



Addis Ababa University
College of Business and Economics

**“The Effect of Emotional Intelligence on Job
Satisfaction: Case of Commercial banks in
Ethiopia”**

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**A Research Paper Submitted in Partial Fulfillment of the
Requirements for the Award of Masters of Business
Administration in Management**

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**February, 2022
Addis Ababa, Ethiopia**

Declaration

I, the undersigned, declare that this study entitled *“The Effect of Emotional Intelligence on Job Satisfaction: Case of Commercial banks in Ethiopia”* is my original work and has not been presented for a degree in any other university, and that all sources of material used for the study have been duly acknowledged.

Declared by

Name: Tilahun Kassaye

Signature: - _____

Certification

This is to certify that the thesis prepared by Tilahun Kassaye, entitled *“The Effect of Emotional Intelligence on Job Satisfaction: Case of Commercial banks in Ethiopia”* and submitted in partial fulfillment of the requirements for the Degree of Master of Business Administration complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Examiner (External) _____ Signature _____ Date _____

Examiner (Internal) _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Acknowledgments

I am indebted to my family for their all-rounded support in my life. I am also grateful to have Tilahun Teklu (PhD) as my advisor. His professional and academic tenure helped me complete this thesis.

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List of Abbreviations

EI	Emotional Intelligence
EIS	Emotional Intelligence Survey
MSQ	Minnesota Satisfaction Questionnaire
SPSS	Statistical Package for Social Science

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Abstract

This study examined the relationship between emotional intelligence and job satisfaction among commercial bank branch managers in Ethiopia. Using a basic random selection approach, a total of 262 out of 270 randomly selected commercial bank branch managers were used as a sample for this research. The study was correlative, descriptive, and explanatory in nature, and survey research was employed to obtain data from participants. Mean, standard deviation, Pearson's product-moment correlation, and multiple linear regression were used as statistical techniques. The findings revealed a moderately favorable relationship between emotional intelligence and job satisfaction. Furthermore, there was a somewhat favorable connection between all sub-dimensions of emotional intelligence and work satisfaction, which was also positive. Furthermore, five characteristics of emotional intelligence were shown to be important predictors of job satisfaction: managing relationships, emotional stability, self-development, integrity, and altruistic conduct. As a result, it is critical to focus on techniques that enhance emotional intelligence among commercial bank branch managers.

Key words: *Branch managers, Emotional Intelligence, Job Satisfaction*

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

A job is an activity that is frequently done in exchange for monetary compensation. Job life is one of the most important aspects of our everyday lives that creates a lot of stress. Because of the competitive nature of the employment market, most people spend the majority of their time working (Ahsan et al., 2009). Their job satisfaction determines their efficiency, quality of work, and behavior. Job satisfaction, according to Locke (1969), is "an emotional condition associated to the good or negative judgment of job experiences." It is the consequence of an employee's emotive reaction to his or her work; this affective reaction is the consequence of the intended outcome from the task that the person is doing (Jorfi & Jorfi, 2011). In reality, it is a measure of how much a person enjoys his or her profession (Jorfi et al., 2011). Job satisfaction is an essential component of the management environment and a crucial aspect in the employee-organization interaction. Job satisfaction is a positive psychological state that occurs when an employee's work looks to satisfy important workplace values that have been set; such values are in accordance with personal desires (Jorfi et al., 2011).

According to Usop (2013) job satisfaction is influenced by emotional, intellectual, and behavioral factors. The emotional variable relates to feelings about one's job, such as tiredness, stress, or pleasure, whereas the cognitive or intellectual variable relates to views about one's job, such as the view that one's job is reasonably tough and demanding.

Several studies conducted globally indicated that there is a strong positive relationship between emotional intelligence and job satisfaction. Naz & Liaquat (2015) studied the influence of emotional intelligence on job satisfaction among employees in a variety of public and private enterprises. According to the findings of the study, emotional intelligence has a considerable influence on work satisfaction and psychological ownership. The study also indicated that income level differences were substantial, showing that work happiness and psychological ownership are high among employees with high income levels; however emotional intelligence did not differ by employee income level. Employees should be motivated and encouraged, according to the research finding, through enhancing colleague connections, healthy communication through social skill trainings, providing seminars, meeting their requirements, and dealing with their problems. The relationship between emotional intelligence and job satisfaction is also studied by Tagoe &

Quarshie (2016), among Ghanaian nurses in Accra. There was a substantial positive association between emotional intelligence and job satisfaction among nurses, according to the research. However, there was no discernible gender difference in emotional intelligence or job satisfaction. Masrek et al. (2014) looked at the impact of emotional intelligence on workplace satisfaction among Information Technology Professionals, and the finding of the study showed that emotional intelligence is statistically significant determinant of job satisfaction. It was discovered that the self-awareness cluster had no influence on job satisfaction. The findings highlight the significance of emotional intelligence in guaranteeing workplace happiness among information technology workers. Khan et al. (2017) looked at the association between emotional intelligence and general work satisfaction among librarians. The findings revealed that self-assessment was the best predictor of work satisfaction, whereas optimism was the weakest.

Ekmeceliolu et al. (2012) examined the impact of emotional intelligence as a multidimensional concept on job satisfaction and job performance. The study's findings indicate a strong and favorable association between emotional intelligence and internal contentment. According to these studies, employees who have significant emotional recognition are more likely to have high levels of internal job satisfaction. Haleem & Ur Rahman (2018) discovered that emotional intelligence has a positive and substantial effect on job satisfaction, which has substantial implications for managers and practitioners in Pakistan's telecommunications sector. Khanzada et al. (2018) explored the link between employees' emotional intelligence and their performance, as well as the function of job satisfaction in moderating this link in the Pakistani health sector. It has been found that an employee's emotional intelligence is an important aspect in determining their performance. Hussain et al. (2014) also explored the association between three distinct aspects connected with secondary level teachers, including organizational commitment, job satisfaction, and emotional intelligence. The study's findings show that there is a substantial positive association between the researched parameters, namely job satisfaction, organizational commitment, and emotional intelligence.

Ethiopia's banking industry has expanded in terms of client base, financial products, and business complexity. Competition has also grown, resulting in greater labor intensity. Banks have also implemented several tactics to maintain existing clients while recruiting new ones. They have created additional branches to tap into new markets, extended their hours of operation, developed items with features that appeal to diverse groups of people, and implemented cutting-edge

information technology infrastructure. As a result, working hours have been increased, as has workload, job pressure, and interdepartmental transfers. This has resulted in high absenteeism rates, losses due to carelessness, poor work-life balance, and higher levels of stress, resulting in a group of very disgruntled employees (Mukururi et al., 2014). Employee engagement and relationships are so critical to achieving the specified goals. Job satisfaction levels must thus be assessed in order to maintain the bank's stability. With this in mind, it is critical to investigate the impact of workers' emotional intelligence on job satisfaction among branch managers of commercial banks in Ethiopia.

1.2. Statement of the problem

The growing number of banks has generated numerous job opportunities for the country, but it has also resulted in significant staff turnovers at CBE, despite the bank's extensive employee retention measures (Birknesh, 2017). The recent five-year statistical data trend shows that the number of CBE employee turnover has been steadily increasing, and CBE is dealing with a frequent staff turnover problem. From 2014 to 2018, four thousand seven hundred forty-six (4,746) experienced and competent personnel departed the bank (Denklesh, 2019). Tesfaye (2019) in his study of factors influencing employee turnover and management response in Ethiopian banking industry, also indicated that there is high employee turnover which is costing more money and time to recruit, interview, hire and train new incumbents.

Job satisfaction has the potential to influence capacity, productivity, absenteeism, turnover, employee resignation, and, ultimately, employee success (Usop, 2013). Individuals who are dissatisfied with their jobs are more likely to leave them, whereas pleased employees are more likely to stay with their jobs for a longer amount of time. In other words, if someone is happy with his employment, he will be more consistent, timely, and faithful in carrying out his responsibilities (Saba & Zafar, 2013). Similarly, organizational success is dependent on effective and innovative individual execution (Kwateng et al., 2014). Individual in the workplace must play an essential position in an organization's progress and growth, and as a consequence, knowing workers' occupational contentment is critical to achieve organizational efficiency (Nyanga et al., 2012). Suleman et al. (2020) stated that organizational profitability is dependent on the execution of its workforces, and so a high level of occupation satisfaction is required for excellent employee execution. As job demands rise, so does stress, but it usually comes with distinct unfavorable aspects of employees' physical and psychological personalities that have formed as a result of

stress's inclination. As a result, their normal work is influenced over time and is linked to job satisfaction in relation to the organization's goals. With this in mind, how workers behave and act inside an organization is a crucial factor that has a direct impact on job satisfaction (Jorfi et al., 2011).

A vast amount of research has studied the relationship between emotional intelligence and work satisfaction in many sectors throughout the world (Naz & Liaquat, 2015; Tagoe & Quarshie, 2016; Khan et al., 2017; Ekmeceliou et al., 2012; Haleem & Ur Rahman, 2018; Khanzada et al., 2018; Hussain et al., 2014; and Masrek et al., 2014). A survey of the literature indicates that relatively few related research studies have been done in Ethiopia concerning the effect of emotional intelligence on job satisfaction in general and on job satisfaction of the financial sector employees in particular. In the manufacturing business, Oladepo & Gunu (2014) investigated the effects of emotional intelligence on organizational commitment and employee performance. According to the findings, there is a link between employees' emotional intelligence, organizational commitment, and performance. Similarly, Senay (2019) investigated the impact of Emotional Intelligence on corporate citizenship behavior in employees: The case of Commercial Bank of Ethiopia. The study employed self-awareness, self-management, social awareness, and relationship management as constructs of emotional intelligence. The study's findings revealed that emotional intelligence had a positive influence on employees' corporate citizenship behavior. Tsedale (2015) investigated the influence of emotional intelligence on employee satisfaction, using the four domains of emotional intelligence (Self-awareness, Relationship Management, Self-Management, and Social-awareness), case of Save the Children. According to the research findings, managers' emotional intelligence has a significant influence on employee job satisfaction. From the previous studies conducted locally, it is clear that none of them empirically evaluated the influence of emotional intelligence on commercial banks managers' job satisfaction using the Hyde et al. (2002) Emotional Intelligence Scale. Therefore, the aim of this study is to fill the gap by empirically examining the effect of emotional intelligence dimensions (Self-awareness, Empathy, Self-motivation, Emotional Stability, Managing relations, Integrity, Self-development, Value Orientation, Commitment and Altruistic behavior) on job satisfaction, the case of Commercial banks in Ethiopia.

