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Addis Ababa University

College of Business and Economics

School of Commerce

The Effect of Leadership Competencies on Employee Job Satisfaction:

The Case of Zemen Bank S.C.

By

Abraham Berhane

A Project Work submitted to Addis Ababa University School of Graduate Studies in partial fulfillment of the requirements for the award of Master's Degree in Business Leadership

Advisor:

Solomon Markos (PhD)

March, 2021

Addis Ababa, Ethiopia

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DECLARATION

I, the undersigned, declare that this study entitled “The Effect of Leadership Competencies on Employee Job Satisfaction: The Case of Zemen Bank S.C.” is my own work. I have undertaken the research work independently with the guidance and support of the research advisor. This study has not been submitted either at master’s level or undergraduate in this or any other institutions and that all sources of materials used for the thesis have been duly acknowledged.

By: Abraham Berhane

Date: -----

Signature: -----

The Effect of Leadership Competencies on Employee Job Satisfaction: The case of Zemen Bank
S.C

By: Abraham Berhane

Approval Sheet

Approved by Board of Examiners:

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Advisor	Signature	Date
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Internal Examiner	Signature	Date
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External Examiner	Signature	Date

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Finally, I wish to extend my gratitude to all my friends and colleagues who provide me the necessary support and encouragement on my research work.

Glory to Almighty God!

List of Acronyms

ZB = Zemen Bank

SPSS = Statistical Package for Social Science

LC = Leadership Competencies

EIC = Emotional intelligence Competencies

SIC = Social intelligence Competencies

CIC = Cognitive intelligence Competencies

HR = Human Resource

Abstract

The main objective of the study is to examine the effects of leadership competencies on employees' job satisfaction at Zemen Bank S.c. The focus was on three major leadership competencies dimensions' emotional intelligence, social intelligence, and cognitive intelligence. The study used explanatory research design. A stratified sampling and simple random sampling techniques of probability sampling were used to select the samples. A sample of one hundred eighty six was selected out of the total population. Both primary and secondary sources of data have been used. The primary source of data has been collected using the quantitative approach, with the help of survey instrument. The secondary source of information has been done through the review of previously established literature for achieving the research objectives. To analyze and present the data through the statistical tools, namely descriptive and inferential analysis methods were employed. The descriptive statistics result shows that the practice of the three dimensions of leadership competencies at Zemen Bank, however, emotional intelligence competencies is the highest as compared to other dimensions. The result of the regression analysis indicated that leadership competencies has a positive and strong relationship with employee job satisfaction that shows employee job satisfaction is predicted and explained by the three dimension of leadership competencies. The researcher suggested that since the effect of leadership competencies has a significant effect on employee job satisfaction, it is recommended that Zemen Bank should provide various training programs to the leaders of the bank in order to create a higher level of employee job satisfaction.

Keywords: *Leadership competencies, Employee job satisfaction, Emotional intelligence competencies, Employee job satisfaction*

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Organization assets may fall in various categories, like physical, financial and human resources. Human resource is considered to be the most vital and useful asset; as other assets can be exploited with the proper use of human resources (Lee & Ahmad 2009). Effective leadership and employee job satisfaction are considered to be the fundamental factors for organizational success. A capable leader provides guidance for the organization and lead followers towards achieving desired goals. Therefore, organizations need to have efficient leaders to lead and motivate their employees in their daily operation so that they can achieve the organizational goals.

Based on prior research made by Boyatzis & Ratti (2009), this study defines leader competency as a leader's knowledge, ability, skills, and behavioral capabilities to perform the job. This approach has emerged as one of the dominant models in the extents of leadership assessment and development. In this regard, competency is viewed as a critical resource for the leader to possess and utilize. This approach is different from leadership style in that it focuses on the leader's performance capabilities as well as skills and abilities instead of the manner in which a leader influences the followers. Therefore, one of the advantages associated with the competency approach is that it allows organizations to identify, develop, and assess a set of appropriate skills, abilities, and performance capabilities that is behavioral measures required for the leaders to perform the given job.

Employee job satisfaction is essential to the success of any business. High rate of employee contentedness is directly related to a lower turnover rate and productivity. Thus, keeping employees satisfied with their careers should be a major priority for every employer. Among determinants of job satisfaction, leadership is viewed as an important predictor and plays a central role (Shamil, 2017). The scholarship of organizational theory and leadership revealed that job satisfaction has been influenced by many organizational factors, ranging from salaries, job

security, workplace conditions, to leadership. According to Crawford (2003), competency theory encompasses earlier leadership theories with a focus now shifted towards leaders' competencies and competencies they exhibit. McClelland (1985) stressed out the direct relation between job performance and competency. Although relationship with supervisors and leadership style has an influence on job satisfaction and is related directly to manager, very few studies have investigated the area of competencies of managers themselves (Gorenak, Spindler, Brumen, 2019). The information gathered through interview from selected employee of the bank indicates that unsupportive leadership and weak management has affected their job satisfaction in addition to other factors. These empirical and practical findings on leadership competencies gave motivation to the researcher to conduct further study on the effect of leadership competencies on employee job satisfaction. By doing this, the researcher has brought new contribution in the leadership literature. Therefore, among different factors that affects job satisfaction, this study aimed to identify the leadership competencies effect on employee job satisfaction in the case of Zemen bank.

1.2 Statement of the problem

People are a key component of every organization. Specially, when we are talking about the banking sector, the importance of employees is even higher. Well-performing employees in service giving company can be an asset and leaders play a critical role in influencing employees' performance and the organization's success. This is no exception to the hotel industry faced with increasing competition in the market place given the significant impact of leaders; numerous studies examined leader competencies (Shum, Gatling, & Shoemaker, 2018 cited).

Based on prior research (Swanson, Kimb, Leec, Yangd, Leed, 2019), this study defines leadership competency as a leader's knowledge, ability, skills, and behavioral capabilities to perform the job. Literature shows different types of competencies pertinent to leadership. Boyatzis and Ratti (2009) suggest that three competencies are required of successful leaders are: cognitive, emotional and social intelligence competencies. Cognitive intelligence competency involves a leader's ability to assess the situation, understand the cause-and-effect, and recognize patterns in random events. Emotional intelligence competency refers to a leader's capability of understanding his or her own emotion, recognizing its impact, and managing the emotion. Social

intelligence competency is concerned with a leader's ability to get along with others and understand social dynamics that influence the situation, often known as people skill or relational skill.

Based on prior research made by Boyatzis & Ratti (2009), this study defines leader competency as a leader's knowledge, ability, skills, and behavioral capabilities to perform the job. This approach has emerged as one of the dominant models in the extents of leadership assessment and development. In this regard, competency is viewed as a critical resource for the leader to possess and utilize. This approach is different from leadership style in that it focuses on the leader's performance capabilities as well as skills and abilities instead of the manner in which a leader influences the followers. Therefore, one of the advantages associated with the competency approach is that it allows organizations to identify, develop, and assess a set of appropriate skills, abilities, and performance capabilities that is behavioral measures required for the leaders to perform the given job.

Job satisfaction is the pleasurable emotional state that results from the achievement of job values, which includes emotional and behavioral components. The emotional components are the feelings of happiness, anxiety, boredom, and excitement evoked by the job and the behavioral components include early arrival, tardiness, working late, or faking illness in order to avoid work (Mohammd, et, al, 2019). Although relationship with supervisors and leadership style has an influence on job satisfaction and is related directly to manager, very few studies have investigated the area of competencies of managers themselves. The researchers have made a study to investigate the influences of competencies of managers on job stisfaction of employees in the Hotel Industry and their research finding has shown that competency of managers has positive influence on job satisfaction of employees (Gorenak, Spindler, Brumen, 2019). According to Mehmood and Maitlo (2020) study, there is a confirming connection amid job satisfaction and leadership competencies: the emotional quotient, managerial quotient, and Intelligence quotient of Pakistan international airline employees along with the positive relationship between the leadership competencies (LC) and the job satisfaction and lastly the significant relationship between job satisfactions.

There have been various studies conducted in the Ethiopian banking industry in leadership and job satisfaction. However, to the best of researcher's knowledge, there is no specific empirical evidence that comment on the effect of leadership competencies on employee job satisfaction in Ethiopia banking industry specifically in the case of Zemen Bank S.C. Therefore, this study aims to bring new contribution to the leadership literature by making a study on the effect of leadership competencies in employee's job satisfaction.

