (16.3%)	2.84	1.354
I attend work related phone calls when at home	9 (10.5%)	52 (60.5%)	7 (8.1%)	12 (14.0%)	6 (7.0%)	2.47	1.081
Long working hours cause family life imbalance	12 (14.0%)	46 (53.5%)	6 (7.0%)	13 (15.1%)	9 (10.5%)	2.55	1.214
My current position demands more time in work	25 (29.1%)	52 (60.5%)	3 (3.5%)	6 (7.0%)	0	1.88	.773

I suffer health problems because of my work pressure	3 (3.5%)	53 (61.6%)	24 (27.9%)	6 (7.0%)	0	2.73	1.121
WORK INTERFERING WITH FAMILY LIFE	13 (16.06%)	46 (44.08%)	9 (10.13%)	12 (13.15%)	6 (6.4%)	2.44	1.10
Am often too tired at work because of the things I have to do at home	23 (26.7%)	33 (38.4%)	6 (7.0%)	17 (19.8%)	7 (8.1%)	2.44	1.298
My administration and peers dislike often when am preoccupied with my personal life while at work	38 (44.2%)	42 (48.8%)	3 (3.5%)	3 (3.5%)	0	1.66	.713
Lack of work life balance has had an adverse impact on my work life	21 (24.4%)	36 (41.9%)	1 (1.2%)	17 (19.8%)	11 (12.8%)	2.55	1.386
FAMILY INTERFERING WITH WORK LIFE	27 (31.77%)	37 (43.03%)	3 (3.90%)	12 (14.37%)	6 (7.27%)	2.22	1.13
Total gran mean and standard deviation						2.39	1.11

SDA – Strongly Disagree, D - Disagree, N - Neither agree nor disagree, A - Agree, SA - Strongly agree

Source: own survey 2020

The above table 4.3.10 shows that the mean score of 2.44 on the total average variable under work interfering with family life shows a sample of respondents agreed or gave a positive response, 1.10 standard deviation which reveals that variables have variation in respondent's perception for these study questions and also 59(60.14) of respondents that is more than half of respondents agreed and strongly agreed on the questions asked under work interfering in family life in Tagrow business PLC. .The remaining 18(19.55%) and 9(10.13%) were disagreed and strongly disagreed and neutral on the item respectively.

In addition, the mean score of 2.22 on the total average variable under family interfering with work-life shows that sample of respondents agreed and 1.11 standard deviation also indicated that variables have variation in respondents perception for these study questions and also 64(74.80%) agreed and strongly agreed on the questions asked under family interfering with work life in Tagrow business PLC.. The remaining 18(21.64%) and 3(3.90%) disagreed and strongly disagreed and neutral on the item respectively.

Generally, the researcher summarized that relatively among work-life balance variables family interfering with work-life has the highest mean score of 2.22 which indicated that their work-life is highly interrupted by their family involvement. Next to this work interfering with family life with the mean score of 2.44 also implied family life is highly affected due to the condition of the work environment. The total grand mean of 2.39 and a standard deviation of 1.11 indicated the respondent's agreement on the items asked on work-life balance in general.

4.5 Inferential statistics

Inferential statistics use random sample of data taken from the population to describe and make inference about the population. Inferential statistics are valuable when examination of each member of entire population is not convenient or possible .In simple words; inferential says what the data mean by testing the data using appropriate statistical tools.

Simple Linear Regression Analysis

Assumptions of Simple Linear Regression Analysis

In this regard, normality of both predictor and predicted variables and the linearity of relationship between the independent and dependent variables were checked, and the results presented as follows.

Normality

Among several ways to check for the normality assumptions for simple linear regression analysis, it is advisable to inspect to see if a distribution is normal through histogram and a P-P plot (probability-probability plot). Therefore, to establish the validity of these assumptions, the researcher also checks for the normality through histogram and P-P plot as follows.

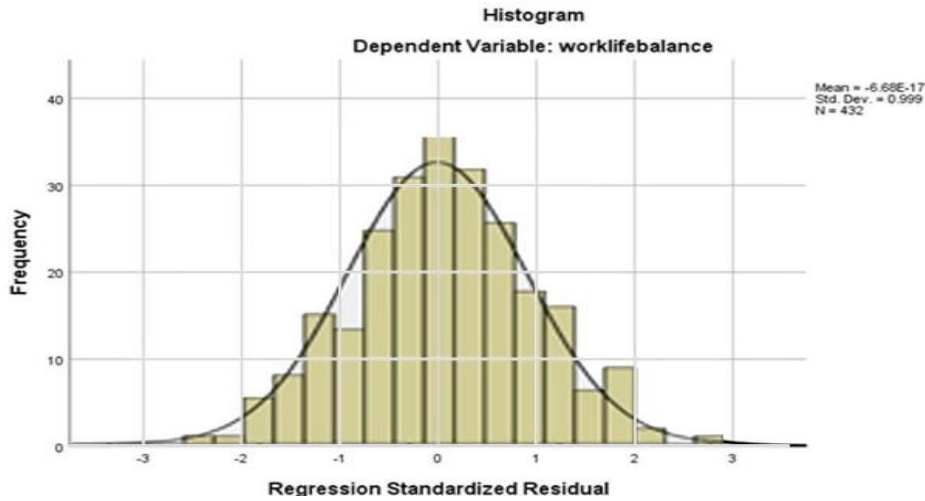


Figure 4.5. 1 Normality test

Source: own survey 2020

The histogram looks like a normal distribution (bell-shaped curve) and the distribution was roughly normal. Moreover, the histogram (the curve) was perfectly skewed (symmetrical). Therefore, we can conclude that, we have good model for the data; and possibly, we can infer to the population in the organization.

