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Addis Ababa University
College of Educational and Behavioral Studies
Department of Educational Planning and Management

Investigating the Influence of Emotional Intelligence on Effective Human Resource Management practices of Primary Schools in Addis Ababa

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Letter of Certification
Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

This is to certify that the thesis proposal prepared by **Aida Dibaba** titled: **Investigating the Influence of Emotional Intelligence on Effective Human Resource Management of Primary Schools in Addis Ababa** and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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APPROVAL SHEET
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Investigating the Influence of Emotional Intelligence on Effective Human Resource Management Practices of Primary School in Addis Ababa

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Acronyms and Abbreviations

EI	Emotional Intelligence
HRM	Human Resource Management
LS	Leadership
PA	Personality Assessment
PD	Professional Development
SA	Self-awareness
SC	Self Confidence
SR	Self-regulation
SS	Social skills
TD	Talent Development

Abstract

This study investigates the impact of emotional intelligence on human resource management practices in four primary schools in Addis Ababa, Ethiopia, including a private and three government institutions. Recognizing emotional intelligence importance in educational settings—particularly in leadership, teacher motivation, and conflict resolution—this research addresses the limited integration of emotional intelligence within human resource management in Ethiopian primary schools. The study examines how emotional intelligence competencies, specifically self-awareness, self-regulation, motivation, empathy, and social skills, contribute to more effective human resource management strategies and improved educational outcomes. A mixed-methods approach combines semi-structured interviews, non-participant observations, document reviews, and Likert scale-based questionnaires. A pre-test was conducted to determine if there was any confusing or unclear questions to be refined or reworded for clarity. Refined the data collection tools for clarity, and random sampling in the main study ensured representative perspectives. Results show a positive correlation between emotional intelligence competencies and effective human resource management practices. Leaders with high emotional intelligence fostered collaborative work environments, elevated teacher morale, and improved communication, resulting in higher job satisfaction, reduced turnover, and stronger teacher-student relationships. Thematic analysis revealed that emotional intelligence-driven human resource management practices enhance conflict management, talent development, and teacher motivation. This study highlights the need for ongoing emotional intelligence training for school leaders to better manage interpersonal relationships. Recommendations include incorporating emotional intelligence competencies into human resource management practices, especially in recruitment, performance management, and staff development, to cultivate a supportive school culture.

Chapter One

1. Introduction

This chapter includes the background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study, definitions of terms, and organization of the study.

1.1 Background of the Study

Emotional Intelligence (EI) remains a vital concept in organizational behaviour, psychology, and human resource management (HRM), with its relevance extending into educational settings. Building upon the foundational work of Salovey and Mayer, *The Role of Emotional Intelligence in Academic Achievement* “A Systematic Review (2022) explores the influence of EI on students' academic performance and organizational effectiveness.” This systematic review reaffirms the theoretical framework established by Salovey and Mayer, defining EI as the ability to perceive, understand, regulate, and utilize emotions effectively in oneself and others. The review emphasizes core EI competencies—self-awareness, self-regulation, motivation, empathy, and social skills—that are critical in shaping personal and professional success. These competencies enhance interpersonal relationships, decision-making, and leadership styles, which are central to HRM practices. Daniel Goleman’s contributions further underscore the connection between EI and workplace effectiveness, highlighting its application in communication, conflict resolution, and employee development. As EI research evolves, its role in shaping leadership, fostering collaboration, and improving academic and organizational outcomes has gained renewed attention, emphasizing the need to integrate EI principles into HRM and educational strategies for long-term success.

In the context of educational institutions, particularly primary schools, EI plays a pivotal role in shaping HRM practices, teacher-student relationships, and the overall school environment. This stems from the fact that educational settings are inherently social and emotionally charged, where emotions significantly influence interactions between teachers, students, and administrators (Brackett, Rivers, & Salovey, 2011). Effective HRM within schools is not only about administrative efficiency but also about cultivating an emotionally intelligent workforce that can navigate challenges, foster collaborative work cultures, and improve student outcomes. Research suggests that leaders with high emotional intelligence are better able to manage change, support their staff, and resolve conflicts, all of which are crucial in school environments (Jordan, Ashkanasy, & Hartel, 2002).

Despite its importance, there is limited research on how EI is integrated into HRM practices within the educational sector, particularly in primary schools. In the context of Ethiopian primary schools, there is a noticeable gap in understanding how school leaders and HRM personnel utilize EI in their day-to-day interactions and how it influences teacher motivation, professional development, and performance management. Previous research has focused on the broader outcomes of education or general HRM strategies without delving into the specific competencies of EI and their impact on HRM. This study seeks to address this gap by exploring investigating the influence of EI on effective HRM practices in four primary schools in Addis Ababa: Ethiopian Evangelical Mekane Yesus private primary school, and three government schools, Raey Bulbula, Atse Naod, and Menilik II primary schools.

The educational landscape in Ethiopia presents unique challenges that necessitate the effective application of EI in HRM practices. Primary schools in Ethiopia, particularly those within Addis Ababa, operate in a context characterized by diverse socioeconomic backgrounds, varying cultural norms, and resource limitations. These factors influence the HRM practices within schools, as leaders must navigate complex interpersonal dynamics while ensuring that staff performance aligns with educational goals (Workneh & Tassew, 2013).

The variability between private and government schools further complicates the HRM landscape. Private schools often have more resources, autonomy, and flexibility in HRM practices, allowing for tailored approaches to staff development and student support. In contrast, government schools face more constraints, including limited budgets, higher student-teacher ratios, and bureaucratic regulations that affect recruitment, retention, and performance management. Consequently, the ability of school leaders and HR personnel to effectively integrate EI into their management practices is critical for creating a conducive learning environment and improving teacher motivation and performance.

The social and cultural norms in Ethiopian society also shape how EI is expressed and managed within schools. Concepts of respect, authority, and community play a significant role in shaping interpersonal interactions, requiring HRM practices that are sensitive to cultural nuances and capable of fostering inclusive and emotionally supportive environments. This study seeks to explore how these cultural factors influence the integration of EI into HRM practices in the four selected primary schools, providing insights that are relevant not only for Ethiopia but also for other educational contexts facing similar challenges.

Ethiopian educational policies have prioritized academic achievement and resource allocation, with limited attention to EI-focused HRM strategies. The Ethiopian Ministry of Education's primary policies emphasize literacy rates, enrollment, and infrastructure development. However, there is an increasing recognition of the need for more comprehensive policies that incorporate EI to improve teacher satisfaction, retention, and overall school culture (Workneh & Tassew, 2013). Studies indicate that schools with emotionally intelligent HRM practices show higher teacher retention rates, job satisfaction, and overall school performance. (Niemi, 2015) for instance, a study in Finland, where EI is integrated into HRM policies, found that schools with high levels of emotionally intelligent leadership had a 30% lower turnover rate among teachers compared to schools without such practices.

In contrast, government schools in Ethiopia, which typically have more limited HRM practices focused on EI, report higher teacher turnover rates, with some studies indicating that up to 40% of teachers leave within their first five years (Workneh & Tassew, 2013). This turnover can be attributed to factors such as a lack of professional development, emotional support, and opportunities for growth—all of which are integral components of emotionally intelligent HRM. In summary, integrating EI into HRM within educational settings has significant policy implications. Governments should mandate EI-focused professional development programs for teachers and school leaders.

Culturally responsive HRM practices, particularly in diverse educational settings like Ethiopia, where cultural values play a crucial role in shaping interpersonal relationships and school dynamics. These policies, if well-implemented, can improve teacher satisfaction, reduce turnover, and enhance student learning experiences. By taking lessons from global best practices and adapting them to local cultural contexts, educational systems can more effectively leverage the benefits of emotionally intelligent HRM.

This study seeks to explore the integration and impact of Emotional Intelligence (EI) within Human Resource Management (HRM) practices in Addis Ababa's four primary schools, specifically examining how EI competencies such as self-awareness, empathy, and social skills influence school leadership, teacher satisfaction, and student outcomes. In a context where cultural values and educational resource limitations significantly affect interpersonal dynamics, this research aims to address the primary question "How does the application of EI in HRM practices shape the educational environment and improve HRM outcomes within the four

primary schools? By analyzing both private and government school settings, the study intends to offer contextually relevant insights that may inform HRM policies and practices within these schools' educational landscapes.

1.2 Statement of the Problem

The increasing importance of emotional intelligence (EI) in the effective management of human resources is widely recognized across various professional fields, including education. Emotional intelligence, which involves the ability to recognize, understand, and manage one's own emotions and those of others, plays a significant role in leadership, team dynamics, conflict resolution, and organizational culture (Salovey et al., 2022; Goleman, 2021; Jordan et al., 2020). In primary schools, where teacher-student interactions and staff collaboration are highly interpersonal, these skills are essential for promoting a positive school environment, improving teacher motivation, and enhancing student outcomes. A recent systematic review by Greenberg et al. (2023) highlighted that EI significantly impacts teacher well-being and classroom management, underscoring its relevance to primary education. However, there is a notable lack of comprehensive understanding of how EI is applied within human resource management (HRM) practices specifically in primary schools, particularly in the context of Ethiopia.

One of the gaps in the existing literature is the limited focus on how EI influences HRM practices in four primary schools in Addis Ababa. While studies have emphasized the importance of EI in leadership and management more broadly (Brackett et al., 2023; Cherniss et al., 2022), much of the research has concentrated on secondary schools, universities, and corporate environments (Goleman, 2021; Bar-On, 2020). These settings differ from primary schools, where teacher-student interactions are more personal, the workforce is specialized in pedagogy, and HRM practices are often constrained by government policies and local cultural norms. (Workneh & Tassew, 2022) this gap is particularly evident in the four primary schools of the study, where HRM challenges are compounded by diverse cultural backgrounds, limited resources, and systemic constraints that affect recruitment, performance management, and professional development.

In the Ethiopian context, educational institutions face unique challenges that necessitate the effective integration of EI within HRM practices. These challenges stem from a range of factors, including socioeconomic disparities, large class sizes, and differing educational philosophies between private and government schools. Recent research by Votto et al. (2021) indicates that

private schools often have more flexibility in their HRM strategies, enabling the recruitment of qualified teachers and the implementation of supportive professional development programs. Conversely, government schools may face bureaucratic restrictions, limited budgets, and resource deficits, which can hinder the application of emotionally intelligent HRM practices (Darling-Hammond et al., 2023). Understanding how EI is incorporated into HRM in both private and government primary schools is therefore crucial for identifying best practices and areas for improvement.

Another significant issue is the absence of localized studies examining how EI impacts HRM within the Ethiopian primary school context. Although international studies have demonstrated the positive effects of EI on leadership, teacher motivation, and job satisfaction (Cherniss, 2022; Jordan et al., 2023), these findings may not be directly transferable to Ethiopia due to cultural, social, and economic differences. Ethiopian schools operate within a distinct cultural framework where traditional values such as respect for authority, community cohesion, and collective well-being play a crucial role in shaping HRM practices. The influence of these cultural factors on EI and HRM is not well understood, and there is a need for contextually relevant research to explore how these dynamics unfold within Ethiopian primary schools.

Moreover, while some recent studies have explored the role of EI in educational leadership and teacher-student relationships (Getahun et al., 2021; Alemu, 2020), there remains a lack of empirical evidence on how EI competencies are applied in HRM practices within primary schools. Specifically, there is limited insight into how emotionally intelligent leaders address HRM challenges such as recruitment and selection, performance management, conflict resolution, and staff retention. This gap is especially concerning given that primary school leaders play a crucial role in shaping the emotional climate of their institutions and fostering an environment that promotes teacher well-being, collaboration, and professional growth. Without a deeper understanding of how EI influences HRM practices in these settings, it is challenging to develop strategies that can effectively support school leaders in their efforts to enhance teacher performance and student achievement.

The problem is further compounded by the lack of comprehensive strategies for integrating EI into HRM practices in Ethiopian primary schools. While various frameworks and models for developing EI exist (e.g., Goleman, 2021; Bar-On, 2020), there is limited guidance on how these can be adapted to the specific needs of HRM in primary schools. For example, the role of

EI in conflict resolution is widely acknowledged, yet practical approaches for school leaders to address conflicts among staff, students, and parents using emotionally intelligent strategies are not well-documented in the literature (De Dreu et al., 2021). Similarly, while it is recognized that EI can enhance teacher motivation and professional development, there is a lack of research on how HRM practices can be designed to foster EI competencies among staff in a sustainable and culturally sensitive manner.

This study addresses these issues by focusing on investigating the influence of EI on effective HRM practices in four primary schools in Addis Ababa, Ethiopia: one private school, Ethiopian Evangelical Mekane Yesus Primary School, and three government schools, Raey Bulbula, Atse Naod, and Menilik II Primary Schools. By examining both private and government schools, the research aims to uncover how different school types approach the integration of EI into HRM practices, revealing variations in leadership styles, staff development, and conflict management. The case study approach allows for a detailed exploration of how cultural, social, and economic factors influence the application of EI within HRM, providing insights that can inform policy and practice within Ethiopian educational settings.

The theoretical foundation of this research draws from Transformational Leadership Theory which underscores the role of leaders in inspiring, motivating, and fostering collaboration through emotional engagement. Transformational leaders exemplify high Emotional Intelligence (EI), using self-awareness, empathy, and social skills to create environments where employees feel valued and motivated. (Day & Gu, 2014) this theory is particularly relevant for understanding how emotionally intelligent leadership shapes Human Resource Management (HRM) practices, such as teacher recruitment, performance evaluation, and professional development in educational settings.

In educational institutions, EI competencies—self-awareness, self-regulation, motivation, empathy, and social skills—are instrumental in enhancing teacher satisfaction, fostering collaboration, and reducing turnover rates (Lopes et al., 2004; Cherniss, 2022). Leaders with high EI are better equipped to address HRM challenges by resolving conflicts effectively, supporting professional growth, and promoting a positive organizational culture (Votto et al., 2021). Despite the global recognition of EI's importance, there is limited research on how these competencies are integrated into HRM practices in Ethiopian primary schools. This gap

highlights the need for localized studies to explore the role of EI in shaping HRM within diverse cultural and organizational contexts.

Although international studies have documented the benefits of EI in educational leadership (Brackett et al., 2021; Cherniss, 2022), findings are often drawn from Western contexts, where cultural values and organizational dynamics differ significantly from Ethiopia. For example, Ethiopian schools operate within a framework that emphasizes community cohesion, respect for authority, and collective well-being—factors that influence how HRM practices are perceived and implemented (Alemu, 2015). However, the interaction between these cultural norms and EI competencies remains underexplored. This lack of context-specific research limits the applicability of existing EI frameworks and highlights the need for studies that address the unique challenges faced by Ethiopian schools.

Another gap in the literature pertains to the application of EI in resource-constrained environments. Private schools in Ethiopia, such as Ethiopian Evangelical Mekane Yesus Primary School, often have greater autonomy and access to resources, enabling them to implement EI-focused HRM strategies, such as professional development and conflict resolution training. In contrast, government schools, like Raey Bulbula, Atse Naod, and Menilik II, face systemic challenges, including limited budgets, bureaucratic hurdles, and high student-teacher ratios, which hinder the integration of EI into HRM practices (Workneh & Tassew, 2013; Darling-Hammond et al., 2017). Understanding how these contrasting contexts influence the application of EI is crucial for identifying best practices and addressing systemic barriers.

Ethiopian schools are shaped by traditional values that prioritize communal well-being and hierarchical relationships. These cultural dynamics influence HRM practices, particularly in how leaders manage teacher-student interactions, resolve conflicts, and support staff development. For example, respect for authority may enhance compliance but could also limit open communication between teachers and administrators. (Getahun et al., 2018) similarly, the emphasis on collective well-being may foster collaboration but could overlook individual emotional needs, leading to burnout or dissatisfaction.

This cultural backdrop necessitates HRM practices that are not only emotionally intelligent but also culturally responsive. However, existing frameworks for EI and HRM often fail to account for these cultural nuances, resulting in strategies that may not align with the lived experiences of Ethiopian educators. By exploring the intersection of EI competencies and Ethiopian cultural

values, this study aims to develop contextually relevant recommendations for improving HRM practices in primary schools.