The researcher has also conducted an interview with few employees of Zemen bank S.C who are working in different positions. Accordingly, the interviewees have said that besides from insufficient work-life balance, limited carrier growth, and unattractive salary payment, unsupportive leadership and weak management are also the factors that affect their job satisfaction. Therefore, this study aims to test independent variable: leadership competencies affecting employees' job satisfaction at Zemen Bank S.c, namely leadership competencies.

1.3 Research Questions

This study primarily focuses on answering the following basic research questions in order to address the problem stated:

- What is the dominant leadership competency practiced by managers of Zemen Bank?
- What relationship does emotional intelligence competencies, cognitive intelligence competencies and social intelligence competencies have with employee job satisfaction?
- What effect does emotional intelligence competencies, cognitive intelligence competencies and social intelligence competencies have on employee job satisfaction?

1.4 Objective of the Study

1.4.1 General Objective

The general objective of this research is to examine the effect of leadership competencies on employee job satisfaction in Zemen Bank.

1.4.2 Specific Objective

The specific objectives of this research are:

- a) To find out the leadership competencies practice in Zemen Bank.
- b) To examine the relationship between emotional intelligence competencies, cognitive intelligence competencies and social intelligence competencies and employee job satisfactions in Zemen Bank.
- c) To determine the effect of emotional intelligence competencies, cognitive intelligence competencies and social intelligence competencies on employee job satisfaction at Zemen Bank.

1.5 Significance of the study

The finding of this study will have great significance for Zemen Bank in the following ways: -

- It helps to identify the leadership competencies that are exhibited in the company.
- To know the existing situation helps to point out any problem under the study which relates to employee job satisfaction and the relationship it has with leadership competencies.
- To empirically inform decision makers and others to be concerned about the existing relationship between employee job satisfaction and leadership competency.
- To be used as a literature with regard to determining the effect of leadership competencies on employee job satisfaction. In addition, this research will serve as a reference for academic purpose, to subsequent student researchers and helps to gain additional knowledge for the researcher itself.

1.6 Scope of the study

This study has focused on explaining the effect of leadership competencies on employee job satisfaction in Zemen Bank on selected Addis Ababa city branches and head office. In this study the dependent variable is employee job satisfaction which has be measured from supervision, contingent rewards & pay, co-workers, and communication dimensions and the independent variable of this study is leadership competency that has be measured from cognitive intelligence, emotional intelligence, and social intelligence dimensions.

1.7 Definition of Key Terms

Leadership Competencies: (Swanson, et.al. 2019), defines leadership competencies as a leader's knowledge, ability, skills, and behavioral capabilities to perform the job.

Cognitive intelligence competency (CIC) refers a leader's ability to assess the situation, understand the cause-and-effect, and recognize patterns in random events (Boyatzis & Ratti , 2009)

Emotional intelligence competency(EIC) refers to a leader's capability of understanding his/her own emotion, recognizing its impact, and managing the emotion (Boyatzis & Ratti , 2009).

Social intelligence competency (SIC) is concerned with a leader's ability to get along with others and understand social dynamics that influence the situation, often known as people skill or relational skill (Boyatzis & Ratti , 2009).

Job satisfaction: is the pleasurable emotional state that results from the achievement of job values (Mohammd, et. Al, 2019).

Effect: the extent to which one variable affects another variable.

1.8 Limitation of the Study

The study was limited to the effects of leadership competencies on employee job satisfaction on Zemen Bank employees' and does not study other type of leadership issue and factors that could impact job satisfaction. In conducting this study, time, and financial constraints would be a factor in limiting sample size to a manageable level since Zemen Bank has established its operation across country wide. The study used only survey questionnaire and interview checklist to collect data relevant to the study, because of limitation of capacity and time shortage. Finally, the last obstacle that the researcher encountered was that the respondents were very busy and reluctant to fill the questionnaire even though they have been informed about the confidentiality of the response and the data were collected only for academic research purpose.

1.9 Organization of the study

This study has the following five chapters. The first chapter introduces the research paper, describes statement of the problem, research questions, objective of the research, significance of the study, scope of the study, limitation of the study, operational definition of key terms, and

organization of the study. The second chapter of the paper discuss the related literature on the topic. This is followed by chapter three which provides readers with detailed research design & methodology of the research. The fourth chapter of the paper presents the analysis and presentation of the findings, interpretation of the data, and the related information. In the last chapter the researcher winds up his research by giving conclusion in the light of the findings. At the last a recommendation has been provided based on the concluded findings.

CHAPTER TWO

LITERATURE REVIEW

The Literature reviewed in this section describes and examines the supporting theories that are related to the research Problem. The definitions and the concepts of job satisfaction and leadership competency have been reviewed, the relationship between the two concepts from previous researches is summarized and lastly conceptual frame work of the research is explained.

2.1 Definition of Leadership

Leadership is a subject that has generated equal interest among scholars and masses. Leadership is the process of influencing the activities of individuals or organized groups towards the achievement of certain goals and objectives. Shamil (2017) described leadership as the capability to influence the performance of followers. Thus a leader must deal directly with people, develop rapport with them, persuade and inspire them to collaborate in the achievement of goals and vision. Leaders need to show courage, integrity, compassion, vision, contribution and ethical stance. Further, they should be able to judge as how people feel, what motivates them, and how to influence them in the achievement of organizational objectives.

2.2 Competency in General

Eventually, human resource management literature has reached to some compelling consensus, that the term competency should be defined as a person related concept referring to the dimensions of behavioral action supporting competent performance, while competence relates to an individual's ability to meet a range of externally agreed standards (Ahadzie et al., 2008)

Another dimension for difference between competence and competency is the area of focus. The main focus for competency models is to define skills, knowledge, attributes, and behaviors that successful people have, or people occupying a specific position should have. So, the desired outcome of a competency approach is to replicate or develop those competencies in people from the organization through hiring, training, assessment and development programs. A competency is viewed as a mediator between the individual's capacity and job's needs. However, there exists

ambiguity in how competency is defined. Accordingly, competencies have been defined from various perspectives in the literature (Teodorescu, 2006). Boyatzis (1982) defined competency as a fundamental attribute of a person which may be a trait, knowledge, motive, and skill, or social role which one uses. Dubois (1993) supported that competency represents the capacity to apply knowledge, abilities, skills, behaviors, and personal characteristics to perform successfully in a given role or position.

2.3 An Overview of Leadership Competencies

Many organizations and companies have embraced the need for organization-wide leadership competencies, which are seen as essential for recruitment and selection, workforce planning, performance management, and training and development. According to the Society for Human Resource Management (2018), “Leadership competencies are leadership skills and behaviors that contribute to superior performance.” By developing a broad range of leadership competencies, employees can better understand and engage in behaviors that support the goals, priorities, and values of the organization; leaders can engage in thoughtful and deliberate habits related to recruitment, hiring, performance management, and employee development; and external stakeholders can more fully understand those competencies that are considered critical to organizational excellence and in many ways represent the organization’s competitive advantage or distinctive areas of emphasis (Gigliotti, 2019)

Based on prior research made by Boyatzis & Ratti (2009), this study defines leader competency as a leader's knowledge, ability, skills, and behavioral capabilities to perform the job. This approach has emerged as one of the dominant models in the extents of leadership assessment and development. In this regard, competency is viewed as a critical resource for the leader to possess and utilize. This approach is different from leadership style in that it focuses on the leader's performance capabilities as well as skills and abilities instead of the manner in which a leader influences the followers. Therefore, one of the advantages associated with the competency approach is that it allows organizations to identify, develop, and assess a set of appropriate skills, abilities, and performance capabilities that is behavioral measures required for the leaders to perform the given job.

By using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders. Essential leadership competencies and global competencies have been defined by researchers. However, future business trends and strategy should drive the development of new leadership competencies. While some leadership competencies are essential to all firms, an organization should also define what leadership attributes are distinctive to the particular organization to create competitive advantage. Literature shows different types of competencies pertinent to leadership. Boyatzis and Ratti (2009) suggest that three competencies are required of successful leaders: cognitive, emotional and social intelligence competencies.

2.4 Competencies Type

There are three clusters of competencies that differentiate outstanding from average performers in many countries of the world. Competencies can be considered to be a behavioural approach to emotional, social, and cognitive intelligence.

2.4.1 Cognitive competencies

Educational environment in an early age has tremendous impact on cognitive competencies development. Systematic knowledge generates cognitive competencies, including those concepts of spontaneous experiences at the implicit level of knowledge. This dimension of competencies includes control of general principles, laws, theories and concepts. Particularly significant cognitive competencies include: divergent thinking, critical thinking, creativity, problem solving, strategic thinking, analytical skills, and numerical abilities (Pagon et al., 2008).