Linearity

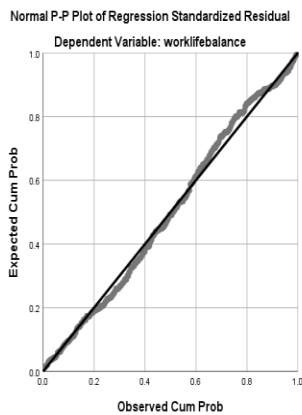


Figure 4.5. 2 Linearity test

Source: own survey 2020

The normal probability plot also shows that there are no deviations from normality. The straight line in this plot represents a normal distribution, and the points represent the observed residuals in the organization.

Table 4.5. 4 Result of multi- collinearity test

Model	Collinearity statistics	
	Tolerance	VIF
Self-awareness	.909	1.100
Self -regulation	.281	3.555
Self- motivation	.287	3.490
Social competence	.238	4.201

Source: own survey 2020

Table 4.5.4 shows the result of multi-collinearity test. The existence of a very high correlation between the independent variables of the study which is termed as Multi-co linearity is one of the major assumption that applies in multiple regression analysis (Burns& Burns, 2008).In this research multi co linearity was checked with tolerance and VIF statistics. Andy (2006) suggests that a tolerance value less than 0.1 almost certainly indicates a serious co linearity problem. Burns and Burns (2008) also state that a VIF value greater than 10 is also a concern. In this study, all of the independent variables were found to have a tolerance of more than 0.1 and a VIF value of less than 10 which indicates that Multi-co linearity is not an issue in this study.

4.6 Correlational Analysis

In this study, correlation analysis was conducted to understand the relationship between the independent variables (self- awareness, self-regulation, self-motivation and social competence) with the dependent variable (work life balance).

The relationship between the variables is obtained through Pearson product-moment correlation coefficient "r". The value of Pearson product-moment correlation coefficient "r" normally varies between -1.0 to 1.0. The coefficient (r) revealed the magnitude and direction of relationships. The sign indicates whether there is a positive correlation (as one variable increase,

the other also increase) or negative correlation (as one variable increase, the other decrease) and it also shows the intensity of the relationship.

Pearson’s correlation coefficient(r) was used to indicate the strength and direction of relationship using the guide that Evans (1996) suggests for the absolute value of(r) as mentioned in (Beldjazia and Alatou, 2016): 0.00-0.19: “very weak” ,0.20-0.39: “weak”, 0.40-0.59: “moderate”, 0.60-0.79: “strong” & 0.80-1.0: “very strong”. In addition, the p-value was used to indicate the significance of the relationship.

Table 4.6. 1 Correlation between emotional intelligence dimensions and work life balance of Dashen bank

		Work-life balance	Self-awareness	Self-regulation	Self-motivation	Social competence
Work life balance	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	346				
Self awareness	Pearson Correlation	-.39**	1			
	Sig. (2-tailed)	.466				
	N	346	346			
Self-regulation	Pearson Correlation	.709**	.132**	1		
	Sig. (2-tailed)	.000	.014			
	N	346	346	346		
Self-motivation	Pearson Correlation	.680**	.037**	.791**	1	
	Sig. (2-tailed)	.000	.494	.000		
	N	346	346	346	346	
Social competence	Pearson Correlation	.720**	.158**	.796**	.827**	1
	Sig. (2-tailed)	.000	.003	.000	.000	
	N	346	346	346	346	346

Source: own survey 2020

4.6.1 Correlational analysis of Dashen bank

Correlation between self-awareness, self-regulation, self-motivation, social competence and work- life balance is explained below for Dashen bank S.C.

According to the above table (table 4.6.1), from the four independent variables (self- awareness, self -regulation self- motivation, and social competence three of them (self-regulation self-motivation and social competence were found positively and significantly correlated with work life balance.

From the four independent variables, social competence is strongly, and significantly correlated to work-life balance with ($r=.72$, $p<0.01$) next to this self- regulation ($r=.709$, $p<0.01$) and self-motivation($r=.68$, $p<0.01$) are strongly correlated to work-life balance respectively.

4.6.2 Correlational analysis of Tagrow business PLC.

Table 4.6.2 below explains the relationship between the overall emotional intelligence and work-life balance. Based on the output of the correlation matrix; the results indicated that there is a strong positive and significant correlation between self-motivation dimension of emotional intelligence and work-life balance ($r=0.679$, $p<0.01$). Moreover, the social competence dimension of emotional intelligence had a very strong positive and statistically significant correlation with work-life balance($r=0.847$, $p<0.01$). Following to social competence, self -regulation ($r=.829$, $p<0.01$) and self- awareness($r=.802$, $p<0.01$) had a very strong, positive and significant correlation with work-life balance.

Table 4.6. 2 Correlation between emotional intelligence dimensions and work-life balance of Tagrow business PLC.

		Work-life balance	Self-awareness	Self-regulation	Self-motivation	Social competence
Work life balance	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	86				
Self-awareness	Pearson Correlation	.802 ^{**}	1			
	Sig. (2-tailed)	.000				
	N	86	86			
Self-regulation	Pearson Correlation	.829 ^{**}	.845 ^{**}	1		
	Sig. (2-tailed)	.000	.000			
	N	86	86	86		
Self-motivation	Pearson Correlation	.679 ^{**}	.653 ^{**}	.736 ^{**}	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	86	86	86	86	
Social competence	Pearson Correlation	.847 ^{**}	.831 ^{**}	.950 ^{**}	.790 ^{**}	1
	Sig. (2-tailed)	.000	.003	.000	.000	
	N	86	86	86	86	86

Source: own survey 2020

Homoscedasticity

Based on the explanation by Field (2009), at each level of the predictor variables, the variance of the residual terms should be constant. This just means that the residuals at each level of the predictors should have the same variance, therefore checking for this assumption is helpful for the goodness of the regression model. In this regard, to plot the homoscedasticity analysis, as suggests by Field (2009), the researcher plot the standardized residuals, or errors (ZRESID) on the Y axis and the standardized predicted values of the dependent variable based on the model (ZPRED) on the X axis and the result is presented as follows.

