



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY

The Relationship between Emotional Intelligence and Conflict Management Style among Employees of Commercial Bank of Ethiopia (central Region, Megenagna District)

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June, 2024

Addis Ababa, Ethiopia

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A Thesis Submitted to the School of Psychology, College of Education and Behavioral Studies, Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Social Psychology

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Declaration

I hereby declare that the work I have done toward earning a Master of Arts degree in Social Psychology, under the title "The Relationship between Emotional Intelligence and Conflict Management Style: The Case of Commercial Bank of Ethiopia," is entirely original with no submissions made to this or any other university's postgraduate program. Nonetheless, citations to other people's work have been made clear and acknowledged. The work was done under the guidance of Professor Habtamu Wondimu, Addis Ababa University, College of Education and Behavioral Studies, School of Psychology.

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Acronyms

EI = Emotional Intelligence

CMS= Conflict Management Style

WLEIS= Wang and Law Emotional Intelligence Scale

ROCI= Rehim's Organizational Conflict Inventory

IS= Integrating Style

OS= Obliging Style

DS= Dominating Style

AS= Avoiding Style

CS= Compromising Style

SEA= Self-Emotion Appraisal

OEA= Other Emotional Appraisal

UOE= Use of Emotion

ROE= Regulation of Emotion

Abstract

The objective of this study was to examine the association between emotional intelligence and conflict management style among employees of Commercial Bank of Ethiopia. A sample consisting of 207 employees (83 females and 124 male) from 115 tellers, 82 senior officers and 5 managers were chosen using stratified random sampling from 10 randomly selected branches of Megegnagna district. The participants responded to the Wang and Law Emotional Intelligence scale (WLEIS) and Rehims Organizational Conflict Inventory- II (ROCI-II). Descriptive analysis (frequency, mean, and standard deviation) and inferential statistics such as Pearson correlation, linear regression, independent t-test, and one-way ANOVA were used to analyze quantitative data. The findings show that there was moderate level of emotional intelligence among commercial Bank of Ethiopia. The correlation's finding indicated a strong positive relationship between emotional intelligence and conflict management especially with integrating style indicating that employees with relatively higher emotional intelligence tend to use integrating styles; on the other hand employees with lower emotional intelligence lean towards dominating and avoiding style of conflict management. Emotional intelligence accounted for 38.4% of the variance in conflict management style. The ANOVA's results showed a statistically significant difference between genders of the respondents with emotional intelligence. Likewise, there was a difference that was statistically not significant in emotional intelligence with respect to the educational background, age and work experience. The implications of the study were converse about.

Key words: Emotional intelligence, conflict management style

CHAPTER ONE

INTRODUCTION

Emotional intelligence is the ability to identify, manage and control one's own emotion towards social connection and relations (Golmen, 2002). Emotional intelligence becomes a critical component in assisting people in overcoming obstacles presented by the work environment, which in turn enhances their ability to resolve these conflicts. Consequently, this enhances their mental health within the context of the organization (Rezazadeh, 2014).

In a professional setting, there is a prevailing belief that emotional intelligence (EI) holds the potential to facilitate conflict resolution, foster a culture of collaboration, inspire fellow colleagues, and contribute to the establishment of psychological safety within working teams (Kukah et al., 2021). Individuals with high emotional intelligence are able to resolve disagreements by identifying where the common ground is, and coming up with solutions that work for both parties they are competent negotiators and mediators who can ease emotions and diffuse conflicts (Gaur, 2023). Emotional Intelligence (EI) was first defined in the 1990's theoretical literature as the ability to monitor, distinguish, and understand the feelings and emotions of one and others and use this information to guide own thoughts and actions (Salovey & Mayer, 1990).

In recent decades, there has been a growing body of research on the function of emotions and emotional intelligence (EI) in organizational contexts. Many organizational behaviorists have attempted to identify the factors that influence employees' productivity at work as emotional intelligence has gained relevance. It seems that people should leave their sentiments at home when they go to work because there is a general disrespect for emotions in the workplace. Nonetheless, it has been shown that emotions have a direct impact on decisions and behaviors that individuals make, which in turn impacts interpersonal relationships (Hopkins & Yonker, 2015). Emotions must be recognized, regulated, and integrated into each person's life for the person to thrive and achieve their goals (Ashkanasy & Dorris, 2017).

Organizations are settings where people are arranged in some way so they can function well. The majority of occupations in organizations, if not all of them, include some kind of interpersonal communication. In this case, emotions are used to encourage the cooperation needed for this kind of communication. Employees who understand their emotions well will therefore engage with coworkers and the workplace environment in general more effectively and efficiently (Law et al., 2008). However there is one particular issue that makes it difficult

to create an environment that encourages cooperation. This issue raises the idea that people's capacity for cooperation is hindered by their ongoing struggle for scarce resources, position, power, etc. This particular type of issue is called conflict (Ojo and Abolade, 2014b).

A common definition of conflict is miscommunication resulting from conflicting beliefs, attitudes, and emotions between two people or groups (Marquis and Huston, 2000; Rahim, et al., 2000). Conflicts are inevitable aspects of modern organizational life because of the complex dynamics within organizational structures, which involve a variety of employee relationships molded by a range of ideas, perceptions, and beliefs (Omisore & Abiodun, 2014).

Effectively handling conflicts is of paramount importance within any organization because conflicts are an inevitable part of the workplace, and if left unattended or unresolved, they can have detrimental effects on both employee performance and well-being, as well as on the organization's overall performance (Hazim et al., 2020). In order to succeed in any capacity within a company, having conflict management abilities is vital. Conflict management plays a critical role in our professional lives (Brewer et al., 2002).

Integrating and compromising conflict management styles are selected by people who have the ability to manage emotion and produce positive effects on performance. People with high emotional intelligence (EI) are inclined to take into account both their own and other people's feelings. These traits may foster empathy, which in turn may lead people to take other interests into account while trying to resolve conflicts (Mayer et al., 1999) In order to meet everyone's interests, a win-win solution that results from integrating and compromising styles may therefore become a priority in settling conflicts among individuals.

One of the most important emotional intelligence (EI) skills is the ability to manage or settle conflict (Cherniss, 2001). (Afzular, 2002) described conflict as an interacting process that manifests as dissonance, conflicts, or incompatibilities inside or between social units (Bahalerao, 2016). Leaders and superiors are often involved in conflicts at work because they are crucial to the management and resolution of disagreements. Effective use of conflict management results in the intended organizational goals, such as satisfaction, effectiveness, and efficiency, in addition to the resolution of conflicts (Jameson, 1999).

1.1 Emotional Intelligence and Banking Sector

Bank employees must build good relationships with clients in order for banks to operate effectively and efficiently. The effectiveness of these connections will be based on how well banking employees relate to one another. A staff member's emotional intelligence is measured by how successfully they relate to their clients (Akpanabia & Ubah, 2018). According to (Harris et al., 2009) a number of industries strongly support the use of emotional intelligence in the workplace, and have increased their profitability and managed complex situations by applying the framework of emotional intelligence.

The lending, depositing, and exchanging of foreign currency is the main way that the banking industry is linked to and associated with the various participants in the economy (Aliber, 1984). This scenario is not unlike the Ethiopian banking industry; what makes it unique is that it operates in an underdeveloped country marked by low per capita income, a large trade imbalance, unstructured monetary policy or regulation, and several obstacles to investment (Cherenet, 2019). Other developing countries have reported experiencing similar challenges. For instance, regulatory inefficiencies and economic instability provide challenges for Nigeria's banking sector, limiting financial inclusion and growth (Adeola & Evans, 2017). Furthermore, research on the banking industries in Kenya reveals a shared problem with inadequate capital access and inadequate infrastructure, both of which are significant barriers to economic development (Mwangi, 2018).

The above harsh conditions need emotionally intelligent and skilled employees and executives. They also need to be able to recognize opportunities and difficulties early on and make proactive decisions that will improve their organization's way of handling different encounters (Goleman, 1998). Additionally, because banks are service-oriented businesses, their primary function involves direct, face-to-face interaction with clients; as such, staff must comprehend and implement emotional intelligence techniques such as self-management, emotion regulation and social awareness in the workplace to increase understanding and decrease conflict (Gabriel & Griffiths, 2002)

1.2 Statement of the problem

The theory of emotional intelligence (EI), as proposed by Mayer and Salovey (1993, 1997), suggests that individuals with high EI shape their relationships based on their self-perception and their perception of others. This ability can foster empathy and lead to more considerate

conflict resolution strategies. Emotions are intrinsically linked to conflict, which arises from opposing viewpoints (Bhalerao, 2016). Conflicts can either lead to unproductive outcomes or be resolved amicably, resulting in high-quality solutions. Effective conflict management requires astute tactical choices, heavily reliant on an individual's emotional intelligence (Hopkins & Yonker, 2015).

For organizations, particularly in the banking sector, recognizing and integrating EI into their culture can enhance employee performance and organizational harmony (Baseba, 2023). Internal conflicts in banking are common due to diverse requirements, perspectives, values, and desires among team members. Effective collaboration, vital in this competitive industry, often suffers due to unresolved conflicts (Lieltewoin, 2021). Poorly managed conflicts can lead to negative consequences such as reduced creativity, poor decision-making, low morale, stress-related illnesses, and increased absenteeism (Bagshaw et al., 2003). Specifically, in the banking sector, unresolved conflicts result in work delays and dissatisfied teams (Mahder, 2023).

In today's rapidly changing world, the lack of emotionally intelligent and adaptable workers undermines the team spirit necessary for organizational sustainability (Senay, 2019). Despite the recognized impact of EI on conflict management, there has been little investigation into the specific relationship between these concepts, particularly in the Ethiopian context. A comprehensive review of available literature, including sources from the Kennedy Library at 6 Kilo, revealed a significant gap in research on how EI and conflict management styles interact within Ethiopian public organizations.

Therefore, this study aims to explore the relationship between emotional intelligence and conflict management styles among bank employees in Ethiopia (central region Megenagna district). This research seeks to provide valuable insights into how these variables interact, contributing to the broader literature on emotional intelligence and conflict management styles and offering practical implications for enhancing organizational performance in the banking sector.

1.3 Research questions

- What are the levels of emotional intelligence among employees of Megnegna district Commercial Bank of Ethiopia?
- To what extent do emotional intelligence predict conflict management style?

- What is the relationship between emotional intelligence and conflict management style?
- Are there any relationships between demographic variables such as age, gender and work experience with emotional intelligence?

1.4 Objective of the research

1.4.1 General objective

The main objective of the study is to investigate the relationship between conflict management styles and emotional intelligence in Commercial Bank of Ethiopia in Addis Ababa Megengana district.

1.4.2 Specific objectives

- To examine the relationship between emotional intelligence and conflict management styles among employees in Commercial Bank of Ethiopia.
- To explore the level of emotional intelligence among the employees of Commercial Bank of Ethiopia.
- To check the relationship between emotional intelligence and conflict management style on different demographic factors such as age, gender and educational background.

1.5 Significance of the Study

This study contributes to the existing body of knowledge by providing empirical evidence and serving as a guide for future researchers interested in the relationship between emotional intelligence (EI) and conflict management styles in the organizational sector within the cultural and organizational context of Ethiopia. By understanding the relationship between EI and CMS, the Commercial Bank of Ethiopia (central region Megenagna district) can enhance employees' awareness of emotional intelligence, leading to more effective conflict resolution strategies

In Ethiopia, bank sectors play a major role by providing many services for their society. Commercial Bank of Ethiopia is one of the biggest government owned banks that largely contributes to the growth rate of the economy with thousands of employees and customers across the country. Researching conflict management style and emotional intelligence (EI) could be essential as banks have dynamic work environments where staff members often engage with stakeholders, clients, and coworkers. In order to guarantee seamless operations

and keep good connections with clients and coworkers alike, effective conflict management is essential. Employees at the bank can negotiate difficult situations more skillfully by knowing how emotional intelligence affects conflict management style. This will enhance teamwork, customer happiness, and overall organizational success.

The study will assist bank management in understanding different approaches to managing workplace conflict. It will also help bank management in viewing workplace conflict as a source of opportunity as well as challenges.

1.6 Scope of the study

The relationship between emotional intelligence and conflict management style among employees of commercial bank of Ethiopia was the focus of this study. Commercial Bank of Ethiopia has 10 districts and over 500 banks that are classified with grade level across the central region central region with total number of employees 34,897 as in March 2023. However, this study was delimited to selected 1 district and 10 branches. Commercial bank of Ethiopia was chosen for a couple of reasons. First the researcher's personal observation and multiple negative experiences in the service the bank provides

Second, the banking industry is inherently prone to high levels of stress and pressure due to its fast-paced nature. Literature indicates that individuals with low emotional intelligence often struggle to manage stress effectively, leading to poor conflict resolution and increased organizational conflicts. Given the heavy workload and demanding environment, employees in the banking sector, particularly at institutions like the Commercial Bank of Ethiopia, are at significant risk of stress-related issues.