2.4.2 Social competencies

Rohana and Abdull (2017) defined social intelligence as the capability to diverse social circumstances by reading and adapting to the situation. Leaders who are socially intelligent need to hold the attributes to discover the required expertise for the task besides making themselves aware to understand social signs, and handle their actions to be appropriate to influence the relevant views of others within the group members. It is stated that “alertness to the surrounding environment and understanding of situations are intimately associated with leadership ability”. Two criteria that need to be possessed by a true successful leader are behavioural flexibility and

social perceptiveness. The skills are necessary for a leader in order to respond to the necessary social situations that vary.

2.4.3 Emotional competencies

Goleman (1998) defined an 'emotional competence' as a 'learned capability based on emotional intelligence which results in outstanding performance at work'. The definition of emotional intelligence is the realization and capability to manage the emotions of others, and to understand their emotions. This intelligence consists of the abilities to recognize the internal emotions, facilitate actions using emotions, to get the definition of emotional cues and to understand it, and also to control other people's emotions. Besides that, the definition refers to the traits for instance, sensitivity, awareness, empathy, and conscientiousness of other people requirement. Other than that, emotional intelligence has been the centre of study to investigate the connections between leadership and employee job satisfaction.

2.5 Leadership competency theory

The study on competency has been credited to David McClelland, a Harvard University professor in the United States. McClelland challenges the traditional idea of evaluating individual capabilities by emphasizing on intelligence. He proposes that job performance has to do with the competencies. McClelland stressed that the underpinning essential competency results in superior performance. Dinh et al. (2014) in their research on leadership theory classifies the leadership competency as an established theory. The competency approach built on the research work on skills, abilities, and cognitive intelligence (Boyatzis, 2008, 2009). Leadership researchers are suggesting that there is enough evidence to argue that the competency concept forms the basis for effective individual and organizational performance. Berlian (2018) has said that competency is a basic characteristic of a person, namely: character, motives, self-concept, knowledge and skills that can influence behavior and ability to produce work performance and job satisfaction.

2.6 Concept of Job Satisfaction

Job satisfaction simply explains attitude of employees toward their job. In other words, it describes the level of happiness of employees in fulfilling their desires and needs at the work.

Hence, it is the pleasurable feelings that result from an employee perception of achieving the desire level of needs. Job satisfaction as an intangible variable could be expressed or observed via emotional feelings. In other words, it hinges on the inward expression and attitude of individual employee with respect to a particular job. For instance, an employee satisfaction is high if the job provides expected psychological or physiological needs. However, satisfaction is said to be low if the job does not fulfill the psychological or physiological needs (Cook, 2010).

Job satisfaction is described as a collection of feelings toward a job (Spector 1997). He measured satisfaction based on nine facets: pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication. He also developed “job satisfaction measuring scale” to evaluate the level of satisfaction of employees regarding their job which covers various factors like pay, benefits, supervision, promotion, nature of work, and co-workers. If employees get the salary, benefits, promotions, nature of work, supervision, and co-workers they will possibly be more satisfied and will also like to stay with organization.

2.7 Factors affecting job satisfaction

The scholarship of organizational theory and leadership revealed that job satisfaction has been influenced by many organizational factors, ranging from salaries, job security, workplace conditions, to leadership. Leadership competency also has a significant impact on employee job satisfaction, commitment and productivity. Researchers have determined many different factors that influence job satisfaction. When considering job satisfaction, probably the most important point to bear in mind is that many factors that affect it. What makes workers happy with their jobs varies from worker to worker and from day to day. Apart from the factors previously mentioned, job satisfaction is influenced by the employee’s personal characteristics, the manager’s personal characteristics and management style, and the nature of the work itself. Managers who want to maintain high levels of satisfaction in the workforce must understand the needs of each member of the workforce (Kaliski, 2007).

2.8 Job satisfaction Theories

Wehrich and Koontz (1999) in explaining the genesis of job satisfaction argue that, the debate on job satisfaction started with Maslow hierarchy of needs theory (1943) but the whole story

about the phenomena emanates from Taylorism or Scientific Movement by Frederick Winslow Taylor (1911) which considers human being as economic man and money is believed to be the biggest reason for job satisfaction. However, this idea was criticized by the Hawthorne Studies (1924-1933) by Elton Mayo and Associates about the nature of human being. They argue that apart from money, there are other important elements such as personal morale, positive interrelationships, management understanding of individual employee and group behaviour as other factors that contribute to employee satisfaction.

Studies show that certain conditions can either bring about job satisfaction or dissatisfaction, and the growing literature on the theories of job satisfaction propose that theories are usually classified according to their nature or chronological arrangement (Saifuddin et al., 2012). In line with this argument, Shajahan and Shajahan (2004) noted that there are content theories such as Maslow's Need Hierarchy, Herzberg's Two Factor Theory, Theory X and Y, Alderfer's ERG Theory, and McClelland's Theory of Needs. Similarly, there are process theories such as Behaviour Modification, Cognitive Evaluation Theory, Goal Setting Theory, Reinforcement Theory, Expectancy Theory and Equity Theory.

2.8.1 Content Theories

The content theories base on what motivates people at work that is, identifying the needs, drives and incentives/goals and their prioritization by the individual to get satisfaction and thus perform effectively. Almost all the researchers have categorized these needs into primary, secondary and high level requirements of employees, which need to be fulfilled whenever worker is required to be motivated and satisfied. There are several content theories, which guide the managers in understanding "what motivates the workforce? (Luthans, 2005).

2.8.2 Process Theories

Unlike content theories, process theories are more concerned with how the motivation takes place. The concept of "expectancy" from "cognitive theory" plays dominant role in the process theories of job-satisfaction (Luthans, 2005:246). Thus, process theories try to explain how the needs and goals are fulfilled and accepted cognitively (Perry et al., 2006).

2.9 Measuring Job Satisfaction

Usually job satisfaction is measured by using general scientific research methods such as the questionnaire. Some of the most commonly used techniques for measuring job satisfaction include: Minnesota satisfaction questionnaire and job description index. The Minnesota Satisfaction questionnaire is a paper-pencil type of a questionnaire and can be implemented both individually and in group, but it does not take sex differences into consideration. This questionnaire has one short form and two long forms that date from 1967 and 1977 (Aziri, 2011).

2.10 Empirical Review of Related Literature

Leadership competency is as an important predictor of organizational effectiveness and employee job satisfaction. The quality of the leader-employee relationship has a great influence on the employee's self-esteem and job satisfaction. Human relation movement arose indicated that valuing employee's job satisfaction is a key component of leadership. Employees are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or ethical towards subordinates (Alemayehu 2018). Dulewicz and Higgs (2003) elaborated the successful leadership is the combination of emotional intelligence, cognitive intelligence, and social intelligence. They also identified a positive relationship between leadership competencies and employee job satisfaction. According their study finding, these three competencies of the leaders enable the leaders to manage the people in the organization and also enhance the job satisfaction level of employees, leading to better performance.

Buket and Arikbogaet (2015) studied the effect of leadership behavior on employee job satisfaction; in turkey fast 50 technology companies. The research states one of the most important positive job attitudes is job satisfaction. According to the results leadership is an important variable that enable high job satisfaction. The finding of their study indicated that significant and positive effect of leadership on both overall job satisfaction and creativity facet of job satisfaction. Malik (2013) conducted a research to assess the impact of leadership behavior on employee job satisfaction who works in Pakistan. In that case employee job satisfaction depends up on the leadership behavior of managers and find out there was significant correlation between the four path goal leader behavior and the job in general. After the analysis, employee

job satisfaction was found significantly correlated and affected by leadership behavior of managers.

Gorenak, Spindler, and Brumen (2019) did a study on the influences of competencies of managers on job satisfaction of employees in the Hotel Industry. The revelation of the findings was that competency of managers has positive influence on job satisfaction of employees in the hotel industry. Another study was conducted by Mehmood and Maitlo (2020) to examine the relationship between job satisfaction and leadership competencies on Pakistan international airline. The finding from the study revealed that there is a connection between job satisfaction and leadership competencies and the study concluded that the positive relationship between the leadership competencies (LC) and the job satisfaction.