1.3. Research Questions

In order to solve the mentioned problem, this study primarily attempted to answer whether there

is any significant correlation between emotional intelligence and job satisfaction among branch managers of commercial banks in Ethiopia. Specifically, it tried to answer the following basic research questions:

1. To what extent self-awareness influences job satisfaction among branch managers of commercial banks in Ethiopia?
2. Does empathy have an effect on job satisfaction among branch managers of commercial banks in Ethiopia?
3. To what extent does self-motivation affect job satisfaction among branch managers of commercial banks in Ethiopia?
4. Does emotional stability influence job satisfaction among branch managers of commercial banks in Ethiopia?
5. What is the effect of managing relations on job satisfaction among branch managers of commercial banks in Ethiopia?
6. What is the effect of integrity on job satisfaction among branch managers of commercial banks in Ethiopia?
7. To what extent self-development influences job satisfaction among branch managers of commercial banks in Ethiopia?
8. Does value-orientation have an effect on job satisfaction among branch managers of commercial banks in Ethiopia?
9. What is the effect of commitment on job satisfaction among branch managers of commercial banks in Ethiopia?
10. What is the effect of altruistic behavior on job satisfaction among branch managers of commercial banks in Ethiopia?

1.4. Research Objectives

1.4.1. General Objective

The study's major goal is to look at the link between emotional intelligence and job satisfaction among branch managers of commercial banks in Ethiopia.

1.4.2. Specific Objectives

The study has the following specific objectives

1. To examine the effect of self-awareness on job satisfaction among branch managers of commercial banks in Ethiopia.

-
2. To evaluate the effect of empathy on job satisfaction among branch managers of commercial banks in Ethiopia.
 3. To examine the effect of self-motivation on job satisfaction among branch managers of commercial banks in Ethiopia.
 4. To evaluate the effect of emotional stability on job satisfaction among branch managers of commercial banks in Ethiopia.
 5. To examine the effect of managing relations on job satisfaction among branch managers of commercial banks in Ethiopia.
 6. To evaluate the effect of integrity on job satisfaction among branch managers of commercial banks in Ethiopia.
 7. To examine the effect of self-development on job satisfaction among branch managers of commercial banks in Ethiopia.
 8. To examine the effect of value-orientation on job satisfaction among branch managers of commercial banks in Ethiopia.
 9. To examine the effect of commitment on job satisfaction among branch managers of Commercial banks in Ethiopia.
 10. To examine the effect of altruistic behavior on job satisfaction among branch managers of commercial banks in Ethiopia.

1.5. Significance of the Study

The study's findings are anticipated to give empirical data that may be used to develop HR initiatives and policies aimed at increasing employees' emotional intelligence. It will also indicate potential barriers to workplace satisfaction.

Because the scope of the study is confined to the commercial banks in Ethiopia, academics who want to research whether emotional intelligence influences job satisfaction of employees at other comparable organizations in Ethiopia are likely to be interested in the study. The findings will also assist banks' policymakers in better understanding strategies that might improve job satisfaction. The conclusions of this study will give guidance to the commercial banks' management. The findings will also pave the way for more study. The research will be used as a reference point and a source of data for future research by future academics.

1.6. Scope of the Study

The study focused on examining the effect of emotional intelligence on job satisfaction among branch managers of Commercial banks in Ethiopia. The study conceptually was confined to the ten emotional intelligence scales (Self-awareness, Empathy, Self-motivation, Emotional Stability, Managing Relationships, Integrity, Self-development, Value Orientation, Commitment, and Altruistic Behavior) developed by Hyde et al. (2002). The Minnesota Job Satisfaction Questionnaire (MSQ) developed by Weiss et al. (1977) was also used to examine commercial banks branch managers' job satisfaction.

Geographically, the study is confined to randomly chosen branches of Commercial banks in Ethiopia located in Addis Ababa. The objective is that while it is feasible, it is difficult to cover all places and branches across the country. Due to time and resource constraints, the researcher performed the research using a simple random sampling approach and believed that the chosen sample reflects the whole population.

In terms of methodology, the study utilized an explanatory research design to explain the cause and effect link between emotional intelligence (independent variable) and job satisfaction (dependent variable). This study was cross-sectional in nature, with data collected at a certain moment in time.

1.7. Limitations of the Study

This study has some drawbacks, much as any other studies. The key limitations of the study, a lack of adequate and up-to-date literature, and a lack of comparable studies in the Ethiopian context, was the major challenges while conducting this study. Another limitation of the study is that other factors influencing job satisfaction were not addressed. To gather workers' emotional intelligence levels, questionnaires were distributed to chosen branch managers; however, the bank work atmosphere is not quite for them to fill out the surveys critically, so they might fill out the surveys in a careless manner. So as to minimize this problem, respondents were briefed regarding the nature of the questionnaire and the significance of the study.

1.8. Organization of the Study

This study is categorized in to five chapters. The first chapter dealt with the introduction of the study, background of the organization, statement of the problem, basic research questions, objectives, significance, scope, and limitations of the study. The second chapter dealt with the review of related literature which includes theoretical/conceptual and empirical reviews. The third chapter deals with research methodology that the researcher followed in the process of data collection, data analysis and interpretation. Chapter four includes data presentation, interpretation and discussions. Finally, under chapter five the overall findings of the research, conclusion and recommendations of the research are stated.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter will present a theoretical analysis of Emotional Intelligence and Job Satisfaction and how they connect to the research aim in order to highlight the value of the current study. Following a consideration of the factors influencing employees' emotions, the attention shifts to the potential consequences for employee job satisfaction.

2.2. Theoretical Review

This research will be based on two ideas that will help to guide the current investigation: the theory of social exchange and the equity theory. EI and EI models and the two-factor theory of motivation will also be discussed.

2.2.1. Social Exchange Theory

Social exchange theory has been described by scholars as an important paradigm of interpersonal action that seeks to conceptualize how resources are valued and distributed (Cropanzano & Mitchell, 2005). According to the hypothesis, people are instrumentally inspired in their interactions with others. Employees who earn economic or socio-emotional compensation from their employers may feel obliged to reciprocate (Saks, 2006). When people help or encourage others, another person in the relationship has something to give in exchange (Talebloo, Basri, Hassan, & Asimiran, 2015). Employees respond by being engaged (Saks, 2006), which can result in increased work satisfaction. Individuals, who have a positive view of their company and believe that it treats them fairly, act in ways that favor the organization and their coworkers, and demonstrate their loyalty to their organization (Mahooti et al., 2018).

According to Gould-Williams & Davies (2005), social exchange theory influences employee engagement, controls employee behavior by defining social expectations and behavioral expectations, and can promote employee reciprocity (positive or negative). Indeed, social exchange theory offers a theoretical framework for explaining whether workers want to be more or less involved in their job and organization (Saks, 2006). As workers gain support from their employer as a result of human resource policies, they feel obligated to reward the organization with higher levels of commitment. Thus, the amount of cognitive, mental, and physical energy that

a person is willing to contribute to the success of one's job roles is dependent on the economic and socio-emotional resources received.

2.2.2. Equity Theory

According to equity theory, the components of a motivated human include equity and justice. According to the notion, employees attempt to maintain a ratio between inputs injected into a relationship and outputs (Messick & Cook, 1983). Inputs are what put labor into motion. Outputs are whatever we receive in return. The idea holds that if employees recognize disparities in output or input ratios (either in themselves or in a referent group), they will make changes to achieve their perceived equity. Individuals employ referent groups when comparing their own conditions. Employees in the business world compare their input/output ratios to those of their coworkers. According to this notion, a high feeling of equality improves motivation. The most important connection in a workplace is that between employee and employer (Walster et al., 1978).

In this case, the employee's credentials, knowledge, time, effort, and personal traits such as loyalty, desire, ambition, tolerance, and determination would all be considered inputs. In contrast, output relates to monetary remuneration, flexible work arrangements, perquisites, and perks. Employee morale, turnover, efficiency, and production all suffer as a result of this idea. It also includes motivation. Emotional intelligence encompasses competencies such as motivation. Motivation is defined as the use of our personal judgment to guide us toward our goals, as well as to assist us in being inventive, striving for improvements, and continuing with the course of action despite the hardship (Goleman et al., 2002).

2.2.3. Emotional Intelligence and Emotional Intelligence Models

2.2.3.1. Emotional Intelligence

Employees who have a higher degree of emotional intelligence have a better likelihood of success than those who have a lower level of emotional intelligence competence (Naderi Anari, 2012). Many experts have given several definitions of this notion. Emotional intelligence may be defined as the capacity to discover, persevere, and regulate driving forces; communicate properly; make remarkable judgments; deal with challenges; and work with others in a way that fosters companionship and success (Suleman et al., 2020).

These qualities enable an individual to notice and manage emotions, to maintain composure and dignity, to develop objectives, to encourage empathy, to resolve conflicts, and to foster the

competences required for leadership and effective group involvement (Elias, 2004). According to Bradberry et al. (2009), emotional intelligence is an individual's ability, aptitude, recognizing assignment, correct evaluation, and control of his senses in relation to other people and groups. Mayer and Salovey (1997) coined the term and described it as "the capacity to sense, assess, and express emotions appropriately; the capacity to access and/or produce feelings when they facilitate cognition; the capacity to comprehend emotions and emotional knowledge; and the capacity to control emotions to promote emotional and intellectual progress."

According to Gadot & Meisler (2010), emotional intelligence is defined as the ability to construct right reasoning of emotions, the capacity to increase cognition via effective exploitation of emotions, feelings, and emotional knowledge. Meisler & Gadot (2010) Two ideas are included in emotional intelligence (i.e. intelligence and emotion) Intelligence refers to the capacity to comprehend information, whereas emotion refers to a coordinated response to one's surroundings. Similarly, Mayer & Salovey (1997) classified EI into two components: intellect and emotions. A psychologist divided the mind into three parts: cognition, affect, and motivation. Intelligence is under the cognitive realm, whereas emotion falls under the affect sphere. The third component is motivation, which supports goal-achieving behavior. The ability model focuses on cognitive talents and emotions in this way. EI plays a critical role in the workplace, prompting researchers to investigate EI in the workplace.

2.2.3.2. Emotional Intelligence Models

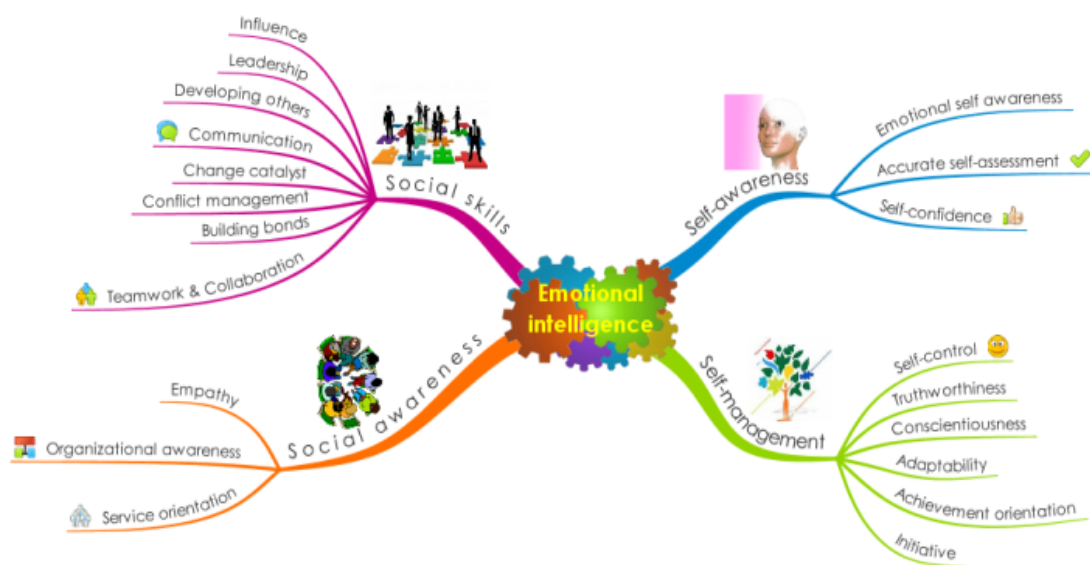
There are three types of emotional intelligence theories and models. All ideas and models in the conceptualization of EI fall under one of three primary lines of thought: trait approach, ability approach, and mixed approach. These are the models suggested by Mayer & Salovey (1997), Baron (1997), and Goleman (1995).