Thirdly it is crucial for management and employees to have a thorough understanding of conflict management styles and emotional intelligence in banks. This is because it gives them the tools they need to resolve interpersonal conflicts peacefully and effectively. A more peaceful and effective work atmosphere can be created by high emotional intelligence, which also promotes improved teamwork, communication, and customer service. Workplace disagreements can become opportunities for innovation and progress if different conflict management styles are understood and put into practice This, in turn, enhances overall organizational performance, employee satisfaction, and customer loyalty, giving the bank a strategic advantage in the competitive financial industry.

1.7 Operational Definition of Terms

Emotional intelligence (EI): Emotional intelligence, according to Goleman (1995), is the capacity for self-awareness and emotional regulation, empathy for others, and skillful management of interpersonal interactions. Emotional intelligence (EI) is a collection of interconnected skills needed for social interaction that include both intrapersonal and interpersonal skills Law and others (2004) as measured by Wang and Law (WLEIS).

Conflict management style (CMS): According to Moberg (2001), the term conflict management style describes particular behavioral patterns that people choose to use in handling conflict situations. It will be inferred from this research that this is the method or technique employed to resolve disputes. To this research it will be implied as the approach or strategy used to handle conflicts. It includes a range of methods and behaviors applied to address and resolve conflicts between individuals or groups as measured by Organizational Conflict Inventory II (ROCI-II) (Rahim, 1983).

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Emotional Intelligence

To fully understand the meaning of EI, one must first try to understand what is meant by emotions and intelligence. Emotion is referred as neural networks, reaction systems, and the feeling state or process that drives and recognizes thought and behavior (Inzlicht et al., 2015). Intelligence can be defined as the ability to carry out abstract thoughts and learn and adapt to the environment (Mayer et al., 2004).

Social intelligence, first proposed by American psychologist Edward Lee Thorndike in the early 1920s, is the foundation of emotional intelligence (EI). The ability to comprehend and manage human interactions, including the ability to comprehend and manage men, women, boys, and girls, as well as the ability to act sensibly in human relations, is known as social intelligence. According to Thorndike, humans are endowed with a unique kind of intellect called social intelligence, which includes interpersonal understanding and management skills. Thorndike made three different intelligences; mechanical intelligence, which deals with the understanding and control of concrete objects; social intelligence, which includes the capacity to manage interpersonal relationships sensibly; and abstract intelligence, which is concerned with the comprehension and control of ideas.

Following this, in his seminal work on the theory of multiple intelligences, Gardner (1983) introduced the concept of personal intelligence, which encompasses two constructs: intrapersonal intelligence and interpersonal intelligence. Intrapersonal intelligence refers to "knowledge of the internal aspects of a person: access to one's own feeling life, one's range of emotions, the capacity to effect discriminations among these emotions and eventually to label them and to draw upon them as a means of understanding and guiding one's own behavior." On the other hand, interpersonal intelligence refers to the ability to notice the distinctions among others in terms of their moods, tempers, motivations, and intentions (Gardner, 1989)

Gardner's theory of multiple intelligences, first proposed in his 1983 book "Frames of Mind," broadens the definition of intelligence and outlines several distinct types of intellectual competencies. Gardner challenges the conventional belief that there is a single universal type of intelligence by arguing that humans are not born with all of the intellect they will ever

possess. According to the notion of multiple intelligences, human intelligence can be classified into a number of modalities, such as interpersonal, intrapersonal, logical-mathematical, musical-rhythmic, visual-spatial, verbal-linguistic, and bodily-kinesthetic. While intrapersonal intelligence refers to the ability to understand oneself, control one's own life, and make effective use of such knowledge, interpersonal intelligence is the capacity to comprehend the intentions, motivations, and desires of others and to collaborate with them (Gardner, 1983).

Building on Gardner's (1983) research, Salovey and Mayer (1990) defined emotional intelligence (EI) as the capacity to keep an eye on one's own emotions as well as those of others, to distinguish between the good and bad impacts of emotion, and to use emotional data to shape beliefs and actions. Goleman (1995) contributed to the popularization of this idea by reporting that EI plays a major role in an individual's performance, especially in the workplace. He suggested that EI accounts for around 80% of success, with intellectual intelligence accounting for the remaining 20%.

Since emotional intelligence (EI) deals with the content and regulation of emotions, Mayer and Salovey (2001) claimed that EI differs from other forms of intelligence, particularly Gardner's notions of intrapersonal and interpersonal intelligences. Mayer and Salovey's theory of emotional intelligence also emphasizes the emotional skills that connect feeling and thought. Conversely, Goleman's perspective takes into account social and emotional competences such attitudes and personality traits (Jordan and Troth, 2002).

Zhou and George (2003) described emotional intelligence (EI) as the ability to motivate and encourage subordinates, leading them to deliver high performance for the organization. Anari's study (2012) found that employees with high emotional intelligence achieve more and effectively navigate various situations and conditions. These findings underscore the importance of emotional intelligence in the workplace, as it enables individuals to recognize and manage personal emotions, make sound decisions, build collaborative relationships, and effectively cope with stress and change.

2.2 Dimensions of Emotional Intelligence

Mayer and Salovey's (1997) definition of emotional intelligence (EI) is applied, which is a collection of interconnected abilities pertaining to the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate

thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. Salovey and Mayer (1990) and Mayer and Salovey conceptualized EI as composed of four distinct dimensions: Appraisal and expression of emotion in the self (self-emotional appraisal [SEA]), Appraisal and recognition of emotion in others (others' emotional appraisal [OEA]), Regulation of emotion in the self (regulation of emotion [ROE]), and Use of emotion to facilitate performance (use of emotion [UOE]).

2.2.1 Self-emotion appraisal

This dimension pertains to an individual's capacity to comprehend their emotions and recognize their inclinations in various contexts (Lee, 2013). Compared to others, those who possess this skill are better able to recognize and feel their emotions (Law et al., 2008). According to Goleman (1995, 1998a, 1998b), it isn't just related to a person's psychological awareness and self-awareness; it also has a significant role in explaining how a person behaves and interacts with others. Those that are highly self-assured and sensitive to their emotions undoubtedly achieve great performance (Gardner & Avolio, 1996). According to (Bandura, 1986; Frankl, 1992) as cited by Megerian and Sosik (1996) a person with high degrees of self-awareness will do well at work. According to Goleman (1998), self-awareness poses a risk to people who are intense and compassionate. People may identify their own sentiments, observations, and personal strengths and weaknesses thanks to the competences in the self-awareness domain.

The components of self-emotion appraisal are a part of emotional intelligence (EI) and are essential for effective leadership and interpersonal relationships. And it covers some key components

Self-awareness: Recognizing and understanding one's emotions, as well as knowing one's strengths and weaknesses, and what is important to them. Self-awareness is associated with being open to different experiences and new ideas and learning (BPsySc, 2023).

Self-regulation: Managing emotions effectively, particularly negative emotions, and staying in control in various situations. This involves treating others with respect, staying calm, and holding oneself accountable for mistakes (Nutrition, 2021).

Motivation: The drive to improve and achieve, setting high standards, and working towards goals. This component also involves optimism, resilience, and finding the positive in challenging situations (BPsySc, 2023).

Empathy: According to Salovey and Mayer (1990), empathy is the ability to accurately gauge the affective responses in others and to choose socially adaptive behaviors in response (as cited in Fitness & Curtis, 2005)

Social skills: The ability to manage and maintain healthy relationships, which is often described as being a "people person." This component includes effective communication, conflict resolution, and teamwork (Nutrition, 2021)

2.2.2 Others Emotion Appraisal

The capacity to perceive and identify the feelings of others is referred to as others emotion appraisal. People who score highly on this ability are thought to be cautious of others' thoughts and feelings in addition to being able to read their minds (Wong et al., 2004). It possesses the necessary skills to handle social issues and build strong bonds with the community and surrounds Mayer et al. (2016). It also requires people to accept society's emotions in a constructive way and build meaningful relationships. In the context of occupational performance, the ability to understand the emotions of others is beneficial. It allows individuals to demonstrate appropriate conduct and disposition, leading to recognition, trust, and collaboration, ultimately resulting in improved performance within an organizational setting (Law et al., 2008). This understanding is particularly crucial in service environments, where employees must be able to sense the emotional states of others and make necessary adjustments in their communication and behavior.

According Noor Aqqad and Bader Obeidat, (2019), employees can recognize the mental and emotional states of others and adapt appropriately through word choice, tone, and body language, assessing others' emotions is critically important in the service industry. Other emotion appraisal has three important components to be successfully applied

Perception of others' emotions: The ability to accurately perceive and recognize the emotions of others, including their facial expressions, body language, and vocal cues

Understanding of others' emotions: The capacity to understand the emotions of oneself and others, including their causes, intensity, and implications. This involves being able to empathize with others and see a situation from their perspective

Response to others' emotions: The ability to respond effectively to the emotions of others, including providing support, comfort, and assistance when needed. This involves being able to regulate one's own emotions and express empathy and understanding.

2.2.3 Use of Emotion

The ability to use emotions refers to leveraging one's emotions to enhance performance and behavior (Shih, Y., & Susanto, A 2010). Individuals skilled in this capacity focus on self-motivation to consistently improve and channel their emotions in positive and productive directions. This skill has a significant impact on performance, as individuals with this ability direct their emotions toward favorable outcomes. In an organizational context, this relates to employees uplifting themselves and others to complete tasks effectively (Law et al., 2008). The ability to use emotions is increasingly recognized as a valuable indicator of job success and performance. It allows individuals to interpret emotions, manage and regulate their own emotions, and maintain positive relationships with those around them, leading to more collaboration and overall success in the workplace (Shih, Y., & Susanto, A, 2010).

2.2.4 Regulation of Emotion

According to Taute et al. (2010), regulation of emotion refers to the ability to manage and control one's emotions effectively. This involves the use of various strategies to modulate the intensity of emotions, respond adaptively to emotional cues, and maintain emotional balance. This dimension reflects the ability to regulate a person's emotions, enabling rapid recovery from psychological distress (Law et al., 2008). A person with high performance in this area is skilled at controlling their emotions in order to properly manage their conduct. They exhibit the capacity to use behavioral and cognitive techniques to start or stop emotional reactions, including managing the onset, severity, and length of their feelings. This ability allows employees to quickly overcome negative emotional impacts, thereby reducing the influence of adverse situations on performance (Law et al., 2008). Ochsner and Gross (2005) also noted that individuals skilled in emotion regulation use cognitive and behavioral strategies to initiate or modify emotional responses, including their timing, duration, and intensity. In the organizational context, effective emotion regulation can help employees manage their emotions and maintain performance in the face of challenging situations.

Regulation of emotion has as few capabilities, the ability to take appropriate actions in response to one's emotions, such as seeking support or engaging in self-care activities (Inhibiting actions) the ability to refrain from impulsive or harmful actions in response to

strong emotions, such as lashing out in anger or withdrawing from others, (Modulating arousal) the ability to regulate the intensity of one's emotions, such as calming oneself down when feeling anxious or revving oneself up when feeling lethargic, (Cognitive reappraisal) The ability to change one's perspective on a situation in order to change the way one feels about it, such as finding a silver lining in a difficult situation or reframing a negative experience in a more positive light, (Mindfulness) the ability to stay present and aware of one's emotions without becoming overwhelmed by them, such as observing one's feelings without judgment or getting caught up in a spiral of negative thoughts and (Expressing emotions) which is the ability to communicate one's emotions effectively, such as expressing one's needs and desires clearly or setting boundaries with others (Terry & Leary, 2011).

2.3 Models of Emotional Intelligence

Emotional intelligence (EI) encompasses a set of skills and characteristics that drive leadership performance and enable individuals to perceive, use, understand, manage, and handle emotions. Several models have been developed to measure EI, each offering a unique perspective on the construct. Scholars like Mayer and Salovey, Bar-on, and Goleman have offered three basic frameworks for various concepts of emotional intelligence: the ability model, competency model, and mixed model. According to these approaches, emotional intelligence can be defined as a set of pure emotions, as a mental ability alone, or as a mental ability with personality qualities like optimism, adaptability, and wellbeing. Currently, the only ability model of emotional intelligence is presented by Mayer and Salovey, defining EI as a form of pure emotions rooted in cognitive capacity alone. The mixed models differ in their approaches, with distinctions attributed to varying perspectives on what constitutes emotional intelligence. Reuven Bar-On introduced a model incorporating personality dimensions, highlighting the interdependence of emotional intelligence capabilities and personality traits, particularly in relation to well-being. On the other hand, Daniel Goleman proposed a mixed model emphasizing performance by integrating an individual's abilities and personality traits, considering their respective impacts in the workplace environment.

2.3.1 Ability Model

The ability model defines EI as the integration of several capacities: "the ability to perceive accurately, appraise, and express emotion. It is also the ability to access and/or generate feelings when they facilitate thought, the ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth

(Mayer and Salovey, 1992). Later on in 1997 Mayer & Salovey modified that definition as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others.” According to Petrides, 2011 Ability EI is the power to perceive and convey emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others.

The majority of what makes up EI are interconnected skills. In addition to helping people comprehend the emotions of others, these skills help people control their own emotions, which leads to improved actions and ideas. The fact that EI is intelligence, meaning it may get better with time, is a second quality. Subsequently, it is thought that EI increases with experience and age (Shih and Susanto, 2010). Capacity Cognitive-emotional ability, or EI, refers to emotion-related cognitive skills that should be assessed using maximal performance assessments.