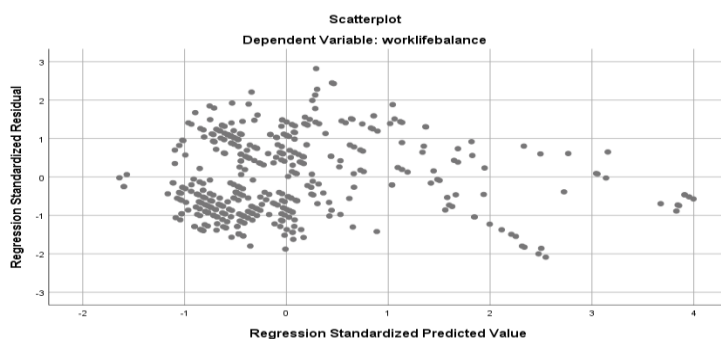


Figure 4.5. 3 Homoscedasticity test

Source: own survey 2020

4.7 Model Summary

As indicated in the model summary table (table 4.10) below, The "R" column represents the value of R, the multiple correlation coefficients. The r value of 0.771 indicates a strong correlation between work-life balance and the four emotional intelligence dimensions (self-awareness, self-regulation, self- motivation and social competence) which shows a good level of prediction. The "R Square" column represents the R^2 value (also called the coefficient of determination), which is the proportion of variance in the dependent variable that can be explained by the independent variables. As shown from the table, R^2 value of .595 indicates that 59.5% of the variation in the work-life balance of Dashen bank can be explained by emotional intelligence (independent variables included in the model). The remaining 40.50 % variation is explained by stochastic error term (e) meaning that 40.50% is the inherent or unexplained

variability caused by some extraneous variables which is away from the control of the researcher.

Also, R-value of .866 indicates a very strong correlation between work-life balance and the four emotional intelligence dimensions (self-awareness, self-regulation, self-motivation, social competence) which shows a good level of prediction for Tagrow business PLC. As shown from the table, the R^2 value of .750 indicates that 75% of the variation in the work life balance of Tagrow business PLC can be explained by emotional intelligence (independent variables included in the model). The remaining 25 % variation is explained by stochastic error term (e) meaning that 25% is the inherent or unexplained variability caused by some extraneous variables which is away from the control of the researcher

Table 4.7 Multiple Regression results of selected emotional intelligence dimensions and work life balance

Name of the company	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Dashen bank	1	.771 ^b	.595	.590	5.66667
Tagrow business PLC	2	.866 ^c	.750	.738	5.20797
	a. Predictors: (Constant), self-awareness, self-regulation, self-motivation, social competence b. Dependent Variable: work life balance				

Source: own survey 2020

4.8 ANOVA Model Fit

ANOVA analysis is normally used to compare the mean scores of more than two variables. Accordingly, table 4.11 of this study shows that the value of R and R² found from the model summary is statistically significant at (F=125.089, P<0.001) and it can be said that there is a relationship between work- life balance and emotional intelligence in Dashen bank S.C. Also, the model summary for Tagrow business PLC is statistically significant at (F=60.783, P<0.001) and it can be said that there is a relationship between work-life balance and emotional intelligence.

Table 4.8 ANOVA model fit

ANOVA ^{a,b}						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16066.996	4	4016.749	125.089	.000 ^c
	Residual	10949.921	341	32.111		
	Total	27016.916	345			
2	Regression	6594.299	4	1648.575	60.782	.000 ^d
	Residual	2196.957	81	27.123		
	Total	8791.256	85			
a. Dependent Variable: work life balance b. Predictors:(Constant),self-awareness,self-regulation,self-motivation,social competence						

Source: own survey 2020

Table 4.9 Regression coefficients

Coefficients a,b						
NAME OF THE COMPANY	VARIABLES	Un standardized coefficients		Standardized coefficients	t	sig
		B	Std.Error	Beta		
	Constant	7.574	1.340		5.654	.000
Dashen bank	Self- awareness	-.270	.063	-1.151	-4.261	.000
	Self-regulation	.436	.079	.344	5.543	.000
	Self-motivation	.139	.120	.078	1.153	.250
	Social-competence	.282	.048	.405	5.934	.000
Tagrow business PLC	Constant	-3.80	2.328		1.634	.000
	Self- awareness	.906	.315	.304	2.882	.004
	Self-regulation	.108	.263	.078	.411	.682
	Self-motivation	.061	.177	.032	.347	.729
	Social-competence	.412	.166	.496	2.480	.015

Source: own survey, 2020

4.9.1 Model summary of Dashen bank

Based on the statistical data obtained from the above model summary table (table 4.9), dimensions of emotional intelligence together explain about 59.5% the variance in employee work life balance at Dashen bank S.C. and the regression equation is:-

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where: Y = work-life balance

β_0 = Constant term

X_1 = self-awareness

X_2 = self-regulation

X_3 = self-motivation

X_4 = social competence

$$\text{Work life balance} = 7.574 - 0.270(\text{self-awareness}) + 0.436(\text{self-regulation}) + 0.282(\text{Social competence}) + \varepsilon_i$$

In the same way, from the impact exerted on employee work-life balance in Dashen bank; Self-regulation, Social competence and Self-awareness have a statistically better contribution for the outcome with the Beta value of 0.436 ($p < 0.01$), 0.282 ($p < 0.01$), and -0.270 ($p < 0.01$) respectively. With this statistical data, and the standardized beta value, (which has been converted to the same scale), we can conclude as, Self-awareness has a better contribution than Social competence and Self-regulation to explain the change in work-life balance, since -1.151 is greater than 0.405 and 0.344 regardless of the negative value.