2.2.3.2.1. Goleman's Competency Mixed-Model

Emotional intelligence, according to Goleman (1995), is "the ability to inspire oneself and survive in the face of difficulties; to regulate impulse and postpone satisfaction; to regulate one's feelings and avoid distress from swamping the ability to think; to sympathize and to hope." The approach is organized around five abilities and talents. Self-awareness is the initial construct. This is the capacity to understand one's emotions, weaknesses and strengths, values, motivations, and objectives, and to use these sentiments to help make decisions. Self-regulation, the second

construct, is the process of managing one's emotions and impulses in order to acclimatize to changing circumstances. It also alludes to the tendency to put one's judgment on hold. Individuals with this talent are more capable of adapting to a variety of situations. Finally, relationship management necessitates the capacity to inspire, influence, and grow people while dealing with disagreement. The fourth construct is social skills, which refer to the ability to form excellent interpersonal interactions as well as the ability to manage relationships, identify common ground, and establish rapport (Boyatzis, Goleman & Rhee, 2000). This model combines personality qualities with emotional intelligence features like collaboration and cooperation.

Figure 2.1. Goleman (2001) Emotional Intelligence Model



2.2.3.2.2. Mayer-Salovey-Caruso Ability Model

Emotions, according to the ability-based paradigm, are a helpful source of information. These feelings help you navigate your social surroundings (Cobb & Mayer, 2000). Individuals absorb emotional information differently, according to the paradigm (Salove & Mayer, 1997). Salovey & Mayer (1997) postulated four types of abilities; the first, emotional perception, is the capacity to be self-aware of emotions and appropriately convey feelings and emotional needs to others. It also involves the capacity to discriminate between correct and incorrect, as well as honest and complicated emotional displays. The second ability, emotional integration, is the capacity to discern between the many emotions one is experiencing and to recognize those that are impacting

their mental processes by drawing attention to essential information. Similarly, emotional mood fluctuations shift an individual's thinking habit from optimistic to pessimistic, enabling the evaluation of many points of view. Emotional state, for example, encourages inductive thinking and creativity. The third ability, emotional comprehension, is the ability to grasp complicated emotions and detect transitions from one emotion to the next, such as the movement from anger to satisfaction or anger to shame. This aptitude involves the capacity to be emotionally sensitive (Cobb & Mayer, 2000). Finally, emotion management is the capacity to be open to both pleasant and painful feelings, to reflectively connect or detach from an emotion according on whether it is deemed to be instructive or useful, and to control emotions in both ourselves and others.

2.2.3.2.3. Bar-On - Mixed Model

Emotional intelligence, as described by Bar-On (1997), is a set of non-cognitive talents, competences, and skills that impact one's capacity to cope with environmental demands and stresses. Inadequate emotional intelligence might indicate a lack of achievement and the presence of emotional problems. According to Bar-On, emotional intelligence and cognitive intelligence both contribute equally to a person's general intelligence, which ultimately predicts prospective success in life (Desta, 2020). His notion of emotional intelligence is a mixed intelligence that includes cognitive ability as well as qualities of personality, health, and well-being. It is process-oriented rather than outcome-oriented, and it pertains to the potential for performance and success (Desta, 2020).

Emotional-social intelligence, according to this paradigm, is a collection of interconnected emotional and social competences, abilities, and facilitators that influence how successfully we comprehend and express ourselves, understand others and engage with them, and manage with everyday pressures (Bar-On, 2006). The emotional and social competences, skills, and facilitators alluded to in this conception consist of five components, each of which consists of a number of closely linked talents, skills, and facilitators: (a) the capacity to perceive, comprehend, and express emotions and feelings; (b) the capacity to comprehend and connect to how others feel; and (c) the capacity to regulate and control emotions; (c) the capacity to regulate and control emotions; (d) the capacity to cope with change, adapt, and handle personal and interpersonal difficulties; and (e) the capacity to produce positive affect and be self-motivated (Akhmetova et al., 2014).

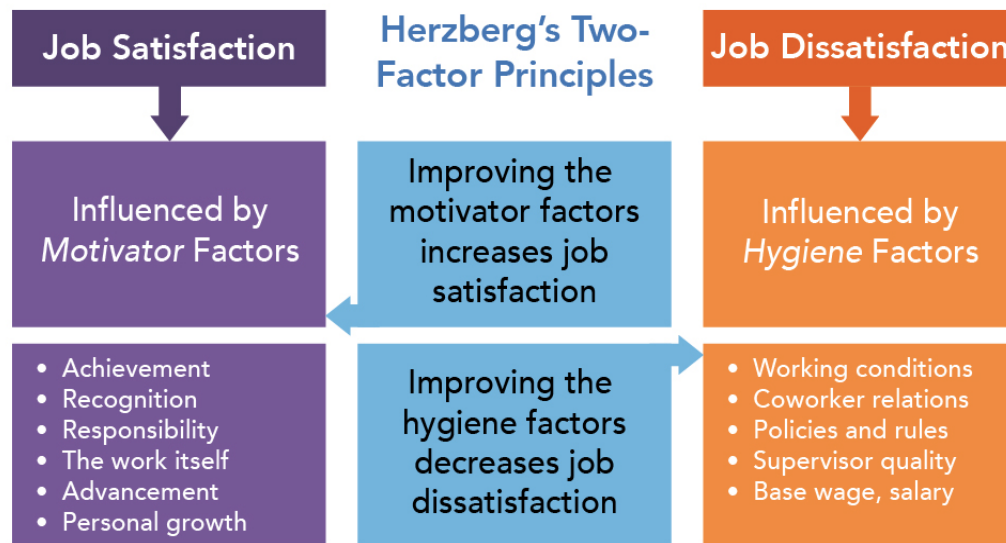
2.2.3.2.4. Herzberg the Two-Factor Theory

Employee engagement is founded on classical ideas of employee motivation (Herzberg, 1966). The notion is based on Frederic Hertzberg's two-factor theory of motivation, which states that "there are two sorts of motivators: (1) hygiene elements that are de-motivators and (2) motivators. Work satisfaction, according to Bassett-Jones & Lloyd (2005), is linked to internal aspects, whereas dissatisfaction is linked to external elements. Intrinsic factors are the motivating cause for engagement. Furthermore, when labor is regarded to be meaningful, it gains intrinsic drive. This suggests that while remuneration does not promote involvement, the job does (Macey et al., 2009). Intrinsic motivation arises when a person works for the purpose of working without being rewarded. Similarly, intrinsic motivation arises from self-created difficulties that influence a person's conduct. Work, for example, can inspire an individual when they believe that what they do is meaningful, fascinating, and interesting, and it provides them with a sense of freedom, opportunities for growth and development, and the ability to be creative and inventive (Armstrong, 2012). To engage the worker, the job itself must be tough, difficult, and varied.

Furthermore, Banks (1997) confirms Herzberg's findings, stating that a rise in employee engagement and dedication to the firm is not always triggered by more money being handed to them, but by variables such as honesty, morals, individual expression, or intellectual contacts. In this aspect, Herzberg's theory is significant to the research since, despite its flaws, it has been widely read and utilized. The idea is useful in the research because it emphasizes that genuine motivation originates from within a person rather than from outside influences, which promotes employee engagement and organizational commitment.

According to Frederick Herzberg's two-factor theory, often known as intrinsic/extrinsic motivation, some workplace characteristics result in job satisfaction, but if they are absent, they do not result in discontent but do result in no satisfaction. Motivators (e.g., difficult work, recognition, and responsibility) that provide positive satisfaction, and Hygiene elements (e.g., status, job stability, money, and fringe benefits) that provide positive satisfaction that, while present, do not inspire but, when removed, result in demonization

Figure. 2.2: Herzberg Two-Factor Theory



In its implementation, the Two Factor theory encounters several preconceptions. As certain elements fall into both groups, the theory fails to make a clear difference between hygiene factors and satisfiers. Furthermore, certain elements, such as money, are equivocal in their role as a motivator or a hygienic element (Ewen, 1964).

2.3. Empirical Literature Review

2.3.1. Global Studies

Naz and Liaquat (2015) studied the influence of emotional intelligence on job satisfaction among employees in a variety of public and private enterprises. The study employed a randomly selected sample of 175 employees, 100 from public companies and 75 from private firms. According to the findings of the study, emotional intelligence has a considerable influence on work satisfaction and psychological ownership. Income level differences were significant, indicating that work satisfaction and psychological ownership are high among employees with high income levels, while emotional intelligence did not vary by income level. The study recommends that employees should be motivated and encouraged, according to research findings, through enhancing colleague connections, healthy communication through social skill trainings, providing seminars, meeting their requirements, and dealing with their problems.

Suleman et al. (2020) investigated the link between emotional intelligence and job satisfaction among secondary school principals in Khyber Pakhtunkhwa. The study used a multistage sampling procedure to choose 402 secondary school heads from a total of 884 secondary school heads for this examination. The study was correlative, descriptive, and quantitative in character, and survey research was employed to acquire data from participants. The study's findings revealed a moderately favorable relationship between emotional intelligence and work satisfaction. Furthermore, there was a somewhat significant association between all sub-dimensions of emotional intelligence and work satisfaction, with the exception of emotional stability, which had a positive association but a small impact size. Furthermore, five domains of emotional intelligence, including relationship management, emotional stability, self-development, integrity, and altruistic conduct, were revealed to be significant. The study suggests that it is critical to focus on strategies that develop emotional intelligence among secondary school principals.