The model holds that our capacity to control our emotions and our perception of our emotional intelligence influence our thought processes and decision-making. Mayer et al. (2004) created the four-branch ability model for emotional intelligence. They propose categorizing the competencies and aptitudes of emotional intelligence into four domains: the capacity to accurately sense and identify one's own and other people's emotions, as well as the use of emotion to motivate thought, understanding emotions and knowing how to use them to one's advantage when thinking and solving problems, the ability to manage emotions and to understand and interpret complex emotions and their transitions the capacity to properly control and manage emotions, both in oneself and in social situations.

2.3.2 Trait model

Petrides introduced the Trait Emotional Intelligence (Trait EI) theory in 2001. This theory characterizes our awareness of the emotional dimension within ourselves, encompassing our emotional dispositions and our self-perceived proficiency in perceiving, understanding, managing, and utilizing both our own and others' emotions (Petrides et al., 2018, p. 50).

Trait EI is a constellation of self - perceptions located at the lower levels of personality hierarchies (Petrides, Pita, & Kokkinaki, 2007). Trait emotional intelligence, also known as trait emotional self-efficacy, is concerned with emotion-related self-perceptions and is related to personality. People's opinions on their own emotional intelligence, or trait EI, are of concern. It offers an operationalization that acknowledges the subjectivity that permeates

emotional experience or a range of innate social and emotional skills and attributes in humans.

The Trait Emotional Intelligence (EI) theory posits that specific emotional profiles may confer advantages in certain contexts while being less advantageous in others. For instance, traits such as being reserved and non-supportive are not indicative of emotional deficits but rather represent personality traits that could be more adaptive in certain settings, such as research contexts (Rushton, Murray, & Paunonen, 1983). The assessment process in the realm of emotional and other intelligences closely aligns with the principles observed in personality assessment. Just as in the field of personality, where individual profiles need to align with specific job descriptions; the assessment of emotional intelligence acknowledges the need for tailored approaches. Different job roles may necessitate distinct emotional intelligence profiles, emphasizing that there is no universally applicable "magic profile" for individuals deemed emotionally intelligent. Instead, the effectiveness of emotional intelligence depends upon its alignment with the specific demands and nuances of various life contexts (Hamilton-Butler, 2018).

2.3.3 Mixed Model

The Mixed Model, another widely embraced paradigm of Emotional Intelligence, was crafted by Daniel Goleman. This particular model places a strong emphasis on delineating Emotional Intelligence through an extensive spectrum of skills and competencies that directly influence leadership performance. As a result, the Mixed Model finds frequent application in corporate and professional environments, serving as a valuable tool for training and assessing managerial potential and capabilities and increasing human resources through the theories of emotional intelligence.

Five fundamental components of emotional intelligence are outlined by the Mixed Model: Self-knowledge Perceived as acknowledging one's own feelings, advantages and disadvantages, objectives, drives, and principles, Self-regulation is the ability to identify one's own disruptive or negative emotions and impulses and to control or reroute them toward a positive or constructive goal or emotion. Social scale this construct merely makes use of the preceding two components to control relationships with individuals around you and influence their behavior. Empathy is the capacity to feel bad or sad for someone else when they face a difficult situation. Motivation, which supports the idea that someone with strong emotional

intelligence, may effectively motivate oneself to reach their objectives. The model requires a person to seek success for no purpose other than because it is success.

In each component of the Mixed Model of Emotional Intelligence, Daniel Goleman incorporated a series of emotional competencies. These competencies are not inherent talents or fixed personality traits; instead, they are capabilities that can be acquired and refined to attain enhanced levels of performance. While the model acknowledges that individuals may have inherent cognitive abilities and certain personality traits from birth, it asserts that these natural characteristics, unique to each person, play a role in determining the potential success achievable through the cultivation of Emotional Intelligence.

2.4 Self-efficacy Theory

The ability to control one's emotions is known as emotional intelligence (EI), according to Salovey and Mayer (1990). The definition continues. Emotional intelligence (EI) is the subset of social intelligence that includes the ability to observe, distinguish between, and monitors one's own and others' feelings and emotions Salovey & Mayer (1990). Decisions and choices can then be made with this knowledge in mind. Self-efficacy is the ability and conviction to succeed in a certain situation. Self-efficacy, according to Bandura (1997), is the belief that one can organize and execute the actions required to deal with future situations.

Increasing one's self-efficacy leads to self-awareness, which is necessary for the development of emotions Bandura (1997) argues that there is a close relationship between self-efficacy and self-awareness. Self-awareness a key component of EI helps individuals recognize their emotions and how they influence their thoughts and behaviors. This awareness is crucial for building self-efficacy because it allows individuals to assess their strength and weaknesses realistically. Emotional regulation, another aspect of EI, empowers individuals to manage their emotions effectively. This helps them stay calm and focused in challenging situations, fostering a sense of self belief and confidence in their ability to succeed.

Self-efficacy and emotional intelligence (EI) become interconnected as people move through organizational dynamics, using their ability to recognize ideas, feelings, and actions through self-awareness, regulation, and control (Bandura, 1997). Ream (2018) contends that people are better able to support their self-efficacy beliefs when they are able to control their emotions, perceive workplace events truthfully, and objectively understand how their emotions affect their expectations for the future and how they think. On the other hand, individuals within the organization who have trouble controlling their emotions and are not

objective when determining the cause of events are likely to underestimate their own talents, which will lower their impression of their own efficacy (Gundlach et al., 2003).

2.5 Conflict Management

Conflict can be understood as a struggle involving one or more parties who hold contrasting needs, ideas, beliefs, values, and goals. This struggle can lead to a range of outcomes, both constructive and destructive, and always has an impact on organizational life. According to Rahim (1986) defines it, conflict is an interactive state manifested in compatibility, disagreement, or difference within or between social entities.

Conflict was seen as a bad and damaging phenomenon that needed to be avoided or prevented throughout the 1930s and 1940s. This conventional perspective on conflict emphasized its negative effects and alienated people from it by associating it with words like destruction and irrationality. Miscommunication, a lack of trust, and managers' failure to meet their staff members' needs and wants were all seen as causes of conflict. The human relations perspective of conflict, on the other hand, superseded this idea and promoted conflict as a normal, logical, and inevitable occurrence in any group. This point of view acknowledged conflict as an essential component of any organization and proposed that internal disagreements may enhance group dynamics. Maintaining a low level of conflict to keep the group productive and moving forward is the key to successful conflict management, not completely eliminating all disagreement. The field of organizational conflict was dominated by the human relations perspective between the late 1940s and the mid-1970s.

People respond to conflict based on their thought patterns and emotions linked to the situation these responses are influenced by personal interests, values, and intellectual traits (Elkhouly & Gamaleldin, 2012). (Rahim and Bonoma, 1979) identified two main sources of organizational conflict: within individuals and between two or more people. These sources lead to three levels of conflict Intrapersonal Conflict: This level involves conflict within an individual. It refers to the internal struggles and contradictions that a person experience, such as conflicting values, desires, or emotions, Intragroup Conflict also called intragroup conflict occurs within a group or team. It involves tensions, disagreements, or clashes among members of the same group. This type of conflict may arise from differences in opinions, goals, or working styles within the team and Intergroup Conflict: this goes beyond individual groups or teams and involves conflicts between different groups or departments within an organization. It often arises from competition for resources, conflicting interests, or differing

perspectives between various organizational units (Rahim, 1986). Examining conflict causes can offer insights into individual behavior, aiding more effective organizational training.

2.6 Views of Organizational Conflict Management

Every organization or project team is prone to have conflicts among the members. Just like change, conflict is inevitable in any organization. Since an organization is composed of people having diverse qualifications and backgrounds, it is practically impossible to meet the goals, without having conflicts among the team members (Almost, j. 2006). There are three different views of conflicts in organizations. Followings are the three views of conflicts in organizations:

2.6.1 Traditional View

The traditional view of conflicts has been around since the late nineteenth century and it was popular from the late nineteenth century until the mid-1940s. According to this view, the conflicts are always bad for an organization. It always leads to failure and always has a negative impact on the performance of an organization. According to this view, a conflict is synonymous to violence, destruction and irrationality and that conflict must always be avoided at all costs. Traditional view beliefs the root cause of the conflict is left undetermined (Slabbert, 2004).

In the traditional management perspective, conflict was seen as harmful and something to be eliminated, typically only addressed by top-level management, a belief that persisted until the 1940s (Stephen, 1978). This viewpoint suggested that parties involved in a dispute would take action at any sign of disagreement, as they were unwilling to tolerate any form or level of conflict. However, in our day-to-day activities, whether we choose to address conflict can be influenced by personal traits, other parties involved, and various external factors (Judge, Simon, Hurst, & Kelley, 2014).

2.6.2 Human Relations View

Managed view is another name for the Human Relations perspective. The human relations perspective recognizes that conflict exists within an organization, whereas the traditional view links disputes to destruction and negative effects and works to assure their elimination. This perspective holds that conflict is normal and unavoidable in an organization. It is possible for a quarrel to improve an organization's performance (Bacal, R. 2004). A conflict

cannot be totally removed and there are times when this conflict may even be beneficial an organization.

A more sophisticated perspective on conflict, the managed-conflict approach considers the entire context of the conflict, including events that transpire before to and following the behavioral stage of conflict. Furthermore, in order to get the greatest outcome from disputes, the managed-conflict viewpoint emphasizes training individuals in conflict resolution (Ebhoite & Monday, 2015). From a human relations perspective, internal group conflicts can enhance group productivity and effectiveness. The human relations viewpoint holds that conflict is an inevitable and natural occurrence that cannot be eliminated from any kind of organization.

2.6.3 Interactionist Perspective

The interactionist view is one of the latest perspectives on conflict. According to this view, conflict is a must for an organization's better performance. According to Andersen (2009), a conflict helps an organization to manage changes in a better way (Andersen, 2009). This view motivates conflicts based on the rationale that if there is no conflict in an organization, it may become stagnant and non-responsive to needs for change and improvement (Bacal, R. 2004).

In this perspective, conflict is seen as a relationship between people and society. This model interprets conflict as an interactive process where individuals and society adapt to each other, and the adaptation can lead to survival (Stephen, 1974). The model emphasizes the importance of change and adaptation in response to conflict, recognizing that conflict can lead to positive outcomes. The interactionist view of conflict became popular between 1940 and 1970 and is still relevant today. It recognizes that all conflict is both good and bad, and it encourages managers to sustain a self-critical and inspired group.

According to the interactionist perspective, conflict can be constructive for a group and is important for it to function well. Conflict can therefore be both dysfunctional or functional. When it comes to performance, the group benefits from functional conflict and is harmed by dysfunctional disagreement (Omisore & Abiodun, 2014).

Conflict is a common aspect of both our personal lives and the natural course of business within organizations. It is widely accepted as a natural and unavoidable occurrence. The way conflicts unfold depends on how the involved parties perceive and understand the situation (Iain, 2005). From this standpoint, a certain amount of conflict is seen as beneficial, serving

as a catalyst for change in family or business relationships. It suggests that not every instance of conflict requires an immediate response. In fact, a moderate level of conflict can be constructive, aiding in the smooth functioning of daily operations by enhancing understanding of existing issues

2.7 Conflict Management Styles

The concept of conflict is pervasive in organizations and underlies practically every aspect of life (Trudel, 2009). Conflict in the workplace is an all-too-familiar, even universal, phenomenon in business. A survey of 5,000 employees revealed that 85% of them deal with conflict in their working lives, and 29% said they deal with it “always” or “frequently” (CSP Global).

People in organizations encounter conflict regularly, whether they are aware of it or not. This conflict is like a double-edged sword, capable of yielding both positive and negative outcomes. On the downside, conflict can disrupt established routines and lead to reduced productivity and satisfaction. On the positive side, organizations can improve the quality of their decisions, foster creativity, and enhance overall performance (Shih and Susanto, 2010). These consequences have significant implications, especially as the boundary between work and home life becomes more blurred, and organizations experiment with flatter and more decentralized structures (Aula and Siira, 2010).

According to Trudel (2009), conflict arises naturally in organizations and is seen as ubiquitous in the corporate world. A company's ability to be viable and successful over the long term depends on its ability to resolve conflict. If conflict is not handled well, it can breed mistrust, defensiveness, and have a detrimental impact on productivity and collective self-improvement (Robbins, 2001). Unmanaged conflict in the workplace can cause higher stress levels, poorer performance, and risks to the health and wellbeing of employees inside the firm (Mckenzie, 2002). Additional adverse consequences encompass maladaptive conduct, reduced efficiency, and ultimately the dissolution of the establishment (Alzawahreh and Khasawneh, 2011). For organizations and its members to operate effectively, conflict management is crucial (Ozdemir et al., 2009).

Handling conflict situations requires the application of conflict management styles (CMS). They allude to particular behavioral patterns that people choose to use in order to resolve disputes (Moberg, 2001). Tension in the scenario may arise more from the way conflict is

handled than from the disagreement itself. The goal of conflict management is to find constructive solutions to disputes or confrontations. It is essential for both the cultural and social development of individuals as well as the efficient operation of organizations (Howell S. E. 2014).