Berlian (2018) under his study on competency analysis of job satisfaction and organizational commitment to lecturers who teach at private universities in the area of southern Sumatra, has found that there is a positive influence between competency on job satisfaction and organizational commitment, meaning that to create job satisfaction and organizational commitment in an organization, competencies are needed in accordance with the field of work.

2.11 Conceptual Framework

In developing conceptual model, the leadership competency theory is the basis for the study. This theory indicates that leadership competency can influence behavior and ability to produce work performance and job satisfaction. Many studies have found positive relationship between leadership competencies and employee job satisfaction. Under this study leadership competency has been measured from three dimensions and these are emotional, social, and cognitive intelligence. While in studying and measuring employee job satisfaction pay, promotion, supervision, contingent rewards, operating procedures, co-workers, nature of work, and communication has been taken into consideration under this study.

Leadership competencies and how it affects employee job satisfaction in reference to the above literature review to accomplish the research objectives; the following conceptual research model is developed as shown in figure 1. The framework in Figure 1 shows the independent variable

and dependent variable in this study. The independent variables are assumed to give impact to the dependent variable. In this study, the independent variable is leadership competency and on the other hand, the dependent variable is employee job satisfaction.

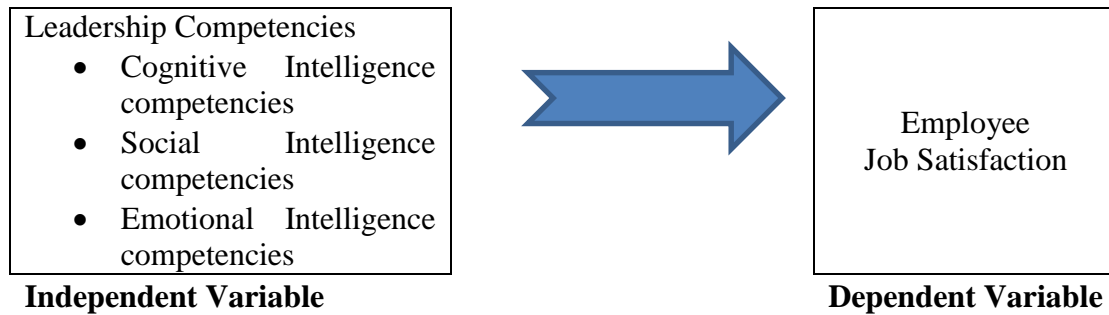


Figure 2.1 Conceptual Framework of this study; Source (Boyatzis and Ratti 2009, Spencer, 2000)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design & Approach

Creswell. (2012) defines research design as the general plan of how the research questions would be answered. It constitutes a blue print for the collection, measurement, and analysis of data. An explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory research designs consist of a simple association between two variables or more than two by taking cross-section of the population relevant data that will be collected at one point in time. In line with the objective of the study, the research design chosen for this study is explanatory research design. Quantitative research is an approach for testing objective theories by examining the relationship among variables (Creswell, 2012). Accordingly, quantitative research approach was deployed under this research work.

3.2 Population and Sample Design

3.2.1 Population of the study

The target population of the study is 350 professional employees of Zemen Bank located at Addis Ababa city selected branches and head office, who are working at different managerial and non-managerial job position with having more than one years' of experience (ZB HR database, June,2020). The researcher excluded employees of non-clerical posts like janitors and securities who are outsourced for other organization and also professional employees who have less than one year working experience for the reason that the study is aimed to investigate and measure the effect of leadership competencies on employee job satisfaction, and contractual employees are excluded from target population.

3.2.2 Sampling Design

The study involved Head Office and selected Addis Ababa city branch employees of the Bank. For purposes of the current study, the sampling frame list was obtained from human resources department of the bank. The participants were selected from different departments and branches located in Addis Ababa City.

As the study's main target is to identify the effect of leadership competencies on employee job satisfaction, the population was narrowed down to the number of employee who have stayed within the Bank for about one years, who have enough exposure and the minimum requirement to be eligible for promotion and pay increment and other benefit schemes as per the bank human resource management policy. According to the data obtained from the human resource department, there are 350 professional employees with more than one year of experience with in the bank in head office and selected Addis Ababa city branches.

3.3 Sample Size

To determine the sample size and representative of the target population, the study used statistical instrument formula. The sample size was determined by using Taro Yemani's (1964) statistical formula due to its simplicity to apply and have 95% confidence level as follows:

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

Where n is the sample size, N is the population size which is 350, and e is the margin error. The study assume that the margin of error 5% and confidence level or error free of 95%. Accordingly, based on the above statistical formula, the sample size of the study is 186.

3.4 Sampling Technique

The researcher used stratified random sampling technique to select samples from each department and branches of the total population, and has distributed questionnaire and collected the required information from the samples determined. This technique is preferred because it assists in minimizing bias while dealing with the population. With this technique, the sampling frame was organized into relatively homogeneous groups (strata) before selecting elements for the sample. According to Janet (2006), this step increases the probability that the final sample will be representative in terms of the stratified groups. The strata were departments in the head office and branches located in Addis Ababa city. Further, to select respondents from each stratum, simple random sampling technique has been used. This has served to ensure that the study eliminates bias in its choice of respondents. Nevertheless, sample frame of the bank

employees has been used to select representative samples in each branch and department of the bank located in Addis Ababa city.

3.5 Data collection method

As the study was cross-sectional type, one-time data was collected from employees of Zemen Bank by using questionnaires. The instrument that was used in this study is a close-ended self-administered questionnaire. In measuring leadership competencies, the study adapted leadership competency inventory questionnaire which was developed by Pennsylvania state university (2020) and Minnesota satisfaction questionnaire (1977) by university of Minnesota to measure employee's job satisfaction.

3.6 Source of Data and Information

To accomplish the objective of this study, data was collected from primary source and information was collected from secondary sources. Primary data was collected from Zemen Bank employees who are working under various departments and banking centers located in Addis Ababa city and head office through structured questionnaires. Primary data that was used in this study was collected through self-administered questionnaires. Five responses were presented on a Likert scale with five reference points (strongly disagrees, disagree, Do not Know, agree and strongly agree). As a secondary source of information different published and unpublished company documents, such as human resources database and company's website was used in addition to books, published reports, and journals related to the research topic.

3.7 Data Collection Procedure

The researcher adopted three steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to show the direction of the study. Third, data gathering tools was developed by adapting pre tested questionnaire. The data that are important for the study were collected from the sample employees in the head office and selected Addis Ababa branches of the bank. To collect the information, first the researcher obtained official approval from human resources department of the bank and then the questionnaire form has been distributed through email. To minimize the physical contact with the respondent and to create anonymity for the

respondent, the researcher creates online questionnaire form using google form and forwarded the google link address to the respondent through email.

3.8 Validity and Reliability

3.8.1 Validity

Validity is the degree to which a measure accurately represents what it is supposed to be. It is concerned with how well the concept is defined by the measure(s). To ensure the validity of the study, the researcher adopts a systematic and adequate literature review. Accordingly, the researcher adapted a pre-tested survey instruments used in previous research in relation to research topic so that the instrument measured exactly what the study want to know. In order to obtain valid and generable result from the study, the researcher used appropriate sampling method in selecting enough participants that represents the population of the study.

3.8.2 Reliability

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Reliability of this study instrument has been evaluated through Cronbach Alpha which measures the internal consistency (Creswell, 2012). Haradhan (2017) indicates that threats to reliability may occur for lack of clear and standard instructions, not all alternatives are provided, the questions are not presented in the proper order, measurement instruments describe items ambiguously so that they are misinterpreted, and the questionnaire is too long or hard to read. Accordingly, this study has ensured reliability of the instrument by minimizing the above indicated threat during survey.

The reliability of scale shows how free the data is from random error. Therefore, it is always advisable to select that scale that is reliable (Creswell, 2012). One of the most commonly used scales of reliability is internal consistency. Internal consistency refers to the degree to which the items that make up the scales are all measuring the same underlying attributes. The below table show the reliability test of the variables under the study.

Table 3.1 Measure of Reliability Test

S/N	Construct /Variable	Cornbach's Alpha	No of items
1	All variables	0.947	39
2	Employee Job satisfaction	0.893	14
3	Leadership Competencies	0.953	20
4	Social Intelligence competencies	0.847	8
5	Cognitive Intelligence competencies	0.89	4
6	Emotional Intelligence competencies	0.9	8

Source: Own Survey

Cronbach's alpha was calculated to examine the reliability of each variable of the study. The two variables in the study were leadership competencies (20 items), and employee job satisfaction (14 items). According to Joseph and Rosemary (2003), Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. Accordingly, Cronbach's alpha for leadership competencies are found to be 0.953 and employee job satisfaction is found to be 0.895 which is more than 0.7, therefore it is statistically acceptable. In addition to this, the Cronbach's alpha coefficient value for all leadership competencies dimensions is above 0.7; this shows the internal consistency of the items of the scale is statistically reliable for all leadership competencies dimensions.