And also, given the other variables constant, one unit increase in Self-awareness will decrease 0.270 units of employee work-life balance, one unit increase in Social competence will increase 0.282 units of employee work-life balance and one unit increase in Self-regulation will increase 0.436 units of employee work life balance in Dashen bank.

Therefore, we can induce from the above result that, self-awareness, self-regulation and social competence have a significant impact on work-life balance in Dashen bank.

However the self-motivation dimension was found to be insignificant predictor for work-life balance in case of Dashen bank S.C with $\beta = 0.61$, $p > 0.05$. So the influence of this dimension is not seen on work life balance.

4.9.2 Model summary of Tagrow business PLC

Based on the statistical data obtained from the above model summary table (table 4.9), dimensions of emotional intelligence together explain about 75% the variance in employee work-life balance at Tagrow business PLC and the regression equation is:-

$$\text{Work life balance} = -3.804 + 0.906(\text{Self-awareness}) + 0.412(\text{Social competence}) + \epsilon_i$$

In the same way, from the impact exerted on employee Work-life balance in Tagrow business PLC; Self-awareness and Social competence have statistically better contribution for the outcome with a Beta value of 0.906 ($p < 0.05$) and 0.412 ($p < 0.05$) respectively. With this statistical data, and the standardized beta value, (which has been converted to the same scale), we can conclude as, Self-awareness has a better contribution than Social competence to explain the change in work-life balance, since 2.882 is greater than 2.480.

And also, given the other variables constant, one unit increase in SA will increase in 0.906 units of employee work life balance and one unit increase in SC will increase 0.412 units of employee work-life balance in Tagrow business PLC.

Therefore, we can induce from the above result that, self –awareness and social competence have a significant impact on work-life balance in Tagrow business PLC.

However self-regulation and self-motivation dimension were found to be insignificant predictor for work-life balance in case of Dashen bank S.C with $\beta = 0.411$, $p > 0.05$ and $\beta = 0.347$, $p > 0.05$ respectively. So the influence of these dimensions is not seen on work life balance.

4.10 Testing Hypothesis with Regression analysis

A hypothesis is simply an educated and testable guess about the answer to your research question. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest. Those hypotheses are the researcher's attempt to explain the phenomenon being studied, and that explanation should involve a prediction about the variables being studied. These predictions are then tested by gathering and analysing data, and the hypotheses can either be supported or refuted (falsified) on the basis of the data. Accordingly,

the four hypotheses which were developed earlier in chapter two were tested based on the regression coefficient data.

Table 4.10 Summary of findings of the hypothesis

Name of the company	S.No	Hypothesis	Result
Dashen bank S.C	H1	There is no significant effect of self - awareness on work-life balance	Rejected
	H2	There is no significant effect of self-regulation on work life balance	Rejected
	H3	There is no significant effect of self-motivation on work-life balance	Fail to reject
	H4	There is no significant effect of social competence on work-life balance	Rejected
Tagrow business PLC	H1	There is no significant effect of self - awareness on work-life balance	Rejected
	H2	There is no significant effect of self-regulation on work-life balance	Fail to reject
	H3	There is no significant effect of self-motivation on work-life balance	Fail to reject
	H4	There is no significant effect of social competence on work-life balance	Rejected

Source: own survey 2020

Hypothesis 1

H1: There is no significant effect of **self-awareness** and work-life balance:

The regression coefficient result of self-awareness dimension in Dashen Bank was indicated as ($\beta=-0.270$, $P<0.01$ as Sig.000, which implies that 27% of decrease in work-life balance is due to the change in self-awareness dimension, assumed all other variables are being constant, which entails that self-awareness dimension has significant relationship and effect on employees' work-life balance, therefore, the Hypothesis 1 is rejected.

The regression coefficient result of self-awareness dimension in Tagrow business PLC was indicated as ($\beta=0.906$, $P<0.01$ as Sig.000, which implies that 90.6% of increase in work-life balance is due to the change in self-awareness dimension, assumed all other variables are being constant, which entails that self-awareness dimension has significant relationship and effect on employees' work-life balance, therefore, the Hypothesis 1 is rejected.

Hypothesis 2

H2: There is no significant effect of **self-regulation** and work-life balance:

The regression coefficient result of self-regulation dimension in Dashen Bank was indicated as ($\beta=0.436$, $P<0.01$ as Sig.000, which implies that 43.6% of increase in work-life balance is due to the change in self-regulation dimension, assumed all other variables are being constant, which entails that self-regulation dimension has significant relationship and effect on employees' work-life balance, therefore, the Hypothesis 2 is rejected.

The regression coefficient result of self-regulation dimension in Tagrow business PLC was indicated as ($\beta=0.108$, $P>0.05$ as Sig.682, which implies that self-regulation dimension be insignificant. Therefore the researcher fails to reject Hypothesis 2.

Hypothesis 3

H3: There is no significant effect of **self-motivation** and work-life balance:

The regression coefficient result of self-motivation dimension in Dashen Bank was indicated as ($\beta=0.139$, $P>0.05$ as Sig.250, which implies that self-motivation dimension be insignificant. Therefore the researcher fails to reject Hypothesis 3.

The regression coefficient result of self-motivation dimension in Tagrow business PLC was indicated as ($\beta=0.061$, $P>0.05$ as Sig.729, which implies that self-motivation dimension be insignificant. Therefore the researcher fails to reject Hypothesis 3.