CMS are seen as a crucial component in conflict resolution. At times, the primary source of stress in a conflict situation is not the conflict topic per se, but rather the disparities in CMS (Ozdemir et al., 2009). CMS refer to specific individual patterns that individuals prefer to employ when dealing with conflict (Moberg, 2001). When two or more people who must interact with one another have different goals, values, and interaction styles, interpersonal conflict naturally occurs in companies. Blake and Mouton (1964) were pioneers in exploring this concept and it focused on two key aspects: concern for self and concern for others. Concern for self refers to how assertive an individual is in pursuing their own interests, values, opinions, and perceptions. On the other hand, concern for others involves the level of cooperativeness in safeguarding the interests, values, opinions, and perceptions of the other party.

2.8 The Dual Concern Model

The Dual Concern Model (DCM) was developed by Kenneth Thomas and Ralph Kilmann in the 1970s Based on two dimensional managerial and conflict response models of behavior. It is a framework that helps individuals understands and manages conflict by focusing on two underlying concerns: concern for self (own interests) and concern for others (relational interests).

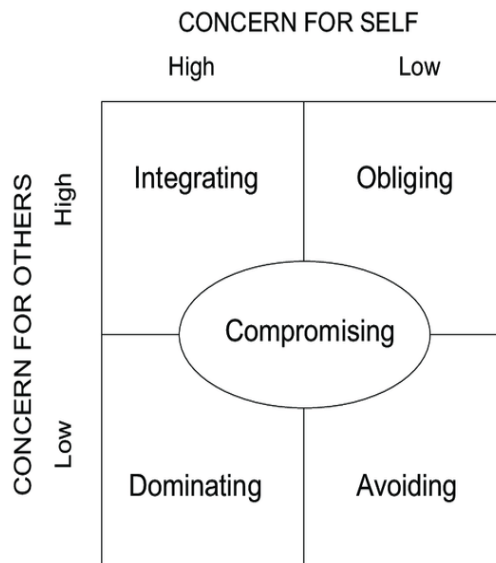
The initial two-dimensional conflict model presented by Blake and Mouton (1964, 1970) and it showed five different approaches to managing interpersonal conflicts. These approaches were developed by combining two dimensions: "concern for people" and "concern for production." According to Blake and Mouton, when faced with a conflict situation, people frame their response using these two fundamental characteristics. The focus placed on each factor when combined offers a fundamental cognitive framework for handling the dispute (Sorenson et al., 1999).

Given this framework, the key to understanding how individuals respond to conflict is to determine the patterns of cognition or thinking styles associated with a conflict situation. "When these basic styles are understood, one can predict for each how a man operating under

that style is likely to handle conflict" (Blake & Mouton, 1970, p. 419). Using particular approaches to settle conflict situations is essential to successful conflict management. According to other researchers, depending on the circumstances, one type of conflict resolution is more appropriate than the other for the best possible outcome (Rahim & Bonoma, 1979).

Since the inception of Blake and Mouton's original theory, several scholars have provided alternative perspectives on the concerns that underlie conflict choices. Four or five conflict-handling approaches are consistently mapped along two dimensions in these models, despite differences in how these concerns are conceptualized. Rahim (1983) is one prominent figure in this subject whose work has advanced understanding of conflict management. The complex interactions between the elements in each of these models provide insights into the many tactics people use in conflict situations. Utilizing the dimensions identified as depicting "the motivational orientations of individuals during conflict" (Rahim & Magner, 1995, p. 122) as cited by (Daud, Mohd Isa, & Wan Mohd Noor, 2012) five distinct conflict management styles have been discerned. These styles encompass dominating, integrating, obliging, compromising, and avoiding strategies.

Figure 1: Rahim, 1983 Five Major Styles of Conflict Management



2.8.1 Integrating (high concern for self and others)

"Maintaining strong cooperation and assertiveness, high concern for self and others, and openness, information exchange, and examination of differences associated with problem solving and creative solutions" are all components of an integrating style Noor Aqqad and Bader Obeidat, (2019).

According to Rahim (2002) integrating technique is helpful when handling challenging issues. It is also helpful in defining or redefining an issue, coming up with alternate solutions, or getting the support required for a solution to be implemented successfully by leveraging the knowledge, abilities, and other resources held by many parties. Additionally, integrating style has been shown to lessen stress and conflict in relationships and tasks (Hopkins and Yonker, 2015). Moreover, dealing with strategic concerns related to organizational objectives, policies, long-term planning, and other factors have been deemed acceptable for the integrating style (Rahim, 2002).

This type of person has strong levels of cooperativeness and assertiveness. They take into account the interests of both themselves and other parties in an effort to find a solution that benefits all parties. When all sides are committed to resolving the problem by emphasizing its differences, integration is accomplished. Understanding what drives conflict is crucial to fostering a synergy between the parties involved in the conflict, as has been determined by the significance of effectively managing conflict (Tuguz et al., 2015).

The integrating style in customer service requires flexible application in many scenarios and might be time-consuming. Employees in customer service must analyze the material at hand and have a thorough understanding of the dynamics of the dispute. It is necessary to comprehend the variety of potential outcomes and how they could affect both parties. As a result, applying this style is a difficult and advanced procedure. It is imperative for the staff to not only authenticate all the details regarding factors under their control, but also consider the possible influence of uncontrollable factors on the conflict scenario (Leung, Y.F., 2010).

Positive outcomes can be obtained by employing the integrating style since it can greatly enhance the circumstances and create a balance between the interests of both parties. So the integrating style is the most effective of the five conflict management techniques. When dealing with significant and pressing conflict concerns, the integrating style ought to be used. The parties must first comprehend the nature of the conflict and avoid becoming sidetracked by unimportant or unrelated matters. To safeguard the interests of both parties, the parties must be adaptable, modify or resolve outstanding concerns, and create a precise and thorough study of the crucial variables during conflict resolution (Leung, Y.F., 2010).

2.8.2 Obliging (low concern for self and high concern for others)

In order to reduce the other party's concerns, obliging style, according to Ozdemir et al. (2009), entails minimizing differences and emphasizing similarities. This type of person minimizes differences by giving in to others (Trudel, 2009). The following circumstances make the obliging approach appropriate: the other party is right, the matter is much more important to them, the party is willing to make a concession for the benefit of the other party, and the party is ignorant of the subjects at hand. It's also appropriate when one spouse is in a precarious circumstance or believes that maintaining the relationship is essential.

This type of person is cooperative but lacks confidence. This person ignores their own worries and focuses all of her attention on other people's problems, allowing for differences and emphasizing commonalities between opposing viewpoints (Manning et al., 2009; Schermerhon et al., 2005). Since accommodation requires selflessness from one of the disputing parties, it is a lose-win situation (Eluozo & Johnson, 2021)

In situations where one party's interests, values, opinions, or perceptions are not very important, the obliging manner works well for settling disputes. On the other hand, if the obliging style is used without moderation, it could unintentionally result in an uncontrollably high volume of requests, which could then become unreasonable. As a result, using the

obliging style carefully must be considered in order to avoid the opposite party making unrestrained, increasing demands. An obvious imbalance of interests between the parties involved could be the long-term effect of this unregulated strategy. In instances where individuals consistently prioritize the concerns of others over their own, a diminished sense of self-recognition. This imbalance, if sustained, can lead to a decline in morale, especially in the context of the customer service industry, where front-line staff enduring prolonged periods of low or no self-recognition may necessitate intervention by their superiors (Leung, Y. F., 2010).

2.8.3 Dominating style (high concern for self and low concern for others)

A strong care for oneself and a low regard for others define the dominant conflict management approach. Individuals using this style often focus on their own needs at the expense of others. Win-lose scenarios when one person tries to achieve goals without taking into account the needs of others are linked to dominating style. This type of behavior includes things like making allegations, rejecting other people's arguments, and making confrontational or critical statements (Trudel, 2009). The dominating style is deemed appropriate in conflict situations where the issues at stake hold significant importance for the party adopting this approach. When the subject matter of the conflict is crucial to the interests, goals, or well-being of the party, employing a dominating style becomes a strategic choice (Rahim, 2002). In such instances, individuals opt for assertiveness and forceful communication to ensure that their perspectives needs prevail.

The dominating conflict management style is often used in situations where the outcome is more important than the relationship, and it involves using whatever power is available to win or get one's way (Boyd, 2020). People that use a dominant style usually take whatever necessary steps to achieve their goals, frequently minimizing or ignoring the demands and expectations of the other side. When making decisions quickly is necessary or when the problems at the center of an argument seem relatively unimportant, this forceful strategy is frequently used. Furthermore, when putting organizational strategies, policies, or controversial courses of action into practice, senior management typically adopts the dominating style. In these situations, prioritizing control and decisiveness is in line with the strategic objectives of carrying out essential actions for the organization's overall benefit, even if doing so means disregarding the opinions or concerns of other parties (Afzalur, Garrett, & Buntzman, 1992).

2.8.4 Avoiding style (low concern for self and others)

The avoiding style is characterized by a low concern for both self and others. Typically marked by withdrawal, individuals employing this style tend to neglect addressing their own concerns and those of the opposing party. This strategy is frequently used when it seems that confronting the other side will have negative rather than beneficial outcomes in terms of resolving the problem. The avoiding style is frequently observed in situations where individuals perceive tactical or minor issues, choosing to sidestep direct confrontation in favor of minimizing potential repercussions Morris et al. (1998).

The conflict management style known as avoiding is marked by tendencies toward withdrawal, passing responsibility to others, or sidestepping situations, whereby individuals refrain from addressing conflicts or facing issues (Ozdemir et al., 2009). In order to avoid confrontation, the avoidance style attempts to retreat, deny, or disengage from conflict situations. This may involve shifting the subject or making unrelated comments (Trudel, 2009). When the benefits of settling the dispute outweigh the possible disadvantages of facing the other party head-on, adopting the avoidance method makes sense. Moreover, it is effective for small problems. But this strategy is inappropriate when one side places a great deal of significance on the issues. Inappropriate situations include those in which decision-making falls on one side, when there is a lack of patience and a refusal to wait for the persons concerned, or when quick action is required. In these situations, choosing the avoidance approach may make it more difficult to resolve significant issues and make wise decisions (Rahim, 2002).

2.8.5 Compromising style (Intermediate concern for self and others)

The compromising conflict style is used by those who want to resolve a dispute by coming up with a halfway-satisfying solution, as opposed to the collaborating conflict style, which concentrates on establishing a win-win situation. It's a give-and-take situation where both parties give up something to come to a common ground (Ozdemir et al., 2009). People who are involved in the matter typically alter their opinions because they have sufficient justifications or just to avoid conflict (Omisore & Abiodun, 2014).

An intermediate level of concern for oneself and others is linked to compromise. This approach usually involves "give and take," wherein each party gives up something in order to reach a compromise that works for everyone. This approach is frequently taken when the opposing parties' objectives are inconsistent or when both sides such as management and a

labor union are equally powerful and have come to a standstill. When addressing specific strategic concerns, this approach is employed (Afzalur, Garrett, & Buntzman, 1992).

When objectives are somewhat significant but not worth the work or possible disturbance associated with adopting more assertive tactics, compromise style is used. When a difficult issue needs to be temporarily resolved and when you're under time constraint to find a quick fix.

2.9 Emotional Intelligence and Conflict Management Style

The results of interpersonal connections are greatly influenced by emotional reactions (Knobloch, 2003). Relationships between bank employees and clients are necessary for banks to operate properly and efficiently. The effectiveness of these partnerships will be based on how well banking employees relate to one another. Conflicts are among the experiences that are linked to changes in the certainty and uncertainty of relationships (Siegert and Stamp, 1994). Several academics have offered preliminary evidence that emotional intelligence (EI) is crucial for effectively resolving conflicts. People with emotional intelligence are able to resolve problems by determining their underlying causes, finding common ground, and coming up with solutions that work for all parties Hazem and others (2020).

According to Jordan and Troth (2004), emotional intelligence (EI) is crucial for managing conflicts. They also argue that individuals with greater EI may be more likely to collaborate with others to find original solutions that meet the demands of all parties. Conversely, those with lower EI levels typically handle disagreements by competing and avoiding situations (Goleman, 2009). There is a favorable association between conflict management and emotional intelligence, according to a study on the topic conducted by Mohebbi and Arab (2014) in Iranian banks. However, the results varied depending on the sort of conflict management technique used. The relationship between emotional intelligence and avoidance and control styles was both inverse and negative. Nonetheless, a strong and favorable correlation was discovered between compromise style and emotional intelligence. Emotional intelligence (EI) is positively and significantly connected with integrating, compromising, and dominating styles, according to a study on EI and conflict management style among Chinese employees. Organizations will inevitably experience conflict, and various CMSs will affect employees' performance in different ways Zhang et al. (2015).

Relationships with peers, supervisors, and subordinates have been studied to examine the relationship between emotional intelligence components and conflict management techniques. Chen et al. (2019) found that the conflict management styles selected varies based on the parties involved in a study including Chinese employees at different organizational levels. Managers who were in dispute with their superiors or peers, for example, tended to use avoidance, collaboration, and accommodation methods while still demonstrating high levels of self-management and relationship management.