3.9 Method of Data Analysis and Presentation

In the data analysis, the researcher aims to look for patterns and relationship between and/or among data groups and dependent and independent variable, the researcher adopted descriptive and inferential (statistical) analysis. The SPSS Version 20 statistical tool has been used to analyse the data obtained from primary sources. Specifically, descriptive statistics are: mean, standard deviation and inferential statistics: correlation and regression analysis has been used to in this study. Correlation analysis is used to examine the relationship between leadership competencies with employees' job satisfaction. Moreover, regression analysis has been used to

determine the effect of independent variable (leadership competencies) on dependent variable (employees' job satisfaction). The data was presented using tables, graphs and charts.

3.10 Ethical consideration

All the research participants included in this study was appropriately informed about the purpose of the research and their willingness and permission was secured before the beginning of distributing questionnaire. Regarding the right to privacy of the respondents, the study maintained the confidentiality of the identity of each participant. A guarantee was given to the respondents that their names should not be revealed in the questionnaire and research report. Moreover, participants received a verbal and written description of the study, and informed consent was obtained before the survey. Participation in the study was voluntary, and all participant responses were confidential.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

As discussed earlier in the preceding chapters, this study attempted to examine the effect of leadership competencies on employee job satisfaction in the case of Zemen Bank. A total of 186 questionnaires were distributed to the target respondents and 172 (91%) questionnaires were obtained and used for further analysis. The data collected were presented, analysed and interpreted using SPSS software version 20. Given that all of the independent and dependent variables of the study consist of Likert scale data, and given that the aim of investigation was to test the effect of the independent variables (leadership competencies) on the dependent variable (employee job satisfaction) the most appropriate statistical test testing the research question of the study was measures of central tendency (mean & standard deviation) and multiple linear regression analysis.

4.2 Demographic Background of Respondents

Descriptive statistics using frequencies was used to analyse the demographic characteristics of the respondents and hence the result of the analysis is described in detail here below:

Table 4.1 Demographic Background of respondents

S/N	Background	Distribution	Frequency	Percentage
1	Gender	Male	119	69.2
		Female	53	30.8
2	Age	Below 25 Years	14	8.1
		From 26-32 years	82	47.7
		From 33-40 years	57	33.1
		From 41-50 years	18	10.5
		Above 50 Years	1	6
3	Educational Level	Diploma	0	0
		Bachelor Degree	102	59.3
		Master's Degree	69	40.1
		Phd and Above	1	6
4	Job Position	Senior Management level (Directors or Equivalent)	8	4.7
		Middle Management Level (Branch Managers, Division Managers, or equivalent)	49	28.5
		Supervisory Management Level (Asst. BC Managers, Section Heads or equivalent)	21	12.2
		Non-Managerial/Supervisory/ level	94	54.7
5	Work Experience	Below 3 years	47	27.3
		From 3-6 Years	46	26.7
		From 7-10 Years	40	23.2
		Above 10 Years	39	23.3

Source: Own Survey

Regarding to gender composition, there were more male respondents compared to females. In the study, males accounted for 69.2% while the other 30.8% were accounted for by female respondents. This assumes that in general, the boundary between the genders is negligible. This result depicted that there no gender bias in representation of male and female in the study.

The largest group of respondents was aged between 26 and 32 (47.7%), followed by those aged between 33 and 40 (33.1%), and aged between 41 and 50 (10.5%) each. Respondents aged below 25 years made up about 8.1%, while the smallest group was those aged above 50 years who only represent 6% of the responses. This indicates that the majority of the participants are emerging adults.

As presented in the above table 4.1, of the total participants, the largest group 59.3% (n= 102), reported having a Bachelor's degree, 40.1% (n=69) were Master's degree holders, while the small expanding last group 1% (n = 6) reported as a PhD degree holder. This indicates employees of the bank develop their knowledge through education.

The respondents also requested to show their work experience, the subjects were divided into four groups according to the number of years' service with the organization (group1: less than 3 year, group 2: 3 to 6 years, group 3: 7 to 10 years, and group 4: Above 10 years). The number of respondents whose service in the Zemen Bank below 3 years is 27.3% (n=47), 26.7% (n=46) respondents have between 3-6 year service years. Furthermore, respondents whose service year in the Zemen Bank between 7-10 years and above 10 years is 23.2% (n=40) and 23.3% (n=39) respectively. This indicates that the bank has more experienced bankers that will a competitive advantage to the bank by giving superior customer service.

Lastly most of the respondents were non-managerial employees constitutes 54.7% (n=94), followed by middle level management 28.5% (n=49), supervisory management level employees 12.2% (n=21), and senior management employees 4.7% (n=8). This shows the sample taken for the study represents the target population of the study.

4.3 Descriptive Analysis of Leadership Competencies

This part of the study attempt to illustrate the result of the descriptive analysis of leadership competencies. Here the three typical dimensions of leadership competencies were examined. The first one is social intelligence competencies with eight statements to assess and followed by cognitive intelligence competencies of leadership also with four statements to be assessed. The third one is emotional intelligence competencies of leadership with eight statements to be examined.

Descriptive analyses were applied to measure the practice level of each type of leadership competencies dimensions. In order to know the extent of leadership competencies that is practiced in the case ZB, the mean value and standard deviation were calculated analyzed and interpreted. According to Akmaliah (2009), mean score measurement can be used while interpreting the data. As he further specified, if the mean score is greater than 3.79, it will be

considered as high; if it is between 3.40 and 3.79, it will be considered as moderate; and if the mean score is below 3.40, it will be considered as low. The below table illustrates employees' perceptions towards to their leaders' competencies. The higher score for each scale indicate more of a tendency to use specific leadership competencies. The variables in questionnaire are likert scale type and coded as 1= "Strongly Disagree", 2= "Disagree", 3= " Do not known' 4="Agree" and 5= "Strongly Agree". The below tables shows the mean and standard deviation values of the leadership competencies variables (social intelligence competencies, emotional intelligence competencies, cognitive intelligence competencies) and employees' job satisfaction to measure the central tendency and dispersion. The findings of descriptive analysis are arranged based on research objective and presented in following tables.

As shown below on Table 4.2, the mean score for overall perception of employees towards their manager's social intelligence competencies is 2.19 and standard deviation is 0.82. This indicates that the level of social intelligence competencies exhibited by manager of the ZB is low.

Table 4.2 Perception of social intelligence competencies

Social Intelligence competencies	N	Mean	Std. Deviation
Your manager is good at networking with employees.	172	2.04	0.69
Your manager is good at negotiating with employees.	172	2.25	0.65
Your manager helps employees based on understanding their needs and feelings.	172	2.27	1.01
Your manager has the ability to develop employees.	172	2.29	1.03
Your manager foster open communication and stay receptive to bad news as well as good.	172	2.4	0.89
Your manager is good at managing the department/branch team.	172	2.24	0.76
Your manager show sensitivity and understand others' perspectives.	172	2.01	0.86
Your manager is good enough in oral communication.	172	2.04	0.678
Overall Mean score		2.19	0.82

Source: Own Survey

As shown below on Table 4.3, the mean score for overall perception of employees towards their manager's emotional intelligence competencies is 2.41 and standard deviation is 0.98. This indicates that the level of emotional intelligence competencies exhibited by manager of the ZB is also low.

Table 4.3 Perception of Emotional intelligence competencies

Emotional Intelligence Competencies	N	Mean	Std. Deviation
Your manager promotes work in a planned manner	172	2.31	.940
Your manager promotes work with the initiative	172	2.40	.921
Your manager is good at self-control and limit	172	2.31	1.067
Your manager is flexible in handling job.	172	2.45	1.056
Your manager has in-depth knowledge of the emotional capacity of self and others.	172	2.33	1.032
Your manager understands the emotional needs of others	172	2.54	.975
Your manager acts in congruence with your values	172	2.49	.946
Most of the time your manager is aware of your emotional state while you are at work.	172	2.49	.895
Over all Mean score		2.41	0.98

Source: Own Survey

As shown below on Table 4.4, the mean score for overall perception of employees towards their manager's cognitive intelligence competencies is 2.21 and standard deviation is 0.87.