Hypothesis 4

H2: There is no significant effect of **social competence** and work-life balance:

The regression coefficient result of social competence dimension in Dashen Bank was indicated as ($\beta=0.289$, $P<0.01$ as Sig.000, which implies that 28.8% of increase in work-life balance is due to the change in social-competence dimension, assumed all other variables are being constant, which entails that Social-competence dimension has significant relationship and effect on employees' work-life balance, therefore, the Hypothesis 4 is rejected.

The regression coefficient result of social competence dimension in Tagrow business PLC was indicated as ($\beta=0.412$, $P<0.01$ as Sig.015, which implies that 41.2% of increase in work-life balance is due to the change in social-competence dimension, assumed all other variables are being constant, which entails that Social-competence dimension has significant relationship and effect on employees' work-life balance, therefore, the Hypothesis 4 is rejected.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

The previous chapter dealt with the analysis and interpretation of the data collected. This chapter deals with the findings of the research, the implication drawn from the findings and conclusion for the study is arrived. This chapter also gives suggestion for the future research studies.

5.2. Summary of Findings

This study aimed to examine the effect of emotional intelligence on work-life balance in the case of Dashen bank S.C and Tagrow business PLC. Data for the study was obtained through the distribution of questionnaires to a pre-determined sample of employees in Dashen bank and Tagrow business PLC. A total of 352 questionnaires were distributed to respondents of Dashen bank and 346 were returned. On the other hand, a total of 92 questionnaires were distributed and 86 collected from Tagrow business PLC.

5.2.1 Summary of findings From Dashen bank S.C

From the background information of Dashen bank respondents, age distribution shows that from the total respondents most of them 150(43.4%) are aged in the range of 26-30. Most of the respondents are single 203(58.7%), concerning the educational level of the respondents, the largest portions 207 (59.8%) were Bachelor's degree holders, majority 176 (50.9%) of respondents have between 1 and 5 years of total work experience, majority 265(76.6%) of respondents work 46-50 Hrs.in a week and 227 (65.6%) of the employees gain a salary 10001-15000 birr.

Through the descriptive statistical analysis of Dashen bank, an overall frequency, percentages and mean score was computed for each independent variable (self-awareness, self-regulation, self-motivation and social competence) and dependent variable (work-life balance). The study

revealed that the mean score for the measures of self-motivation was relatively high (1.94), followed by self-awareness and social competence (1.98). However, self-regulation scores a mean of 2.00 which is lower in comparison with the other three dimensions of emotional intelligence. On the other hand, the mean score of work life balance (2.36) implies that respondents agreed on the measurement of work-life balance.

Pearson correlation coefficients were determined to obtain information about the relationships between the dependent variable (work-life balance) and independent variables (emotional intelligence). The study revealed that there is a positive and a statistically significant relationship between each independent variable except self-awareness and the dependent variable. Based on the Pearson correlation analysis result, from the selected emotional intelligence dimensions self-regulation ($r=0.709$, $p<0.01$), self-motivation ($r=0.680$, $p<0.01$), and social competence ($r=0.701$, $p<0.01$) had a strong level of positive correlation with work-life balance in Dashen bank.

Multiple regression analysis was used to determine whether the independent variables will influence the dependent variable. R square value from the regression model summary ($R^2 = 0.595$) indicated that 59.5% of the variation in work-life balance of Dashen bank can be predicted by the independent variables i.e. self-awareness, self-regulation, self-motivation and social competence. This implied that work life balance is influenced by 59.5% of the emotional intelligence and the remaining 40.5% of the variation of work-life balance can be explained by other variables in Dashen bank S.C.

The ANOVA test result revealed that the independent variables statistically and significantly predict the dependent variable ($F = 125.089$, $p < .001$). This is to mean that the model is significant and acceptable from a statistical perspective.

The regression analysis result further revealed that the predictor variables of the selected emotional intelligence dimensions that are self-awareness, self-regulation, and social competence had a statistically significant contribution to work-life balance at 95% confidence level, since their p-values are .000, .000, and .000 respectively and the significance level for them were less than 0.05 ($p<0.05$). Self-awareness, self-regulation and social competence are the most significant independent variable of emotional intelligence dimensions which has significant statistical contribution to work life balance with p-value of 0.000. On the other hand from the

selected emotional intelligence dimensions self-motivation were found to be statistically insignificant variable.

All alternative hypotheses related to the relationship between the dimensions of emotional intelligence and work life balance were accepted and null hypothesis of all variables were rejected except for one independent variable (self-motivation). All the independent variables i.e. self-awareness, self-regulation, and social competence significance level were .000, 0.00 and .000 at $p < 0.05$ respectively. This implies that the selected emotional intelligence dimensions have positive significant effect on the level of work-life balance in Dashen Bank S.C.

5.2.2 Summary of findings from Tagrow business PLC

From background information of Tagrow business PLC respondents, age distribution shows that from the total respondents 30(30.49%) are aged in the range of 26-30. Most of respondents are single 46(53.5%), concerning educational level of the respondents, the largest portions 70 (81.4%) were Bachelor's degree holders, majority 34 (39.5%) of respondents have between 1 and 5 years of total work experience ,majority 61(70.9%) of respondents work 41-45 Hrs.in a week and 227 (65.6%) of the employees gain a salary below 10,000 birr birr.

Through the descriptive statistical analysis of Tagrow business PLC, an overall frequency, percentages and mean score was computed for each independent variable (self-awareness, self-regulation, self-motivation and social competence) and dependent variable (work-life balance). The study revealed that the mean score for the measures of social competence was relatively high (1.94), followed by self-awareness (1.98). However, self- motivation and self-regulation scores a mean of 2.14 and 2.19 respectively which is lower in comparison with the other two dimensions of emotional intelligence. On the other hand, the mean score of work-life balance (2.39) implies that respondents agreed on the work-life balance measures.