Vatankhah et al. (2008) found a significant relationship between emotional intelligence and conflict management style in a 2007 research study on the correlation of emotional intelligence with conflict management strategies among managers in Ghazvin training hospitals. The study also revealed that managers' emotional intelligence emerges as a critical factor in identifying conflicts and implementing appropriate solutions for conflict management within the organization. The Role of Emotional Intelligence in Librarians' Adoption of Conflict Management Strategies Ansari et al. (2010) found that employees with higher emotional intelligence adopted solution-oriented techniques significantly more frequently than employees with lower emotional intelligence.

It is important to comprehend the nature of this interaction in a number of areas, including banking (Tekatel and Nurebo, 2019). Notably, Jordan et al. (2004) demonstrated the inverse relationship between an individual's emotional intelligence, namely their capacity to navigate and regulate emotions, and their avoidance style in conflict management. When someone finds it difficult to identify, regulate, and control their feelings, they often retreat from difficult circumstances.

Research found particular correlations between conflict management styles and emotional intelligence (EI) subscales in a study involving a sample of undergraduate management majors. For example, there were noteworthy correlations between the integrating style and the EI subscales measuring social responsibility and problem-solving. Conversely, the dominant style demonstrated significant associations with self-esteem and impulsive control. Additionally, the study found that problem-solving had an interesting effect on both the choice of the avoiding method and the preference for the compromise style (Hopkins and Yonker, 2015).

2.10 Emotional Intelligence and Demographic Variables

Goleman (1995) made certain generalizations based on his study regarding the connection between gender and emotional intelligence. Men that possess strong emotional intelligence tend to be extraverted, socially balanced, positive, and fearless. They enjoy bonding and being responsible. They are content with who they are and the environment in which they live. In addition, girls who possess high emotional intelligence tend to be optimistic and have no trouble expressing their feelings. They are gregarious, extraverted, and have no trouble making new friends (Goleman, 1995).

Feshbach (1968), Köksal (1997), Hoffman and Levine (1976) were among the pioneering researchers who found that women are more empathic and show greater emotional reactions than men. According to Steven and Howard (2011), women globally are more aware of their social obligations and empathy. (Yuksekbilgili et al., 2016) and Akduman (2016) also discovered that there is a gender difference in emotional intelligence, with females scoring higher than males. In another study by Singh and Kumar (2013) found females are found to be generally more emotionally intelligent than man especially in managing emotions females not only manage their emotions but also others. According to a study by Sahi and Pahuja (2012) on emotional intelligence in bank workers, women possess a higher emotional intelligence than men. The study also concluded that the only ways to acquire emotional intelligence are through self-motivation, self-management, empathy, and self-awareness. Mahilet (2019) on the investigation of emotional intelligence in elementary schools, discovered no conclusive correlation between emotional intelligence and gender.

Bar-On (1997) suggests that emotional intelligence tends to increase with age, particularly within 10-year intervals up to the age of 50. Emotional intelligence (EI) can be enhanced since, according to Goleman (quoted in Mulugeta, 2010). EI develops with age and people tend to have higher EI skills in their 40s and 50s. A study on emotional intelligence by (Fariseli, et.,al, 2016) found that emotional intelligence depends on age regardless of other variables we decide to see it with, they stated that as age increases emotional intelligence also increases. There was no statistically significant difference discovered between the emotional intelligence levels of scouts in relation to the age variable, according to Çelik and Deniz (2008) and Shipley (2010). On the other hand, studies by Bar-on et al. (2000), Mayer et al. (1999), and Derksen et al. (2002) discovered that emotional intelligence rises with age.

Lawani et al. (2022) also indicated that there age and years of work experience were not statistically significant in relation to emotional intelligence scores.

A study indicated a correlation between academic and occupational achievement and emotional intelligence (EI) (Romanelli, Cain, & Smith, 2006). Studies have demonstrated a relationship between emotional intelligence (EI) and success in the workplace and in school (Romanelli, Cain, & Smith, 2006). Peers see higher emotional intelligence persons and college students as less confrontational, aggressive, and irritable, and they also demonstrate more positive social functioning in interpersonal situations (Brackett, Rivers, & Salovey, 2011). A study on emotional intelligence and educational background by found no significant correlation between academic achievement and emotional intelligence (Kashani, 2012). Similarly, understanding and controlling emotions were positively connected with the number of years of education completed, according to Goldenberg, Matherson, and Mantler (2006).

2.11 Summary and Implications of the Reviewed Literature

Emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to distinguish among them and to use it to guide once own action. The strategies we choose to resolve disputes can vary depending on our emotional intelligence levels and usage. Every business experiences conflicts because people who share resources and space with one another yet have different work habits, ethics, values, and belief systems often run into problems. Thus, the goal of any organization should be conflict management that is, reducing the negative aspects of conflict and maximizing its beneficial features.

Bank employees deal with a wide variety of people each with different wants and behaviors on a regular basis, as they provide customer service. Their ability to effectively navigate this dynamic environment is largely dependent on their emotional intelligence and their expert conflict management skills. Positive interactions with customers are encouraged by bank employees who possess emotional intelligence, which allows them to recognize, control, and communicate their own emotions as well as those of others. Additionally, having a great conflict management style enables them to resolve disputes and confrontations with clients or coworkers in a positive and effective way, maintaining a peaceful and orderly workplace. In order to handle the complexity of client service and maintain professionalism, bank employees must possess both emotional intelligence and competent conflict management.

On the other hand low emotional intelligence among bank staff frequently results in issues with the bank's conflict resolution procedures. Workers with poor emotional intelligence may find it difficult to identify, comprehend, and control their own emotions, which make it challenging for them to resolve problems in a positive way. They may respond defensively rather than resolving them with patience, and understanding. Furthermore, poor emotional intelligence-based conflict resolution can have a detrimental influence on client interactions, resulting in discontent, employee satisfaction in general and possible loss of business.

2.12 Conceptual Framework

Emotional intelligence and conflict management style served as the conceptual underpinning for this study. Emotional intelligence was the study's independent variable. In the same way, socio demographic factors that influence emotional intelligence level independently include age, sex, education, and work experience. The style of conflict management was the dependent variable in this study. The likelihood of using a constructive conflict management style increases with emotional intelligence. Additionally, low emotional intelligence may make it more likely to turn to an unfavorable conflict management style rather than increasing the likelihood of using a favorable conflict management style.

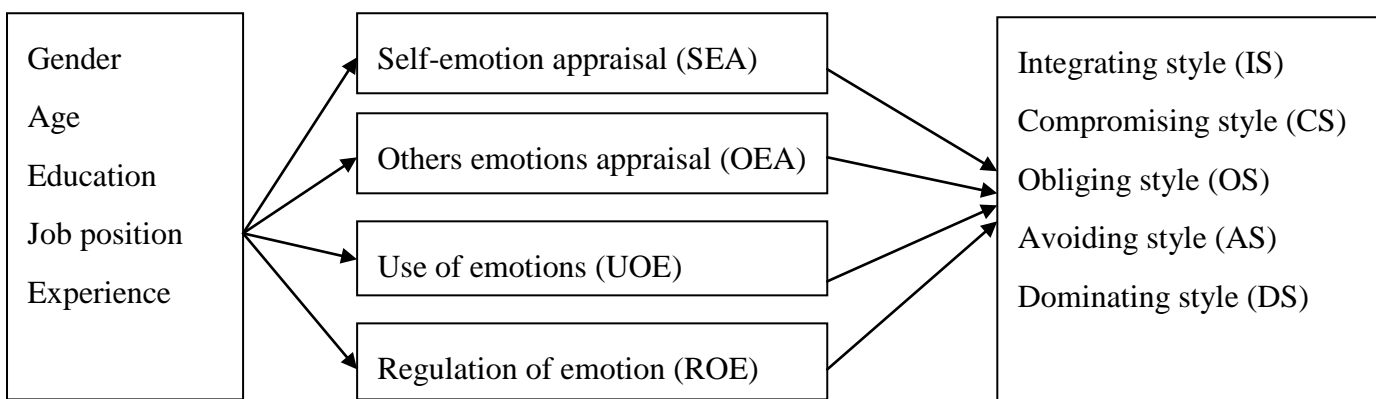


Figure 2: Conceptual Framework of the Study

CHAPTER THREE

METHODS

The study area, study population, data collection instruments, sample, and sampling methods were the main topics of this chapter. It also includes explanation of the instruments, the methods for gathering and analyzing data, as well as ethical consideration. The instruments were adapted from existing Likert scale questions for both emotional intelligence (WLEIS) and conflict management style (ROCI-II).

3.1 Study Design

The goal of the study is to understand the relationship between individual's emotional intelligence levels and their relationship with style for managing conflicts. It employed quantitative research methodology, more specifically a correlational study design, whose goal was to identify and maybe quantify correlations between variables. Examining the connection between conflict resolution styles and emotional intelligence was made easier with its assistance. The selection of a correlational research design was applied because it is useful to investigate the relationship between conflict management style and emotional intelligence as well as the relationship between emotional intelligence and socio demographic variables (such as age, gender, and job category) in order to determine emotional intelligence levels.

Since a quantitative research strategy entails gathering, evaluating, and performing statistical tests in addition to providing pertinent data regarding the study issue, it becomes helpful in achieving the research objective.

3.2 Study Area

The study was conducted within the Commercial Bank of Ethiopia (Megenagna district), one of the largest government-owned financial institutions in Ethiopia. Established in 1942, the bank has grown to operate over 1950 branches nationwide, employing more than thirty-four thousand individuals; with over eighty years of experience in the industry (Abdu, 2020).

The bank now has over 900 branches in the country and is geographically classified into three main regions, the central region (Addis Ababa) with 10 districts, North East region with 12 districts and South West region with 11 districts.

3.3 Study population

In 2023/2024, commercial banks in Ethiopia had over 500 branches across the central region of Addis Ababa. This study focused on 10 randomly selected branches of Megenana district. Megenagna district was selected using purposive sampling technique. The main rationale for choosing this district is its higher concentration of branches compared to the rest, which is expected to provide a comprehensive understanding of the most suitable banks for answering the research questions. By focusing on these specific branches, the study seeks to gain insights into the dynamics to better understand the relationships between the variables.

3.4 Population and sample

The research included administrative, senior, and teller personnel chosen from the ten selected branches. The 10 branches selected comprise a total of 431 employees, distributed as 10 in administrative roles, 121 in senior positions, and 300 as teller staff.

By using simple Taro Yamane's formula:

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

N= population size

n= sample size

e= acceptable sampling error (0.05)

$$n = \frac{431}{1 + 431(0.05^2)}$$

n= 207.46089 approximately will be 207.

3.5 Sampling Technique

After obtaining the full list of branches operating under Megenagna district the study utilized systematic random sampling and selected 10 branches. Systematic random sampling involves selecting every n^{th} item from a list after a random starting point. Lastly stratified sampling technique was employed to select the number of participants. This methodology involves the separation of the population into distinct and mutually exclusive subsets, referred to as strata. Subsequently, samples were drawn independently from each stratum direction to determine the sample size. The employee population was categorized into managerial, senior, and teller groups for the purpose of the study.

Table 1:***Job Categories of the Participants***

Job category	No of people in the strata	Number of people in sample	Sample from the strata	Percentage contribution in the strata
Managerial	10	$207/431*10$	5	2.4%
Senior employees	121	$207/431*58$	58	28.1%
Teller	300	$207/421*300$	144	69.5%
Total	431		207	100%

Source: Calculated by the Researcher, Jan, 2024

3.6 Pilot test

The purpose of the pilot study was to evaluate the cultural validity and clarity of the instruments, to determine the reliability of the questionnaire scales, and assess the effectiveness of the data collection techniques. The pilot test involved (n = 30) participants. Neuman (1997) suggests a minimum of 20 participants for a typical study, while there may be disagreements over the optimal participant count for a pilot test. From the 30 participants 13 were female and 17 were male regarding age distribution, there were 24 participants between the age range of 20-29, 4 participants on 40-49 and 1 participant each in the age range of 40-49 and above 50. In terms of educational status, most participants hold degrees (16), followed by those with master's degrees (10), and a minority with Ph.D. qualifications (4). Work experience is varied among 14 participants having 0-5 years of experience, 8 with 5-10 years, and another 8 with 10-15 years. Lastly, in terms of job category, the sample includes 2 managers, 13 senior officers and 15 tellers.

3.7 Data Collection Instrument

Data was gathered using a structured, self-administered questionnaire. The questionnaire was divided into three sections. The first section included questions on the respondent's age, sex, education, work experience, and job category. The second section comprised questions designed to gauge employees' emotional intelligence using a five-point Likert scale. The researcher employed the Wong and Law Emotional Intelligence Scale (WLEIS), a self-report instrument. The WLEIS was chosen for its strong internal coherence and structure, which

considers emotional intelligence to be an aptitude. Developed by Wong and Law (2002), the WLEIS is a self-report questionnaire that measures emotional intelligence (EI) using a 16-item Likert scale. It is based on the modified Mayer and Salovey model (Salovey and Mayer 1990; Mayer and Salovey 1997). The instrument consists of four dimensions: self-emotion assessment, others' emotion appraisal, use of emotion and regulation of emotion. The cronbach's alpha reliabilities of WLEIS subscales ranged from 0.74 to 0.87.