In Pakistan, Ashraf et al. (2014) explored the association between three major aspects connected with secondary level teachers: organizational commitment, work satisfaction, and emotional intelligence. It is also intended to study the role of age and gender in determining these factors among the target population. To meet the study aims, a sample of 150 secondary school teachers is chosen using stratified random selection with proportionate allocation to each stratum. During the current study, a field survey was done, and the results are based on ex post facto research, in which a structured questionnaire was utilized to collect data from respondents. The study's findings demonstrated a substantial positive association between the researched parameters, namely work satisfaction, organizational commitment, and emotional intelligence. Similarly, it was shown that there is no difference between instructors of different ages and genders in terms of aspects such as organizational commitment and work satisfaction. However, gender has a crucial impact in emotional intelligence, with females having higher levels of emotional intelligence than males. Taboli (2012) explored how much work satisfaction moderates the link between emotional intelligence and employees' organizational commitment in Kerman Universities. Data was collected and analyzed utilizing emotional intelligence, job satisfaction, and organizational commitment metrics. According to the study's findings, work satisfaction mediates the association between emotional intelligence and organizational commitment. Furthermore, the study's findings demonstrated that emotional intelligence has a favorable and substantial association with organizational commitment.

Khanzada et al. (2018) explored the link between employees' emotional intelligence and their performance, as well as the function of work satisfaction in moderating this link in the Pakistani health sector. In all, 432 people took part in this study. According to the findings of the study, emotional intelligence is an important component in determining employee success in the Pakistani health industry. Correlation and linear regression study revealed a substantial positive relationship between employee emotional intelligence and performance.

Tagoe & Quarshie (2016) also investigated the association between emotional intelligence and job satisfaction among Accra, Ghana-based nurses. The research included 120 registered general nurses (83 females and 37 males) from three public hospitals in Accra. To measure emotional intelligence and job satisfaction, the Schutte Self-Report Emotional Intelligence Inventory and the Job Satisfaction Survey were utilized. There was a substantial positive association between emotional intelligence and work satisfaction among nurses, according to the research. However, no significant gender differences in emotional intelligence or job satisfaction were found. Yusof et al. (2016) also identified emotional intelligence (EQ) characteristics among Counseling Head Teachers at a Malaysian daily middle school. The research has chosen 168 Counseling Head Teachers from 168 schools in the state of Selangor to take part. According, to the study's findings, Counseling Head Teachers received a high percentage of high marks across seven criteria (self-awareness, self-regulation, self-motivation, empathy, social skills, spirituality and maturity). Nonetheless, the number of scores for emotional intelligence subdomains such as assisting others, political awareness, change catalyst, connection building, and collaboration are moderate. Correlation analysis reveals a strong link between emotional intelligence and job satisfaction.

Haleem and Ur Rahman (2018) investigated the effects of emotional intelligence on job satisfaction in Pakistan's telecommunications sector. The study used a convenient selection approach to choose a sample size of 400 people. The information was gathered from officers, customer relationship managers, and staff at the assistant level. The findings demonstrated that emotional intelligence has a positive and significant effect on job satisfaction, which has substantial implications for managers and practitioners. Khan et al. (2017) also explored the association between librarians' emotional intelligence and overall job satisfaction. The study used a quantitative research on librarians working in Pakistani university libraries to achieve this goal. According to multiple regression analysis, all indices of emotional intelligence were significant

predictors of work satisfaction. The findings revealed that self-assessment was the best predictor of work satisfaction, whereas optimism was the weakest. The study opined that the findings are beneficial for libraries and other organizations interested in fostering emotional intelligence and increasing employee job satisfaction, which may lead to improved performance.

2.3.2. Related Studies in Ethiopia

Senay (2019) explored the influence of Emotional Intelligence on workers' corporate citizenship behavior: the case of Commercial Bank of Ethiopia. This research is based on information received from managers/supervisors, senior staff, and clerical personnel of the Commercial Bank of Ethiopia's north Addis Ababa area. The study employed a quantitative research strategy and an explanatory research design. The Wang and law emotional intelligence scale was utilized in the study to assess employees' emotional intelligence, while the Suzy Fox and Paul E. Specto organizational citizenship behavior check list was utilized to assess workers' organizational citizenship conduct. The study's findings revealed that emotional intelligence had a beneficial influence on employees' corporate citizenship behavior. The study concludes that emotional intelligence is crucial for the success of organizational performance due to the many contributions emotionally intelligent people provide to their organizations.

Tsedey (2015) conducted research at Save the Children on the impact of managers' emotional intelligence (EI) on employee satisfaction (ES). The study used a quantitative research methodology, with data gathered using questionnaires and standardized exams. Frequency descriptions, correlation, and regression analysis were used to examine the data. According to the findings of a dataset analysis, managers' emotional intelligence has a significant influence on employee job satisfaction in the firm. Finally, the research suggests that Save the Children's management develop an emotionally intelligent workplace by raising awareness within the management team about the Emotional Intelligence concept and its benefits to the business, as well as enhancing managers' emotional intelligence levels by concentrating on EI capabilities.

Oladepo and Gunu (2014) investigated the effects of emotional intelligence on organizational commitment and employee performance in the manufacturing business, using Dangote Flour Mills workers as a case study. The acquired data was also analyzed using regression analysis. According to the findings, there is a link between employees' emotional intelligence, organizational

commitment, and performance. Manager EI and organizational commitment were not shown to be substantially associated. The study advised that firms force new workers to engage in an organizational socialization program that includes an emotional intelligence exam to assess - the workers in order to compensate for their lack of experience and assist them improve their performance.

2.4. Summary and Research Gap

According to Kwateng et al. (2014) organizational success is dependent on effective and innovative individual execution. Individual in the workplace must play an essential position in an organization's progress and growth, and as a consequence, knowing workers' occupational contentment is critical to achieve organizational efficiency (Nyanga et al., 2012). Suleman et al. (2020) also stated that organizational profitability is dependent on the execution of its workforces, and so a high level of job satisfaction is required for excellent employee execution since it has the potential to influence capacity, productivity, absenteeism, turnover, employee resignation, and, ultimately, employee success (Usop, 2013). Individuals who are dissatisfied with their jobs are more likely to leave them, whereas pleased employees are more likely to stay with their jobs for a longer amount of time. In other words, if someone is happy with his employment, he will be more consistent, timely, and faithful in carrying out his responsibilities (Saba & Zafar, 2013)

A vast amount of research has studied the relationship between emotional intelligence and job satisfaction in many sectors throughout the world (Naz & Liaquat, 2015; Tagoe & Quarshie, 2016; Khan et al., 2017; Ekmeceliou et al., 2012; Haleem & Ur Rahman, 2018; Khanzada et al., 2018; Hussain et al., 2014; and Masrek et al., 2014). A survey of the literature indicates that relatively few related research studies have been done in Ethiopia concerning the effect of emotional intelligence on job satisfaction in general and on job satisfaction of the financial sector employees in particular. In the manufacturing business, Oladepo and Gunu (2014) investigated the effects of emotional intelligence on organizational commitment and employee performance. According to the findings, there is a link between employees' emotional intelligence, organizational commitment, and performance. Similarly, Senay (2019) investigated the impact of Emotional Intelligence on corporate citizenship behavior in employees: The case of Commercial Bank of Ethiopia. The study's findings revealed that emotional intelligence had a positive influence on employees' corporate citizenship behavior. Tsedale (2015) investigated the influence of emotional

intelligence on employee satisfaction, case of Save the Children. The study established that managers' emotional intelligence has a significant influence on employee job satisfaction.

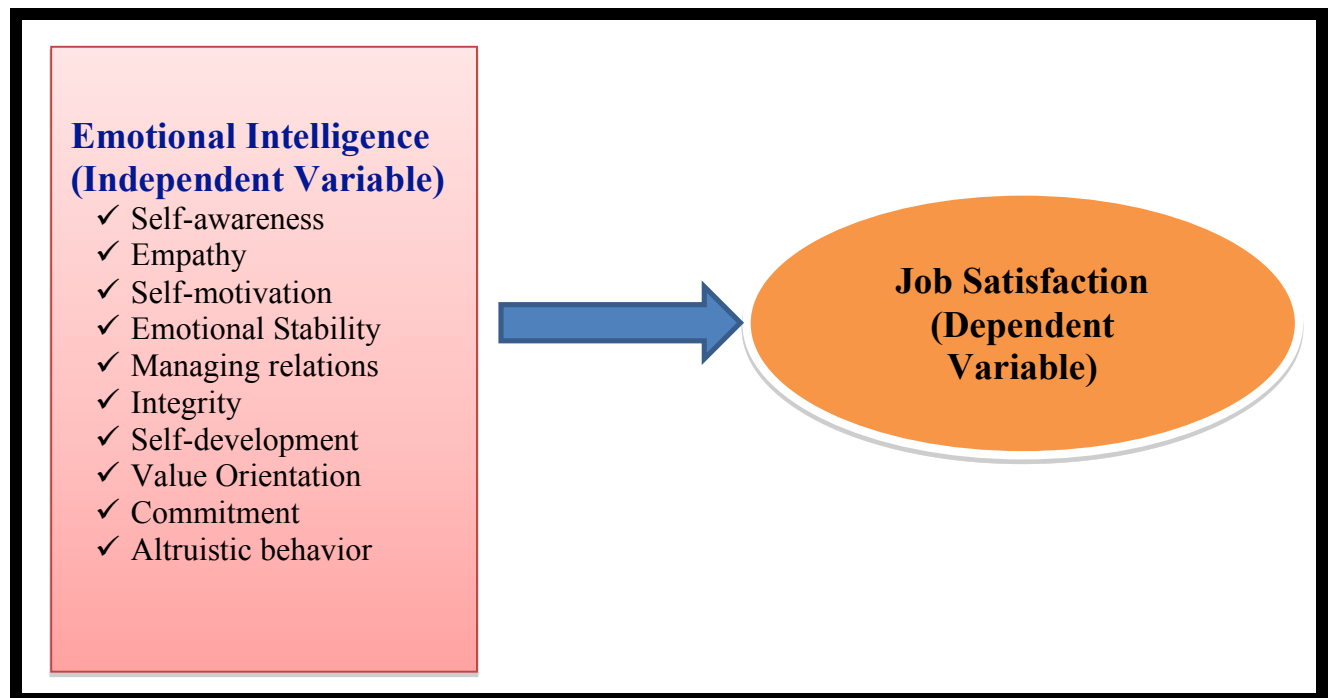
From the above literature review, it is evident that emotional intelligence and job satisfaction are the two fundamental components for organizational advancement as well as for the overall individual prosperity. However, from the previous studies conducted locally, it is clear that none of them empirically evaluated the influence of emotional intelligence on job satisfaction using the Hyde et al. (2002) Emotional Intelligence Scale. Therefore, this study tried to fill the gap by empirically examining the effect of emotional intelligence dimensions (Self-awareness, Empathy, Self-motivation, Emotional Stability, Managing relations, Integrity, Self-development, Value Orientation, Commitment and Altruistic behavior) on job satisfaction, the case of Commercial banks in Ethiopia.

2.5. Conceptual Framework of the Study

A conceptual framework is the researcher's thought that demonstrates the right path in which the research study will be carried out. The conceptual framework of this cross-sectional study is based on Goleman's Model (Figure 2.1) and the Herzberg Two-Factor Theory (Figure 2.4). Goleman's (2001) consists self-awareness, self-management, social awareness, and relationship management as emotional intelligence model constructs. Herzberg (1966) developed the two-factor theory and said that certain elements that cause workers' job happiness are known as motivators or satisfiers (i.e. success, recognition, career development, degree of responsibility, etc.) while other elements that cause workers' job discontent are known as hygiene factors or dis-satisfiers.