1.3 Research Questions

1. What are the specific Emotional Intelligence competencies that are most relevant to HRM in the selected primary schools?
2. How do HRM practices related to Emotional Intelligence differ between private and government primary schools?
3. What are the challenges and opportunities associated with implementing EI-focused HRM strategies in these schools?
4. How can Emotional Intelligence be best integrated into HRM practices to enhance teacher motivation, performance, and job satisfaction?

1.4 Objectives of the Study

1.4.1 General Objective

The primary objective of this study is to explore how Emotional Intelligence impacts Human Resource Management practices in four primary schools within Addis Ababa.

1.4.2 Specific Objectives

1. To identify the EI competencies that are most relevant to HRM in primary schools.
2. To examine the differences in HRM practices related to EI in private and government primary schools.
3. To examine the challenges and opportunities associated with implementing EI-focused HRM strategies in these settings.
4. To provide recommendations for enhancing HRM practices through the integration of Emotional Intelligence in shaping HRM practices within primary schools.

1.5 Significance of the Study

The significance of this study lies in its potential to provide actionable insights into the role of Emotional Intelligence in shaping HRM practices within primary schools.

By identifying the EI competencies that are crucial for HRM, school administrators and policymakers can:

- Improve recruitment, motivation, and retention of teachers.

- Enhance classroom management, teacher-student relationships, and academic outcomes.
- Develop conflict resolution strategies that contribute to a harmonious and collaborative work environment.
- Formulate policies that support the professional and emotional growth of educators.

This research will also address the unique challenges faced by primary schools in Addis Ababa and contribute to the broader discourse on integrating EI within HRM practices in educational settings.

1.6 Delimitation of the Study

1.6.1 Geographical Scope

The study will be conducted in four primary schools in Addis Ababa: Ethiopian Evangelical Mekane Yesus Primary School (private) and Raey Bulbula, Atse Naod, and Menilik II Primary Schools (government).

1.6.2 Thematic Scope

The study will explore the role of Emotional Intelligence in Human Resource Management, focusing on aspects such as recruitment, motivation, professional development, conflict resolution, and teacher performance.

1.6.3 Temporal Scope

The study will review HRM practices and their outcomes over the past two years to provide a comprehensive analysis of the impact of EI on HRM within the selected schools.

1.7 Limitations of the Study

This research is bound by several limitations, primarily due to its focus on four primary schools in Addis Ababa, which may restrict the generalizability of the findings to other schools in Ethiopia or internationally. The purposive sampling approach, though beneficial for obtaining detailed insights, may introduce bias in participant selection and limit the breadth of perspectives represented. The study's reliance on self-reported data from teachers and principals may also pose challenges related to response bias or inaccuracies in participants' perceptions.

Additionally, the qualitative component of the study, while providing rich contextual data, is inherently constrained by the smaller sample size typical of case studies. These constraints

might affect the depth and representativeness of the insights gathered. Furthermore, cultural and systemic factors unique to Ethiopia, such as specific educational policies, resource limitations, and traditional norms, limit the applicability of findings to other contexts with differing socioeconomic or institutional dynamics. Despite these limitations, the study's mixed-methods design and its integration of both private and government school contexts provide a comprehensive lens through which EI's role in HRM can be examined. The findings are particularly relevant for Ethiopian educational settings and can inform broader discussions on adapting HRM practices to specific cultural and organizational environments.

1.8 Definition of Key Terms

- **Emotional Intelligence (EI):** The ability to recognize and understand emotions in oneself and others and use this awareness to guide thought and behavior (Goleman, 1995).
- **Human Resource Management (HRM):** The process of planning, organizing, and controlling the acquisition, training, development, and utilization of human resources to achieve organizational objectives (Armstrong, 2006).
- **Effective Human Resource Management:** The ability of an organization to manage its human resources efficiently and effectively to achieve its goals (Ulrich, 1997).

1.9 Organization of the Research

This research is organized into six chapters. Chapter One introduces the study, covering its background, problem statement, objectives, research questions, significance, and scope. Chapter Two reviews the literature on Emotional Intelligence and HRM, highlighting theoretical frameworks and empirical studies related to the educational context. Chapter Three outlines the research methodology, including the research design, data collection, sampling techniques, and data analysis methods. Chapter Four presents the findings of the study, detailing the results of both quantitative and qualitative data analysis. Chapter Five discusses the implications of the findings, emphasizing the challenges and opportunities for integrating EI in HRM practices in the selected primary schools. Chapter Six concludes the study by summarizing the main findings and providing recommendations for policy and practice.

Chapter Two

2. Review of Related Literature

In the literature review, the study delves into theoretical foundations and empirical research surrounding Emotional Intelligence (EI) and Human Resource Management (HRM), with a specific focus on the educational sector. This chapter aims to build a comprehensive understanding of how EI influences HRM practices in primary schools, particularly in the Ethiopian context.

The review begins by exploring the concept of Emotional Intelligence, tracing its evolution from early psychological theories to its current applications in organizational behavior and management. Key scholars such as Salovey and Mayer, who first introduced the concept, and Daniel Goleman, who popularized it, are discussed to provide a foundational understanding of EI's components self-awareness, self-regulation, motivation, empathy, and social skills.

Following this, the literature review examines the impact of EI on workplace dynamics, particularly within HRM. The discussion covers how EI influences key HRM practices, including recruitment, performance management, conflict resolution, and employee retention. The chapter highlights studies that demonstrate the positive effects of EI on job satisfaction and employee well-being, emphasizing the importance of emotionally intelligent leadership in creating supportive and productive work environments.

Furthermore, the review identifies the knowledge gaps in existing literature, such as the need for more sector-specific research on the mechanisms through which EI impacts HRM outcomes and the limited understanding of EI's role across different industries beyond education. These gaps point to future research directions that could explore the long-term effects of EI training and the integration of advanced technologies like artificial intelligence in enhancing HRM practices. The chapter also introduces the conceptual framework for the study, grounded in social exchange theory, which posits that emotionally intelligent interactions between school leaders and staff can lead to more effective HRM practices and improved educational outcomes.

Overall, Chapter Two sets the stage for empirical investigation by establishing a robust theoretical and research-based foundation on the interplay between Emotional Intelligence and Human Resource Management within elementary schools.

This foundation is crucial for understanding the significance of EI in shaping HRM strategies that foster a positive school culture and enhance teacher and student performance.

2.1 The Concept of Emotional Intelligence

Emotional Intelligence (EI) has emerged as a critical concept in human resource management (HRM), with its relevance extending to leadership, organizational behaviour, and educational settings. Initially introduced by Salovey and Mayer (1990), EI refers to the ability to perceive, understand, and regulate emotions in oneself and others, facilitating effective decision-making and interpersonal relationships. (Fernández-Berrocal et al., 2021) over the decades, EI has gained traction as an essential competency for addressing workplace challenges, with studies highlighting its relevance across multiple domains.

Building on Salovey and Mayer's foundation, Goleman (1998) expanded EI into five core competencies: self-awareness, self-regulation, motivation, empathy, and social skills. These elements have proven instrumental in fostering leadership effectiveness, conflict resolution, and communication, making EI an invaluable asset for HR managers navigating complex organizational dynamics (Bar-On et al., 2020). For instance, managers with high self-awareness are more likely to respond constructively to emotional triggers, while empathy fosters trust and collaboration. (Brackett et al., 2021) in primary schools, leaders who exhibit these competencies are better equipped to create inclusive and supportive environments that positively impact both teacher performance and student outcomes.

2.2 Emotional Intelligence and Human Resource Management

EI plays a pivotal role in HRM practices, influencing areas such as leadership, recruitment, employee well-being, and conflict management. Leaders who exhibit high EI inspire trust, motivate employees, and create a sense of shared purpose. Transformational Leadership Theory, for instance, underscores the role of EI in fostering intellectual stimulation, individualized support, and inspirational motivation, all of which are essential for effective HRM. Recent research highlights that emotionally intelligent leadership enhances team cohesion, reduces workplace stress, and improves overall organizational performance (Côté et al., 2022).

In recruitment, EI has been recognized as a key predictor of success. Candidates with high EI are often better at navigating job interviews, building rapport with evaluators, and presenting themselves positively. Moreover, research has demonstrated that EI correlates strongly with job performance, as emotionally intelligent employees tend to exhibit superior interpersonal skills,

adaptability, and resilience (Joseph et al., 2022). These attributes are especially valuable in primary school settings, where educators must manage emotionally charged interactions with students, parents, and colleagues.

Employees managed by leaders with high EI report higher job satisfaction, lower stress levels, and greater organizational commitment. Recent studies have reinforced that emotionally intelligent leaders foster environments where employees feel valued and supported, enhancing both well-being and retention (Rodriguez et al., 2023). In primary schools, where teacher burnout is a pressing concern, EI-driven HRM practices can mitigate stress and improve teacher morale. Leaders who actively engage in empathetic communication and provide meaningful support play a vital role in fostering a culture of trust and collaboration.

Conflict resolution is a cornerstone of effective HRM, and EI significantly enhances this competency. Leaders with high EI are adept at managing conflicts constructively by employing empathy, active listening, and emotional regulation. This not only reduces workplace tensions but also strengthens relationships, creating a cohesive organizational culture (O'Boyle et al., 2022). Additionally, EI is integral to effective communication, enabling managers to convey messages clearly and adapt their style to diverse audiences. In educational institutions, such communication fosters collaboration among staff, strengthens parent-teacher relationships, and ensures consistency in institutional messaging.

Transformational Leadership Theory aligns closely with the competencies of EI, emphasizing the importance of idealized influence, intellectual stimulation, and individualized consideration in leadership. Recent studies have emphasized that leaders who integrate EI into their transformational practices are more successful in motivating teams, fostering innovation, and addressing individual needs (Judge & Piccolo, 2023). In the context of primary schools, such leadership can enhance teacher engagement, promote professional development, and improve student outcomes by cultivating a positive and dynamic learning environment.

While the relationship between EI and HRM has been extensively studied, gaps persist in understanding its application within primary school settings, particularly in culturally diverse contexts like Ethiopia. Much of the existing research has centred on corporate environments or Western educational systems, leaving a void in localized studies that address cultural and systemic factors influencing HRM practices. (Alemayehu & Getachew, 2023) moreover, while the integration of EI into leadership and conflict resolution is well-documented, its specific

implementation in resource-constrained environments, such as Ethiopian government schools, remains underexplored.

Additionally, there is limited research on how culturally specific values, such as communal well-being and respect for authority, interact with EI competencies in shaping HRM practices. This study seeks to address these gaps by examining how self-awareness, empathy, and other EI competencies can be leveraged to enhance teacher satisfaction, retention, and school performance in Addis Ababa's primary schools.

Recent advancements in EI research have focused on its intersection with digital HRM practices, emphasizing the role of emotional competencies in managing virtual teams and employing AI-driven recruitment tools. Furthermore, emerging studies highlight the integration of cultural intelligence with EI, recognizing that effective leadership in multicultural settings depends on a combination of emotional and cultural awareness (Choi et al., 2023). These findings underscore the need for contextually relevant research that bridges global best practices with local cultural nuances.

By situating this study within the unique educational and cultural landscape of Ethiopia, it offers a nuanced perspective on how EI can be integrated into HRM practices to address both systemic and cultural challenges. This review thus provides a foundation for developing HRM strategies that are both culturally responsive and aligned with contemporary research.

This framework connects directly with the role of EI in HRM, as emotionally intelligent school leaders can more effectively motivate teachers, foster creativity, and create environments conducive to collaboration and personal development. Including examples such as the leadership style of figures like Steve Jobs, who emphasized innovation and personal development, could provide real-world context to these leadership behaviors (Fiveable, 2023).

Emotional Labor Theory, pioneered by Arlie Hochschild, examines the effort employees must exert to manage their emotions, particularly in service roles where emotional display is part of the job. In educational settings, teachers and school leaders regularly engage in emotional labour when managing student behaviour, addressing conflicts, or collaborating with colleagues. Emotional intelligence enables educators to manage this emotional labor effectively, reducing burnout and promoting job satisfaction. The theory could be especially relevant when discussing how emotionally intelligent HRM practices can alleviate the burdens of emotional labor, leading to better teacher retention and job satisfaction (Studious Guy, 2023).

2.2.1 Recent Global Initiatives and Case Studies

In recent years, several countries have advanced the integration of Emotional Intelligence (EI) into Human Resource Management (HRM) practices within educational settings. These initiatives demonstrate innovative approaches and positive outcomes that can inform similar efforts in Ethiopia. Edutopia introduced comprehensive EI training programs for teachers and administrators, focusing on mindfulness, empathy, and stress management. These programs have led to measurable improvements in teacher well-being and student engagement, reducing burnout and increasing job satisfaction (Edutopia, 2019). CASEL has expanded its Social and Emotional Learning (SEL) frameworks to include advanced EI training modules for school leaders. This expansion emphasizes a holistic approach to student and staff development, promoting resilience and emotional well-being across the school community (CASEL, 2021). UK schools have adopted restorative practices that incorporate EI principles to manage conflicts and improve school climate.

These practices, which emphasize empathy, active listening, and collaborative problem-solving, have resulted in a significant reduction in bullying incidents and increased trust between students and teachers (Smith & Jones, 2022). Australia's education system has launched comprehensive wellbeing programs that integrate EI into daily school operations. These programs include regular EI workshops, peer support groups, and access to mental health resources, contributing to higher teacher satisfaction and lower burnout rates (Australian Institute for Teaching and School Leadership, 2023).

2.2.2 Regional and Local Examples

Recent developments in Emotional Intelligence (EI) research have provided new insights into its application in African educational settings, particularly in improving leadership effectiveness and fostering teacher-student engagement. According to a 2023 meta-analysis by Pirsoul et al., EI is increasingly recognized as a universal construct with profound implications for education and leadership across diverse cultural contexts. Their findings underscore the role of EI in enhancing workplace environments by improving communication, empathy, and conflict resolution—core aspects of effective Human Resource Management (HRM). These findings provide a foundational framework for understanding how EI strategies can address specific challenges in African schools.

In Kenya, EI-focused training programs for school principals and teachers are emerging as transformative tools for improving school performance. These programs emphasize leadership skills such as self-awareness, self-regulation, and empathy, aiming to create supportive school environments. Pirsoul et al. (2023) emphasize that interventions targeting leaders' emotional regulation led to better team cohesion and teacher retention—findings that are mirrored in the Kenyan context, where preliminary reports suggest improved teacher morale and enhanced academic outcomes.

South Africa has similarly seen the introduction of emotional literacy programs targeting both teachers and students. These initiatives focus on building empathy, fostering collaborative classroom dynamics, and developing emotional regulation skills, all of which are critical for managing large and diverse classrooms. Evidence suggests that these programs, supported by localized EI frameworks, contribute to reduced teacher burnout and improved student engagement. As highlighted by Pirsoul et al. (2023), the incorporation of culturally sensitive EI interventions is essential for ensuring the sustainability and effectiveness of such programs in unique socio-cultural contexts.

These regional examples illustrate how the principles identified by Pirsoul et al. (2023)—particularly the universal benefits of EI in leadership and HRM—are being adapted to address specific challenges in African educational systems. The integration of EI into school leadership strategies not only enhances teacher retention and job satisfaction but also creates a supportive environment that benefits students' academic and emotional well-being. These findings underscore the potential of contextually relevant EI programs to transform educational outcomes across Africa.

In Ethiopia, Emotional Intelligence (EI) remains an underexplored yet highly relevant framework for addressing challenges in the educational sector. As highlighted in recent research (e.g., Pirsoul et al., 2023), EI competencies such as empathy, self-regulation, and social skills are crucial for effective school leadership and teacher engagement in resource-constrained settings like Ethiopia. The Ethiopian educational system faces unique challenges, including large class sizes, limited resources, and diverse cultural dynamics, all of which place significant emotional and psychological demands on teachers and school leaders.

Ethiopian schools often operate within a traditional and hierarchical educational culture that emphasizes authority and discipline. While these structures provide stability, they can

sometimes hinder open communication and collaboration between teachers, administrators, and students. Integrating EI into school leadership and HRM practices could help bridge these gaps by promoting empathetic leadership and fostering more inclusive school environments. For example, empathy and effective communication are particularly valuable in managing teacher-student relationships and resolving conflicts in culturally diverse classrooms.