The Organizational Conflict Inventory II (ROCI-II) (Rahim, 1983) is used in the third section of the survey to evaluate conflict management styles using a five-point Likert scale. Five dimensions make up the instrument: obliging, compromising, dominating, avoiding, and integrated styles. The alpha coefficients for the five scales range from 0.72 to 0.77. The Rahims model looks into the quantity of conflict in a given organizational context in addition to conflict management techniques (Weider-Hatfield, 1988).

3.8 Reliability and Validity

In the current study, the reliability of the questionnaire scales was assessed using Cronbach Alpha. The Cronbach's alpha coefficient can be interpreted using the following general guidelines, according to Gliem (2003): alpha.9 is excellent, alpha between .8 and .89 is good, alpha between .7 and .79 and 8 is acceptable, alpha between .6 and .69 is dubious, alpha between .5 and .59 is poor, and alpha less than.5 is unacceptable. The SPSS 26.00 program was used to enter the data collected from the pilot research participants and compute the Cronbach alpha reliability index. After that, each questionnaire subscale's Cronbach's Alpha coefficient was determined (See Table 2).

Table 2: Reliability indices (alpha) of the scales in main study (n=207) and pilot study (n=30)

Scale	Main study		Pilot study	
	Alpha	No of Items	Alpha	No of item
SEA	.750	4	.799	4
ROE	.769	4	.790	4
UOE	.867	4	.899	4
OEA	.709	4	.802	4
IS	.908	7	.902	7
OS	.860	6	.870	6
AS	.821	6	.829	6
CS	.719	4	.750	4
DS	.862	5	.866	5

A pilot study was in Commercial bank of Ethiopia on 30 research participants through administering questionnaires. Thirteen women and seventeen men made up the sample of thirty responders, according to the demographic statistics. With a percentage of 56.7%, male respondents made up the bulk of the target population; female respondents made up 43.3%. Furthermore, in order to verify language equivalency, the standardized data collection tool was also conducted in English.

Using Cronbach's alpha, the reliability of the scales employed on this study was assessed. According to Table 2, the pilot study's reliability was determined to be .899, .790, .899, and .802 for the emotional intelligence components developed by Wang and Law. Organizational Conflict Inventory II (ROCI-II) components for conflict management style scale are .902, .870, .829, .750, and .866, in that order.

For the main study, Wang and Law Emotional Intelligence Scale component self-emotion appraisal had reliability of .750, regulation of emotion .769, use of emotion .867 and other emotion appraisal .709 Cronbach's alpha coefficient for the 28 items. Similarly, components of conflict management style scale Organizational Conflict Inventory II (ROCI-II) showed reliability of .908 for integrating style, .860 for obliging style, .821 for avoiding style, .719 for compromising style and .862 for dominating style Cronbach's alpha coefficient for the 28 items. In general, both items showed high levels of reliability, indicating that the items within each scale are highly correlated with one another and measure the respective constructs.

3.9 Data Collection Procedure

Data was collected through the distribution of questionnaires among the selected population sample. The questionnaires were handed out to randomly chosen respondents on the time of the day where a minimal amount of customers is expected, that is around 1 or 2 pm in the afternoon right after their lunch break. A few challenges were faced due to the crowded work environment. While more pertinent material were obtained via online sources and library sources, and physically from the organization's archive.

3.10 Data Analysis Method

The data collected was analyzed using SPSS version 26, with an emphasis on examining the relationship between the independent variable (emotional intelligence) and the dependent variable (conflict management style). Analyses both descriptive and inferential were performed on quantitative data. Measures like mean, frequencies, and standard deviation will be used in the descriptive analysis. T test was employed to show emotional intelligence levels of employees. The Pearson correlation test was also used to evaluate the type, direction, and significance of the relationship between workers' emotional intelligence and conflict management style. The selected statistical methodology seeks to provide good knowledge of the relationship and possible influence that emotional intelligence is expected to have on preferred conflict management style. Regression analysis was also used to evaluate the influence emotional intelligence has on chosen conflict management style they have on each other. In addition, to analyze the effect of demographic variables on emotional intelligence t test and ANOVA was employed. For gender and EI t-test for age, work experience, job position and educational background ANOVA was used.

3.11 Ethical Consideration

Ensuring participant anonymity and privacy is of utmost importance in all phases of data collection, analysis, and reporting for this research. All participants were asked for their informed consent, guaranteeing their voluntary involvement and comprehension of the study's goals. The information provided by the study participants was kept strictly confidential, and measures are taken to ensure the validity and integrity of the research findings.

CHAPTER FOUR

RESULTS

This study aims to explore how emotional intelligence relates to conflict management among employees at the Commercial Bank of Ethiopia. To accomplish this goal, this chapter presents, analyzes, and interprets the findings, aligning them with the study's objectives and research questions. Out of the 207 questionnaires distributed to the selected sample of employees, all 207 were completed and collected for analysis. The data obtained from the target sample was analyzed using SPSS version 26.

In this chapter the study's research questions were utilized to arrange and present the results. With the data generated, the findings were arranged to tackle some aspects. These included the assessment of emotional intelligence level, the predictive capacity of emotional intelligence on conflict management styles, and the connections between emotional intelligence and particular demographic characteristics.

4.1 Demographic Characteristic of Respondents

Four questions about the participants' demographic information make up the first segment of the questionnaire. These consist of years of experience, educational background, age and gender. Tables that follow show every demographic feature of the respondents.

Table 3***Demographic Characteristic of Respondents***

Variables	Sex	Frequency	Percentage (%)
Gender	Female	83	40.1%
	Male	124	59.9%
Age	20-29	161	77.8%
	30-39	40	19.3%
	40-49	6	2.9%
	Above 50	-	-
Educational status	Diploma	-	0.5%
	Degree	148	71.0%
	Masters	58	28.0%
	PH.D	1	0.5%
Work experience	0-5	132	63.8%
	5-10	52	25.1%
	10-15	23	11.1%
	15-20	-	-
	Above 20	-	-
Job category	Manager	5	2.42%
	Senior officer	58	28.02%
	Teller	144	69.57%

Gender was used to understand the distribution of female and male employees in Megenagna district Commercial Bank of Ethiopia. This information is going to help understand the importance of gender diversity in an organizational setting. Among the number of participants 83 (40.1%) of them were female and 124 (59.9%) of them were male. This indicates that there are more male employees than female in Commercial Bank of Ethiopia.

Age distribution as shown on table 3 above the bank's employees are mostly in the age range of 20-29 covering 77.8% of the work environment. The second highest is the age range 30-39(19.3%) and the least age group was between 40-49 covering 2.9 %. Furthermore, as the employees are young and maturing the organization should concentrate on increasing their effectiveness and shaping their perception towards the workplace.

Taking into account the employees' educational backgrounds, all of them hold degrees above the undergraduate level. With 148 employees (71%), bachelor's degrees make up the majority of the group; 58 employees (28%) have master's degrees, making up the second-largest group. There is also one employee (0.5%) who holds a PhD. The majority of the employees have reached higher levels of education therefore we can say that they are competent enough to communicate with other people's emotions and regulate their own.

Regarding the years of experience, employees have worked from 0 up to 15 years. 32 (63.8%) of the employees have 0-5 years of experience, 52 (25.1%) employees are between the years of 5-10 and only 23 (11.1%) of them are between 10-15 years of work experience. Employees with above 15 years of experience weren't found. Given that the majority of employees have less than five years of experience, it can be inferred that they are likely less familiar and somewhat ineffective in managing conflict, thereby exposing them to a rough working environment.

In terms of job categories, the selected banks have 5 managers, constituting 2.4% of the employees. The vast majority of employees are tellers, with 144 individuals (69.5%), followed by senior officers at 58 employees (28.0%). The lower number of managers compared to other job positions can be attributed to the study's focus on only a few selected branches, where each branch typically has only one manager.

4.2 Descriptive Statistics for Components of Emotional Intelligence and Conflict

Management Style

The descriptive statistics presented on Table 4 offer a comprehensive overview of emotional intelligence (EI) and conflict management styles (CMS) based on a sample of 207 participants with their mean and standard deviation.

Table 4***Descriptive statistics of components of emotional intelligence and conflict management style***

		N	Mean	Std. deviation
EI	Self-emotion appraisal	207	15.439	2.181
	Regulation of emotion	207	15.222	2.891
	Use of emotion	207	16.681	2.866
	Other emotion appraisal	207	15.12	2.531
CMS	Integrating style	207	26.608	5.472
	Obliging style	207	20.985	4.858
	Avoiding style	207	20.715	4.655
	Compromising style	207	13.483	2.591
	Dominating style	207	17.048	4.535

4.3 Descriptive statistics on Emotional Intelligence

On average, participants' responses to components of emotional intelligence are approximately consistent. However, the use of emotion component notably stands or rated the highest on average out at (M= 16.6, SD= 2.8) on a five point likert scale indicating that employees perceive themselves as relatively better at using their emotions constructively.

4.4 Descriptive statistics on Conflict Management Style

As finding from Table 4 indicates the respondents mean agreement levels regarding the components of conflict management style varied. The perceived degree of agreement was relatively low for the compromising style at (M= 13.4 SD= 2.5), while the highest agreement was observed for the integrating style at (M= 26.6, SD= 5.4) at five point likert scale. This suggests that employees of the Commercial Bank of Ethiopia tend to favor the integrating style as their preferred approach to conflict management. This style emphasizes a high level of concern for both self and others when encountering and resolving issues.

4.5 The levels of Emotional Intelligence among Commercial Bank of Ethiopia

The 1st research question of present study has examined the level of emotional intelligence among Commercial Bank of Ethiopia. The mean distribution of respondent's level of emotional intelligence is presented

Table 5

Levels of Emotional intelligence

Test Value = 51							
						95% Confidence Interval of the Difference	
T	df	Sig. (2-tailed)	Mean	Mean Difference	Lower	Upper	
EI	27.171	206	.000	51.362	14.45894	13.4098	15.5081

As shown in Table 5, on the results of one-sample t-test with a significance level of $p < .01$, the one-sample t-test findings showed that the observed mean score of 51.362 for emotional intelligence among bank employees closely matched the expected mean of 51. This suggests a statistically significant moderate level of emotional intelligence among employees, as there is a statistically significant alignment between the observed and expected means values. As result of employees moderate level emotional intelligence it can be sated that employees have average social ability to control one's own emotion and understand the emotions of others.

4.6 The prediction of Conflict Management Styles by Emotional Intelligence

The 2nd question of the present study focuses on the extent to which emotional intelligence predicts conflict management style by multiple regression analysis

Table 6:***Multiple Regressions among Emotional Intelligence Conflict Management Style***

	R	R Square	Adjusted R ²	F	Sig	Standardi zed beta	t-value	sig
Constant	.533 ^a	.384	.370	20.063	.000			
SEA						.030	.376	.707
ROE						.010	.141	.888
UOE						.463	5.508	.000
OEA						.119	1.768	.079

Dependent Variable: Conflict management style
 Predictors (constant), SEA, ROE, UOE, OEA

Table 6 presents the results of regression analysis, which indicated the relationship between dimensions of emotional intelligence with conflict management style. The findings indicated that Emotional intelligence has a statistically significant effect on conflict management style ($F = 20.06$, $p < .01$). $R = .533$ which indicates that the relationship between CMS and EI is positive and that both variables change in the same direction. The coefficient of variation R^2 shows that 38.4% of the variation in the dependent variable (CMS) is explained by the independent variable (EI) $P < .000$ or emotional intelligence significantly predicts 38.4% of conflict management style.

The results obtained from the coefficients table indicate that use of emotion contributes the most to conflict management style given that $\beta = 0.463$. In addition, others' emotion appraisal was relatively considered to have a high predictor of CMS given its increased beta of .119 but statistically not significant. Self-emotion appraisal and regulation of emotion is not considered a significant predictor of conflict management style since their beta value is relatively lower and $P > .01$

4.7 The Relationship between Emotional Intelligence and Conflict Management Style

The 2nd research question in this study looked at the Pearson product correlation between emotional intelligence and conflict management style components.