The conceptual framework in figure 2.5 below shows the relationship between Goleman Model's ten sub-dimensions of emotional intelligence (independent variable) which include Self-awareness, Empathy, Self-motivation, Emotional Stability, Managing relations, Integrity, Self-development, Value Orientation, Commitment and Altruistic behavior and job satisfaction (dependent variable).

Figure 2.3: Conceptual Framework



Source: Suleman et al. (2020)

2.6. Study Hypotheses

The goal of the study is to investigate the association between emotional intelligence and job satisfaction among branch managers of Commercial Banks in Addis Ababa, Ethiopia; hence, the following null hypotheses are investigated to attain the research outcomes:

Ha₁: Self-awareness has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

Iftikhar, Kiani & Ahmed (2016) carried out to examine the relationship between self-awareness and job satisfaction among male and female teachers. The scales used in this study were Cooper's Job Satisfaction scale and the Self-awareness questionnaire. The study result indicated that there is a positive significant relationship between self-awareness and job satisfaction among government-school teachers. Results of t-test analysis suggested male school teachers are more self-aware and report high job satisfaction as compared to female school teachers. Owino et al. (2016) also proved that both social skills and self-awareness were significantly related to job satisfaction and that both social skills and self-awareness influence the level of job satisfaction among sports employees in the Klang Valley.

Ha₂: Empathy has positive and statistical significance on job satisfaction among branch managers

of commercial banks in Ethiopia.

Asis et al. (2013) and By & Centre (2017) found that the five dimensions of emotional intelligence namely Self-Awareness, Self-Management, Relationship Management, Commitment and Empathy significant factors predicting job satisfaction

Ha₃: Self-motivation has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

Badewi (2016) analyzed the relationship between emotional intelligence, employee motivation and work satisfaction across 98 managers and concluded that emotional intelligence is high and provides positive results, acts and behavior. He added that high emotional intelligence contributes to positive emotions and moods that produce a high degree of corporate engagement as workers may have good relationship.

Ha₄: Emotional Stability has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

Khan et al. (2014) verified and observed the impact of emotional stability on the job satisfaction. The research outcome is the job satisfaction is positively impacted by the emotional stability of person personality, the employees who were emotionally stable were generally satisfied with their jobs.

Ha₅: Managing relations has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

Asis et al. (2013) and By & Centre (2017) found that the five dimensions of emotional intelligence namely Self-Awareness, Self-Management, Relationship Management, Commitment and Empathy significant factors predicting job satisfaction

Ha₆: Integrity has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

Pasaribu & Syamsir (2020) examined the Influence of Employee Integrity on Employee Satisfaction in the Community Health Center in Padang. The results of this study indicate that there is a significant influence between employee integrity on employee job satisfaction at the Community Health Center in the City of Padang

Ha₇: Self-development has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

Jehanzeb & Mohanty (2018) explored the role of self-development in job satisfaction and organizational commitment and in particular its moderation by person–organization fit. The results reported show a positive impact of employee self-development initiatives on employee job satisfaction and later the job satisfaction has significant impact on organizational commitment.

Ha₈: Value-orientation has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

Bhattacharya (2018) examined the importance of rewards and resources for staff-members having a different continuum of work values, association of work value congruence with organizational facilities, and assessing the impact of interpersonal interactional opportunity on attitudinal responses of employees. The study result reveals significant effects of work-value orientation on response to autonomy, organizational facilities, and organizational arrangements in terms of job satisfaction, citizenship and retaliatory behavior, intrinsic motivation, and job-involvement in employees. It suggests that appropriate match between dominant values in individual employees and corresponding organizational arrangements is one of the significant antecedents of job satisfaction and involvement in employees.

Ha₉: Commitment has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

A survey conducted by Bordia (2017) over 200 employees to study the relationship between emotional intelligence, workplace commitment and job satisfaction. The research concluded that emotional intelligence, engagement and employee satisfaction are in a supportive relationship. In a further analysis by Boyatzis (2017), which investigated the relationship between emotional intelligence and loyalty to the organization, the findings suggested that an emotional intelligence and workers' engagement had a good correlation. Employees with a more significant degree of commitment and a more substantial degree of interest in their job appear to be both active and mentally engaged with their jobs (Rexhepi, 2017; and Fuster et al., 2020).

Ha₁₀: Altruistic behavior has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

Asis et al. (2013) and By & Centre (2017) found that the five dimensions of emotional intelligence namely Self-Awareness, Self-Management, Relationship Management, Commitment and Empathy significant factors predicting job satisfaction

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter focuses on how the research questions were addressed, the methodologies that was used in the study, the target demographic, sample size, as well as the varied and relevant data sources and how the data were gathered and analyzed.

3.2. Research Philosophy

Since only factual evidence are included in the analysis, positivism was the research philosophy used in this study. The positivism research philosophy finds evidence with no respect for individuals' biased states. This decision is influenced by the fact that the research is based on theories (social exchange and two factor theory) and a conceptual model from which hypotheses are derived. This philosophy necessitates quantitative statistics and the analogous methodological techniques. This paradigm also entails operationalizing concepts so that they can be measured using scientific instruments, as well as collecting massive samples (Saunders et al., 2007). The researcher is free of personal values, allowing him to be strictly impartial in terms of concept operationalization and measurement. This ensured that there is a gap between the researcher's subjective perceptions and the empirical truth of the analysis.

3.3. Research Design

A research design is the overall strategy for connecting the conceptual research challenge to relevant and feasible empirical research. In other words, the research design provides a plan or framework for data collection and its analysis (Yin, 2009). To evaluate the association between emotional intelligence and job satisfaction, the study adopted a descriptive research design in assessing the level of emotional intelligence and job satisfaction of the sample under study. Descriptive research is acquiring data and processing it methodically in order to give a thorough and understandable inference (Orodho & Kombo, 2002). The study also adopted an explanatory research design (a regression analysis) to test the contribution of emotional intelligence in predicting job satisfaction among branch managers of Commercial banks in Ethiopia. These approaches are considered most appropriate since the purpose of the study is to document the systems as is and also model possibility of cause and effect.

3.4. Research Approach

In terms of research methodology, the study used a quantitative research strategy, with a survey questionnaire that was utilized to collect data from the sample respondents. According to Creswell (2009), the quantitative method includes inquiry tactics such as experiments and surveys, and data is collected on specified instruments that give numeric data that can be examined using statistical processes. It is a method of evaluating objective ideas by studying the connection between variables. It is useful since it uses a scientific methodology to assess the instrument's reliability and validity. It makes use of a large sample size to eliminate bias caused by the researcher's influence. As a consequence, the results may be trusted and extrapolated to a broader population. It cannot, however, address concerns that cannot be measured.

3.5. Population and Sampling Design

3.5.1. Population

According to Hair (2006), a target population is a specific set of people or objects for whom questions can be asked or observations made in order to build necessary data structures and information. Branch managers from Commercial Banks branches located in Addis Ababa are chosen as a population for this study. According to NBE Annual Report (2019/20) there are 2,239 branches of all commercial banks in Addis Ababa. These constitute the study population.

Table 3.1: Number of branches

Bank	Branches in Addis Ababa (2019/2020)
Commercial Bank of Ethiopia	402
Awash Bank	196
Dashen Bank	159
Bank of Abyssinia	221
Wegagen Bank	145
United Bank	165
Nib International Bank	174
Cooperative Bank of Oromia	82
Lion International Bank	86
Oromia International Bank	108
Zemen Bank	30
Buna International Bank	141
Berhan International Bank	121
Abay Bank	83
Addis International Bank	50
Debub Global Bank	46
Enat Bank	30
Total	2,239

Source: NBE, 2019/20

3.5.2. Sampling Design

3.5.2.1.Sampling Frame

Creswell and Plano (2011) explain that a sampling frame is made up of an objective list of the study's population that the researcher will get a sample from. Therefore, the sampling frame was all the members of the target population. They emphasize that this list should be complete and have correct names of the members of the population (Creswell & Plano, 2011). The current study's sampling frame had the branch managers of Commercial banks in Ethiopia, working in Addis Ababa.

3.5.2.2.Sampling Technique

A systematic selection of representative examples from a wider population is referred to as sampling (Orodho, 2002). A sample is thus defined as a representative group that includes all of the attributes or traits prevalent in the population (Wambugu et al., 2015). Because the whole population could not be employed in data collecting due to a lack of resources and time, it became essential to pick a representative sample from the available population that could readily be analyzed and inferences drawn to the wider population. The goal of sampling is to obtain reliable empirical data at a fraction of the expense of investigating all conceivable situations. The respondents were chosen using a basic random selection procedure in this investigation. According to Orodho (2002), no clear standards for obtaining an appropriate sample have been developed. He claims that in a homogeneous condition, a small sample is needed, but in a heterogeneous variable environment, a big sample is needed.

3.5.2.3.Sample Size

Only branch managers from randomly chosen branches of commercial banks are included in the study sample. Using a basic random selection procedure, five commercial banks (Awash Bank, Bank of Abyssinia, United Bank, Nib International Bank and Buna International Bank) are chosen from the total 17 commercial banks in Ethiopia. The study's target population included all branch managers in the five selected commercial banks (897 branch managers).

According to Malhortra & Peterson (2006), the greater the sample size of a research, the more accurate the data obtained, however the sample size will vary depending on the circumstances. For this investigation the formula provided by Suran, Nigle & Ana (2015) is used to estimate the sample size.

$$n = \frac{(1.96)^2 pq}{d^2}$$

Where n is the needed sample size, p is the fraction of the population with the characteristic, q = 1-p, and d is the degree of accuracy. If the population percentage (p) is known through earlier study or other sources, use p = 0.5, which implies maximal heterogeneity (i.e. a 50/50 split). The permissible margin of error (d) is defined as the degree of accuracy (d).

$$\text{Hence, } n = \frac{(1.96)^2(0.5)(0.5)}{(0.05)^2}$$

$$n = 385$$

Because the population is limited, the sample size is corrected using the population adjustment for proportions formula, as shown below.

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Where n is the sample size and N is the population size.

$$n = \frac{385}{1 + \frac{(385 - 1)}{897}}$$

$$n = 269.589$$

Hence, the study sample size was 270 branch managers of commercial banks working in Addis Ababa, Ethiopia.

Table 3.2: Sample Population Distribution Technique

Banks	Number of Branches in Addis Ababa	Number of people in sample	Sample from the strata	Percentage contribution for the sample
Awash Bank	196	270/897*196	59	21.85%
Bank of Abyssinia	221	270/897*221	67	24.81%
United Bank	165	270/897*165	50	18.5%
Nib International Bank	174	270/897*174	52	19.26%
Buna International Bank	141	270/897*141	42	15.56%
Total	897		270	100%

Source: The researcher, 2021

3.6. Data Type and Sources

3.6.1. Data Type

Primary data were obtained from the study's target group using questionnaires adopted for the purpose of the study. Secondary data were gathered from the bank's website and other pertinent literature.