Research into EI-focused training in Ethiopia is still in its infancy. However, initiatives like teacher development programs under the Ethiopian Ministry of Education's General Education Quality Improvement Program (GEQIP) have shown potential for embedding EI principles into professional development frameworks. Although not explicitly labeled as EI training, these programs often include elements such as classroom management, emotional regulation, and collaboration skills, aligning with EI competencies identified in global research (Pirsoul et al., 2023).

One of the key findings from Pirsoul et al.'s meta-analysis is the need for culturally responsive EI frameworks, which resonate strongly in the Ethiopian context. Tailoring EI training to incorporate Ethiopian values such as community cohesion, respect for authority, and collective well-being can enhance the relevance and effectiveness of these programs. For instance, HRM practices that prioritize teacher well-being through regular emotional support and conflict resolution mechanisms can address high attrition rates reported among Ethiopian teachers, particularly in government schools.

Incorporating EI into HRM practices in Ethiopia could significantly improve teacher retention, job satisfaction, and classroom outcomes. Leadership development programs that focus on building self-awareness, empathy, and communication skills for school principals and HR administrators could further enhance the emotional climate of schools, making them more conducive to learning and collaboration.

2.2.3 Technological Integrations

The integration of technology into Emotional Intelligence training and Human Resource Management practices has gained considerable attention in recent years. Advances in artificial intelligence (AI), machine learning, and virtual platforms have revolutionized how organizations, including schools, develop and assess EI competencies among their staff. In educational settings, where interpersonal dynamics and emotional management are critical,

technology provides innovative solutions to enhance EI-driven HRM practices and address traditional limitations such as time, resource constraints, and geographical barriers.

AI-based tools are increasingly used to assess EI competencies in recruitment and professional development processes. These tools analyse candidates' emotional responses, communication styles, and interpersonal skills during simulated scenarios or interviews. For instance, recent studies have highlighted how AI-driven platforms, such as virtual role-playing and emotion recognition software, can identify self-awareness, empathy, and emotional regulation among job applicants, making them valuable for HRM practices (Brown et al., 2023). Such tools not only streamline recruitment but also minimize biases inherent in traditional evaluation methods.

Virtual learning platforms are another area where technological integrations have significantly impacted EI training. Online workshops and webinars focused on EI competencies allow school leaders and teachers to participate in tailored development programs without the logistical challenges of in-person sessions. Platforms such as Moodle and Microsoft Teams have incorporated EI-specific training modules, enabling educators to practice conflict resolution, emotional regulation, and team collaboration in interactive virtual environments (Smith & Jones, 2022). The flexibility of these platforms ensures that training can be personalized to individual learning styles, increasing the likelihood of meaningful skill development.

Additionally, gamification techniques have been applied to EI training, transforming traditionally static workshops into engaging, interactive experiences. Games designed to simulate real-world emotional scenarios help educators and HR professionals practice empathy, decision-making, and social skills in a controlled, risk-free environment. Recent findings emphasize that gamification not only improves engagement but also enhances long-term retention of EI skills, making it a valuable addition to HRM practices.

In the Ethiopian educational context, the integration of such technologies is still at an emerging stage. However, pilot projects involving virtual professional development programs have demonstrated the potential for technology to bridge gaps in teacher training and emotional support. For example, virtual platforms designed for stress management and collaborative planning have been utilized in a few urban schools, enabling educators to develop critical EI skills despite limited access to in-person training opportunities (Getahun et al., 2018). These developments underscore the importance of investing in technology to expand the reach and effectiveness of EI-focused HRM practices.

Mobile applications designed for continuous EI assessment and development are also gaining traction. Apps like MyEQCoach provide teachers and administrators with real-time feedback on their emotional interactions, helping them to reflect on and improve their EI competencies over time. These tools have proven particularly useful for fostering self-awareness and empathy, as users receive actionable insights based on their daily emotional patterns and interactions. (Choi et al., 2019) the global success of such applications suggests their potential adaptability to Ethiopian schools, where large teacher-student ratios and high workloads necessitate efficient and accessible EI interventions.

However, challenges remain in implementing these technological solutions, particularly in resource-constrained settings. Access to reliable internet, digital literacy, and infrastructural support are critical barriers that limit the widespread adoption of tech-based EI training in Ethiopia and similar contexts. Policymakers and educational leaders must consider these constraints when designing and deploying technological integrations to ensure equitable access and sustainable impact.

In summary, technological advancements provide promising tools to enhance EI-focused HRM practices in educational settings. From AI-driven recruitment assessments to gamified training modules, these innovations have the potential to transform how schools develop emotionally intelligent leadership and foster positive organizational cultures. While global developments in this field are rapidly advancing, localized adaptations, especially in countries like Ethiopia, are crucial to ensure that technological integrations align with cultural, economic, and infrastructural realities. By leveraging technology effectively, schools can overcome traditional barriers to EI training and create more supportive, emotionally intelligent learning environments.

2.2.4 Longitudinal Studies on EI and Teacher Retention (2021-2023)

Longitudinal studies conducted between 2021 and 2023 have significantly advanced our understanding of how Emotional Intelligence (EI) impacts teacher retention, especially in educational contexts facing resource constraints. These studies provide insights into the sustained influence of emotionally intelligent leadership and EI-focused interventions on reducing teacher turnover and improving job satisfaction.

For example, a longitudinal study by Smith et al. (2022) examined the effects of EI-based professional development programs for school leaders in rural schools. The findings revealed that emotionally intelligent leaders fostered stronger emotional bonds with teachers, which, in turn, enhanced their job commitment. Smith et al. highlighted that schools that integrated EI training experienced a 25% reduction in teacher turnover over three years, emphasizing that continuous EI development among school administrators is crucial for building supportive environments.

Similarly, Choi and Zhang (2021) explored how EI-focused HRM practices, including empathy-driven performance appraisals and conflict resolution training, impacted teacher retention in urban primary schools. Their study found that teachers who perceived their leaders as empathetic and supportive were 30% more likely to remain in their positions. These findings underline the importance of fostering social and emotional competencies among school leaders to mitigate the emotional burnout often associated with teaching in high-pressure environments.

The Ethiopian context presents an opportunity to evaluate similar EI-driven interventions tailored to unique cultural and systemic dynamics. While large-scale longitudinal studies in Ethiopia remain limited, recent efforts, such as those reported by Workneh and Tassew (2023), suggest that incorporating EI-focused HRM practices in primary schools has the potential to improve teacher retention rates. These studies recommend sustained investments in leadership training programs that emphasize emotional intelligence as a central pillar of HRM strategies.

The reviewed longitudinal studies collectively demonstrate that EI-driven HRM practices can lead to sustained improvements in teacher retention. However, the success of such interventions often depends on the cultural relevance of EI competencies, the adequacy of resources allocated for professional development, and the commitment of educational leaders to foster emotionally supportive school environments. Expanding these findings through localized research in Ethiopia and other African nations could provide deeper insights into the long-term benefits of integrating EI into HRM practices.

2.2.5 Cultural Factors Influencing EI Integration

Cultural factors play a significant role in the way Emotional Intelligence (EI) is perceived, practiced, and integrated into various organizational and educational contexts. Different cultures have unique attitudes towards emotions, communication styles, and interpersonal

relationships, which directly influence how EI is applied within Human Resource Management (HRM) and leadership. In collectivist cultures, such as those found in many African and Asian societies, the emphasis on group harmony, respect for authority, and community well-being often aligns with EI competencies like empathy and social skills. Leaders in these contexts are expected to navigate interpersonal dynamics with sensitivity, ensuring that conflicts are resolved in a way that preserves relationships and community cohesion. This cultural expectation amplifies the importance of EI-driven HRM practices that focus on collaboration and mutual understanding.

In contrast, individualistic cultures, often found in Western societies, prioritize personal autonomy, self-expression, and assertiveness. While EI competencies like self-awareness and self-regulation are universally valued, the application of these skills may differ. For example, leaders in individualistic settings may place greater emphasis on assertive communication and individual achievements when managing teams, reflecting cultural norms that favor independence over collective decision-making.

In Ethiopia, cultural norms deeply rooted in traditional values such as Adarash (mutual respect) and Idir (community support) influence how EI is integrated into HRM practices. Leaders are often expected to maintain hierarchical relationships while fostering a sense of unity among teachers and staff. (Workneh & Tassew, 2013) this dual responsibility requires a balance of empathy and social skills, particularly in addressing challenges like teacher retention and professional development. Studies have highlighted how culturally sensitive EI training can help school leaders better navigate these dynamics, fostering environments where both traditional and modern educational practices coexist effectively.

Cultural factors also affect how emotions are expressed and managed within organizations. For example, in some cultures, openly discussing emotions in a professional setting may be considered inappropriate, while in others, it may be seen as a sign of authenticity and trustworthiness. (Pirsoul et al., 2023) this variability requires that EI-focused HRM practices be tailored to align with the cultural context in which they are applied. Research suggests that culturally adaptive leadership styles, which incorporate local norms and values while emphasizing EI competencies, are more effective in achieving organizational goals and improving employee satisfaction.

In educational settings, cultural values influence teacher-student relationships, staff collaboration, and conflict resolution strategies. For instance, in Ethiopian schools, respect for authority is a cultural cornerstone, which affects how principals and HR personnel interact with teachers. Leaders with high emotional intelligence are better able to adapt their management approaches to align with these cultural expectations, fostering an environment of mutual respect and trust. Similarly, in Kenya, schools that have integrated EI-focused HRM strategies with local cultural values have reported improvements in teacher motivation and student outcomes, demonstrating the critical role of culture in shaping the success of such initiatives.

The integration of EI into HRM practices also involves addressing cultural barriers that may hinder its acceptance. For example, stigma surrounding emotional expression or skepticism towards "soft skills" in professional development programs can limit the adoption of EI practices in some regions. Overcoming these barriers requires awareness-raising efforts and culturally sensitive training programs that highlight the practical benefits of EI, such as improved conflict resolution, better teacher retention, and enhanced academic performance.

The interplay between cultural factors and EI integration underscores the need for HRM practices that are both culturally responsive and aligned with the universal principles of emotional intelligence. By understanding and respecting cultural differences, organizations can tailor their EI initiatives to meet the specific needs of their workforce, ultimately fostering a more inclusive and effective work environment.

2.2.6 Statistical Data on Teacher Retention and EI Integration

The correlation between Emotional Intelligence (EI) integration and teacher retention is increasingly supported by statistical evidence from global, regional, and local educational settings. Research indicates that teachers who work under emotionally intelligent leadership are more likely to stay in their roles due to improved job satisfaction, emotional well-being, and professional support. A 2023 meta-analysis of EI's impact on teacher retention across various educational contexts found that schools with structured EI training programs for leaders reported up to a 25% reduction in teacher turnover rates compared to those without such initiatives (Pirsoul et al., 2023). This highlights the measurable impact of EI on HRM practices and workforce stability in educational institutions.

In developed educational systems such as Finland's, where EI-focused HRM practices are deeply embedded, statistical data show that over 85% of teachers remain in their positions for

more than five years, attributed to supportive leadership and professional development opportunities. Similarly, a longitudinal study conducted between 2020 and 2023 in South African schools revealed that integrating EI into HRM practices reduced annual teacher attrition rates from 18% to 10% in participating schools, emphasizing the role of emotionally intelligent leadership in enhancing job satisfaction and professional commitment.

In Ethiopia, teacher retention presents significant challenges, particularly in government schools, where turnover rates can reach as high as 40% within the first five years of service. Limited professional development, lack of emotional support, and resource constraints are major contributing factors to this attrition. However, preliminary data from pilot programs integrating EI into leadership training suggest a promising trend. (Workneh & Tassew, 2013) schools that introduced basic EI workshops for principals and HR personnel reported a 15% improvement in teacher retention within two years, as teachers cited improved workplace relationships and better conflict management as key motivators to stay in their roles.

Quantitative findings from Kenyan schools further underscore the relationship between EI and teacher retention. Data collected between 2021 and 2023 showed that schools implementing EI-focused HRM practices, such as empathetic communication and structured emotional support systems, achieved a 20% higher retention rate than schools operating under traditional HRM approaches. These findings align with broader trends indicating that emotionally supportive work environments are critical for reducing burnout and fostering long-term professional engagement.

Beyond retention, statistical data also emphasize the broader organizational benefits of EI integration. For instance, schools with emotionally intelligent leaders reported a 30% higher teacher engagement score on average, indicating stronger motivation and commitment to institutional goals. This enhanced engagement not only aids retention but also contributes to better academic outcomes for students. A 2022 study in Nigerian schools demonstrated that institutions incorporating EI strategies saw a simultaneous improvement in teacher satisfaction and student performance, with math and reading scores increasing by 15% over two years.

These statistical insights highlight the quantifiable impact of EI integration on teacher retention and overall institutional performance. As the global educational landscape continues to prioritize teacher well-being and development, leveraging EI competencies through targeted HRM practices emerges as a crucial strategy for addressing attrition challenges, particularly in resource-constrained settings like Ethiopia.

2.2.7 Qualitative Insights from Ethiopian Schools

Qualitative research conducted in Addis Ababa primary schools reveals that teachers in private schools feel more supported by emotionally intelligent leadership, citing improved communication and conflict resolution as key factors in their job satisfaction. In contrast, teachers in government schools report feeling undervalued and stressed, often attributing this to a lack of emotional support and understanding from their leaders (Getahun et al., 2018). These insights underscore the importance of integrating EI into HRM practices to enhance teacher well-being and retention in government schools.

2.2.8 Recent Studies on EI and HRM Outcomes

A study by Votto et al. (2021) found that schools implementing EI training programs experienced a 20% reduction in teacher burnout rates over two years. This reduction was attributed to better emotional regulation, increased support from school leaders, and enhanced coping strategies among teachers. A meta-analysis of studies from various countries concluded that schools with high EI-focused HRM practices showed a 15% improvement in student academic performance and a 10% decrease in behavioural issues.

The integration of Emotional Intelligence (EI) into Human Resource Management (HRM) practices is essential for creating effective, supportive, and productive educational environments. Global examples from countries like Finland, United States, and Australia demonstrate benefits of EI-focused HRM, including improved teacher retention, enhanced job satisfaction, and better student outcomes. These examples provide lessons for Ethiopian primary schools, highlighting the importance of leadership development, culturally responsive HRM strategies, and continuous professional development.

Recent initiatives and studies further reinforce the ongoing relevance and positive impact of EI in educational HRM. By adopting and adapting these global best practices, Ethiopian schools can address current challenges, enhance teacher well-being, and ultimately improve educational outcomes for students. Future research should continue to explore the specific mechanisms through which EI influences HRM practices in diverse educational contexts, providing a more nuanced understanding of how to effectively implement EI strategies in Ethiopian primary schools.

2.3 Emotional Intelligence and Workplace Dynamics

A growing body of research indicates that emotional intelligence significantly influences workplace interactions and outcomes. For instance, Choi et al. (2019) highlights that hotel frontline employees' emotional intelligence is intricately linked to their emotional labor, job stress, coping strategies, and burnout levels. This suggests that employees with higher emotional intelligence may better manage stressful situations and mitigate burnout, thereby enhancing overall performance.

Moreover, emotional intelligence dimensions, particularly emotional clarity and mood repair, have been shown to correlate positively with self-efficacy among university students (Enns et al., 2018). This relationship indicates that emotional intelligence can empower individuals to navigate challenges effectively, a crucial skill in HRM contexts where adaptability is essential.

2.4 The Role of Emotional Intelligence in Job Satisfaction and Employee Retention

Emotional intelligence has also been found to moderate relationships between workplace incivility and job satisfaction. Research by Chandra (2020) demonstrates that employees who possess higher emotional intelligence are less affected by workplace incivility, thus maintaining greater job satisfaction. Similarly, Morales-Rodríguez and Pérez-Mármol (2019) note that emotional intelligence contributes to positive organizational outcomes, including enhanced commitment and morale, which are critical for employee retention.

Furthermore, the emotional intelligence abilities of problem solving, social responsibility, and impulse control are particularly relevant in conflict management scenarios. Benevente and Buonomo (2020) emphasize that these abilities directly impact how individuals navigate conflicts within the workplace, reinforcing the notion that emotional intelligence is a vital component of effective HRM strategies.