Pearson correlation coefficients were determined to obtain information about the relationships between the dependent (work-life balance) and independent variables (emotional intelligence). The study revealed that there is a positive and statistically significant relationship between each independent variable and the dependent variable. Based on the Pearson correlation analysis

result, all selected emotional intelligence dimensions self-awareness ($r=0.723$, $p<0.01$), self-regulation ($r=0.745$, $p<0.01$), and social competence ($r=0.701$, $p<0.01$) had a very strong level of positive correlation with work-life balance in Tagrow business PLC in the bank and all variables statistically significant with each other.

Multiple regression analysis was used to determine whether the independent variables will influence the dependent variable. R square value from the regression model summary ($R^2 = 0.750$) indicated that 75% of the variation in work-life balance of Tagrow business PLC can be predicted by the independent variables i.e. self-awareness, self-regulation, self-motivation and social competence. This implied that work-life balance is influenced by 75% of the emotional intelligence and the remaining 25% of the variation of work-life balance can be explained by other variables in Tagrow business PLC.

The ANOVA test result revealed that the independent variables statistically and significantly predict the dependent variable ($F =60.783$, $p < .001$). This is to mean that the model is significant and acceptable from a statistical perspective.

The regression analysis result further revealed that the predictor variables of the selected emotional intelligence dimensions i.e. self-awareness and social competence had statistically significant contribution to work-life balance at 95% confidence level, since their p-values are .005 and .015 respectively and the significance level for them were less than 0.05 ($p<0.05$). Relatively self-awareness is the most significant independent variable than other emotional intelligence dimensions which has a significant statistical contribution to work-life balance with p-value of 0.015. On the other hand self-regulation and self-motivation were found to be statistically insignificant variables.

The alternative hypotheses related to the relationship between the dimensions of emotional intelligence namely (self-awareness and social competence) and work-life balance were accepted and null hypothesis of variables were rejected. The independent variables i.e. Self-awareness and social competence significance level were 0.005 and .015 at $p<0.05$ respectively. This implies that self-awareness and social competence have positive significant effect on the level of work-life balance in Tagrow business PLC.

5.3 CONCLUSION

The main objective of the study was to examine the effect of emotional intelligence dimensions on work-life balance in the case of Dashen Bank S.C and Tagrow business PLC. Based on the above findings from Dashen bank; social competence had a stronger positive and statistically significant correlation with WLB. The other two emotional intelligence dimensions; self-regulation and self-motivation were ranked respectively depending on their correlation level from highly correlated to the least correlated. Findings from Tagrow business PLC also implied that social competence, self-regulation, and self-awareness has a very strong positive correlation to WLB, while self-motivation is strongly correlated.

Hence, the researcher concluded that social competence is the most significant independent variable which has a significant statistical contribution to WLB. The work-life balance of employees will improve if they have the ability to sense other's feelings and perspectives in to develop and strengthen their abilities, having good leadership, communication, and conflict management skills by working with others towards shared goals.

Next to social competence, self-regulation is a significant predictor of employee work-life balance and has a significant contribution. If employees have the abilities to managing disruptive emotions, maintaining standards of honesty and integrity, taking responsibilities for personal performance, flexibility in handling changes by being comfortable with and open to new ideas then their work-life balance will get better.

Self-awareness is the third most significant predictor of WLB in the case of Tagrow business PLC. If employees recognize their own emotion, know their strengths, limits, capabilities, and are sure of their self-worth then their work-life balance will get better. This dimension is found to be insignificant in case of Dashen bank S.C.

Finally, self-motivation had a positive significant contribution to work-life balance. This indicates that the work life balance of employees will get better if they strive to improve or meet a standard of excellence by aligning with goals of the group or organization through readiness and persistence despite obstacles and setbacks they face.

The study also evidenced through regression analysis that there is a significant effect of self-awareness, self-regulation and social competence on work-life balance in the case of Dashen bank. Beside this, self-awareness and social competence were found to have a statistical significance on work life balance in the case of Tagrow business PLC.

On the other hand self-motivation was found to be an insignificant predictor in case of Dashen bank and Tagrow business PLC. Self-regulation was also found to be an insignificant predictor in the case of Tagrow business PLC.

Conclusion from comparative study of Dashen bank S.C and Tagrow business PLC

The effect of self-awareness, self-regulation, self-motivation and social competence on work life balance in case of Dashen bank and Tagrow business PLC was analyzed.

Self-regulation was found to be the major predictor variable on work life balance with $\beta=.436$, $p<0.01$. It has a highest contribution and major factor influencing the work life balance of employees compared to self-awareness, self-motivation and social competence dimension. The work life balance of employees will improve if employees working in Dashen bank have the capability of controlling and resisting impulse, build trust by being reliable and authentic, meet commitments, smoothly handle multiple demands, and generate new ideas by being ready to grab opportunities from the act of hope and success rather than fear of failure.

Self-regulation dimension was found to be insignificant in case of Tagrow business PLC. This means that the change in self-regulation is not associated with change in work life balance.

Social competence was found to be the second predictor variable for work life balance in case of Dashen bank and Tagrow business PLC. Comparing these two organizations social competence has highest contribution and major factor influencing the work-life balance with $\beta=.412$, $p<0.01$ compared to employees from Dashen bank employees with $\beta=.282$, $p<0.01$. The numerical value should that employees from Tagrow business plc should work on social competence dimension more than employees from Dashen bank. Since this dimension has a significant effect on work-life balance for both companies employee working there should develop the ability to sense other feelings, understand customers need, acknowledge peoples

strength, and respect and relate well to the people from varied background by creating friendly environment.