3.6.2. Data Sources

The study drew on both primary and secondary data sources. The variables of the study were measured using five-point Likert Scale questionnaires. Secondary data were acquired from theoretical and empirical literatures, books, journal articles, the internet, and other sources, both published and unpublished.

3.7. Data Collection Instruments

In this study, two standardized instruments, the Emotional Intelligence Scale (EIS) and the Minnesota Satisfaction Questionnaire (MSQ), were used to collect the necessary information. The questionnaires were adopted from Suleman et al. (2020). According to Suleman et al. (2020), the EIS developed by Hyde et al. (2002) was used to assess emotional intelligence. This tool was adopted from Goleman's Model of Emotional Intelligence used to assess the emotional intelligence of secondary school principals in Pakistan.

Emotional stability, self-awareness, integrity, empathy, relationship management, commitment, self-motivation, value orientation, self-development, and altruistic conduct are the ten sub-measures of emotional intelligence. This measure was constructed on a five-point Likert scale, ranging from strongly agree to strongly disagree, and was evaluated as 5 to 1. Weiss et al.'s (1977) Minnesota Satisfaction Questionnaire (MSQ) which is a well-known measuring tool for assessing employee work satisfaction was employed in this study to measure the job satisfaction of CBE branch managers. The MSQ is built on a five-point Likert scale, with extremely dissatisfied equaling 1, dissatisfied equaling 2, neither (neither satisfied nor unsatisfied) equaling 3, satisfied equaling 4, and very satisfied equaling 5.

3.8. Validity and Reliability

The validity and reliability of the research measuring instruments determine, first and foremost, the extent to which one may learn from the study's phenomena. Second, the likelihood of obtaining statistical significance in data analysis, and third, the extent to which meaningful conclusions may be drawn from the obtained data.

3.8.1. Validity

According to Yin (2008), research validity may be accomplished in two steps: internal and external validity. Internal validity refers to the correctness or quality of the study activity, whereas external validity refers to the degree to which conclusions or conclusions may be generalized. Given that the questionnaires were delivered in person, the data collecting technique reliably measured what it is meant to assess, and the research is certain that the findings are what they claim to be about. Because the theoretical framework developed is extensive in scope, it allowed us to internally validate the survey, and the responses of respondents also allowed us to examine the degree of external validity. The theoretical framework included specific theories allowed us to validate the survey, which was validated with other comparable research within the subject of our study; so, we can conclude that the survey generated is validated to some extent because it was produced from numerous research works.

3.8.2. Reliability

Williamson (2002) defines reliability as the extent to which a research may be repeated with the same findings. The survey's dependability may be defined as obtaining quality replies to the questions and being able to get the respondents to comprehend the questionnaire. To do this, sample questions were utilized in conjunction with a scaling mechanism. The survey was carefully designed to guarantee that respondents can react in the best possible way and that there is a high response rate. As a result, in order to assure the reliability of the measuring instrument, the researcher first standardized it before distributing it to all respondents. Cronbach's alpha was also utilized to examine the internal consistency of each construct. As a result, the data gathering approach produced consistent results, and there was openness in how the raw data are interpreted. The result of the coefficient alpha for this study's instrument was found to be overall 0.891, as indication of acceptability of the scale for further analysis since all the ten items of emotional intelligence dimensions (emotional stability, self-awareness, integrity, empathy, relationship management, commitment, self-motivation, value orientation, self-development, and altruistic conduct) measure the same variable, which is emotional intelligence. As a consequence, because the results are satisfactory, additional analysis is carried out.

Table 3.3: Reliability Statistics

	Items	Cronbach's Alpha
Job Satisfaction	20	.906
Self-Awareness	4	.892
Emotional Stability	4	.890
Empathy	5	.888
Managing Relations	4	.890
Integrity	3	.894
Self-Motivation	6	.883
Commitment	2	.885
Self-Development	2	.889
Value Orientation	2	.896
Altruistic Behavior	2	.893
Overall	54	.891

Source: Survey data (2021)

The average reliability coefficients of EIS and MSQ were determined to be 0.89 and 0.90, respectively. The EIS sub-dimensions' average internal consistency dependability reveals that each dimension has a high reliability coefficient, showing that the EIS is a highly reliable research instrument (Table 3.3). Similarly, each sub-dimension of MSQ has a high reliability coefficient, suggesting that the MSQ is a highly reliable data collection research instrument.

3.9. Data Analysis and Presentation

The primary data gathered through the administration of questionnaires was examined primarily through the use of descriptive and inferential statistics, namely, mean, standard deviation, Pearson's correlation, and multiple linear regression. Regression and correlation analysis were the inferential statistics used. Multiple regression equation was also used to determine the strength and directions of the association between the variables with the results, with the aid of Statistical Package for Social Sciences (SPSS) version 25.

The regression model is illustrated as follows:

$$EI = \alpha + \beta_1 SA + \beta_2 Empathy + \beta_3 SM + \beta_4 ES + \beta_5 RM + \beta_6 Integrity + \beta_7 SD + \beta_8 VO + \beta_9 Commitment + \beta_{10} AB + e$$

Where

α = The constant

β_1 - β_{10} = The parameters

EI = Emotional Intelligence

SA = Self-awareness

Empathy = Empathy

SM = Self-motivation

ES = Emotional Stability

RM = Managing relations

Integrity = Integrity

SD = Self-development

VO = Value Orientation

Commitment = Commitment

AB = Altruistic behavior

e = error term

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1. Introduction

This chapter contains the analysis of data, presentation of the findings and discussion of the data analyzed. It starts with a discussion of the response rate, assessment of research instruments and testing for the assumptions of regression analysis. The findings of descriptive statistics of the profiles of respondents are presented followed by descriptive statistics findings on the study's variables. Data is also tested for validity and reliability.

4.2. Response Rate

A total of three hundred twenty-six (270) questionnaires were sent out. A total two hundred sixty-two (262) questionnaires were filled and returned. This represented a response rate of 97.03%. This response is deemed enough for data analysis (Magutu, 2014). Bailey (2002) stipulates that a reaction rate of half is sufficient, while a reaction rate more noteworthy than 70% is great.

A review of the collected data revealed that there were few and random cases of missing values. These missing values did not reveal any systematic pattern for both dependent and independent variables. Since the missing variables were few and random, their imputation was considered unnecessary and they were excluded pair wise in the SPSS 25.

Table 4.1 Response rate

Questionnaire Distributed	Frequency	Percentage
Filled and Returned Questionnaires	262	97.03
Unreturned Questionnaires	8	2.97
Total questionnaires administered	270	100

Source: Survey data (2021)

4.3. Demographic Characteristics

The first part of the questionnaire consists of the general profile of respondents. This section of the questionnaire asked for a limited amount of information about the respondents' general and business status. Descriptive statistics (frequency distribution) is used to discuss the general

demographic characteristics of respondents (Age, gender, education) and general information of respondent which are suitable for study that are discussed in the table below.

Table 4.2: Demographic characteristics of the respondents, Survey result, 2021

No.	Items	Variables	Respondents	
			Frequency	Percentages
1	Age	Below 25 years	12	4.6
		25-35 years	176	67.2
		36-45 years	70	26.7
		46-55 years	2	.8
		> 56 years	2	.8
		Total	262	100
2	Gender	Female	105	40.1
		Male	157	59.9
		Total	262	100
3	Qualification	Diploma	4	1.5
		First Degree	136	51.9
		Master's Degree	122	46.56
		Total	262	100
4	Experience	Less than 5 years	57	21.8
		6-10 years	118	45.0
		11-15 years	53	20.2
		> 16 years	34	13.0
		Total	262	100

Source: Survey data (2021)

The majority of respondents (65.89 percent) said they were between the ages of 25 and 35, 26.7 percent said they were between the ages of 36 and 45, 4.6 percent said they were below the age 25, 0.8 percent were between the ages of 46 and 55, and the remaining 0.8 percent said they were above 55 years. These results show that respondents were selected from all age groups, with the majority (258) of them being mature in age and life since they were between the ages of 25 and 45. Generally, the majority of the respondents of the sector department were middle aged. From the total 262 respondents 157 (59.9%) are males and 105 (40.1%) of them are female this tell us largest respondents are female.

the above table shows that from the total respondents of 262, most of them 136 (51.9%) are Bachelor's degree holders. Holders of Master's degree (122) ranked second at 46.56%, and diploma holders are 4 (1.5%). Cumulatively, degree holders made up 98% of the respondents. This indicates that respondents were knowledgeable and well suited to address the issues contained on

the questionnaire.

When we come to work experience of the respondents, the higher number of respondents laid between 6-10 years, which counts 45% of all respondents. And the work experience less than 5 years, between 11-15 years, and above 16years counts the next large proportion of the respondents which covers 21.8%, 20.2% and 13% respectively. Based on this, by considering the work experience of all respondents they are knowledgeable and experienced enough to give reliable information to address the issues contained in the questionnaire.

4.4. Descriptive Statistics

This study tested respondents' emotional intelligence competence (independent variable) using emotional stability, self-awareness, integrity, empathy, relationship management, commitment, self-motivation, value orientation, self-development, and altruistic conduct.

Accordingly, respondents were required to score each of the questionnaires statements using a scale ranges from 1-5, where 1 indicates that the respondents strongly disagree, 2 indicates disagree, 3 neutrals, 4 indicates agree, and 5 indicates respondents strongly disagree to the statement.

4.4.1. Emotional Intelligence of Commercial Banks Branch Managers

Statistical methods such as mean and standard deviation, were utilized to assess the emotional intelligence of the individuals using descriptive statistics. According to Table 4.3, commercial banks branch managers were emotionally intelligent, with ten sub-dimensions of emotional intelligence. Integrity (mean = 3.87, SD = 0.957) was the most highly scored emotional intelligence component, followed by emotional stability (mean = 3.77, SD = 0.910) and self-awareness (mean = 3.70, SD = 1.064). Altruistic behavior (mean = 3.69, SD = 0.919), self-development (mean = 3.65, SD = 1.034), value orientation (mean = 3.605, SD = 1.057), managing relationships (mean = 3.602, SD = 1.012), empathy (mean = 3.43, SD = 1.091), and self-motivation (mean = 3.33, SD = 1.071) were the other sub-dimensions of emotional intelligence scored. Furthermore, commercial banks branch managers were found to be moderately emotionally intelligent in terms of commitment (mean = 3.23, SD = 1.132).

Table 4.3: Descriptive statistics of emotional intelligence among commercial banks branch managers.