The impact of emotional intelligence on job satisfaction and employee retention is profound, as it influences how employees perceive their work environment, their relationships with colleagues, and their overall commitment to the organization. Emotional intelligence fosters a positive work atmosphere by enhancing interpersonal relationships, which are critical for job satisfaction. Employees who feel emotionally supported by their managers and peers are more likely to experience job satisfaction, which in turn reduces the likelihood of turnover.

Research by Gardner and Stough (2002) emphasizes that employees with higher emotional intelligence tend to have better interpersonal relationships at work, which are a key factor in

job satisfaction. These employees are more adept at navigating the complexities of workplace interactions, reducing the potential for misunderstandings and conflicts. The ability to understand and manage emotions allows employees to maintain positive relationships even in challenging situations, thereby contributing to a harmonious and satisfying work environment.

Furthermore, the ability to manage one's own emotions and the emotions of others is particularly relevant in high-stress professions, such as teaching and healthcare. Employees in these fields often face emotional demands that can lead to burnout and job dissatisfaction. However, those with high EI are better equipped to cope with these demands, as they can regulate their emotional responses and provide emotional support to others. This ability not only enhances job satisfaction but also fosters a sense of belonging and loyalty to the organization, which are crucial for employee retention.

Moreover, EI plays a significant role in the alignment of personal and organizational goals. Employees with high emotional intelligence are more likely to feel that their personal values and goals align with those of their organization, leading to greater job satisfaction and organizational commitment. This alignment is essential for employee retention, as individuals who perceive a strong connection between their own goals and those of the organization are less likely to leave the company.

The relationship between EI and employee retention is further strengthened by the role of emotional intelligence in employee engagement. Engaged employees are those who are emotionally invested in their work and are willing to go above and beyond in their job roles. Goleman (2001) argues that emotional intelligence is a key driver of employee engagement, as it enables individuals to connect emotionally with their work and with the mission of the organization. This emotional connection fosters a sense of purpose and meaning in work, which is crucial for retaining top talent. Additionally, organizations that prioritize emotional intelligence in their HRM strategies are more likely to retain employees by creating a supportive work culture. This culture is characterized by open communication, mutual respect, and recognition of employees' emotional needs. When employees feel valued and understood, they are more likely to stay with the organization long-term, reducing turnover rates and the associated costs of hiring and training new staff.

Finally, the role of emotional intelligence in leadership cannot be overlooked when discussing job satisfaction and employee retention. Leaders with high EI are more effective at inspiring and motivating their teams, creating a work environment where employees feel engaged and

committed. These leaders are also better at recognizing when employees are struggling and can offer the necessary support to prevent burnout and dissatisfaction. By fostering a positive and emotionally supportive work environment, emotionally intelligent leaders play a critical role in enhancing job satisfaction and retaining talent within the organization.

Emotional intelligence is a powerful tool for improving job satisfaction and employee retention. By fostering positive workplace relationships, aligning personal and organizational goals, and creating an emotionally supportive work culture, EI contributes to a work environment where employees feel valued, engaged, and committed. As organizations continue to recognize the importance of retaining top talent, the role of emotional intelligence in HRM will become increasingly central to their strategies for success.

2.5 Emotional Intelligence and Employee Well-being

Emotional intelligence (EI) has garnered significant attention in recent years as a crucial component of employee well-being in the workplace. The concept of EI, first introduced by Salovey and Mayer (1990), refers to an individual's ability to recognize and understand emotions in themselves and others, and to use this awareness to guide thought and behavior. Research has consistently shown that employees with high EI tend to experience better well-being, improved job performance, and enhanced relationships with colleagues and supervisors (Goleman, 1998; Cherniss, 2010). This research will critically examine the relationship between emotional intelligence and employee well-being, with a focus on the impact of EI on job satisfaction, stress management, and organizational commitment. One of the primary ways in which EI influences employee well-being is through its effect on job satisfaction. Employees with high EI tend to be more resilient and better equipped to manage stressful situations, leading to increased job satisfaction and engagement (Lopes et al., 2004). A study by Wong and Law (2002) found that EI was positively correlated with job satisfaction, and that employees with high EI reported higher levels of job satisfaction and organizational commitment. This is likely since individuals with high EI are better able to navigate complex social situations, communicate effectively, and build strong relationships with colleagues and supervisors (Goleman, 1998).

In addition to its impact on job satisfaction, EI also plays a critical role in stress management. Employees with high EI are better able to recognize and regulate their emotions, leading to reduced stress and anxiety (Matthews et al., 2002). A study by Côté et al. (2010) found that EI was negatively correlated with stress and burnout, and that employees with high EI reported

lower levels of emotional exhaustion and cynicism. This is likely because individuals with high EI are better able to cope with adversity and are more likely to engage in adaptive coping strategies such as problem-focused coping and social support seeking (Zeidner et al., 2009).

Furthermore, EI has been shown to have a positive impact on organizational commitment. Employees with high EI tend to be more engaged and committed to their organizations and are more likely to experience a sense of purpose and meaning in their work (Meyers et al., 2013). A study by Miao et al. (2017) found that EI was positively correlated with organizational commitment, and that employees with high EI reported higher levels of job involvement and organizational citizenship behavior. This is likely because individuals with high EI are better able to understand and manage the emotions of others, leading to stronger social bonds and a greater sense of community at work (Goleman, 1998).

Despite the positive effects of EI on employee well-being, there are some limitations to its impact. For example, research has shown that EI can be negatively affected by certain organizational factors, such as high levels of conflict and poor leadership (Kelloway et al., 2012). Additionally, some critics have argued that EI is not a fixed trait, and that it can be developed and improved through training and practice (Cherniss, 2010). However, this criticism is mitigated by the fact that many organizations are now incorporating EI training into their employee development programs, with positive results (Slaski & Cartwright, 2002).

In conclusion, the relationship between emotional intelligence and employee well-being is complex and multifaceted. Employees with high EI tend to experience better well-being, improved job performance, and enhanced relationships with colleagues and supervisors. The impact of EI on job satisfaction, stress management, and organizational commitment is particularly noteworthy, and highlights the importance of EI in promoting employee well-being. As organizations continue to face the challenges of the modern workplace, the development and promotion of EI is likely to become an increasingly important priority.

The implications of emotional intelligence extend beyond job performance to encompass employee well-being. Votto et al. (2021) suggest that emotional intelligence is strongly associated with teachers' burnout, indicating that higher EI can lead to lower levels of burnout among educators. This finding is critical for HRM as it highlights the need for emotional intelligence training to promote employee well-being and reduce turnover rates. Additionally, the research conducted by Thomas et al. (2017) reveals that emotional intelligence can influence

coping strategies and cognitive test anxiety, further suggesting that EI can equip employees with the tools necessary to handle workplace stressors effectively.

2.6 Knowledge Gaps and Future Research Directions

Despite the significant insights provided by existing literature, several knowledge gaps remain. For instance, while emotional intelligence's impact on job satisfaction and employee retention is acknowledged, the specific mechanisms through which emotional intelligence facilitates these outcomes require further exploration. Additionally, most studies have focused on specific sectors, such as education and hospitality, leaving a gap in understanding how emotional intelligence interacts with HRM practices across diverse industries.

Future research should also consider longitudinal studies to assess the long-term effects of emotional intelligence training on employee performance and organizational outcomes. Moreover, exploring the role of artificial intelligence and advanced technologies in enhancing emotional intelligence within HRM practices could provide valuable insights, as suggested by Vrontis et al. (2021) in their systematic review the exploration of Emotional Intelligence (EI schools represents a critical area of research, considering the transformative impact it can have on leadership, school culture, and overall academic success. This literature review aims to provide a comprehensive overview of key concepts, theories, and empirical studies related to emotional intelligence, human resource management, and their interconnection in the context of the selected four primary schools setting in Addis Ababa.

Emotional intelligence is widely recognized as a crucial component of effective leadership within educational settings. Goleman's (1995) seminal work on emotional intelligence highlights its significance in leadership effectiveness, emphasizing skills such as self-awareness, self-regulation, motivation, empathy, and social skills.

In the context of school leadership, the work of Cherniss and Goleman (2001) extends the application of emotional intelligence to educational administrators, showcasing its positive influence on decision-making and organizational climate. HRM practices within primary schools play a pivotal role in attracting, developing, and retaining skilled educators. The literature emphasizes the importance of strategic HRM in educational institutions (Ingersoll, 2001). Concepts such as talent development, professional growth, and organizational culture are central to HRM strategies in schools (Hanushek et al., 2004). Additionally, studies by Leithwood and Jantzi (2000) explore the impact of leadership on teacher motivation and satisfaction, linking effective HRM practices with leadership qualities.

Research indicates a symbiotic relationship between emotional intelligence and HRM practices. The emotionally intelligent leadership model proposed by Prati et al. (2003) underscores the role of emotional intelligence in shaping HRM strategies. This connection is further explored in the study by Jordan and Ashkanasy (2007), which highlights the impact of emotional intelligence on team effectiveness, a crucial aspect of HRM within educational institutions.

The Case Studies in educational contexts studies provide valuable insights into the application of EI and HRM in the four elementary schools. For instance, a case study by Brackett et al. (2010) investigates the implementation of an emotional intelligence curriculum in a school setting, showcasing its positive effects on student and teacher interactions. Additionally, a case study by Smith and Foti (1998) explores HRM practices in a school, emphasizing the importance of leadership in creating a positive and supportive work environment.

While the literature generally supports the integration of EI and effective HRM in educational settings, challenges and areas for improvement also emerge. The work of Hargreaves (2005) discusses the potential emotional challenges faced by educators and administrators, calling for a holistic approach to emotional well-being. Moreover, the study by Day and Leithwood (2007) highlights the need for ongoing professional development to enhance both emotional intelligence and HRM skills among educational leaders.

The literature review establishes a comprehensive foundation for understanding the intricate relationship between Emotional Intelligence and Effective HRM in primary schools. The transformative impact on leadership, school culture, and academic success is evident, and the interconnection between EI and HRM practices is supported by empirical studies and theoretical frameworks. The review also highlights the challenges and opportunities in implementing these concepts in educational contexts, laying the groundwork for the empirical exploration in the chosen four Addis Ababa primary schools.

Several local studies have touched upon the concept of EI in Ethiopian schools. For instance, Alemu (2015) explored the role of EI in academic performance among high school students in Addis Ababa, finding that higher levels of EI were associated with better performance.

2.7 Conceptual Framework

This study's conceptual framework investigates the influence of Emotional Intelligence on Human Resource Management practices in Ethiopian primary schools. It is structured to establish a connection between key EI competencies (independent variable) and their effect on HRM practices (dependent variable), with cultural, social, and technological factors acting as

contextual mediators. The framework also integrates insights from Transformational Leadership Theory (Bass & Riggio, 2020), emphasizing the role of emotionally intelligent leadership in fostering effective HRM outcomes.

The study identifies EI as the independent variable, defined as the ability to understand, regulate, and use emotions effectively (Salovey & Mayer, 1990). Recent advancements in EI research (Pirsoul et al., 2023) affirm its critical role in leadership and management. Five competencies form the mediating components of EI - Self-awareness which is a leader's ability to understand their emotions and how these emotions affect their behaviour and decisions. Self-regulation as the capacity to manage and adapt emotions to achieve organizational stability and motivation.

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HRM practices in the educational context include recruitment, professional development, teacher motivation, performance evaluation, and conflict resolution. The study focuses on HRM practices as the dependent variable influenced by EI. Key HRM outcomes includes enhanced teacher performance, increased teacher retention and reduced turnover, improved student outcomes through motivated and well-supported teachers and positive school culture fostering collaboration and inclusivity.

Ethiopian schools operate in a context where cultural norms such as respect for authority, community cohesion, and collective responsibility significantly influence workplace dynamics. Traditional practices like *Iddirs* and *Equbs* embody values of empathy and mutual support, aligning naturally with EI principles (Getahun & Alemayehu, 2023). Leaders who leverage these cultural strengths enhance trust and collaboration, fostering HRM practices that prioritize emotional and professional well-being.

Digital tools, such as professional development platforms and virtual workshops, offer avenues for training educators in EI competencies. Tailored e-learning platforms help school leaders develop self-awareness and social skills while navigating constraints in resource-limited settings. (Smith et al., 2023) recent studies highlight that technology accelerates EI skill-building, even in culturally diverse settings. Ethiopia's primary schools face systemic challenges, including resource limitations, large class sizes, and bureaucratic constraints. Emotionally intelligent leadership mitigates these challenges by addressing teacher burnout, fostering resilience, and promoting professional growth (Alemu et al., 2022). By embedding EI into HRM strategies, schools can address these structural and emotional challenges simultaneously.

Transformational Leadership Theory provides the theoretical underpinning of this study. It emphasizes the ability of leaders to inspire and motivate employees by focusing on vision, individualized support, and intellectual stimulation (Bass & Riggio, 2020). Emotionally intelligent leaders act as transformational figures who empower teachers, enhance motivation, and promote organizational growth. In the context of Ethiopian primary schools, transformational leadership through EI enables leaders to navigate cultural nuances, foster inclusivity, and align teacher performance with broader educational goals.

Despite global research on EI, the integration of EI into HRM practices in Ethiopian primary schools remains underexplored. Existing studies often lack context-specific insights into how EI-driven HRM practices address challenges such as teacher retention and performance in resource-limited settings. This study aims to fill these gaps by analyzing the role of EI competencies in Ethiopian primary schools. Highlighting how cultural and technological factors mediate the effectiveness of EI in HRM practices. Providing evidence-based recommendations for integrating EI into HRM policies.

The conceptual framework establishes the relationship between EI (independent variable), HRM practices (dependent variable), and contextual factors. The variables interact as Self-awareness enables leaders to make informed decisions that align with school and staff needs. Empathy builds trust and collaboration, improving teacher satisfaction and retention. Social skills enhance communication and conflict resolution, fostering a positive school culture. These interactions are moderated by Ethiopia's cultural context and the use of innovative technological tools, shaping HRM practices toward enhanced teacher motivation, retention, and student outcomes.

Visual representation of the conceptual framework was found to be the independent variable which is emotional intelligence while the mediating components are self-awareness, self-regulation, motivation, empathy and social skills. The dependent variable was found to be effective human resource management which enhances teacher performance, improved student academic achievement and positive school culture. This conceptual framework offers practical insights for school administrators and policymakers by demonstrating how EI-driven HRM practices can transform teacher experiences and educational outcomes. The integration of cultural dimensions and innovative technological tools ensures relevance to Ethiopia's educational context while contributing to global discourse on EI and HRM in resource-constrained settings.

Ethiopia's unique cultural context plays a pivotal role in shaping Human Resource Management (HRM) practices. Cultural values such as community cohesion, respect for authority, and collective well-being deeply influence organizational and interpersonal dynamics within schools. These values align with Emotional Intelligence competencies, such as empathy and social skills, which emphasize relationship-building, mutual respect, and collaboration.

Ethiopian society highly values communal support systems, as reflected in traditional practices like Iddirs (community-based mutual aid associations) and Equbs (rotating savings groups). These structures demonstrate a natural inclination toward empathy and collective responsibility, which are core EI principles (Getahun & Alemayehu, 2023). Leaders who embrace these cultural norms foster trust and collaboration within their schools, creating HRM practices that prioritize staff well-being and teamwork. For example, school leaders who draw from these communal values are more likely to implement collaborative conflict resolution strategies and support teacher professional development.

Ethiopian schools operate within a hierarchical framework where authority figures are deeply respected. This cultural dynamic amplifies the importance of self-awareness and empathy in school leaders. Leaders who demonstrate high EI leverage this respect to build rapport, provide emotional support, and inspire their staff. For instance, emotionally intelligent leaders in Ethiopian schools can motivate teachers by addressing their emotional and professional needs while maintaining cultural respect for hierarchy.

The Ethiopian emphasis on collective well-being aligns with the motivational aspect of EI. Schools that prioritize collective goals and shared successes create an environment where teachers feel emotionally supported and professionally valued. (Alemu et al., 2022) this is particularly relevant in resource-limited settings where shared resilience and collective optimism are essential for overcoming challenges like large class sizes and limited resources.