Table 4.4 Perception of Cognitive intelligence competencies of Leadership

Descriptive Statistics			
Cognitive Intelligence Competencies	N	Mean	Std. Deviation
Your manager is fully aware of job related concepts.	172	1.95	.818
Your manager is fully aware of job related technologies.	172	1.97	.798
Your manager does systems thinking, taking into account all job related things.	172	2.30	.944
Your manager recognizes and makes use of work patterns appearing while at work.	172	2.26	.959
Overall Mean Score		2.21	0.87

Source: Own Survey

This indicates that the level of cognitive intelligence competencies exhibited by manager of the ZB is also low.

Table 4.5 Perception of Employees' Job Satisfaction

Job Satisfaction	N	Mean	Std. Deviation
I am satisfied in the competence of my supervisor in making decisions.	172	2.40	1.046
I am satisfied in the way my boss handles his/her workers	172	2.51	1.006
I am involved in decisions that affect my work and I am satisfied on it.	172	2.53	1.157
I am satisfied by the chance given to me to work alone on the job.	172	2.18	.947
I am satisfied by the freedom given to me to use my own judgment.	172	2.34	1.016
I am satisfied by the chance given to me to try my own methods of doing the job.	172	2.31	1.000
I am satisfied with the praise I get for doing a good job.	172	2.70	1.119
My manager communicates and updates me regularly regarding the goals and priorities of the Bank.	172	2.55	1.244
I am satisfied with the relationship with my manager in the work place.	172	2.37	1.190
The chance to do things for other people.	172	2.41	.897
I am satisfied by pay and the amount of work I do	172	3.29	1.310
I am satisfied by pay and the amount of work I do	172	3.35	1.269
I am satisfied by the benefit scheme of the bank compared to the industry practice	172	3.38	1.308
I am been communicated formally about the company policy and procedures	172	2.71	1.269
Overall Mean Score		2.64	1.12

Source: Own Survey

When we evaluate the overall perceptions of respondents towards employees' of Zemen Bank job satisfaction, the aggregate mean score shows 2.64 and standard deviation is 1.12. Accordingly, the overall perceptions of the respondents for job satisfaction seem to be low; because the overall mean score is less than 3.40.

As we can refer from the above tables, the result shows emotional intelligence competencies had the highest mean score (M=2.41, SD=.98) as compared to SIC and CIC, followed by the cognitive intelligence competencies M= 2.21, SD=.0.87), and with the lowest scores for the social intelligence competencies (M=2.19, SD=.0.82).

The descriptive statistics figure reveals that emotional intelligence competencies have a mean of 2.41, social intelligence competencies have a mean of 2.35, and cognitive intelligence competencies have a mean 2.21. Therefore, from the result of the descriptive analysis of leadership competencies, it can be concluded that the most perceived leadership competency by ZB employee is emotional intelligence competencies as compared to CIC and SIC. As assumed, the difference in mean scores obtained from the analysis suggested that all the three leadership competencies dimensions are exhibited by managers of ZB and this can be taken as strength, however, all leadership competencies dimensions mean result shows a low result which can be taken as the weak side of the ZB manager's that requires improvement.

The overall mean score of all the employees' job satisfaction variable has a value 2.64. This refers a low result since the value is below 3.40. This indicates the growth area for the bank to ensure employee job satisfaction through leadership competencies. The standard deviation show how far the responses deviate from the mean. The figure shows that all leadership competencies (social intelligence competencies, emotional intelligence competencies, cognitive intelligence competencies) have a standard deviation ranging from 0.5 to 1. This low standard deviation for all dimensions shows that the data from the respondents are very close to the mean.

4.4 Correlation Analysis

A correlation is a statistical device that measures the nature and strength of a supposed linear association between two or more variables. The strength of the linear relationship is determined by the distance of the correlation coefficient (r) from zero. If the correlation result lies between -1 and 0, the two variables are negatively related. But if the correlation result of the two variables lies between 0 and 1, the two variables are positively related. Furthermore, correlations of 0.1–0.29 are considered small, correlations of 0.30–0.49 are considered moderate and correlations above 0.5 are considered large. When we come to this study, the research would identify the relationship between leadership competencies and employee job satisfaction.

Table 4.6 Pearson Correlation Matrix

	Social Intelligence Competencies	Cognitive Intelligence Competencies	Emotional Intelligence Competencies
N	172	172	172
Employee Job satisfaction	Pearson Correlation .686**	.672**	.707**
	Sig. (2-tailed) .000	.000	.000

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

Source: Own survey

As the above correlation matrix table 4.6 shows all the leadership competencies shows a positive relationship with employee job satisfaction and the correlation index is above 0.5. This indicates the relationship between the independent and dependent variables of the study is strong.

4.5 Regression Analysis

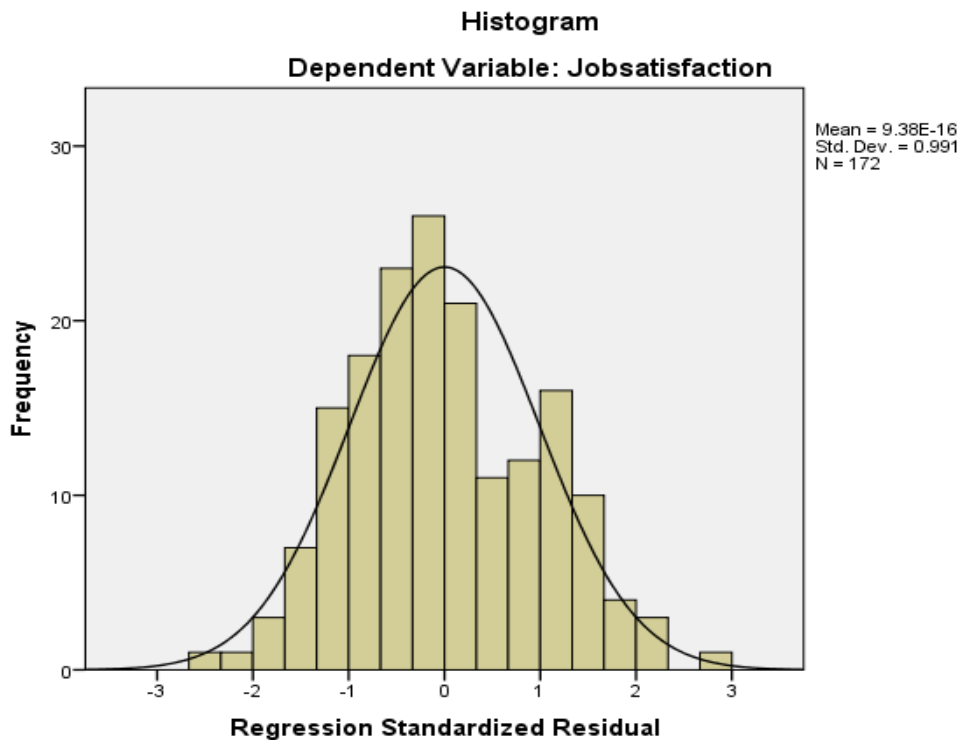
4.5.1 Linear regression analysis

Linear Regression analysis was conducted to understand by how much the selected leadership competencies dimensions explains the dependent variable (employee Job Satisfaction). However, before conducting the linear regression analysis, the study has tested the under mentioned assumptions were met or not.

4.5.1.1 Normality Test

This test was applied to control whether a data is well-modelled by a normal distribution or not, and to calculate in what way likely an underlying random variable is designate normally distributed. If the residuals are normally distributed, the histogram should be bell-shaped.