		N	Mean	Std. Dev.
Self-Awareness				
1	I can continue to do what I believe in, even under severe criticism.	262	3.85	1.072
2	I have my priorities clear.	262	3.63	1.016
3	I believe in myself	262	3.74	1.018
4	I have built rapport and made and maintained personal friendships with work association.	262	3.59	1.150
Overall Mean & Std. Dev.			3.70	1.064
Emotional Stability				
1	I do not mix unnecessary emotions with issues at hand	262	4.03	.716
2	I am able to say composed in both good and bad situations.	262	3.81	.944
3	I am comfortable and open to novel ideas and new information.	262	3.47	1.053
4	I am persistent in pursuing goals despite obstacles and setbacks.	262	3.77	.930
Overall Mean & Std. Dev.			3.77	0.910
Empathy				
1	I can attention to the worries and concerns of others.	262	4.02	.828
2	I can listen to someone without the urge to say something.	262	3.33	1.194
3	I try to see the other person's point of view	262	3.50	1.253
4	I am able to say focused even under pressure.	262	2.98	1.166
5	I am able to handle multiple demands	262	3.32	1.016
Overall Mean & Std. Dev.			3.43	1.091
Managing Relations				
1	I can encourage others to work even when things are not favorable	262	3.45	1.139
2	I do not depend on others encouragement to do my work well.	262	3.88	.891
3	I can perceive as friendly and outgoing	262	3.71	.952
4	I can see the brighter side of my situation	262	3.37	1.066
Overall Mean & Std. Dev.			3.602	1.012
Integrity				
1	I can stand up for my beliefs	262	3.92	.889
2	I purser gales beyond what is require and expected of me	262	3.84	.939
3	I am aware of my weakness	262	3.85	1.045
Overall Mean & Std. Dev.			3.87	0.957
Self-Motivation				
1	People tell me that I am an inspiration for them.	262	3.43	1.025
2	I am able to make intelligent decisions using a healthy balance of emotions and reason.	262	3.31	1.031
3	I am able to assess the situation and then behave.	262	3.05	1.127
4	I can concentrate on the task at hand in spite of disturbances.	262	3.48	1.049
5	I think that feelings should be managed	262	3.54	1.081
6	I believe that happiness is a positive attitude	262	3.21	1.117
Overall Mean & Std. Dev.			3.33	1.071

		N	Mean	Std. Dev.
Commitment				
1	I am able to meet commitments and keep promises.	262	3.51	1.042
2	I am organized and careful in my work.	262	2.95	1.223
Overall Mean & Std. Dev.			3.23	1.132
Self-Development				
1	I am able to identity and separate my emotions	262	3.60	1.003
2	I feel that I must develop myself even when my job dose not demand.	262	3.71	1.065
Overall Mean & Std. Dev.			3.655	1.034
Value Orientation				
1	I am able to maintain the standards of honesty and integrity.	262	3.61	1.147
2	I am able to confront unethical actions of others.	262	3.60	.967
Overall Mean & Std. Dev.			3.605	1.057
Altruistic Behavior				
1	I am able to encourage people to take initiative	262	3.67	.860
2	I can handle conflicts around me	262	3.71	.979
Overall Mean & Std. Dev.			3.69	0.919

Source: Survey data (2021)

4.4.2. Job Satisfaction

Statistical methods such as mean and standard deviation were used to assess the participants' work satisfaction using descriptive statistics. According to the descriptive data given in Table 4.4, the commercial banks branch managers were satisfied with their job position in terms of 20 sub-dimensions of job satisfaction. Their replies were scored on a Likert scale of 1 to 5, with 1 indicating not satisfied, 2 suggesting moderately satisfied, 3 indicating satisfied, 4 indicating very satisfied, and 5 indicating extremely satisfied. The outcomes are shown in Table 4.4.

Table 4.4: Descriptive statistics of job satisfaction among commercial banks branch managers.

	Job Satisfaction	N	Mean	Std. Deviation
1	Being able to keep busy all the time.	262	3.45	.983
2	The chance to work alone on the job.	262	3.28	.962
3	The chance to do different things from time to time.	262	2.76	1.280
4	The chance to be “somebody” in the community.	262	3.13	1.248
5	The way my boss handles his/her workers.	262	3.05	1.283
6	The competence of my supervisor in making decisions.	262	3.20	1.127
7	Being able to do things that don’t go against my conscience.	262	3.37	1.067
8	The way my job provides for steady employment.	262	3.37	1.004
9	The chance to do things for other people.	262	3.48	1.173
10	The chance to tell people what to do.	262	3.69	.975
11	The chance to do something that makes use of my abilities.	262	3.72	.992
12	The way company policies are put into practice.	262	3.63	.940
13	My pay and the amount of work I do.	262	3.71	1.032
14	The chances for advancement on this job.	262	3.62	1.013
15	The freedom to use my own judgment.	262	3.69	.938
16	The chance to try my own methods of doing the job.	262	3.71	.942
17	The working conditions.	262	3.70	.961
18	The way my co-workers get along with each other.	262	3.90	.872
19	The praise I get for doing a good job.	262	3.80	.885
20	The feeling of accomplishment I get from the job.	262	3.99	.797
Overall Mean & Std. Dev.			3.512	1.023

Source: Survey data (2021)

The following inferences can be drawn from the aforementioned findings. Respondents were satisfied with the mat of being busy all the time with work at commercial banks (Mean=3.45). Respondents were also satisfied with the “ability to work alone” (Mean=3.28). They were not satisfied with the chance availed by their jobs to somebody in the community (mean=2.76). The study respondents noted that they were moderately satisfied with the chances to do other things for the people (mean=3.13), meaning that their jobs have the impact on the community.

The respondents further noted that the competencies of their supervisor is very important in making decision (mean =3.20), meaning that teamwork is very important in making decision within an organization. Respondents were also satisfied with the organizational policies currently in use at commercial banks (mean = 3.63). The study respondents were also satisfied with the amount of pay they received (mean = 3.71) meaning that amount of pay is the motivating factor. Generally, respondents were also satisfied with other hygiene factors such as working conditions (mean = 3.70), human relationships (mean = 3.90) and the praise they receive from doing a good job (mean= 3.80). This implies respondents also were satisfied with the recognition brought about

by their jobs. The above findings imply that hygiene factors satisfy employees at commercial banks. Respondents were also satisfied with the chance to do things for other people availed by their job at commercial banks (Mean=3.48). Respondents were also satisfied with the leeway to use their own judgments at work (mean=3.69). Respondents appreciated the chance to apply their knowledge and skills at commercial banks (Mean=3.71). Furthermore, respondents were satisfied with the chance not to do the things that does not go against their conscious at work (mean=3.37). Respondents were satisfied with the steady employment provided by their jobs and feeling of accomplishment from the job with mean value of 3.37 and 3.99 respectively.

The study findings in table 4.4 show that the motivation factors at commercial banks is positive (overall mean=3.512). The above findings imply that job satisfaction factors positively motivate employees at commercial banks. The overall standard deviation mean value (1.023) indicates that respondents' perception towards job satisfaction is somehow varied, since it is greater than one.

4.5. Association and Effect Analysis

4.5.1. Relationship analysis between dependent and independent variables

To determine the existence and level of association, the study used bivariate correlation from which Pearson's correlation coefficient is considered. Pearson's correlation coefficient falls between -1.0 and +1.0, indicates the strength and direction of association between the two variables (Field, 2005). The Pearson's correlation coefficient (r) was used to conduct the correlation analysis to find the level and direction of the relationships between the dependent and independent variables. It was also used to rank the variables that have the strongest associations with job satisfaction. Correlations of 0.30 are regarded to mention worthy (Cohen, 1988). High correlation coefficients illustrate higher level of association between the variables i.e. dependent and independent. According to Cohen (1988), the value of Pearson's correlation is divided into three areas. A correlation coefficient between 0.10 and 0.29 will indicate a small correlation, a correlation coefficient between 0.30 and 0.49 will indicate a medium correlation, and a correlation coefficient between 0.50 and 1.0 will indicate a strong correlation.

The bivariate correlation of a two-tailed test confirm the presence of statistically significant difference at probability level $p < 0.05$ i.e. assuming 95% confidence interval on statistical analysis. The Pearson correlation analysis shown in the table 4.5 below all independent variables (emotional stability, self-awareness, integrity, empathy, relationship management, commitment, self-

motivation, value orientation, self-development, and altruistic conduct) were significantly (statistically) and positively correlated with job satisfaction.

Table 4.5: Correlations between dependent and independent variables

		Job Satisfaction	Self-Awareness	Emotional Stability	Empathy	Managing Relations	Integrity	Self-Motivation	Commitment	Self-Development	Value Orientation	Altruistic Behavior
Job Satisfaction	Pearson Correlation	1										
	Sig. (2-tailed)											
	N	262										
Self-Awareness	Pearson Correlation	.235**	1									
	Sig. (2-tailed)	.000										
	N	262	262									
Emotional Stability	Pearson Correlation	.549**	.562**	1								
	Sig. (2-tailed)	.000	.000									
	N	262	262	262								
Empathy	Pearson Correlation	.348**	.603**	.664**	1							
	Sig. (2-tailed)	.000	.000	.000								
	N	262	262	262	262							
Managing Relations	Pearson Correlation	.559**	.517**	.593**	.573**	1						
	Sig. (2-tailed)	.000	.000	.000	.000							
	N	262	262	262	262	262						
Integrity	Pearson Correlation	.654**	.465**	.497**	.505**	.501**	1					
	Sig. (2-tailed)	.013	.000	.000	.000	.000						
	N	262	262	262	262	262	262					
Self-Motivation	Pearson Correlation	.328**	.521**	.590**	.602**	.580**	.597**	1				
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000					
	N	262	262	262	262	262	262	262				
Commitment	Pearson Correlation	.310**	.441**	.477**	.583**	.518**	.481**	.670**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000				
	N	262	262	262	262	262	262	262	262			
Self-Development	Pearson Correlation	.453**	.415**	.524**	.441**	.447**	.412**	.638**	.595**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000			
	N	262	262	262	262	262	262	262	262	262		
Value Orientation	Pearson Correlation	.146	.323**	.407**	.402**	.333**	.376**	.505**	.525**	.518**	1	
	Sig. (2-tailed)	.018	.000	.000	.000	.000	.000	.000	.000	.000		
	N	262	262	262	262	262	262	262	262	262	262	
Altruistic Behavior	Pearson Correlation	.562**	.441**	.402**	.445**	.475**	.340**	.568**	.560**	.502**	.432**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	262	262	262	262	262	262	262	262	262	262	262
** Correlation is significant at the 0.01 level (2-tailed).												
* Correlation is significant at the 0.05 level (2-tailed).												

Source: Survey data (2021)

Pearson's product-moment correlation was used to evaluate the study hypothesis between the sub-dimensions of emotional intelligence and work satisfaction among commercial banks branch managers. Table 4.5 shows a moderate positive correlation between all sub-dimensions of emotional intelligence and job satisfaction, namely emotional stability ($r = 0.549$), self-awareness ($r = 0.235$), empathy ($r = 0.348$), self-motivation ($r = 0.328$), managing relationships ($r = 0.559$), integrity ($r = 0.654$), self-development ($r = 0.453$), value orientation ($r = 0.146$), and commitment

($r = 0.3$). Accordingly, the correlation matrix shows all the emotional intelligence dimensions have positive and significant correlation with overall job satisfaction. This indicates that all independent variables have positive and significant correlation with job satisfaction.