Table 7: Correlations between Emotional Intelligence and Conflict Management Style (N=207)

	SEA	ROE	UOE	OEA	IS	OS	AS	CS	DS
SEA	1	.212**	.664**	.104	.634**	-.051	.105	.251**	.199**
ROE	.212**	1	.315**	.430**	.176*	.336**	.127	-.022	.013
UOE	.664**	.315**	1	.287**	.692**	.183**	.175*	.397**	.280**
OEA	.104	.430**	.287**	1	.271**	.277**	.129	.159*	.011
IS	.634**	.176*	.692**	.271**	1	.371**	.238**	.585**	.292**
OS	-.051	.336**	.183**	.277**	.371**	1	.194**	.281**	.384**
AS	.105	.127	.175*	.129	.238**	.194**	1	.227**	.237**
CS	.251**	-.022	.397**	.159*	.585**	.281**	.227**	1	.451**
DS	.199**	.013	.280**	.011	.292**	.384**	.237**	.451**	1

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

* . Correlation is significant at the level of 0.05 level (1-tailed)

The correlation analysis indicates that higher levels of emotional intelligence (EI) are significantly associated with more constructive conflict management styles. Specifically, Self-Emotion Appraisal (SEA) and Use of Emotion (UOE) show strong correlations with the Integrating Style (IS), with correlation coefficients of 0.634 ($p < 0.01$) and 0.692 ($p < 0.01$) respectively, suggesting that employees who are self-aware and can effectively use their emotions tend to adopt collaborative approaches to conflict resolution. Additionally, the ability to regulate emotions (ROE) is moderately correlated with the Obliging Style (OS) (0.336, $p < 0.01$), indicating that employees with good emotional regulation are more likely to accommodate others in conflicts. The Compromising Style (CS) also shows significant correlations with SEA (0.251, $p < 0.01$) and UOE (0.397, $p < 0.01$), further highlighting the role of emotional intelligence in fostering balanced conflict resolution strategies. Moreover, the analysis reveals that employees with high others emotions appraisal (OEA) also tend to engage in constructive conflict management, with moderate correlations observed with IS (0.271, $p < 0.01$) and OS (0.277, $p < 0.01$).

4.8 The Relationship between Emotional Intelligence in respect to Demographic Variables

The last question of this study is group difference analysis between EI and demographic variables. Independent Samples T-Test was used to assess mean difference in gender group and one way ANOVA was used for age, work experience and job position.

Table 8

T- Test Results Comparing Gender and Emotional Intelligence

	Gender	N	Mean	Std. Deviation	t	df	Sig
EI	Female	83	48.0723	6.6622	3.93	206	.033
	Male	124	50.3871	8.1497			

As shown in table 8 independent samples t-test EI scores between genders, the mean EI score for females (N=83) was 48.07 with a standard deviation of 6.66, while the mean EI score for males (N=124) was higher at 50.39 with a standard deviation of 8.15 with $p < .05$ indicating that males had significantly higher EI scores than females.

Table 9

Summary of results from one way ANNOVA between age and emotional intelligence

	N	Mean	Std. Deviation	df	F	Sig
				206	3.027	.051
20-29	161	48.6149	7.41204			
30-39	40	47.8750	8.67708			
40-49	6	55.8333	.40825			
Total	207	48.4589	7.65627			

In Analyzing mean differences among emotional intelligence in age groups One-way ANOVA was used. The result showed a slight mean difference in each age group 20-29 (mean= 48.61, SD=7.41), 30-35 years (mean=47.87, SD=8.67), 40-45 years old (mean= 55.83, SD= .40) making the age group of 40-49 with the highest emotional intelligence but it have the smallest number of participants from the rest of the group. However, these differences were not statistically significant $F=3.027$, $p > .05$.

Table 10

Summary of Results from One way ANNOVA between Work Experience and Emotional Intelligence

	N	Mean	Std. Deviation	Df	F	Sig
				206	2.389	.094
0-5	132	48.431	7.568			
5-10	52	47.230	7.293			
10-15	23	53.391	8.478			
15-20	-					
Above 20	-					
Total	207	48.458	7.656			

Table 10 presents the mean difference between work experience and emotional intelligence. There are no employees that have 15 and above years of experience among the participants. 0-5 years have the highest number of observation and SD= 7.56 however the mean difference are all approximately the same but slightly high for work experience between the years of 15-20 (mean= 47.23, SD= 7.29) indicating that employees on this group have higher emotional intelligence however this difference is not statistically significant $p > .05$

Table 11

Summary of Results from One way ANNOVA between Educational Background and Emotional Intelligence

	N	Mean	Std. Deviation	df	F	Sig
				206	.185	.907
Diploma	1	47.000	.			
Degree	147	48.431	7.437			
Masters	58	48.431	8.341			
PHD	1	55.000	.			
Total	207	48.458				

The one-way ANOVA table compares emotional intelligence scores across different levels of education such as diploma, degree, masters, and PhD. Diploma and PhD groups only have one participant each and employees with degree groups comprise 147 participants with $M = 48.43$ and $SD = 7.437$ and for masters 58 participants in this group, with $M = 48.431$ and $SD = 8.34$. However, $P > .05$, indicating that there is no statistically significant difference in emotional intelligence scores across the different levels of education.

Table 12

Summary of Results from One way ANNOVA between Job Position and Emotional Intelligence

	N	Mean	Std. deviation	df	F	Sig
				206	.861	.424
Manger	5	50.267	12.176			
Senior officer	82	49.425	7.443			
Teller	115	50.363	7.346			
Total	207	50.018	7.658			

A one-way ANOVA was conducted to examine whether there are statistically significant differences in the mean across the different job poisons. Relatively managers and tellers had higher score of emotional intelligence ($M = 50.26$ $SD = 12.17$) and ($M = 50.36$ $SD = 3.34$) respectively. However, this difference among the group is not statically significant $p > .05$. In addition there is a variation in the number of participants among the different job position in. In particular, there are significantly fewer members in the manager group than in the teller and senior manager groups.

CHAPTER FIVE

DISCUSSION

This chapter provided an interpretation of the primary research findings of the current study in light of the major research topics and body of literature. This study looked at the relationship between conflict management techniques and emotional intelligence among Commercial Bank of Ethiopia workers. It also looked at differences in demographic characteristics, such as age, gender, work experience, educational background and job position.

In the current study, workers of Megengana district Commercial Bank of Ethiopia have moderate overall levels of emotional intelligence. The components' analyses show that employees have high ratings on use of emotion and self-emotion appraisal. Relatively, the lowest scores were discovered, nevertheless, in the areas of regulation of emotion and other emotion appraisal. These results imply that employees have a moderate skills needed for social interaction that include both interpersonal and intrapersonal such as social awareness, self-awareness, empathy. A study on emotional intelligence discovered higher use of emotion and self-emotion appraisal and lower relationship management and social awareness (Mahilet, 2018). This result contradicts with a study conducted by Cherent (2018) on the northern regions of the Commercial Bank of Ethiopia. The respondents' emotional intelligence score showed that they had comparatively lower skills in self-emotional appraisal and regulation of emotion. In contrast, Lawani et al. (2022) found that out of the four emotional intelligence components, self-emotion appraisal, or self-awareness, has the highest score.

A study by Lawani et al. (2022) also found that employees' have moderate to high levels of emotional intelligence. Another study by (Tilahun, 2022) in central region branches of commercial banks of Ethiopia also found moderate levels of emotional intelligence. This suggests that employees of commercial banks of Ethiopia have a better ability to channel their emotions into positive and constructive outcomes rather than letting them lead to conflicts. The current study therefore has relevance to the findings of other studies.

However, research by Akpanabia & Ubah (2021) on emotional intelligence and Nigerian banks revealed that employee's especially managers, have low emotional intelligence and that they should work on their self-awareness and self-competencies. Another study on emotional intelligence and banks in southeast Nigeria by (Okeke et al., 2020) discovered that

emotional intelligence is low and that the banking industry should place more of an emphasis on emotional competence and self-awareness and less emphasis on academic qualifications in order to help staff members find true self-fulfillment and contribute to organizational goals. In their study, Sahi and Pahuja (2016) examined emotional intelligence (EI) in bank employees and found that the levels of EI among the surveyed employees were concerning and the employees were not emotionally stable, which is a significant concern for bank authorities as it affects performance and increases conflict. This is relevant because the current study shows that emotional intelligence is at a moderate level. Both the present and previous studies indicate that the level of emotional intelligence among bank employees is generally moderate to low. Therefore, Commercial Bank of Ethiopia should conduct interventions to raise the emotional intelligence of their staff.

In terms of prediction of conflict management style, emotional intelligence significantly predicts conflict management style 38.4% $p < .01$. EI have a statistically significant impact on the outcome indicating that Commercial bank of Ethiopia employees' choice of conflict management is predicted by their levels of emotional intelligence. Jordan and Troth (2004), also found emotional intelligence as a strong Predictor of Workplace, particularly in how individuals manage conflict and that working on the increment of emotional intelligence in employees can lead to more effective conflict resolution and, consequently, better organizational outcomes.

The component's use of emotion predicts CMS significantly with higher beta value .436. There were Low beta values for the variables others emotion appraisal, Self-emotion appraisal, and Regulation of emotion suggested that these variables have low predictive ability of conflict management style. Additionally, the statistical insignificance of these beta values suggests that these variables did not play a major role in CMS in the study. A study by Aqqad & Obeidat, (2019) on Jordanian banks found that emotional intelligence predicts conflict management style 47.4% $P < .01$ on the contrary the component of emotional intelligence that predicted emotional intelligence better were and that regulation of emotion and others emotion appraisal has the highest predictive ability. In addition Riaz et al., (2012) also found emotional Intelligence positively predicts compromising, dominating, and integrating conflict management style.

Lawani et al. (2022) revealed their study of emotional intelligence and conflict management styles, highlighting that the elements of self-awareness (self-emotion appraisal) and self-

management (use of emotion) within emotional intelligence are particularly influential in predicting how conflicts are managed. This study somewhat matches with the present study which also found use of emotion to have higher predictive ability of conflict management style.

Male participants in the current study score higher than female participants in terms of emotional intelligence and demographics. A statistically significant correlation ($p < .05$) has been found between age and emotional intelligence, indicating the possibility of gender differences in emotional intelligence, as males in the sample tend to score higher than females on average. There is a notable difference in the number of participants in this survey between the sexes there are 84 female employees and 124 male employees. According to data from the International Monetary Fund, women worldwide only make up 17% of regulatory bodies and less than 20% of board positions in commercial banks. Moreover, only 2% of bank CEOs are female. In Ethiopia, despite recent efforts towards inclusivity, banking sector leadership is still predominantly male (World Bank, 2022).

According to Singh and Kumar (2013) and Yuksekbilgili et al., 2016) females are found to be generally more emotionally intelligent than men especially in managing emotions females not only manage their emotions but also others. Another study by Akduman (2016) also found females to be more emotionally intelligent than male and that females have stronger tendency to perceive and understand males. In their research on emotional intelligence among bank workers, Sahi and Pahuja (2012) discovered that women outperform men in terms of overall emotional intelligence. Mahilet (2019) did not discover a statistically significant correlation between gender and emotional intelligence. Çelik and Deniz (2008) discovered no discernible variation between the sexes. This finding is consistent with the current study, which also discovered that emotional intelligence (EI) has no statistically significant impact on gender.

In this study, there is no significant correlation between age and emotional intelligence for any age group ($p > .05$). The 45–50 age groups had a somewhat higher score than the other age groups, but the difference was not statistically significant, and there were fewer participants in this age group than in the others. Consequently, it doesn't seem that age has a big impact on emotional intelligence in Ethiopian commercial banks. Similarly, (Antonysamy et al., 2018) investigation into the impact of adult age on emotional intelligence revealed no discernible correlation across all emotional intelligence aspects across the age groups of 20 and over.

Additionally, Shipley (2010) discovered no statistically significant correlation between age and emotional intelligence. Conversely, a study by Fariselli et al. (2016) discovered that while the effect is small, some aspects of emotional intelligence do increase with age. Additionally, there are other aspects of EQ that do not increase with age.

The results of the study also indicate that there is no statistically significant correlation between work experience and emotional intelligence. There were no employees at the bank with more than 15 years of experience, and the majority of participants had 0–5 years, 5–10 years, and 10–15 years of experience. A higher emotional intelligence score was obtained by employees with 10–15 years of experience; nevertheless, this link is not significant ($p < .00$). In a similar vein, Shipley (2010) found no statistically significant correlation between emotional intelligence and work experience. Lawani et al. (2022) discovered that there was no statistically significant correlation between the participants' emotional intelligence and years of job experience.

In regard to the relationship between emotional intelligence and educational status, there is no significant relationship ($p > .001$). Although a relatively higher number of scores were observed among individuals with diplomas and PhDs, it is important to note that only one participant is included in each of these educational categories. A study by (Kashani, 2012) stated that there is no significant relationship between emotional intelligence, academic achievements and levels of education. Conversely, research by (Goldenberg et al., 2006) showed a strong correlation between the total EI scores and the years of education completed in the branches linked to controlling and interpreting emotions. Lastly, managers, tellers, and senior officers' $p > 0.01$ did not significantly correlate with emotional intelligence or work position. Despite the fact that there were somewhat higher emotional intelligence scores than in the other groups, there are significantly fewer managers.

In terms of correlations between emotional intelligence and conflict management style, higher emotional intelligence were highly engaged with the integrating conflict management style ($r = .634$, $p < 0.01$) and compromising style ($r = .251$, $p < 0.01$). This indicates that participants with higher emotional intelligence, especially those who can appraise their own emotions and effectively use them, are more likely to adopt an integrating and compromising approach to conflict management. This style is collaborative and focuses on finding mutually beneficial solutions. In addition Obliging Style showed a moderate correlation with regulation of emotion (0.336 , $p < 0.01$). This indicates that participants who can regulate their emotions well are more inclined to accommodate others and prioritize relationship

preservation during conflicts. Employees with weaker emotional intelligence, on the other hand, chose the avoiding and dominating approaches.