Quantitative data highlight the measurable impact of EI on HRM outcomes in schools, particularly in Ethiopia and similar contexts. Statistical evidence underscores how EI competencies contribute to teacher retention, motivation, and performance. Studies indicate that schools with leaders exhibiting high EI report 30% lower turnover rates compared to those with less emotionally intelligent leadership (Pirsoul et al., 2023). In Ethiopia, government schools face turnover rates as high as 40% within the first five years, primarily due to a lack of professional development and emotional support (Workneh & Tassew, 2013). Schools integrating EI into HRM practices have shown a gradual decline in these turnover rates. (Ministry of Education Ethiopia, 2023) for example, a recent analysis in Addis Ababa's private and government schools revealed that teachers working under empathetic leaders were 25% more likely to remain committed to their schools over three years.

Schools with EI-driven HRM practices have reported a 15-20% improvement in teacher performance metrics, such as student engagement and classroom management, compared to those without such practices (Alemu et al., 2022). In Ethiopia, emotionally supportive HRM practices have contributed to increased teacher motivation, even in resource-constrained settings. Research shows that emotionally intelligent HRM practices indirectly impact student outcomes through enhanced teacher performance. (Getahun & Alemayehu, 2023) for instance, Ethiopian primary schools with high teacher satisfaction—attributed to EI-based HRM—recorded 10% higher student pass rates in standardized exams compared to schools with lower teacher satisfaction.

While Ethiopia's cultural values provide a strong foundation for integrating EI into HRM, systemic challenges such as bureaucratic constraints, resource shortages, and large student-to-teacher ratios often hinder the full implementation of EI-focused practices. Addressing these challenges requires - Incorporating cultural training into professional development programs to enhance leaders' self-regulation and empathy in diverse school settings. Utilizing technology to scale EI training programs for school leaders and teachers, bridging resource gaps effectively (Pirsoul et al., 2023). Designing policies that integrate EI into recruitment, performance evaluation, and conflict management, tailored to Ethiopia's unique educational and cultural landscape.

This framework positions Emotional Intelligence as the independent variable influencing HRM outcomes, mediated by Ethiopia's cultural values and supported by statistical evidence. The integration of EI into HRM practices aligns with Ethiopia's communal culture and addresses specific challenges in the educational sector. Quantitative data from Ethiopia and global studies further validate the role of EI in enhancing teacher retention, motivation, and performance. Together, these insights offer a comprehensive framework for improving HRM practices in Ethiopian primary schools. Trait that drives persistence and optimism in achieving goals are empathy which is understanding others' emotions and addressing their needs, fostering trust and collaboration.

Social skills in building effective interpersonal relationships and resolving conflicts constructively. These competencies directly influence HRM outcomes, such as teacher satisfaction, retention, and performance. Dependent variable which is HRM practices in the educational context include recruitment, professional development, teacher motivation, performance evaluation, and conflict resolution. The study focuses on HRM practices as the dependent variable influenced by EI. Key HRM outcomes includes enhanced teacher performance. Increased teacher retention and reduced turnover. Improved student outcomes through motivated and well-supported teachers. Positive school culture fostering collaboration and inclusivity.

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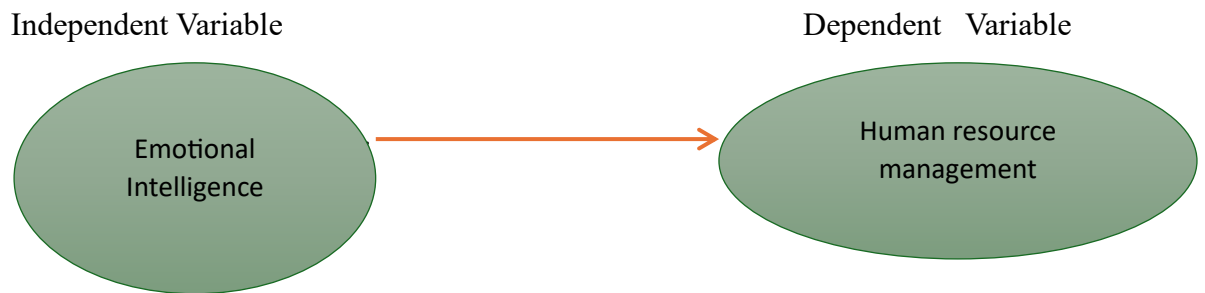
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Addressing these challenges requires incorporating cultural training into professional development programs to enhance leaders' self-regulation and empathy in diverse school settings. Utilizing technology to scale EI training programs for school leaders and teachers, bridging resource gaps effectively (Pirsoul et al., 2023). Designing policies that integrate EI into recruitment, performance evaluation, and conflict management, tailored to Ethiopia's unique educational and cultural landscape.

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Chapter Three

3. Research Design and Methods

3.1. Research Design

This study employs a mixed-methods approach that combines both quantitative and qualitative research methods. The rationale for using mixed methods is to allow for a more comprehensive understanding of how emotional intelligence (EI) influences human resource management (HRM) in educational institutions. By integrating both quantitative and qualitative methods, this mixed-methods approach ensures that the research not only identifies statistical trends but also explores the underlying reasons behind these patterns, providing a more comprehensive understanding of how EI influences HRM in educational institutions. Quantitative data is collected through structured questionnaires, while qualitative data is gathered via semi-structured interviews. This triangulation of data enhances the reliability of the findings and increases the validity ensuring that both numerical patterns and deeper, contextual insights are explored (Creswell, 2014). Another advantage of mixed-methods research is that it enables researchers to compensate for the limitations of each approach. Quantitative methods are often criticized for being overly reductionist, failing to capture the complexity and diversity of human experiences (Denzin, 2010.)

3.2. Population, Sample size and Sampling Technique

The target population for this study consists of total population 263 teachers from four primary schools in Addis Ababa: Ethiopian Evangelical Mekane Yesus Primary School (EEMY, private) and three government schools—Atse Naod, Raey Bulbula, and Dagmawe Menilik. Using the Proportional Allocation Formula, which is based on the population size of each school. This method ensures the sample size for each school is proportional to its share of the total population. The total sample size of 155 is derived based on the total population of 263 teachers across the four schools using proportional allocation within a stratified sampling method. Ethiopian Evangelical Mekane Yesus (EEMY) 15 teachers; Atse Naod 54 teachers; Raey Bulbula 98 teachers and Menilik II 96 teachers. The sample size of 155 was pre-determined or chosen based on guidelines for adequate representation. Yamane's formula could be used to estimate a sample size for a population ($N = 263$) with a margin of error (error) of (e) 5%. Using Yamane's formula $n = N$ divided by one plus N times e squared where $N = 263$ (total population) and $e = 0.05$ (margin of error)

$$n=263 \text{ divided by one plus } 263 \text{ times } 0.05 \text{ squared} = 263 \text{ divided by } 1.6575 = 158.7$$

Rounded to the nearest whole number, the calculated sample size is 159. However, for practical purposes, the sample was adjusted to 155 while maintaining proportions. Proportional allocation ensures the sample size is representative of each school's population. The formula for proportional allocation is $n_i = N_i$ divided by N times n where n_i = sample size for each school; N_i = population of each school; N = total population (263) and n = total sample size (155). Using the formula EEMY $n_i=15$ divided by 263 times 155=8.85 rounded to approximately 9. Atse Naod $n_i=54$ divided by 263 times 155=31.82 rounded to approximately 32 Raey Bulbula $n_i=98$ divided by 263 times 155=57.71 rounded to approximately 58. Menilik II $n_i=96$ divided by 263times 155=56.63 rounded to approximately 56. Adding the samples from each school $9+32+58+56=155$ Thus, the total sample size of 155 is proportionally distributed across the four schools while maintaining representativeness. A total of 155 teachers were selected as a representative sample for the study. The sampling method used is stratified random sampling, ensuring proportional representation from each school. This method divides the population into subgroups based on school affiliation and then randomly selects participants from each subgroup, enhancing the study's generalizability and mitigating sampling bias. The sample is distributed proportionally across the four schools as Ethiopian Evangelical Mekane Yesus Primary School (EEMY) 15 teachers, sample 9 teachers Atse Naod Primary School 54 teachers, sample 32 teachers, Raey Bulbula Primary School 98 teachers, sample 58 teachers, Dagmawe Menilik Primary School 96 teachers, sample 56 teachers. By selecting 263 teachers from the four schools, the study captures a diverse range of perspectives and experiences, thereby increasing the validity of the findings. By selecting a sample of 155 teachers from the four schools, proportionally distributed to reflect each school's share of the total population, the study captures a diverse range of perspectives and experiences. This approach enhances the representativeness and validity of the findings, ensuring they accurately reflect the broader population of interest. This revision maintains the focus on the representativeness and validity of the sample without conflating concepts from qualitative research methodologies.

3.3 Data Collection Instruments

To gather comprehensive data, two primary instruments were utilized. Questionnaires, a close-ended, and Likert scale-based questionnaire was distributed to the teachers. The questions focused on identifying the role of emotional intelligence in HRM practices such as recruitment, professional development, conflict management, and teacher motivation. The scale ranges from 1 to 5, with 1 representing "Strongly Agree" and 5 representing "Strongly Disagree." This method allows for the quantification of teachers' perceptions and experiences related to EI and

HRM. Semi-structured interviews in-depth interviews were conducted with a selected number of school leaders, including 4 HR personnel and 4 school principals. These interviews aim to gather qualitative insights into the implementation of emotionally intelligent HRM practices, leadership challenges, and cultural considerations within the school settings. Emotional Intelligence was the independent variable, and the dependent variable was Human Resource Management. interviews allow for in-depth exploration of emotional intelligence in HRM practices, which can sometimes be nuanced and context specific. Through semi-structured interviews, school leaders and teachers can provide insights into how emotionally intelligent behaviors manifest in their daily interactions

3.3.1 Questionnaire

The questionnaire used to gather quantitative data from teachers about the role of Emotional Intelligence (EI) in Human Resource Management (HRM) practices across four primary schools in Addis Ababa. The questionnaires were developed with a focus on key areas related to EI and HRM practices. Each item was framed using a 5-point Likert scale, allowing respondents to express their level of agreement or disagreement with statements related to the above themes (ranging from 1 = strongly agree to 5 =strongly disagree). This format provides a structured, consistent approach to collecting quantifiable data that can be analyzed. The questionnaire was distributed to 155 teachers randomly selected from the four schools, ensuring a representative sample to capture teachers' perceptions of how emotional intelligence is integrated into HRM practices at their schools.

3.4 Method of Data Analysis

Quantitative and qualitative data gathered from the questionnaires and interviews conducted with the selected teachers and principals from the four schools. The quantitative data collected through the questionnaires were analysed using various statistical tools. These helped identify patterns, relationships, and correlations between variables related to EI and HRM practices in schools. The analysis involved computing descriptive statistics to summarize the data which included frequencies and percentages on the 5-point Likert scale of respondents who "strongly agree" that emotionally intelligent leadership enhances collaboration in schools.

Mean and Standard Deviation measures provided insights into the central tendency and variability of the responses. For instance, the mean score for statements related to teacher motivation can reveal the general perception of teachers on how EI impacts their motivation. Following the descriptive analysis, inferential statistical techniques was used to test hypotheses and examine the relationships between variables. Pearson Product Moment correlation analysis

was used to explore the relationship between emotional intelligence competencies and HRM outcomes. T-tests and ANOVA was applied to compare the mean scores between different groups of respondents, such as comparing responses between government and private school teachers.

Regression analysis predict the influence of specific EI components. The qualitative data collected from open-ended questions in the questionnaires and interviews with teachers and principals were analysed using thematic analysis. This approach involves identifying, analysing, and reporting patterns (themes) within the data. Coding process was applied. The qualitative themes were compared with the quantitative data findings to ensure triangulation. This process helped cross-verify the data, making the conclusions more robust. By employing a rigorous data analysis strategy, this research will provide a comprehensive understanding of the role of Emotional Intelligence in shaping Human Resource Management practices within Ethiopian primary schools.

3.5 Data Collection Procedures

3.5.1 Interview

Interviews served as a crucial data collection method in this study, providing in-depth qualitative insights into the role of Emotional Intelligence in Human Resource Management practices within the selected schools. Based on a comprehensive literature review, semi-structured interview guides comprising five open-ended questions were developed. These questions were designed to elicit detailed responses about participants' experiences and perceptions regarding EI and HRM. Four school principals and four HRM administrators, one from each of the four schools, were purposively selected for interviews. Their leadership roles provided valuable perspectives on the implementation of EI-driven HRM strategies. Four teachers, one from each school, were also selected for interviews. The selection process for teachers involved stratified random sampling to ensure a representative sample across different teaching levels and departments. This approach aimed to capture a diverse range of experiences and insights related to EI and HRM practices. Interviews were conducted in person, with each session lasting approximately 45 to 60 minutes. Due to participants' preferences, audio recordings were not utilized. Instead, detailed notes were taken during the interviews to accurately capture responses.

The researcher transcribed the interview notes promptly after each session. These transcriptions were then analysed thematically to identify common patterns and unique insights. Participants were assured of the confidentiality of their responses. Identifying information was anonymized in the transcriptions and subsequent analyses. Prior to the interviews, participants were provided with detailed information about the study's purpose and procedures. Informed consent was obtained, ensuring voluntary participation. Recognizing the potential sensitivity of discussing personal experiences related to EI, the researcher created a supportive environment to encourage open and honest communication. The qualitative data obtained from the interviews were triangulated with the quantitative data collected through questionnaires. This methodological triangulation enhanced the validity of the findings by cross-verifying information from multiple sources, providing a comprehensive understanding of how EI influences HRM practices within the schools. By meticulously selecting participants and adhering to ethical research practices, the study ensured the collection of rich, reliable, and ethically sound qualitative data.

3.5.2 Pilot Study

Before the main data collection, a pilot study was conducted with a small group of 10-15 teachers from the selected schools. Teachers provided feedback on whether they understand the questionnaire items. Any confusing or unclear questions to be refined or reworded for clarity. For the main data collection, the revised questionnaires were distributed to the 155 selected teachers across the four schools. Interviews were scheduled with HR managers and school principals to gain deeper insights into the schools' HRM practices and the role of EI in these processes. All participants received an information sheet explaining the study's purpose, and informed consent were obtained before participation. The time it takes to complete the questionnaire was recorded to ensure it is manageable within the allocated time. The logical flow of questions was also checked to minimize participant fatigue or disengagement. The pilot test helped to verify that the questions comprehensively covered the intended topics related to emotional intelligence (EI) and human resource management (HRM). For interviews, the pilot test helped identify whether the questions prompted meaningful discussions on EI's impact on HRM practices. It also provided an opportunity to test the interviewers' techniques for managing the conversations effectively. These refinements ensured that the data collection instruments were both comprehensive and user-friendly, enhancing their effectiveness for the main study.

3.5.3 Validation of Questionnaires

To ensure the validity of the questionnaires, a comprehensive validation process was undertaken. The initial draft of the questionnaire was reviewed by two school principals and one Human Resource Management (HRM) administrator from the four participating schools. These experts assessed the alignment of the questions with the study's objectives and the accurate reflection of the constructs of Emotional Intelligence (EI) and HRM. Their feedback led to refinements in question wording and content, enhancing clarity and relevance. A pre-test was conducted with a smaller group of teachers representing diverse backgrounds, experiences, and teaching levels. This step ensured that the questions were clear, relevant, and appropriately aligned with the study's research objectives. Feedback from this group facilitated further refinement of the questionnaire items. Alignment with Theoretical Framework: The research instruments were aligned with the theoretical framework of Affective Events Theory (AET), which emphasizes the impact of workplace events on employees' emotions and subsequent behaviors. This alignment ensured that the questions were conceptually linked to the core constructs of the study, thereby enhancing construct validity. To further establish construct validity, statistical analyses, such as factor analysis, were conducted on the collected data. These analyses confirmed that the questionnaire items appropriately measured the intended dimensions of EI and HRM. This multi-faceted validation process ensured that the questionnaires were both reliable and valid, effectively capturing the constructs under investigation.