Self-awareness is the first predictor variable in case of Tagrow business PLC with $\beta = .906$, $p < 0.01$. while this dimension is the third predictor variable in case of Dashen bank with $\beta = -2.70$, $p < 0.01$. Comparing this two companies self-awareness has higher contribution and major influence on work-life balance in case of Tagrow business PLC than Dashen bank. So employees from both companies need to develop the ability to know and recognize their emotion by being aware of their strength and weakness and make a sound decision despite uncertainties and pressure.

The self-motivation dimension was found to be the insignificant predictor for work-life balance in case of Dashen bank and Tagrow business plc. The change in this predictor variable was not associated with the change in the work life balance.

5.4 Recommendation

Self-regulation was found to be the major predictor variable in Dashen bank for work-life balance with $\beta = 0.436$, $p < 0.01$. 43.6% variation in work-life balance was explained by this dimension so in order to improve self-regulation of employees the company should give training on how to lead with integrity, being open to change, practice self-discipline, reframe negative thoughts and on how to keep calm under pressure.

Social competence was found to be the second predictor variable in both Dashen bank and Tagrow business PLC for work life balance. So both companies need to give training on how to listen to what others have to say, pay attention to nonverbal communication, develop persuasion skills, being more emphatic and pay attention on how to respond to others in order to improve the social competence of their employees.

Self-awareness was found to be the first major predictor variable in Tagrow business PLC for work life balance with $\beta = 0.906$, $p < 0.01$. 90.6% variation on work life balance was explained by this dimension. On the other hand self-awareness is the third predictor variable in Dashen bank. In order to improve the self-awareness of their employees both companies need to create a

helpful environment to have professional trainings, feedback from peers, families, managers, clients and subordinates.

In general both companies are advised to apply the given recommendations below.

- ❖ Dashen bank as well as Tagrow business plc should undertake emotional intelligence audit at all levels in the organization to identify emotional intelligence among the employees.
- ❖ The bank should organize the get together activities to increase the interaction of employees so as to improve the relationship of employees with their peers, subordinates and seniors.
- ❖ Emotional intelligence should be added to the list of traits that employees should possess.
- ❖ Dashen bank as well as Tagrow business PLC should develop effective policies on emotional intelligence to bring out the best in them.
- ❖ In order to have a balanced workforce both employer and employee need to be willing to bend a little. There should be a transparent boundary drawn between work and non-work activities. Focus on effectiveness rather than on length of work hours. Have shorter working hours with flexibility by using communication technologies and skillful time-management strategies to boost output. This may not be possible in all industries, so apply the best options to reduce rigidity and monotony in work.
- ❖ Both companies should come up with effective and efficient work life balance policies and programs and foster an organizational culture that supports the use of available policies. This will help reduce the work – life conflict for employees.
- ❖ Both companies should take initiative to improve the emotional intelligence competencies of their employees as it plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the organization and improve individual and organizational performance.
- ❖ Workshops on work life balance and providing awareness on how to become emotionally intelligent in the work place and consequently in other areas of life can be provided by Organizations for employees to have a happy and satisfied workforce.

5.4.1 Future research directions

This study is concentrated mainly on Dashen bank and Tagrow business PLC. The following aspects can be taken into consideration for future research.

- The applicability of the term emotional intelligence is still questioned for many companies, so the scope of a future research can be extended to focus on emotional intelligence and work life balance of other companies also.
- The study used Daniel Goleman's emotional intelligence factors, the future researchers are also recommended to use other factors of emotional intelligence contributed by different intellectuals (Integrated model).

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APPENDIX QUESTIONNAIRE

**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
GRADUATE PROGRAM
MASTERS OF BUSINESS ADMINISTRATION**

Dear Respondent:

I would like to express my earnest appreciation for your generous time, honest and prompt response.

Objective of the questionnaire

This questionnaire is designed to collect data about the impact of emotional intelligence on work life balance .The information that you provide me with this questionnaire will be used as primary data in my research. This research is to be evaluated in terms of its contribution in understanding the factors of emotional intelligence that affects the work life balance and its contribution to improvement in this area. As a result, the effectiveness of the research is highly dependent on your contribution of providing accurate and reliable data. Information gathered will be treated with utmost confidentiality that is the secrecy of the information you provide is strictly protected.

Voluntary Participation

Please note that the participation in this research needs your kind co-operation

Section one: Demographic profile

INSTRUCTIONS: This part of questionnaire asks you're personal and job related information. Please respond to each question by putting "x "Sign on the box provided.

Section two: emotional intelligence questionnaire

The following statements are designed to assess the impact of four variables of emotional intelligence on work life balance. Please indicate your level of agreement/disagreement by putting “X” inside the box.

Sl.NO	Demographic Information	Responses
1	Age	18-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31-35 <input type="checkbox"/> 36-40 <input type="checkbox"/> Above 40 <input type="checkbox"/>
2	Marital Status	Single <input type="checkbox"/> Married <input type="checkbox"/> widowed <input type="checkbox"/> Divorced <input type="checkbox"/>
3	Educational Qualification	BA <input type="checkbox"/> MA,MBA <input type="checkbox"/> PH <input type="checkbox"/> OTHERS(SEPCIFY).....