Figure 4.1 Regression Standardized Residual



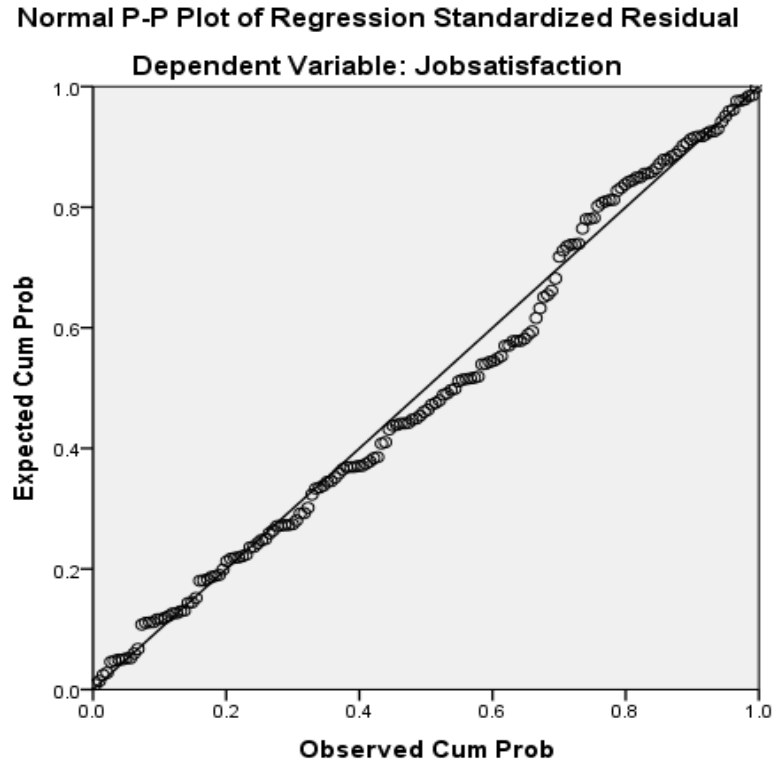
Source: Own Survey

As shown in the above fig. 4.1 the histogram exhibited well bell-shaped structure. Therefore, the underlying random variable and the residuals were normally distributed.

4.5.1.2 Linearity Test

The first assumption of linear regression is that there is a linear relationship between the independent variable, leadership competencies, and the independent variable, employee job satisfaction. This study applied normal p-p plot in order to check linearity and visually inspect the scatter plot. If the points in the plot could fall along a straight line, then there exists some type of linear relationship between the two variables. As shown in the below figure, the points show linearity.

Fig 4.2 P-P plot of regression standardized residual



Source: Own survey

4.5.1.3 Multi Co-linearity Test

In this research multi collinearity was checked with tolerance and VIF statistics. Andy (2006) suggests that a tolerance value less than 0.1 almost certainly indicates a serious co linearity problem. He also suggests that a VIF value greater than 10 is also a concern. The below table 4.7 shows that all of the predictors were found to have a tolerance of more than 0.1 and a VIF value of less than 10.

Table 4.7 Result of Multi co linearity Test

Model	Co linearity Statistics	
	Tolerance	VIF
social intelligence competencies	0.224	4.466
cognitive intelligence competencies	0.313	3.193
emotional intelligence competencies	0.298	3.354

Dependent Variable: Job Satisfaction

Source: *Own Survey*

This indicates that multi co linearity is not an issue in this study. This refers that the derived model is likely to be unchanged by small changes in the measured variables.

4.5.2 Multiple Regression Analysis

Multiple regression analyses were conducted to measure the effect of independent variables on dependent variable. The regression results are shown in table 4.9. R square is the square of the multiple correlation coefficients; it indicates the proportion of the variance of the dependent variable explained by the independent variables. The closer R square near to 1, the better the regression model is, whereas the coefficient indicates the number of units of increase in the dependent variable caused by an increase of one unit in the independent variable.

Table 4.8 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.743 ^a	0.552	0.544	0.53409

a. Predictors: (Constant, social intelligence competencies, cognitive intelligence competencies, emotional intelligence competencies)

b. Dependent Variable: job satisfaction

Source: *Own Survey*

The above table 4.8 shows the result of the regression analysis. The strength of the relationship between the dependent and independent variables is based on R statistic. The R statistic 0.743 shows a strong positive relationship between facets of leadership competencies and employees' job satisfaction. The Adjusted R² of .554 which indicates 55.4% of the variation in employee job

satisfaction is explained by the three type of leadership competencies of the study. in addition , F= 68.697 and p= 0.000 which indicates a highly significant regression model.

The model that used to estimate the effects of leadership competencies on employee job satisfaction would be the following;

$$\text{Employee Job satisfaction} = C + (\text{SIC}) + (\text{CIC}) + \beta_3(\text{EIC})$$

Table 4.9 Coefficients of Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.897	.142		6.326	.000	.617	1.177
1 Social Intelligence Competencies (SIC)	.190	.129	.161	1.472	.014	-.065	.445
Cognitive Intelligence Competencies (CIC)	.280	.103	.251	2.724	.007	.077	.483
Emotional Intelligence Competencies (EIC)	.352	.086	.385	4.074	.000	.181	.522

a. **Dependent Variable: Job satisfaction**

Source: Own Survey

$$\text{Job satisfaction} = 0.897 + 0.19(\text{SIC}) + 0.280(\text{CIC}) + 0.352(\text{EIC})$$

Looking at the B coefficient in the Table 4.9, it is positive for all leadership competencies dimension indicating that as leadership competencies dimensions (social intelligence competencies, cognitive Intelligence competencies, emotional intelligence competencies) increases employees' job satisfaction also increases.

The first symbol is the unstandardized beta (B). This value represents the slope of the line between the predictor variable and the dependent variable. So for EIC, this would mean that for

every one unit increase in EIC, the dependent variable increases by 0.352 units. Also similarly, for CIC, for every one unit increase in CIC, the dependent variable increases by 0.28 unit and also for every one unit increase in SIC, the dependent variable increase by 0.19 unit.

The second symbol is the standardized beta coefficient. This refers to how many standard deviations a dependent variable will change, per standard deviation increase in the independent variable. A standardized beta coefficient compares the strength of the effect of independent variable dimensions to the dependent variable. The higher the absolute value of the standardized beta coefficient, the stronger the effect. From the above table, we can see that the standardized beta value of EIC is 0.385, the standardized beta value of CIC is 0.251, and standardized beta value of SIC is 0.161. This indicates that, EIC has a strong effect on employee job satisfaction as compared to SIC and CIC.

4.5.2.1 Analysis of Variance (ANOVA)

The Analysis of Variance table shows that the overall significance or acceptability of the model from a statistical perspective. As the significance value of F statistics shows a value (.000), which is less than $p < 0.05$, the model is significant. This indicates that the variation explained by the model is not due to chance.

Table 4.10 ANOVA (Analysis of Variance)

Model	Sum of squares	df	Mean square	F	Sig
Regression	58.959	3	19.653	68.697	.000 ^b
Residual	47.922	168	0.285		
Total	106.881	171			

- a. Dependent Variable: Job satisfaction
- b. Predictors: (Constant, SIC, CIC, EIC)

Source: Own Survey

The above table 4.10 shows that the analysis of variance. The interest in this table is the F-statistics and its associated sig. value. The results show that the F-statistics is significant at Sig = 0.000. This indicates the model has power to predict employees' job satisfaction from leadership competencies scores significantly.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATION

The student researcher tried to explore whether employees achieved job satisfaction based on the manager's leadership competencies, and how the three leadership competencies dimensions affect employee job satisfaction. Participant's responses validated theories discussed in chapter two as the foundation of the current research. Based on the data analysed the following major findings were drawn.

5.1 Summary of Major Findings

The main objective of this study was to investigate the effect of leadership competencies on employee job satisfaction in the case of Zemen Bank. In order to achieve the research objective, the data were collected from professional employees because they are most affected by the leadership competencies used by the management. All survey participants were professional staff and full-time employees. The results of the study are discussed by analysing the result of questionnaire and presented using graphs, tables and figures. The data presentation and analysis collected from both primary and secondary sources was analysed using themes from research questions and objectives. The collected raw data were categorized, edited, organized and analysed using quantitative methods. All the instrument reliability were tested and found the overall Cronbach's alpha value is 0.947 and the Cronbach's alpha value for the three leadership competencies dimensions is also greater than 0.7. These value indicates that the instrument have a high reliability in internal consistency. To ensure the validity of the instrument adopted in this study, the researcher has applied a pre-tested questionnaire in the area of the study

In this study, all of the three key assumptions of linear regression model: normality test, multi linearity and linearity have been tested. The findings show that there was no problem of multi-co linearity, the histogram is bell shaped curve proves the normality of the data, and the points in the plot fall along a straight line and this indicates the relationship between the leadership competencies and employee job satisfaction is linear. All this findings proves that, the result of the linear regression is reliable.

The result of descriptive statistics reveals that the three leadership competencies dimension has been exhibited by leaders of the bank. Among from the three dimension of leadership competencies studied under this study the most dominant one is emotional leadership competencies and the second cognitive intelligence competencies and lastly social intelligence competencies. However, all the mean result of leadership competencies dimension is low.