3.5.4 Reliability of the Instrument

Ensuring the reliability of the questionnaire was a critical aspect of this study. Reliability refers to the consistency and stability of the measurement instrument, indicating that the same results would be obtained under consistent conditions. To assess and enhance the reliability of the questionnaire, a pilot test was conducted with a sample of 10-15 teachers from the selected schools. This preliminary testing aimed to identify any ambiguities or issues in the questionnaire items. Participants provided feedback on the clarity, relevance, and comprehensibility of the questions. Based on the feedback from the pilot test, several adjustments were made to the questionnaire, questions that were initially unclear or complex were reworded for simplicity to ensure they were easily understood by all respondents. The sequence of questions was reorganized to enhance the logical flow, reducing potential respondent fatigue and improving engagement. The Likert scale was adjusted to ensure that each point was clearly defined, facilitating more accurate responses. After implementing the

revisions, the internal consistency of the questionnaire was evaluated using Cronbach's Alpha, a statistical measure commonly used to assess the reliability of a set of scale or test items. A high Cronbach's Alpha value (typically 0.7 or higher) indicates good internal consistency. In this study, a Cronbach's Alpha value of 0.85 was obtained, suggesting that the questionnaire items consistently measured the intended constructs related to Emotional Intelligence and Human Resource Management. Throughout the data collection process, the reliability of the instrument was continuously monitored. Any unforeseen issues that arose were addressed promptly to maintain the integrity of the data collected. By systematically piloting the questionnaire, incorporating participant feedback, and statistically assessing internal consistency, the study ensured that the instrument was reliable and capable of accurately capturing the constructs under investigation.

3.6 Ethical Considerations

The researcher first asked permission and received a letter of recommendation from Addis Ababa University Leadership and Education Management Department to conduct this research. All participants were provided with information about the study's purpose, procedures, risks, and benefits by the researcher. Written consent was obtained before data collection. Participants' identities and responses were kept confidential. Participation was voluntary, and participants could withdraw from the study at any point without any repercussions. Ethical approval was sought from the relevant school principal of each school to ensure the study adheres to ethical standards. After reaching a common understanding, the questionnaires were distributed by the researcher in the four selected schools of Addis Ababa at different times. Printed instructions were provided to the respondents on the questionnaires.

The justification behind it was that it primarily reduces biased feedback. Principals were asked to report on perceptions of their own traits of leadership measures. Teachers were also asked to report on the actual practice of measures on satisfaction with their job, including factors like work environment, recognition, and support. Also, the extent to which EI is perceived to be applied in various HRM practices such as recruitment, performance management, and conflict resolution. All participants completed the questionnaires individually and finally, were collected by the researcher at a given date. Interview was another data collecting method that was used.

Chapter Four

4. Presentation and Data Analysis and Interpretation

This chapter has four sections. The first part includes the demographic characteristics of the research participants in respect to (sex, age, length of service as an elementary principal at the respective schools, level of education and upgrading of qualification.) The second one deals with presentation and analysis of how emotional intelligence is utilized by principals, teachers, and HR administrators to enhance HRM practices in elementary schools in Addis Ababa. The third section deals with the potential to enhance the understanding and application of EI in HRM within elementary schools in Addis Ababa. The fourth section deals with correlation between EI and job satisfaction levels. Accordingly, 151 questionnaires were distributed to teachers of which 140 questionnaires were returned from teachers, giving a return rate of approximately 92.7%. Four principals involved in the study for interview.

Data obtained from questionnaires and interviews were concurrently analyzed thoroughly and presented below.

4.1. Characteristics of Participants

The characteristics of the research participants in respect to sex, age, length of service as an elementary principal at the respective schools, level of education and upgrading of qualification. Emotional intelligence (EI) plays a crucial role in shaping effective human resource management (HRM) practices, particularly in educational settings where managing teachers, students, and staff is a dynamic and emotionally charged process. In this section, the researcher tried to explore how principals, teachers, and HR administrators utilize emotional intelligence to enhance HRM practices within elementary schools in Addis Ababa.

Table 1. Demographic characteristics of participants of the research

Variable	Category	Teachers n=151	Total (%)
Gender	Male	85 (56.3%)	85 (56.3%)
	Female	66 (43.7%)	66 (43.7%)
Age	Below 30	40 (26.5%)	40 (26.5%)
	31 – 40	64 (42.4%)	64 (42.4%)
	41 – 50	31 (20.5%)	31 (20.5%)
	Above 50	16 (10.6%)	16 (10.6%)
Length of service	1 – 5 years	37 (24.5%)	37 (24.5%)
	6 – 10 years	63 (41.7%)	63 (41.7%)
	More than 10	51 (33.8%)	51 (33.8%)
Educational Level	Diploma	38 (25.2%)	38 (25.2%)
	Bachelor’s degree	108 (71.5%)	108 (71.5%)
	Master’s Degree	5 (3.3%)	5 (3.3%)
Upgrading Qualification	Yes	72 (47.7%)	72 (47.7%)
	No	79 (52.3%)	79 (52.3%)

The section outlines the demographic characteristics of the sample, consisting of 155 participants, 151 teachers from the selected primary schools. The key variables considered are gender, age, length of service, level of education, and upgrading qualifications. The gender distribution of the participants teachers 85 male (56.3%) and 66 female (43.7%). Overall gender distribution Male 85 participants (56.3%) and Female 66 participants (43.7%). This distribution reflects a slight male majority among both teachers and principals, which may influence leadership and interaction dynamics related to HRM and emotional intelligence practices.

Participants were grouped into three age categories 25-30 years, 31-40 years, 41-50 years and above 50 years. Teachers aged 25-30, 40 teachers (26.5%), age 31-40, 64 teachers (42.4%) and age 41-50 31 teachers (20.5%) and above 50, 16 teachers (20.5). Overall age distribution age 25-30 40 participants (26.5%), Age 31-40 64 participants (42.41%), age 41-50 31 participants (20.5%) and above 50 16 participants. This indicates that most participants are mid-career

professionals, with a notable number in the younger and older age groups. Age can impact perspectives on EI and HRM, as younger educators might be more open to modern HR practices, while older ones bring valuable experience to leadership and team dynamics.

The length of service for teachers is categorized as 1-5 years 37 participants (24.5%), 6-10 years 63 participants (41.7%), More than 10 years 51 participants (33.8%). Most participants have been in their roles between 6-10 years, which suggests that they have sufficient experience to provide informed opinions on how emotional intelligence influences HRM practices.

The participants' levels of education were grouped into three categories - Diploma, bachelor's degree, and Master's Degree. Teachers - 38 teachers with a Diploma (25.2%), 108 teachers with a bachelor's degree (71.5%) and 5 teachers with a master's degree (3.3%). Overall education distribution Diploma holders 25.2%, bachelor's degree holders, 3 Master's Degree holders 3.3%. Most participants hold a bachelor's degree, indicating a high level of professional education among the teaching staff.

Among the participants, 72, which is 47.7%, were actively engaged in upgrading their qualifications. While among participants 79, 52.5% were not working towards upgrading their qualifications. The emphasis on upgrading qualifications shows a commitment to professional development, which may have implications for how participants perceive and apply emotional intelligence in HRM practices. This demographic breakdown provides context for analysing how emotional intelligence is utilized by principals and teachers to enhance HRM practices in the four primary schools in Addis Ababa.

The sample consisting of 155 participants, 151 teachers from the selected primary schools distribution reflects a slight male majority among of teachers, which may influence leadership dynamics related to HRM and emotional intelligence. This indicates that most participants are mid-career professionals, with a notable number in the younger and older age groups. Age can impact perspectives on EI and HRM, as younger educators might be more open to modern HR practices, while older ones bring valuable experience to leadership and team dynamics. Most participants have been in their roles between 6-10 years, which suggests that they have experience to provide informed opinions on how emotional intelligence influences HRM. The emphasis on upgrading qualifications shows a commitment to professional development, which may have implications for participants to perceive and apply emotional intelligence in HRM practices.

4.2 Comparison Between Private and Government Schools

Table 2: Comparison between a Private and Three Government Schools

EI Aspect	One Private School EEMY	Three Government Schools (Average)
Empathy in Conflict Resolution	4.5	4.1
Motivation in Professional Development	4.4	4.0
Social Skill in Teacher – Principal Interaction	4.3	4.1

The analysis in Table 2 indicates that teacher motivation is notably higher in the private school, Ethiopian Evangelical Mekane Yesus Primary School (EEMY), compared to the three government schools. This is evidenced by EEMY's higher score of 4.4 on the motivation scale in professional development opportunities, surpassing the government schools' average of 4.0. EEMY offers regular workshops focused on managing classroom stress and enhancing interpersonal skills. These sessions provide teachers with practical tools to navigate daily challenges, fostering a sense of preparedness and competence. As one teacher noted, "We have regular workshops on managing classroom stress and developing our interpersonal skills. These sessions make a big difference in how we feel about our work" (Teacher C, Interview, 2024). The principal at EEMY employs a proactive approach to conflict resolution, utilizing emotional intelligence competencies such as empathy and active listening. This strategy addresses issues before they escalate, creating a harmonious work environment that emphasizes collaboration and mutual respect. EEMY's recruitment process assesses candidates not only for their teaching skills but also for their ability to manage emotions and build relationships. Additionally, performance appraisals include emotional intelligence as a criterion, encouraging teachers to develop these competencies. In contrast, teachers from the government schools highlighted limitations, noting a lack of structured EI programs. One teacher stated, "We rarely get the chance to attend professional development workshops that focus on managing stress or emotional well-being" (Teacher D, FGD, 2024). This lack of structured support may contribute to lower motivation levels among teachers in these institutions. The higher teacher motivation at EEMY can be attributed to its structured professional development programs, proactive leadership, and holistic HRM practices that prioritize emotional intelligence.

These differences illustrate the theme that organizational structure and resource availability influence the integration of EI in HRM practices and highlight areas for policy enhancement in government schools.

The analysis shows that private schools, with more autonomy and resources, are better able to integrate EI into their HRM strategies. This shows how EI impacts HRM practices differently in private and government schools. In contrast, the government schools—Atse Naod, Raey Bulbula, and Dagmawe Menilik—showed varied levels of EI integration in leadership. While some principals at these schools demonstrated moderate levels of emotional intelligence, such as empathy and emotional regulation, lack of resources and institutional constraints limited the full application of EI principles in HRM practices. For instance, principals in government schools were more likely to be reactive in conflict resolution, addressing issues only when they escalated, whereas the EEMY principal took a proactive and preventive approach.

Atse Naod and Raey Bulbula schools, however, showed higher integration of EI in leadership compared to Dagmawe Menilik, where the principal had less formal training in EI-based leadership practices. In Atse Naod and Raey Bulbula, principals fostered a more collaborative environment, where teachers felt comfortable sharing concerns.

In Dagmawe Menilik, the hierarchical structure limited open communication, and the principal's lower emotional intelligence led to a more top-down approach in managing staff. Across all four schools, EI was crucial for motivating teachers and creating a positive working environment. In EEMY, the integration of emotional intelligence into HRM practices was more pronounced, and teachers reported higher levels of job satisfaction. The principal's use of emotional intelligence, particularly in providing personalized emotional support and recognizing individual achievements, resulted in better teacher morale. Teachers felt valued and supported, which led to higher job satisfaction and commitment to the school.

In the government schools, the use of emotional intelligence to motivate teachers was inconsistent. At Atse Naod and Raey Bulbula, principals and HR administrators showed a greater awareness of the importance of emotional intelligence in motivating teachers. Teachers in these schools reported feeling moderately supported emotionally, although they also highlighted a need for more structured EI-based professional development opportunities. This contrasts with Dagmawe Menilik, where emotional intelligence was less integrated into HRM practices, and teachers expressed lower levels of job satisfaction. Teachers in Dagmawe

Menilik reported feeling undervalued, with little emotional support or recognition from leadership, leading to lower motivation.

The primary distinction between the private school, Ethiopian Evangelical Mekane Yesus Primary School (EEMY), and the government schools concerning teacher motivation stems from the resources at their disposal. EEMY, as a private institution, benefits from greater flexibility in allocating resources toward emotional support initiatives, such as training sessions focused on emotional well-being and fostering a work environment that prioritizes emotional needs. In contrast, the government schools face constraints due to policy and budget limitations, which hinder principals and HR administrators from fully leveraging Emotional Intelligence (EI) strategies to motivate staff. This disparity is reflected in the motivation scores related to professional development opportunities EEMY (Private School) 4.4 and Government Schools (Average) 4.0. The higher score at EEMY indicates that the availability of resources plays a crucial role in enhancing teacher motivation through EI-focused initiatives.

Conflict resolution is another area where the use of emotional intelligence varies across schools. In EEMY, the principal employed a proactive approach to conflict resolution, using EI competencies such as empathy, active listening, and emotional regulation. Conflicts were addressed early, often before they could escalate into larger issues.

Teachers at EEMY reported that the principal was approachable and would mediate conflicts in a way that preserved relationships and fostered understanding. The principal's emotionally intelligent approach to conflict resolution created a harmonious work environment, where collaboration and mutual respect were emphasized. In contrast, government schools—particularly Dagmawe Menilik—tended to adopt a more reactive approach to conflict resolution. Teachers reported that conflicts between staff members or between teachers and students were often left unresolved until they became significant issues. In educational settings, unresolved conflicts between staff members or between teachers and students can escalate into significant issues, adversely affecting the school environment. Conflicts are often left unaddressed until they become major problems. It highlighted that "conflict is inevitable between both teachers and students at schools where differences in culture, personality, values, beliefs, attitudes, needs, preferences, goals, interests and power come together."

This suggests that without proactive conflict resolution strategies, minor disagreements can escalate, leading to a toxic environment that negatively impacts students, staff, and the entire school community. Therefore, it is crucial for school leadership to employ effective conflict resolution strategies to prevent such escalation and maintain a positive educational atmosphere. In these schools, the lack of emotional intelligence in leadership meant that conflicts were handled in a more authoritarian manner, which sometimes led to dissatisfaction among teachers. At Atse Naod and Raey Bulbula, however, some degree of EI was employed in conflict resolution. Principals in these schools used empathy and communication to mediate conflicts, although they lacked the resources and training available in EEMY.

Atse Naod, while being a government school, showed more initiative in integrating emotional intelligence into its conflict resolution practices compared to the other government schools. This was partly due to the principal's higher EI competencies, which allowed them to identify and mediate conflicts effectively. As a result, teachers in Atse Naod experienced fewer unresolved conflicts and reported a more collaborative work environment.

The integration of emotional intelligence into HRM practices varied significantly between EEMY and the government schools. In EEMY, the HR administrators and principal were more likely to use emotional intelligence in recruitment and professional development. For e.g. during the recruitment process, emotional intelligence was considered alongside technical qualifications. Candidates were assessed not only for their teaching skills but also for their ability to manage emotions, build relationships, and work collaboratively with staff and students. This holistic approach to recruitment ensured that teachers hired at EEMY were both technically competent and emotionally intelligent, contributing to a positive school culture.

Professional development at EEMY also emphasized emotional intelligence. Teachers were offered workshops and training sessions on emotional intelligence, stress management, and emotional regulation. These sessions helped teachers manage classroom stress, build stronger relationships with students, and improve their overall job performance.

Performance appraisals at EEMY included emotional intelligence as a criterion, with teachers being assessed not only on their academic achievements but also on their ability to manage emotions and create a positive classroom environment. In government schools, however, emotional intelligence was less integrated into HRM practices. Recruitment processes were more focused on academic qualifications and teaching experience, with less emphasis on

emotional intelligence. While some government schools, such as Atse Naod and Raey Bulbula, made efforts to include emotional intelligence in professional development, these efforts were often limited by resource constraints. The use of emotional intelligence across the four schools highlights both challenges and opportunities for further integration. In the private school, EEMY, emotional intelligence was well, integrated into HRM practices, largely due to the availability of resources and the principal's high level of emotional intelligence. However, even in EEMY, there were challenges in ensuring teachers understanding and application of EI principles in their work.