According to a study by Mohebbi & Arab (2014), there is a substantial positive link with compromising style and a negative relationship with avoidance and dominant style when it comes to EI. According to a different study by Valente and Lourenço (2020), the dominant style was the least used, while the integrating style was the most frequently used. As a result, the results of prior investigations can be applied to the current study.

According to Zhang et al. (2015) employees' favor integrating style which is followed by compromise style and dominating style to handle interpersonal conflict in the workplace, It is more common to employ the compromise and integrating approaches. Emotional intelligence has a strong and positive correlation with integrating, compromising, and dominating styles. When handling disagreements, those who possess higher emotional intelligence are inclined to choose integrative and cooperative solutions. Chen et al. (2019) also found employees often take on the avoiding, integrating, and obliging styles. This is consistent with the results of the current study, which also showed that integrating and compromising conflict resolution styles positively correlate with emotional intelligence (EI). The new study, however, is in conflict with the current study. These findings imply that rather than avoiding the problem, leaving the conflict, or abdicating responsibility to others, commercial bank employees typically resolve conflicts by controlling their own emotions and conduct.

However, Ivshin (2001) as cited in Aqqad & Obeidat, (2019) on a study of the meaning of work, emotional Intelligence and conflict styles in the workplace found that there was no significant relationship between emotional intelligence and conflict management style which contradicts with present study that found significant correlation between CMS and EI.

Pooya et al., (2013) found that people with higher emotional intelligence is negatively associated with avoiding and obliging style of conflict management style also suggesting that that managers who select obliging style in conflict management have high concern for themselves, behave against other desire regardless of whether it may cause. In this style managers pressure their coworkers and impose their own desires. Vantankhah et al. (2008) also found avoidance strategy in conflict management style was significant negative correlation and no correlation between EI with collaboration conflict management style

The relationship between emotional intelligence and conflict management styles is crucial in how conflicts are perceived and resolved and most importantly how effective decisions are

made (Hopkins and Yonker, 2015). it is suggested that individuals with higher levels of EI are more likely to engage in integrating conflict management style, while individuals with low levels of EI are more likely to prefer conflict management style of obliging and avoidance, indicating that employees who are aware and taught their emotions are more effective dealing with and resolving conflict situations that occur at the workplace.

Furthermore, emotional intelligence is considered important for conflict resolution since it increases an individual's skills to have successful communication and positive relations with others to reach common goods with others (Law et al., 2004). Therefore, employees of commercial bank of Ethiopia that exhibited moderate levels of emotional intelligence are relatively equipped to adopt conflict resolution styles that is slightly flexible, even in stressful situations compared to those with lower levels of emotional intelligence

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

The main objective of the present study is to investigate the relationship between emotional intelligence and conflict Management style among employees of central region Megengna district commercial banks of Ethiopia. The current study was guided by two theoretical frameworks, namely the trait emotional intelligence model, which describes the self-perceived emotional dispositions and proficiency in perceiving, understanding, managing, and utilizing both our own and others' emotions, and the Blake and Mouton's Theory of Conflict Management Styles, which suggests that the key to understanding how individuals respond to conflict is to determine the patterns of cognition or thinking styles used by individuals when faced with conflicts. Thus, both theoretical frameworks guide the study to investigate how different emotional intelligence profiles may influence the conflict management styles of workers, in the context of the Commercial Bank of Ethiopia (central region Megengna district).

The study employed quantitative approach sampling technique purposive sampling technique. The ten branches were selected using simple random sampling. 207 participants were selected from the 10 branches based on their personnel group into; administrative, senior, and teller staff using stratified sampling. Data was gathered using a questionnaire, descriptive and inferential statistics were employed to analyze quantitative data. Responses from the 207 participants were collected and coded into SPSS version 26 for further analysis.

The results of the study indicate that workers of the Commercial Bank of Ethiopia (CBE) have a moderate overall level of emotional intelligence indicating that they have the ability to channel their emotions into positive and constructive outcomes, rather than leading to conflicts. However, the study also discovered that different levels of emotional intelligence were present in the components related to the use of emotion, others' emotion appraisal, emotion control, and self-emotion appraisal. It was discovered that CBE employees had relatively high levels of use of emotions and others' emotions appraisal, but low levels of emotion regulation and appraisal of others' emotions.

This suggests that while people with high emotional intelligence scores might be excellent at managing their emotions and conduct, they still need to improve their social interaction

abilities if they want to improve their relationships with coworkers. The study further found that emotional intelligence significantly predicted 38.4% of conflict management style, especially use of the emotion component of emotional intelligence, is more likely to adopt constructive conflict resolution methods rather than avoid or exacerbate the conflict, leading to productive outcomes and creating a positive working environment.

The results showed that there is a significant correlation between emotional intelligence and conflict management style. Employees with relatively higher emotional intelligence levels prefer integrating and compromising conflict management styles. Integration represents an assertive, but cooperative approach where resolution is achieved by seeking the interests of both parties and identifying a mutually beneficial solution. In contrast, compromising management style refers to an approach where both parties give up something they want to achieve a mutually acceptable outcome.

The results imply that employees who possess higher emotional intelligence levels are more likely to opt for constructive, mutually beneficial conflict resolution mechanisms based on the interests of both parties. Additionally, the study found that when using the obliging style of conflict management, there is a statistically significant weak and negative association with emotional intelligence levels. In contrast, there is a strong, but insignificant correlation between dominating conflict management style and emotional intelligence. This indicates that employees with lower emotional intelligence levels are more likely to use obliging conflict management style, which involves neglecting one's concern, and preferring others' desires and needs, leading to poor conflict resolution outcomes.

The study also analyzed the difference in emotional intelligence and demographic variables. Based on gender, female employees scored lower than male additionally; there was no significant difference in emotional intelligence based on age, work experience, and job position. These findings suggest that groups differ significantly in some aspects of emotional intelligence, and in particular, gender which seems to be an important factor influencing emotional intelligence levels.

6.2 Conclusion

Based on the findings from this study conducted at the Commercial Bank of Ethiopia, several notable conclusions can be drawn regarding emotional intelligence (EI) and its implications for conflict management among employees. Firstly, the study indicates that employees exhibit a moderate level of EI. Secondly, EI emerges as a significant predictor of conflict management styles, explaining 38.4% of the variance. Employees with higher EI demonstrate greater abilities to anticipate and resolve conflicts in a constructive manner, thereby contributing to a positive organizational climate. Thirdly, a positive relationship exists between EI and integrating conflict management style, suggesting that employees with higher EI levels prefer collaborative approaches to conflict resolution that consider the interests of all parties involved. Moreover, gender disparities in EI were observed, with females scoring lower than males, highlighting the need for targeted interventions to enhance EI among female employees. Interestingly, the study found no significant associations between EI and demographic variables such as job experience, age, educational background, or job position, indicating that these factors do not necessarily influence EI levels among bank employees. Overall, fostering EI among employees can potentially enhance conflict resolution effectiveness and promote a harmonious workplace culture, underscoring the practical relevance of social psychology principles in organizational contexts. Improving emotional intelligence (EI) among the bank employees promises better conflict resolution and a more positive workplace culture. Developing EI equips staff with the emotional skills to handle conflicts well, encourage teamwork, and strengthen the organization's resilience and performance. These findings highlight how principles from social psychology can positively impact organizational behavior and leadership.

6.3 Recommendation

Based on the findings of this research certain practical recommendations are proposed for Commercial Bank of Ethiopia

Firstly, given that the study found that employees have moderate levels of emotional intelligence,

CBE can prioritize the development of emotional intelligence skills among its employees. This can be achieved through training programs, workshops, and seminars that provide employees with the necessary skills for emotional self-awareness, self-regulation, and empathy. This would be helpful when dealing with different customers and colleagues, especially in the banking sector, as retaining customers through appropriate behaviors is important. This can be achieved through training programs that provide employees with the necessary skills for emotional self-awareness, self-regulation, and empathy to reduce the likelihood of conflicts.

Emotional intelligence predicts 38.4% of conflict management style in Commercial Bank of Ethiopia and employees have higher use of emotion from the four components of emotional intelligence. In light of this, employees need to make an effort to resolve conflicts at work and find solutions that benefit all sides. In an effort to lessen conflicts, banks can strive to identify which conflicts are related to the current working conditions and take the appropriate steps to change or eliminate such problems. Additionally, to guarantee that staff members select the proper conflict-resolution method, the bank should give employees additional training opportunities so they may learn about the various conflict management styles and when to use them.

Furthermore, the research revealed that there are notable differences between the groups with respect to several dimensions of emotional intelligence, and that emotional intelligence levels appear to be considerably influenced by gender in particular. Consequently, when developing emotional intelligence in the workplace, the bank must take into account the effects of demographic characteristics and devise strategies for increasing emotional intelligence among their workforce, particularly among women. Commercial bank of Ethiopia can improve their conflict management techniques by addressing potential differences in gender and promoting emotional intelligence.

Future research must increase the scope of the current study by including other districts of the bank and different prevent banks by including other contextual factors such as performance, leadership and personality.

As the primary purpose of the bank is to deliver efficient and effective customer service, having strong conflict resolution abilities is crucial. Focused engagement is required for customer service, and people at all levels need to possess fundamental emotional intelligence and conflict resolution abilities. Improving these skills has immense advantages since it eventually increases performance on both an individual and an organizational level.

Lastly, in addition to standard aptitude tests at the selection and recruitment process, the Bank should prioritize conducting emotional intelligence skill testing for employees during the recruitment and selection process.

6.4 Limitation

The study's limitations and shortcomings are firstly, it was conducted exclusively in Megnagna district Commercial Bank of Ethiopia, located in the central region (Addis Ababa) and within a single district, thereby excluding employees from other districts. Secondly, the study had a small sample size. Thirdly it only used quantitative approach to gather data.

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Appendix

Addis Ababa University

Collage of Education and Behavioral Studies

School of Psychology Graduate Program in Social Psychology

Dear Respondents:-The purpose of this questionnaire is to gather data in order to assess the relationship among emotional intelligence and conflict management style at commercial bank of Ethiopia for educational purpose. Therefore I kindly request you to fill this questionnaire honestly and generously assuring that the data will be used only for the intended academic purpose (for partial fulfillment of MBA in social psychology). Please follow the instructions and answer all questions. Your answers will be treated strictly confidential.

1. Gender: Female Male
2. Age: 20-29 30-39 40-49 above 50
3. Educational Background: Diploma Degree Masters PH.D
4. Work experience in your current job: 0-5 5-10 10-15 15-20
Above 20
5. Job Category: Manager Senior Officer Teller

Part two: Wang and Law Emotional Intelligence scale (WLEIS)

No	parameters	Strongly disagree			Disagree	Neutral	Agree	Strongly agree
1	I have a good sense of why I feel certain feelings most of the time.							
2	I have a good understanding of my own emotions.							
3	I really understand what I feel.							
4	I always know whether I am happy or not.							
5	I always know my friends' emotions from their behavior.							
6	I am a good observer of others' emotions.							
7	I am sensitive to the feelings and emotions of others.							
8	I have a good understanding of the emotions of people around me.							
9	I always set goals for myself and then try my best to achieve them.							
10	I always tell myself I am a competent person.							
11	I am a self-motivated person							
12	I would always encourage myself to be my best.							
13	I am able to control my temper so that I can handle difficulties rationally.							
14	I am quite capable of controlling my emotions.							
15	I can always calm down quickly when I am very angry.							

16	I have good control of my emotions.							
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Part three: Rahim Organizational Conflict Inventory–II

no	Parameters	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I try to investigate an issue with my supervisor to find a solution acceptable to us					
2	I try to integrate my ideas with those of my supervisor to come up with a decision jointly.					
3	I try to work with my supervisor to find solution to a problem that satisfies our expectations.					
4	I exchange accurate information with my supervisor to solve a problem together					
5	I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way					
6	I collaborate with my supervisor to come up with decisions acceptable to us					
7	I try to work with my supervisor for a proper understanding of a problem.					
8	I generally try to satisfy the needs of my supervisor					
9	I usually accommodate the wishes of my supervisor.					
10	I give in to the wishes of my supervisor					
11	I usually allow concessions to my supervisor					
12	I often go along with the suggestions of my supervisor.					
13	I try to satisfy the expectations of my supervisor					
14	I attempt to avoid being "put on the spot" and try to keep my conflict with my supervisor to myself					
15	I usually avoid open discussion of my differences with my supervisor					
16	I try to stay away from disagreement with my supervisor.					
17	I avoid an encounter with my supervisor					

18	I try to keep my disagreement with my supervisor to myself in order to avoid hard feelings.					
19	I try to avoid unpleasant exchanges with my supervisor. .					
20	I try to find a middle course to resolve an impasse.					
21	I usually propose a middle ground for breaking deadlocks					
22	Negotiate with my supervisor so that a compromise can be reached.					
23	I use "give and take" so that a compromise can be made.					
24	I use my influence to get my ideas accepted.					
25	I use my authority to make a decision in my favor					
26	I use my expertise to make a decision in my favor					
27	I am generally firm in pursuing my side of the issue					
28	I sometimes use my power to win a competitive situation.					