Multiple linear regression analysis was also conducted to check if the three dimensions of leader's competencies affect employee job satisfaction. The results obtained reveals that adjusted $R^2 = .554$ which indicates that 55.4 % of the variation in job satisfaction is explained by the three dimension of leadership competencies (emotional intelligence competencies, social intelligence competencies, cognitive intelligence competencies). The result of the regression analysis shows the strength of the relationship between the dependent and independent variables based on R statistic. The finding on the regression analysis shows that the R statistic value is 0.743. This shows a strong and positive relationship between facets of leadership competencies dimensions and employees' job satisfaction. The other finding of the study is that, among the three leadership competencies dimensions emotional intelligence has a strong and positive impact on employee job satisfaction as compared to SIC and CIC.

5.2. Conclusion

Based on the data analysis and summary of major findings the following conclusions were forwarded based on research objective. In order to meet the first specific research objective, the study conducted descriptive analysis and found out that all the three dimension of leadership competencies were practiced in different degree. Among the three LC, emotional intelligence competencies is the highest perceived competencies type by employees of Zemen bank. The next most perceived leadership competency by Zemen bank employees is CIC. And the least perceived leadership competency by employee of Zemen bank is SIC. Exercising leadership competencies skills by any leaders is compulsory in his/her day to day business or personal activity. However, the descriptive analysis result of the study shows all LC dimensions mean score were below 3.4 which indicate low result. From this finding we can conclude that, there is growth area in leadership quality of the bank's managers that need to be addressed by the bank management.

The Pearson correlation matrix finding reveals the relationship between leadership competencies dimensions and employee job satisfactions in Zemen Bank. The Pearson correlation coefficient B value is positive and the correlation index value is above 0.5. Based on this finding, we can conclude that the relationship between leadership competencies and employee job satisfaction in Zemen Bank is positive and strong. This means an increase in one leadership competencies dimension would cause also an increase in employee job satisfaction.

To find out the effect of leadership competencies dimensions on employee job satisfaction at Zemen Bank, the study has conducted a linear and multiple regression analysis. Based on the regression analysis result, we can conclude that the result of the regression model is reliable and the effect of the leadership competencies on employees' job satisfaction in ZB is strong and positive.

5.3. Recommendations

Based on the summary of major findings and conclusion, the following recommendations were forwarded. The study reveals that there is a positive relationship between the leadership competencies and job satisfaction of ZB employees. It has been further found, that among the three dimension of the leadership competencies the emotional intelligence competencies has a immense effect on the job satisfaction of the ZB employee. It has also been found, that the leadership competencies plays a strong role in bringing the jobs attraction due to the ability of the managers/leaders to understand, develop, connect, lead and manage the conflict along with the change in people. One of the major factors found in absence of the leadership is the inability to the managers to influence and inspire the people, which lead them to fail in conveying the organizational message and bring everyone on same mission, thus failing to achieve the goals. Perhaps, the leadership competencies enable managers to influence and inspire the employees, making them follow the given trajectory to success. This has been found to have a positive effect on the job's satisfaction level of employees.

Since the EIC, SIC and CIC directly and positively affects the job satisfaction level of employee and also the practice level of the three leadership competencies dimension by the Zemen bank's

managers is low. Thus, it is important for the bank set up the strategy that trains the managers and nourishes the existing managers and the leaders to learn the art of emotional intelligence, social intelligence, and cognitive intelligence. To achieve this, it is recommend that by using a competency-based approach to leadership, the bank can identify and develop its next generation of leaders. This approach allows ZB's human resource department to identify, develop, and assess a set of appropriate skills, abilities, and performance capabilities that is behavioral measures required for the leaders to perform the given job. While training the management on the leadership development program, it's recommended that the bank should inaugurate the seminars that talk about leadership and also invest in the exercise and the vision that creates the leadership mind-set. This will help the Zemen bank in creating a leadership mind-set in the organization that will ultimately increase the job satisfaction level.

However, when selecting and developing leaders, HR professionals should consider the competencies that the individual possesses and compare those to the ones that need further development for success in a leadership role. By looking at his/her current competencies and comparing those to the skills necessary to fill a leadership position, the bank can make better informed decisions in hiring, developing and promoting leaders. As a result, leaders of the bank can obtain necessary skill that would help them to influence employee and to bring the required job satisfaction.

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Appendix A

**ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
Department of Business Leadership**

Dear Respondents;

I would like to express my earnest appreciation for your generous time, honest and prompt response. The main purpose of this questionnaire is to collect data which will be helpful in research work titled **The Effect of Leadership Competencies On Employee Job Satisfaction: The Case of Zemen Bank S.C , Addis Ababa**. As a member of Zemen Bank, your participation in this study will be valuable and greatly appreciated.

I want to assure you that this research is only for academic purpose. No other person will have access to the data collected. That is, the secrecy of the information you provide is strictly protected.

Section 1: Respondents' Demographic Information:

Please provide us with your demographic information (as requested below), except your name, to help us relate and analyze the results of the survey in connection to age, gender, educational status, etc. of respondents and to test any significant differences among respondents background vis-à-vis various dimensions of the topic.

1.1 Please indicate your Gender:

- Female Male

1.2. Please indicate your Age category:

- Below 25 years From 26-32 years
 From 33-40 years From 41-50 years Above 50 years

1.3 Please indicate your tenure/the number of years you have worked in Zemen Bank

- From 3-5 years From 6-10 years Above 10 years

1.4 Educational Qualification level

- Diploma Bachelor's Degree Masters Degree Phd and above

SECTION 2: Measurement for Leadership Competencies

INSTRUCTION: this leadership competencies related question intended to measure your perception of leadership competencies in three dimensions such as: cognitive intelligence competencies, emotional intelligences competencies, and Social intelligence competencies. Please make a “√” mark on your response to each statement according to the five point scale labeled at each statement Please mark only one answer:

i. Social Intelligence competencies		Strongly Agree	Agree	Do not Known	Disagree	Strongly Disagree
1.	Your manager is good at networking with employees.					
2.	Your manager is good at negotiating with employees.					
3.	Your manager helps employees based on understanding their needs and feelings.					
4	Your manager has the ability to develop employees.					
5	Your manager foster open communication and stay receptive to bad news as well as good.					
6	Your manager is good at managing the department/branch team.					
7	Your manager show sensitivity					

	and understand others' perspectives.					
8	Your manager is good enough in oral communication.					
ii. Cognitive Intelligence competencies		Strongly Agree	Agree	Do not Known	Disagree	Strongly Disagree
9.	Your manager is fully aware of job related concepts.					
10.	Your manager is fully aware of job related technologies.					
11	Your manager does systems thinking, taking into account all job related things.					
12	Your manager recognizes and makes use of work patterns appearing while at work.					
iii. Emotional Intelligence competencies		Strongly Agree	Agree	Do Not Know	Disagree	Strongly Disagree
13	Your manager promotes work in a planned manner.					
14	Your manager promotes work with the initiative.					
15	Your manager is good at self-control and limit.					
16	Your manager is flexible in handling job.					

17	Your manager has in-depth knowledge of the emotional capacity of self and others.					
18	Your manager understands the emotional needs of others					
19	Your manager acts in congruence with your values					
20	Most of the time your manager is aware of your emotional state while you are at work.					

Section 3: Measurement for Job Satisfaction

INSTRUCTION: this job satisfaction related question intended to measure your perception of job satisfaction in relation to leadership competencies. Please make a “√” mark on your response to each statement according to the five point scale labeled at each statement Please mark only one answer:

Statement		Strongly Disagree	Disagree	Do not Known	Agree	Strongly Agree
21	I am satisfied in the competence of my supervisor in making decisions.					
22	I am satisfied in the way my boss handles his/her workers					
23	I am involved in decisions that affect my work and I am satisfied on it.					
24	I am satisfied by the chance given to me to work alone on the job.					
25	I am satisfied by the freedom given to me to use my own judgment.					
26	I am satisfied by the chance given to me to try my own methods of doing					

	the job.					
27	I am satisfied with the praise I get for doing a good job.					
28	My manager communicates and updates me regularly regarding the goals and priorities of the Bank.					
29	I am satisfied with the relationship with my manager in the work place.					
30	The chance to do things for other people.					
31	I am satisfied by pay and the amount of work I do					
32	I am satisfied by the promotion policy of the bank					
33	I am satisfied by the benefit scheme of the bank compared to the industry practice					
34	I am been communicated formally about the company policy and procedures					

I thank you for your time