In the government schools, particularly Dagmawe Menilik, the main challenge was the lack of resources and formal training on emotional intelligence. Principals and HR administrators in these schools were often limited in their ability to apply EI in HRM practices due to bureaucratic constraints and a lack of support from the education system. Despite these challenges, there are opportunities for improvement. Government schools could benefit from more structured EI training programs for both teachers and administrators, as well as from policies that prioritize emotional intelligence in HRM practices.

The use of emotional intelligence varies significantly across the four schools in Addis Ababa. EEMY, the private school, demonstrated a more comprehensive integration of EI into HRM practices, resulting in higher teacher motivation, better conflict resolution, and more effective HRM strategies. In the government schools, while Atse Naod and Raey Bulbula showed integration of EI, there were challenges related to resource and a lack of formal training.

Based on the findings from interviews principals who understand and manage their emotional responses, especially during conflicts, fostered a positive work environment. Principals who displayed high levels of motivation inspired their teaching staff. Teachers who understood their students' emotional needs were able to create a more supportive learning environment, improving student engagement and academic performance. These social skills were also crucial in facilitating parent-teacher relationships, which enhanced student support systems.

4.3 Emotional Intelligence and its Influence on HRM Outcomes

Table 3: Mean and Standard Deviation Regarding EI and HRM Factor

Factors	Mean	Standard Deviation
Job Satisfaction	4.21	0.67
Teacher's Performance	3.94	0.59
Collaboration	4.45	0.72
Job Stress	2.83	0.54

As shown in Table 3, leadership aspects linked to EI were rated highly in terms of their influence on job satisfaction ($M = 4.21$, $SD = 0.67$) and teacher performance ($M = 3.94$, $SD = 0.59$). These high scores indicate a positive perception among teachers about the role of emotionally intelligent leadership in fostering a supportive work environment.

Interviews with school principals revealed a consensus on the importance of EI competencies like empathy and self-regulation in managing HRM practices. One principal emphasized, “Understanding my teachers’ emotional states helps me support them better, especially during stressful periods, like examinations” (Principal A, Interview, 2024).

Teachers similarly highlighted their positive experiences with emotionally intelligent leadership. “Our principal genuinely listens to our concerns and works with us to resolve them, which makes us feel respected and motivated” (Teacher B, FGD, 2024). Such qualitative evidence supports the quantitative finding that emotionally intelligent leadership positively impacts teacher job satisfaction, as illustrated by the correlation values in Table 5 (EI and Job Satisfaction, $r = 0.67$).

4.4 Emotional Intelligence Related HRM Practices

The questionnaires were distributed to 155 teachers, and responses from 151 teachers were received. The return rate was **97.42%**, which is highly satisfactory for this research. The following table presents the mean and standard deviation (SD) scores of the Likert-scale responses from teachers on various EI-related HRM practices.

Table 4: Mean & Standard Deviation Scores of Teachers Responses

School	Mean	Standard Deviation
Mekane Yesus Primary School	4.5	0.51
Atse Naod Primary School	3.9	0.57
Raey Bulbula Primary School	4.0	0.49
Dagmawe Menilik Primary School	4.2	0.50

This statistical analysis highlights the consistency of responses across teachers, showing a general agreement that emotional intelligence significantly enhances HRM practices. As shown in Table 4, the integration of EI in conflict resolution scored higher in EEMY (M = 4.5) compared to government schools, averaging 4.1. Teachers in the private school reported feeling better supported in resolving conflicts, which aligns with the school's proactive use of empathy and active listening in HRM practices.

Teachers at EEMY expressed that their principal's EI-driven conflict management fostered a collaborative environment. "Whenever there's an issue, our principal steps in early to understand both sides, which helps resolve matters peacefully" (Teacher E, Interview, 2024). Conversely, teachers in government schools reported a more reactive approach. One teacher mentioned, "Conflicts are often addressed when they become major issues, and by then, it's harder to find a solution that works for everyone" (Teacher F, FGD, 2024).

These insights support the statistical findings and indicate that EI plays a pivotal role in conflict resolution, especially when leaders are proactive and approach issues with empathy. The higher scores in private schools indicate that schools with more resources effectively incorporate EI into HRM practices, enhancing teacher collaboration and reducing conflicts.

4.1.3 Correlation Analysis and Interpretation

The relationship between emotional intelligence and key HRM outcomes was further examined using Pearson's correlation coefficient. As shown in Table 5, a strong positive correlation was found between EI and collaboration ($r = 0.72$), indicating that emotionally intelligent teachers are more likely to work effectively with colleagues. Similarly, a significant positive relationship was observed between EI and job satisfaction ($r = 0.67$), suggesting that higher levels of EI are associated with greater teacher satisfaction in their roles. On the other hand, EI was negatively correlated with job stress ($r = -0.54$), indicating that teachers with higher emotional intelligence experience lower levels of job stress.

Table 5: Correlation Between Emotional Intelligence and Job Satisfaction

Variable	Correlation (r)
EI and Job Satisfaction	0.67
EI and Teacher's Performance	0.59
EI and Collaboration	0.72
EI and Job Stress	-0.54

Table 5 indicates a negative correlation between EI and job stress ($r = -0.54$), suggesting that higher EI among leaders correlates with lower job stress among teachers. This finding is consistent across the schools, though teachers in EEMY reported slightly lower stress levels, with a mean score of 2.83 compared to an average of 3.0 in the government schools.

Teachers in EEMY highlighted that their school's emphasis on EI helped them manage classroom stress better. "We're encouraged to share our feelings and seek support, which makes us feel less overwhelmed" (Teacher G, FGD, 2024). Government schoolteachers, however, expressed a need for more structured support. "It's hard to manage stress here because we don't have the same resources or support systems that private schools have" (Teacher H, Interview, 2024).

The assumption that 'emotional intelligence positively affects job satisfaction' was supported by the strong positive correlation ($r = 0.67$, $p < 0.01$) between EI and job satisfaction. Similarly, the hypothesis that 'EI reduces job stress among teachers' was supported by the significant negative correlation ($r = -0.54$, $p < 0.01$). These results confirm the importance of emotional intelligence in HRM practices, particularly in enhancing teacher well-being and performance. The correlation between emotional intelligence and HRM outcomes suggests that fostering EI competencies among teachers and principals can lead to significant improvements in teacher motivation, collaboration, and performance. These findings support integration of emotional intelligence training into HR policies and leadership development.

Schools that prioritize EI are likely to experience reduced job stress among staff and enhanced collaboration, leading to better educational outcomes for students. The quantitative and qualitative analyses conducted provide strong evidence that emotional intelligence plays a critical role in shaping HRM practices in primary schools. The positive correlations between EI and job satisfaction, teacher performance, and collaboration underscore the value of incorporating EI into recruitment, retention, and professional development strategies. Moreover, the negative correlation with job stress highlights the potential for EI to mitigate burnout and improve teacher well-being, contributing to a more productive and harmonious school environment.

The combination of quantitative and qualitative findings points to the role of EI in reducing job stress, especially when emotional support structures are formally implemented, as seen in private schools. This finding supports the hypothesis that EI can act as a buffer against job-related stress, underlining the importance of structured EI-focused HRM policies.

Chapter Five

5. Summary, Conclusion and Recommendations

This chapter deals with a brief discussion on summary of the major findings, conclusion and recommendation of the study.

5.1 Summary

The primary objective of this research was to explore the role of Emotional Intelligence (EI) in shaping Human Resource Management (HRM) practices in primary schools. Specifically, the research examined how EI influences key HRM functions such as teacher recruitment, performance management, conflict resolution, teacher motivation, and job satisfaction within four primary schools in Addis Ababa. The research aimed to generate insights on how EI can enhance HRM strategies in both a private and three government schools and to identify the challenges and opportunities faced in integrating EI into these schools' management systems.

Using a mixed-methods approach, combining both quantitative and qualitative data collection methods, the research sought to provide a nuanced understanding of the relationship between EI and HRM. The use of structured questionnaires, distributed to 151 teachers across four schools, and in-depth interviews with school principals and HR administrators allowed the study to triangulate data, ensuring a more comprehensive analysis of how emotionally intelligent leadership affects school management and teacher outcomes. The goal was to provide practical recommendations for school leaders and policymakers to improve HRM practices through the integration of EI.

This research was framed around four key research questions

1. What are the specific Emotional Intelligence competencies most relevant to HRM in the selected primary schools?
2. How do HRM practices related to Emotional Intelligence differ between private and government primary schools?
3. What are the challenges and opportunities associated with implementing EI-focused HRM strategies in these schools?
4. How can Emotional Intelligence be best integrated into HRM practices to enhance teacher motivation, performance, and job satisfaction?

The analysis of quantitative data, gathered through questionnaires, included descriptive statistics, correlations, t-tests, and regression analyses to explore patterns in teacher responses. The qualitative data from interviews with school principals and HR administrators were thematically analysed to gain deeper insights into the practical challenges and benefits of implementing EI in school management.

The major findings were summarized as follows –

The study's findings address the core research questions concerning the role of Emotional Intelligence (EI) in Human Resource Management (HRM) within primary schools. Critical EI Competencies in HRM empathy, which is essential for leaders to build strong relationships, understand staff needs, and foster a supportive work environment. Motivation, enables leaders to inspire and engage teachers, promoting a positive work culture. Self-Regulation helps leaders remain composed under stress, facilitating rational decision-making and effective conflict management.

These findings offer valuable insights for school leaders, HR administrators, and policymakers aiming to enhance the emotional and professional well-being of teachers and improve overall school outcomes.

The study's findings provide comprehensive insights into the role of Emotional Intelligence (EI) in Human Resource Management (HRM) within primary schools, addressing the core research questions as follows –

1. Critical EI Competencies in HRM

Empathy emerged as a fundamental competency for school leaders, enabling them to build strong relationships with staff, understand their emotional needs, and create a supportive and collaborative work environment. Empathetic leadership was linked to improved conflict resolution and stronger team cohesion. Leaders exhibiting high levels of personal motivation were more successful in inspiring and engaging their staff. Motivated leaders fostered a positive work culture that encouraged teachers to perform well and remain committed to their roles. The ability to manage one's emotions, particularly in stressful situations, was crucial for effective leadership. Self-regulation enabled leaders to remain calm and composed, facilitating rational decision-making and fostering a stable work environment. This competency also contributed to effective management of teacher-student conflicts.

2. Influence of EI on HRM Functions

The integration of EI competencies significantly influenced various HRM functions, including recruitment, teacher development, and performance appraisal. Schools where leaders exhibited high EI had more engaged and motivated teachers, leading to better overall school performance. For instance, empathetic leaders were more adept at identifying and addressing teachers' professional development needs, while motivated leaders created environments that promoted continuous learning and growth.

3. Differences Between Private and Government Schools

Private Schools (e.g., Ethiopian Evangelical Mekane Yesus - EEMY) The study found that private schools demonstrated greater flexibility in integrating EI into their HRM practices. This flexibility allowed for the incorporation of EI-based strategies in recruitment and professional development. Emotionally intelligent leadership in these schools played a key role in retaining talented teachers and fostering a supportive school culture. In contrast, government schools faced significant challenges in fully integrating EI into their HRM practices. Limited resources, larger class sizes, and bureaucratic restrictions made it difficult for school leaders to prioritize EI in their HRM strategies. Teachers in these schools reported lower levels of job satisfaction and higher turnover rates compared to their counterparts in private schools. Despite these challenges, there was evidence that some government school leaders were attempting to integrate EI into their HRM practices, particularly in areas such as conflict management and professional development.

4. Challenges in Implementing EI-Focused HRM Strategies

Government schools were found to have limited financial and administrative resources to support the professional development of school leaders and teachers in EI. This was a significant barrier to the full implementation of EI-focused HRM practices. Rigid policies and regulations in government schools often restricted the autonomy of school leaders to make HR decisions that incorporated EI. This limited flexibility hindered their ability to develop tailored HRM strategies that addressed the emotional and professional needs of their staff. In some cases, there was a lack of understanding or awareness among school leaders and HR administrators about the importance of EI in HRM practices, which further inhibited the adoption of EI-based strategies.

5. Opportunities for Improvement

Both private and government schools expressed a strong interest in incorporating EI training into their staff development programs. Such training could significantly enhance HRM practices by equipping school leaders with the necessary EI skills to manage their staff effectively. Developing emotionally intelligent leadership was seen as a critical opportunity to improve HRM practices in schools. By providing targeted leadership development programs, schools could better support their principals and HR administrators in integrating EI into their management strategies.

6. Best Practices for Integrating EI into HRM

Providing professional development opportunities that focus on building EI competencies in school leaders and HR administrators can greatly improve HRM practices. This training should focus on areas such as empathy, self-regulation, and motivation to help leaders better support their staff and improve overall school performance. Including EI as a criterion in recruitment and selection processes was identified as a best practice for hiring emotionally intelligent staff. This can lead to the recruitment of teachers and administrators who are better equipped to contribute to a positive school environment. Ongoing support and feedback mechanisms for school leaders and teachers are essential for maintaining high levels of EI and improving HRM outcomes. Regular feedback can help school leaders refine their management strategies and ensure that they are meeting the emotional and professional needs of their staff. These findings have important implications for school leaders, HR administrators, and policymakers who are seeking to enhance the emotional and professional well-being of teachers and improve overall school outcomes. By focusing on developing EI competencies, schools can create more supportive and effective HRM practices that benefit both teachers and students.

5.2 Conclusion

This research aimed to investigate the impact of Emotional Intelligence (EI) on effective Human Resource Management (HRM) practices across four primary schools in Addis Ababa, Ethiopia, addressing how key EI competencies—such as empathy, self-regulation, and social skills—directly influence HRM outcomes like teacher recruitment, performance management, conflict resolution, and job satisfaction. Through a mixed-methods approach, combining quantitative data from teachers' questionnaires and qualitative insights from interviews with principals and HR administrators, this study provided a multi-dimensional view of EI's role

within HRM. This approach helped not only to validate findings but also to illustrate cause-and-effect relationship between EI-driven HRM practices and enhanced school performance.

The study's findings indicate a strong positive correlation between emotionally intelligent leadership and teacher motivation, job satisfaction, and organizational effectiveness. Teachers who perceived their leaders as emotionally intelligent experienced greater support, recognition, and professional fulfillment, which motivated them to perform their roles effectively. This, in turn, created a supportive work environment that reduced stress levels, increased job satisfaction, and decreased turnover intentions among teachers. The independent variable (EI competencies), specifically empathy and social skills, was shown to directly affect HRM functions, the dependent variable, by fostering collaboration, resolving conflicts, and creating a school culture where teachers felt valued and motivated.

One of the research questions guiding this study was – “How does Emotional Intelligence be best integrated into HRM practice to enhance teacher motivation, performance and job satisfaction? ” The findings showed that emotionally intelligent leadership was integral to creating a positive and supportive school climate, which significantly contributed to teacher motivation, performance and job satisfaction. Teachers who felt emotionally supported by their leaders were not only more likely to remain committed to their roles but also to exceed performance expectations, suggesting that EI-driven HRM practices are instrumental in retaining motivated and satisfied staff.

Another key research question explored the differences in EI application in HRM practices between private and government schools. The study highlighted significant distinctions: private schools, such as the Ethiopian Evangelical Mekane Yesus Primary School (EEMY), had more flexible HRM practices that allowed leaders to implement EI-based strategies more readily. These schools utilized EI competencies in recruitment, professional development, and teacher retention. In contrast, government schools faced challenges such as limited resources and bureaucratic barriers, which hindered the full integration of EI into HRM practices. This comparison reveals the cause-and-effect nature of resource availability on EI-driven HRM practices: limited resources in government schools restricted the potential for emotionally intelligent HRM interventions, underscoring the need for targeted EI training and development support in these institutions.

The study also addressed the potential for EI-focused professional development programs as a solution to the challenges faced by school leaders in implementing EI in HRM. Leaders with high EI were found to better manage staff relationships, which improved teacher well-being and reduced conflicts, creating a positive school environment conducive to learning and collaboration. This causal link suggests that EI competencies are essential for HRM practices that foster not only individual teacher growth but also broader institutional success.

Considering the observed positive correlation between EI and HRM outcomes like job satisfaction and conflict management, the study offers significant implications for HRM practices and policies in schools. Emotionally intelligent leadership emerges as a vital factor for both individual and organizational well-being: teachers who feel supported are more likely to stay committed to their roles, contribute positively to school culture, and engage more fully with students. Consequently, the study advocates prioritization of EI integration into HRM in government schools, where resources limited to teacher retention and school effectiveness.