Work related

4	Total Years of Work Experience	Less than one year <input type="checkbox"/> 1- 5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> above 20 <input type="checkbox"/>
5	Average working hours in a week	Below 40 Hrs <input type="checkbox"/> 41-45 Hr <input type="checkbox"/> 46-50 Hrs <input type="checkbox"/> 51-55Hrs <input type="checkbox"/> Above 60 Hr <input type="checkbox"/>
6	Salary	Below 10000 <input type="checkbox"/> 10001- 15000 <input type="checkbox"/> 15001 - 20000 <input type="checkbox"/> 20001 - 25000 <input type="checkbox"/> Above 25000 <input type="checkbox"/>

EMOTIONAL INTELLIGENCE QUESTIONNAIRE

I.SELF AWARENESS						
A. Emotional Awareness- Recognizing one's emotions and their effects						
		1 Strongly agree	2 Agree	3 Neither Agree Nor Disagree	4 Disagree	5 Strongly Disagree
1	I always know which emotions I am feeling and why					
2	I recognize how my feelings affect my performance					
B. Accurate Self- Assessment- knowing one's strengths and limits						
1	I am aware of my strengths and my weakness					
2	I am reflective and try to learn from experience					
C. Self-confidence -sureness about one's self-worth and capabilities						
1	I am a self-motivated person.					
2	Able to make sound decisions despite uncertainties and pressure					
II.SELF REGULATION						
A. Self- control- managing disruptive emotions and impulses						
1	I am quite capable of controlling my own emotions					
2	I resist the impulse to act immediately					
3	I am able to calm others in stressful situations					
B. Trustworthiness- Maintaining standards of honesty and integrity						
1	I build trust by being reliable and authentic					
2	I consistently act ethically					

3	I admit my own mistakes and confront unethical actions in others					

C. Conscientiousness- taking responsibility for personal performance						
1	I meet commitments and keep promises					
2	I hold myself accountable for meeting my objectives					
3	I am organized and careful in my work					
D. Adaptability- flexibility in handling change						
1	I smoothly handle multiple demands, shifting priorities and rapid change					
2	I am flexible in how I see events					
E. Innovativeness- being comfortable with and open to novel ideas and new information						
1	I seek out fresh ideas from a wide variety of sources					
2	I generate new ideas					
III.SELF MOTIVATION						
A. Achievement drive- striving to improve or meet a standard of excellence						
1	I am result oriented, with a high drive to meet my objectives and standards					
2	I continuously learn in order to improve my performance					
B. Commitment- aligning with the goals of the group or organization						
1	I am highly committed to my work					
C. Initiative- readiness to act on opportunities						
1	I am always ready to grab opportunities.					
2	I pursue goals beyond what is required or expected of me					

3	Initiates action to create possibilities for future					
D. Optimism- persistence in pursuing goals despite obstacles and setbacks						
1	I act from hope of success rather than fear of failure					
2	I see obstacles as opportunities to learn and develop					
IV.SOCIAL COMPETENCE						
A. Social awareness						
a. Empathy- sensing other’s feelings and perspective, and taking and active interest in their concerns						
1	I show sensitivity and understand others perspectives					
2	I help based on understanding other people’s needs and feelings					
b. Service orientation- anticipating, recognizing, and meeting the needy						
1	I understand customers’ needs and match them to services provided					
2	I gladly offer appropriate assistance					
c. Developing others- sensing what others need in order to develop, and strengthen their abilities						
1	I acknowledge and reward people’s strengths, accomplishments, and development					
2	I mentor, give timely coaching, and offer assignments that challenge and grow a person’s skill					
d. Leveraging diversity- cultivating opportunities through diverse people						
1	I respect and relate well to people from varied backgrounds					
2	I see diversity as opportunity, creating an environment where diverse people can thrive					
e. Political awareness- reading a groups emotional currents and power relationships						

1	I am good at reading key power relationships accurately					
B. Relationship management						
a. Influence- wielding effective tactics for persuasion						
1	I can influence people and motivate them easily					
b. Communication- sending clear and convincing messages						
1	I deal with difficult issues straightforwardly					
2	I listen well, seek mutual understanding, and fully welcome sharing of information					
c. Leadership- inspiring and guiding groups and people						
1.	I step forward to lead as needed, regardless of position.					
2	I lead as an example					
d. Change catalyst- initiating or managing change						
1	I recognize the need for change and remove barriers to it					
2	I model the change expected from others					
e. Conflict management- negotiating and resolving disagreements						
1	I handle difficult people and situations with diplomacy and tact					
2	I encourage debate and open discussions					
f. Building bonds- nurturing instrumental relationships						
1	I build and maintain extensive informal networks					
2	I seek out relationships that are mutually beneficial					
g. Collaboration and cooperation- working with others towards shared goals						
1	I promote a friendly, cooperative climate					
h. Team capabilities- creating group synergy in pursuing collective goals						
1	I model team qualities like respect, helpfulness, and cooperation					
2	I build team identity and					

	commitment					
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Section three: work life balance questionnaire

Instruction: The following statements are designed to assess the level of work life balance. Please indicate your level of agreement / disagreement with each of the statements by putting “x” sign inside the box.

WORK LIFE BALANCE QUESTIONNAIRE						
		1 Strongly agree	2 agree	3 Neither agree nor disagree	4 disagree	5 Strongly disagree
Work interfering with family life						
1	After work, I come home too tired to do some of the things I would like to do					
2	My family/ friends dislikes often when I am preoccupied with my work while at home					
3	Lack of work life balance has had an adverse impact on my family life					
4	My job makes personal life difficult					
5	I work on my off days					
6	I attend work related functions on personal time					
7	I attend work related phone calls when at home					
8	Long working hours cause family life imbalance					
9	My current position demands more time in work					
10	I suffer health problems because of my work pressure					
Family interfering with work life						

11	I am often too tired at work because of the things I have to do at home					
12	My administration and peers dislikes often when I am preoccupied with my personal life while at work					
13	Lack of work life balance has had an adverse impact on my work life					

THANK YOU FOR YOUR KIND CO-OPERATION