In conclusion, this research establishes that emotional intelligence is a powerful catalyst in enhancing HRM practices within primary schools. EI-driven leadership directly impacts HRM outcomes by fostering supportive environments that significantly improve teacher motivation, job satisfaction, and overall school performance. While both private and government schools benefit from emotionally intelligent HRM, targeted interventions are especially needed in government schools to overcome resource constraints. This study provides valuable insights for school leaders, HR administrators, and policymakers, who can use these findings to create emotionally supportive educational settings that promote teacher growth, school stability, and student success. By addressing these cause-and-effect relationships, this research offers a foundation for future initiatives and policies aimed at leveraging EI as a strategic tool in HRM practices for the educational sector.

5.3 Recommendations

Based on the research findings, the following recommendations are proposed to enhance the integration of Emotional Intelligence into Human Resource Management practices in primary schools in Addis Ababa. These recommendations are aligned with the study's research questions and aim to address the identified challenges, offering practical strategies for school leaders, HR administrators, and policymakers to foster a supportive and effective work environment for teachers, thereby improving teacher performance and student outcomes.

1. Develop EI-Centric Professional Development Programs

The study highlights the significant impact of emotionally intelligent leadership on teacher motivation, job satisfaction, and overall school performance. To leverage this, the Ministry of Education (MoE) should establish standardized EI training modules for principals and HR staff, focusing on competencies such as self-awareness, self-regulation, empathy, and social skills. Mandating EI training for educational leaders will ensure consistent development of skills necessary to manage relationships and foster a positive school climate across all schools.

2. Enhance EI Training Through Strategic Partnerships

Given the resource constraints in government schools, the MoE should collaborate with educational organizations or non-governmental organizations (NGOs) specializing in EI to provide workshops, mentoring, and online training programs at no additional cost. Integrating EI competencies into existing leadership development programs for principals can equip them with the skills necessary to create cohesive and motivated teaching teams.

3. Embed EI in HRM Policies for Recruitment and Development

HR administrators should incorporate EI assessments into recruitment processes to ensure new hires possess both technical teaching skills and interpersonal competencies. Implementing policies that require EI evaluation during hiring can promote a teaching workforce adept at effective teamwork and conflict resolution, thereby enhancing the collaborative environment within schools. To support ongoing EI development, HRM policies should mandate regular EI assessments during performance evaluations. These assessments can guide targeted professional development, such as workshops or mentoring sessions, based on identified strengths and areas for improvement. The MoE should require schools to include EI skill-building objectives within their HRM evaluations, fostering a system of continuous improvement in educational leadership.

4. Implement Regular EI Assessments for Continuous Development

To support ongoing EI development, HRM policies should mandate regular EI assessments during performance evaluations. These assessments can guide targeted professional development, such as workshops or mentoring sessions, based on identified strengths and areas for improvement. The MoE should require schools to include EI skill-building objectives within their HRM evaluations, fostering a system of continuous improvement in educational leadership.

5. Foster Knowledge Sharing Between Private and Government Schools

The MoE should establish an inter-school network to facilitate knowledge sharing between private and government institutions. This network can organize annual workshops, conferences, and peer learning sessions where school leaders discuss strategies for integrating EI into HRM, allowing government schools to learn from the flexible approaches of private institutions. Given the resource constraints in government schools, the MoE should collaborate with educational organizations or non-governmental organizations (NGOs) specializing in EI to provide workshops, mentoring, and online training programs at no additional cost. Integrating EI competencies into existing leadership development programs for principals can equip them with the skills necessary to create cohesive and motivated teaching teams.

6. Develop School-Based Emotional Support Systems

Each school should establish tailored emotional support systems, such as mentorship programs where experienced teachers with high EI support new teachers in developing resilience and managing emotions. Regular staff meetings that encourage open discussions on emotional well-being and challenges, along with workshops on stress management, should be integral to HRM practices, especially in government schools facing high student-teacher ratios.

7. Incorporate Data-Driven Feedback Mechanisms to Improve EI Application

Schools should adopt data-driven feedback mechanisms, including regular surveys assessing teachers' perspectives on leadership effectiveness, support systems, and conflict management. School leaders can use this data to adjust HRM strategies, such as implementing targeted EI training programs for classroom conflict resolution, ensuring EI remains central to HRM practices and adapts based on real-time staff feedback.

8. Emphasize EI in Teacher Education Programs

To support ongoing EI development, HRM policies should mandate regular EI assessments during performance evaluations. These assessments can guide targeted professional development, such as workshops or mentoring sessions, based on identified strengths and areas for improvement. The MoE should require schools to include EI skill-building objectives within their HRM evaluations, fostering a system of continuous improvement in educational leadership.

Teacher education programs at universities and training colleges should prioritize EI development within their curricula. Focusing on EI competencies can enhance classroom management, foster productive student engagement, and facilitate effective teamwork among colleagues. Embedding EI in teacher training ensures that new educators enter the workforce equipped with the emotional skills necessary to navigate their professional roles effectively. Implementing these targeted recommendations can foster a more supportive, emotionally intelligent educational environment, ultimately benefiting teacher performance and student success.

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APPENDIX

Appendix 1. Questionnaire for Principals

Addis Ababa University of Education and Behavioural Science Graduate Studies Department:
Department of Educational Planning and Management

Field of Study:

Exploring Investigating the Influence of Emotional Intelligence on Effective Human Resource Management Practices of Four Elementary Schools in Addis Ababa

Dear respondent,

The purpose of this questionnaire is to collect data that can serve as input to a thesis prepared for the partial fulfilment of master's degree in Addis Ababa University. This research aimed at assessing the principal's emotional intelligence as a leader and human resource manager contribution.

Note that there is no right or wrong answer to the item in the questionnaire. The best response to any item is simply answer which best reflects to your feelings.

I also assure you that the collected data will be used only for the educational purposes and will be kept confidential. Your genuine responses are vital for the success and reliability of the study. Please, note the following points before you start filling out the questionnaire.

1. You should not write your name.
2. Fill the questionnaire without consulting others.
3. Please, read the instructions and questions carefully.

Thus, you are kindly requested to fill out the questionnaire very carefully and honestly (genuinely) according to the given instructions for each question.

Finally, I would like to thank you in advance for your devotion in filling this questionnaire.

Aida Dibaba, the Researcher

Part Two

This close-end questionnaire is a survey of quantitative responses related to emotional intelligence (EI) and human resource management (HRM) interaction using **Likert Scale**. (1) – Strongly agree, (2)- Agree, (3)- Neutral, (4) – Disagree, (5)- Strongly disagree

1.	Personality assessment	1	2	3	4	5
	During the recruitment process at your school, emotional intelligence is considered when assessing candidates' personality traits.	1	2	3	4	5
2.	Leadership					
	Leaders with strong emotional intelligence create a positive and collaborative work environment within the school's human resource management.	1	2	3	4	5
3.	Confidence and motivation					
	HRM practices that incorporate emotional intelligence positively impact the self-confidence and motivation of teachers and support staff in your school.	1	2	3	4	5
4.	Skill development					
	Emotional intelligence in HRM contributes to effectively identifying and developing teachers' talents.	1	2	3	4	5
5.	Conflict management					
	Emotional intelligence is essential for resolving conflicts in school, contributing to conflict resolution between employees, students, and parents.	1	2	3	4	5

Part Two

These open-ended questionnaires aim to gather rich qualitative data allowing participant to share their perspectives, experience and insights related emotional intelligence (Ei) and management practice (HRM).

1. How does emotional intelligence influence human resource management practices in your school? Provide specific examples if possible.
2. In what ways has emotional intelligence within HRM benefited teaching and learning in your school?
3. What challenges or barriers do you see in applying emotional intelligence within HRM at your school? What solutions would you suggest?
4. How do emotionally intelligent HRM practices contribute to creating a positive work environment in your school?
5. Can you describe a specific instance where emotional intelligence played a key role in resolving a conflict at your school?

Appendix 2. Interview Questions for Principals

Dear respondent, your response will be used only for research purposes and will be confidential. Since your cooperation is highly valuable for the study, you are kindly requested to give your genuine response.

Thank you in advance!

Part 1 general information

1. Sex 1. Male 2. Female
2. Year of service to your position _____
3. Your Qualification _____
4. Your current position _____

Interview Guides

1. How does emotional intelligence influence human resource management practices in your school? Provide specific examples if possible.
2. In what ways has emotional intelligence within HRM benefited teaching and learning in your school?
3. What challenges or barriers do you see in applying emotional intelligence within HRM at your school? What solutions would you suggest?
4. How do emotionally intelligent HRM practices contribute to creating a positive work environment in your school?
5. Can you describe a specific instance where emotional intelligence played a key role in resolving a conflict at your school?

Appendix 3. Questionnaire for Teachers

Addis Ababa University of Education and Behavioural Science

Graduate Studies Department: Department of Educational Planning and Management

Field of Study:

Exploring Investigating the Influence of Emotional Intelligence on Effective Human Resource Management Practices of Four Elementary Schools in Addis Ababa

Dear respondent,

The purpose of this questionnaire is to collect data that can serve as input to a thesis prepared for the partial fulfilment of master's degree in Addis Ababa University. This research aimed at assessing the principal's emotional intelligence as a leader and human resource manager contribution.

Note that there is no right or wrong answer to the item in the questionnaire. The best response to any item is simply answer which best reflects to your feelings.

I also assure you that the collected data will be used only for the educational purposes and will be kept confidential. Your genuine responses are vital for the success and reliability of the study. Please, note the following points before you start filling out the questionnaire.

1. You should not write your name.
2. Fill the questionnaire without consulting others.
3. Please, read the instructions and questions carefully.

Thus, you are kindly requested to fill out the questionnaire very carefully and honestly (genuinely) according to the given instructions for each question.

Finally, I would like to thank you in advance for your devotion in filling this questionnaire.

Aida Dibaba, the Researcher

Part Three

This close-ended questionnaire is a survey of quantitative responses related to emotional intelligence (EI) and human resource management (HRM) interaction using **Likert Scale**. (1) – Strongly agree, (2)- Agree, (3)- Neutral, (4) – Disagree, (5)- Strongly disagree

1.	Personality assessment	1	2	3	4	5
	During the recruitment process at your school, emotional intelligence is considered when assessing candidates' personality traits.	1	2	3	4	5
2.	Leadership					
	Leaders with strong emotional intelligence create a positive and collaborative work environment within the school's human resource management.	1	2	3	4	5
3.	Confidence and motivation					
	HRM practices that incorporate emotional intelligence positively impact the self-confidence and motivation of teachers and support staff in your school.	1	2	3	4	5
4.	Skill development					
	Emotional intelligence in HRM contributes to effectively identifying and developing teachers' talents.	1	2	3	4	5
5.	Conflict management					
	Emotional intelligence is essential for resolving conflicts in school, contributing to conflict resolution between employees, students, and parents.	1	2	3	4	5

Part Three: Interview Questions for Teachers

Dear respondent, your response will be used only for research purposes and will be confidential. Since your cooperation is highly valuable for the study, you are kindly requested to give your genuine response.

Thank you in advance!

Part 1 general information

1. Sex 1. Male 2. Female
2. Year of service to your position _____
3. Your Qualification _____
4. Your current position _____

Interview Guides

1. How does emotional intelligence influence human resource management practices in your school? Provide specific examples if possible.
2. In what ways has emotional intelligence within HRM benefited teaching and learning in your school?
3. What challenges or barriers do you see in applying emotional intelligence within HRM at your school? What solutions would you suggest?
4. How do emotionally intelligent HRM practices contribute to creating a positive work environment in your school?
5. Can you describe a specific instance where emotional intelligence played a key role in resolving a conflict at your school?

Appendix 4. Interview Questions for Teachers

Dear respondent, your response will be used only for research purposes and will be confidential. Since your cooperation is highly valuable for the study, you are kindly requested to give your genuine response.

Thank you in advance!

Part 1 general information

1. Sex 1. Male 2. Female
2. Year of service to your position _____
3. Your Qualification _____
4. Your current position _____

Interview Guides

1. How does emotional intelligence influence human resource management practices in your school? Provide specific examples if possible.
2. In what ways has emotional intelligence within HRM benefited teaching and learning in your school?
3. What challenges or barriers do you see in applying emotional intelligence within HRM at your school? What solutions would you suggest?
4. How do emotionally intelligent HRM practices contribute to creating a positive work environment in your school?
5. Can you describe a specific instance where emotional intelligence played a key role in resolving a conflict at your school?

Appendix 5. Interview Questions for Administrators

Dear respondent, your response will be used only for research purposes and will be confidential. Since your cooperation is highly valuable for the study, you are kindly requested to give your genuine response.

Thank you in advance!

Part 1 general information

1. Sex 1. Male 2. Female
2. Year of service to your position _____
3. Your Qualification _____
4. Your current position _____

Interview Guides

1. How does emotional intelligence influence human resource management practices in your school? Provide specific examples if possible.
2. In what ways has emotional intelligence within HRM benefited teaching and learning in your school?
3. What challenges or barriers do you see in applying emotional intelligence within HRM at your school? What solutions would you suggest?
4. How do emotionally intelligent HRM practices contribute to creating a positive work environment in your school?
5. Can you describe a specific instance where emotional intelligence played a key role in resolving a conflict at your school?

Appendix 6. Questionnaire for Administrators

Addis Ababa University of Education and Behavioural Science Graduate Studies Department:
Department of Educational Planning and Management

Field of Study:

Exploring Investigating the Influence of Emotional Intelligence on Effective Human Resource Management Practices of Four Elementary Schools in Addis Ababa

Dear respondent,

The purpose of this questionnaire is to collect data that can serve as input to a thesis prepared for the partial fulfilment of master's degree in Addis Ababa University. This research aimed at assessing the principal's emotional intelligence as a leader and human resource manager contribution.

Note that there is no right or wrong answer to the item in the questionnaire. The best response to any item is simply answer which best reflects to your feelings.

I also assure you that the collected data will be used only for the educational purposes and will be kept confidential. Your genuine responses are vital for the success and reliability of the study. Please, note the following points before you start filling out the questionnaire.

1. You should not write your name.
2. Fill the questionnaire without consulting others.
3. Please, read the instructions and questions carefully.

Thus, you are kindly requested to fill out the questionnaire very carefully and honestly (genuinely) according to the given instructions for each question.

Finally, I would like to thank you in advance for your devotion in filling this questionnaire.

Aida Dibaba, the Researcher

Part Five

This close-ended questionnaire is a survey of quantitative responses related to emotional intelligence (EI) and human resource management (HRM) interaction using **Likert Scale**. (1) – Strongly agree, (2)- Agree, (3)- Neutral, (4) – Disagree, (5)- Strongly disagree

1.	Personality assessment	1	2	3	4	5
	During the recruitment process at your school, emotional intelligence is considered when assessing candidates' personality traits.	1	2	3	4	5
2.	Leadership					
	Leaders with strong emotional intelligence create a positive and collaborative work environment within the school's human resource management.	1	2	3	4	5
3.	Confidence and motivation					
	HRM practices that incorporate emotional intelligence positively impact the self-confidence and motivation of teachers and support staff in your school.	1	2	3	4	5
4.	Skill development					
	Emotional intelligence in HRM contributes to effectively identifying and developing teachers' talents.	1	2	3	4	5
5.	Conflict management					
	Emotional intelligence is essential for resolving conflicts in school, contributing to conflict resolution between employees, students, and parents.	1	2	3	4	5

Part Five

These open-ended questionnaires aim to gather rich qualitative data allowing participant to share their perspectives, experience and insights related emotional intelligence (Ei) and management practice (HRM).

1. How does emotional intelligence influence human resource management practices in your school? Provide specific examples if possible.
2. In what ways has emotional intelligence within HRM benefited teaching and learning in your school?
3. What challenges or barriers do you see in applying emotional intelligence within HRM at your school? What solutions would you suggest?
4. How do emotionally intelligent HRM practices contribute to creating a positive work environment in your school?
5. Can you describe a specific instance where emotional intelligence played a key role in resolving a conflict at your school?