The study finding is in line with Suleman et al. (2020) who investigated the link between emotional intelligence and job satisfaction among secondary school principals in Khyber Pakhtunkhwa. The study's findings revealed a moderately favorable relationship between emotional intelligence and work satisfaction. Ashraf et al. (2014) also explored the association between three major aspects connected with secondary level teachers: organizational commitment, work satisfaction, and emotional intelligence. The study's findings demonstrated a substantial positive association between the researched parameters, namely work satisfaction, organizational commitment, and emotional intelligence. Similarly, Tagoe & Quarshie (2016) also investigated the association between emotional intelligence and job satisfaction among Accra, Ghana-based nurses. There was a substantial positive association between emotional intelligence and work satisfaction among nurses, according to the research.

This is supported by the findings of Suleman et al. (2020) who investigated the link between emotional intelligence and job satisfaction among secondary school principals in Khyber Pakhtunkhwa. The study's findings revealed a moderately favorable relationship between emotional intelligence and work satisfaction. In a similar study in Pakistan, Ashraf et al. (2014) who explored the association between three major aspects connected with secondary level teachers: organizational commitment, work satisfaction, and emotional intelligence demonstrated a substantial positive association between job satisfaction, organizational commitment, and emotional intelligence.

Tagoe & Quarshie (2016) also investigated the association between emotional intelligence and job satisfaction among Accra, Ghana-based nurses. There was a substantial positive association between emotional intelligence and work satisfaction among nurses, according to the research. Khan et al. (2017) also explored the association between librarians' emotional intelligence and overall job satisfaction. According to multiple regression analysis, all indices of emotional intelligence were significant predictors of work satisfaction.

4.5.2. Relationship Analysis Between Job Satisfaction and Emotional Intelligence

A bivariate Pearson's correlation was done to evaluate the link between emotional intelligence and job satisfaction among commercial banks branch managers to test the study hypothesis, as shown in Table 4.6. The value of r was determined to be 0.560, indicating a significant ($p < 0.01$) positive relationship between emotional intelligence and job satisfaction. It clearly shows that the stronger the emotional intelligence of commercial banks branch managers, the greater their job satisfaction, and vice versa.

Table 4.6: Correlations

		Job Satisfaction	Emotional Intelligence
Job Satisfaction	Pearson Correlation	1	.560**
	Sig. (2-tailed)		.000
	N	262	262
Emotional Intelligence	Pearson Correlation	.560**	1
	Sig. (2-tailed)	.000	
	N	262	262

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

Source: Survey data (2021)

According to the findings, there is a somewhat favorable relation between emotional intelligence and job satisfaction, implying that emotional intelligence is directly related to job satisfaction. This link shows that the better an individual's emotional intelligence, the higher his work happiness. Furthermore, the findings revealed a moderate relationship between all of the sub-dimensions of emotional intelligence and job satisfaction (see table 4.5), namely self-motivation, self-awareness, empathy, managing relationships, emotional stability, integrity, value orientation, self-development, commitment, and altruistic behavior.

It specifically states that all of these emotional intelligence sub-dimensions have a positive association with job satisfaction, implying that emotionally competent commercial banks branch managers would perceive a greater degree of job satisfaction. The study's findings are in line with those of Anari (2012), who discovered a strong positive relationship between emotional intelligence and work satisfaction. Emdady and Bagheri (2013) revealed a substantial positive relationship between emotional intelligence and work satisfaction as well. Emotionally intelligent employees, according to Grund & Sliwka (2001), have a better degree of job satisfaction because they can find methods to avoid the possible bad effects induced by stressful situations. Those with low emotional intelligence, on the other hand, are incapable of dealing with stressful situations

successfully. Other prior research investigations that found a significant positive link between emotional intelligence and work satisfaction back up the findings (Trivellas et al., 2013; Alnidawy, 2015; Tagoe & Quarshie, 2016; Yusoff et al., 2016).

However, the finding of this study is inconsistent with the findings of Mandip et al. (2012), Ghoreishi et al. (2014), and El-Badawy & Magdy (2015) who discovered no significant relationship between emotional intelligence and work satisfaction.

4.5.3. Assumptions Testing in Multiple Regression

The basic assumptions should be satisfied in order to maintain data validity and robustness of the regressed result of the research under the multiple regression models. Hence, this study has conducted the assumption tests such as, multi-collinearity and normality.

4.5.3.1. Multicollinearity Test

The independent variables should not be substantially associated with each other in order to achieve good results. In multiple regression analysis, collinearity refers to the correlation among the independent variables (Pallant, 2007).

Therefore, to make sure that there is low collinearity, the values of Tolerance and VIF (Variance Inflation Factor) should be checked. According to Pallant (2007), tolerance reflects how much the independent variables do not explain of a specific independent variable's variability, and the value should not be tiny (less than 0.10) to demonstrate the lack of collinearity. In addition to that, VIF, the inverse of tolerance value, should have a value of less than 10 to avoid any concerns of collinearity (Pallant, 2007). Hence, the values in the Table 4.7 below indicate low collinearity because all Tolerance values are above 0.1 and all VIF values are less than 10. As a result, these tests show that the variables employed in the study are not multicollinear.

Table 4.7: Multicollinearity Test table

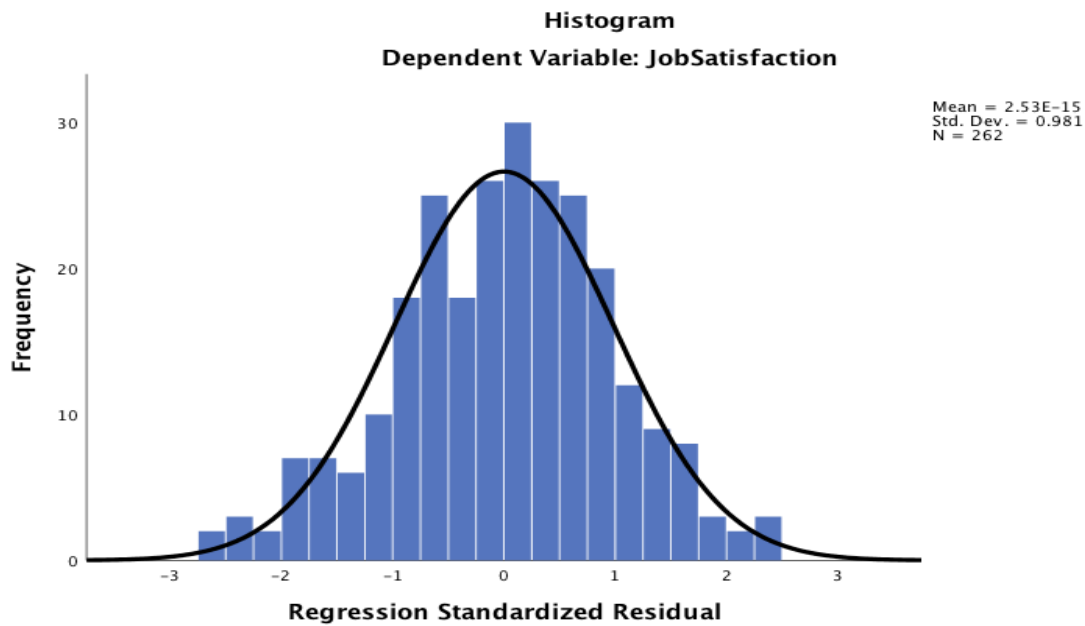
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Self- Awareness	.541	1.849
	Emotional Stability	.427	2.345
	Empathy	.404	2.473
	Managing Relations	.504	1.986
	Integrity	.570	1.754
	Self-Motivation	.342	2.920
	Commitment	.417	2.399
	Self-Development	.482	2.074
	Value Orientation	.628	1.591
	Altruistic Behavior	.567	1.765

Source: Survey data (2021)

4.5.3.2. Normality Test

One of the most important statistical procedures is the normal distribution. A normal distribution with a mean of zero and a standard deviation of one is referred to as a standard normal distribution (Garson, 2012). Multiple regression analysis demands that the variables in the sample be naturally distributed. Assume that the histogram was bell-shaped and that the residuals were usually spread around its mean of zero. As seen in Figure 4.1, residuals were normally spread around their mean of zero, indicating that the results were normally distributed and conformed to the normal distribution assumption. Since the figures validated the data's normality assumption, it follows that the inferences drawn regarding population parameters from survey statistics are likely to be correct.

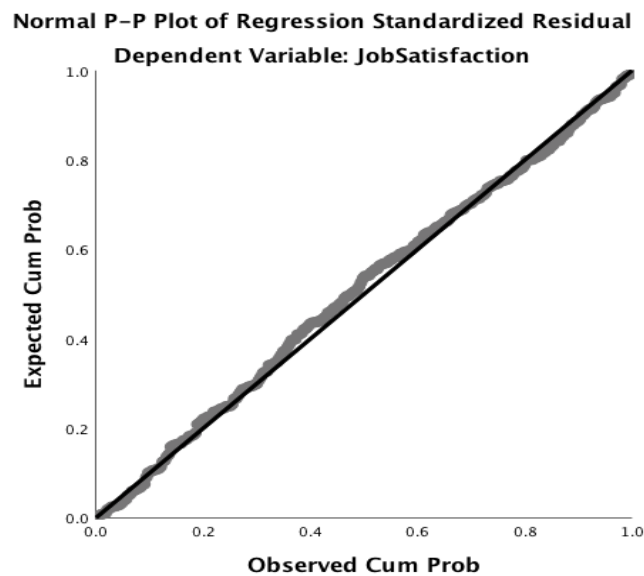
Figure 4.1: Normality Test, Histogram



Source: Survey data (2021)

Furthermore, the normal likelihood plots were used to verify the normality statement, as seen in Figure 4.2 of the Normal P P-Plot.

Figure 4.2: Normal P P-Plot



Source: Survey data (2021)

The normal probability plot is a graphical tool that may be used to determine whether or not a data set is normally distributed (Chambers et al., 1983). It aids us in examining the probability plot and determining how closely the data points match the fitted distribution line. The points fall closely along the straight line if the provided theoretical distribution is a good fit. The data is displayed in comparison to a theoretical normal distribution, with the dots forming an almost straight line. Deviations from this straight line denote a departure from normality.

The preceding graphic clearly indicates that the normal probability plot has a significantly linear structure. There are very minor differences between the line fit and the probability plot points. For this data, the normal distribution looks to be a viable model. The probability plot displays a significantly linear trend. As a result, the residuals' normal probability plot indicates that the error terms are indeed normally distributed.

Because the Shapiro-Wilk normality test suggests that there is no statistical difference between job satisfaction and normal distribution, we assumed that the residuals are normally distributed and failed to reject the null hypothesis because the p-value is larger than 0.05.

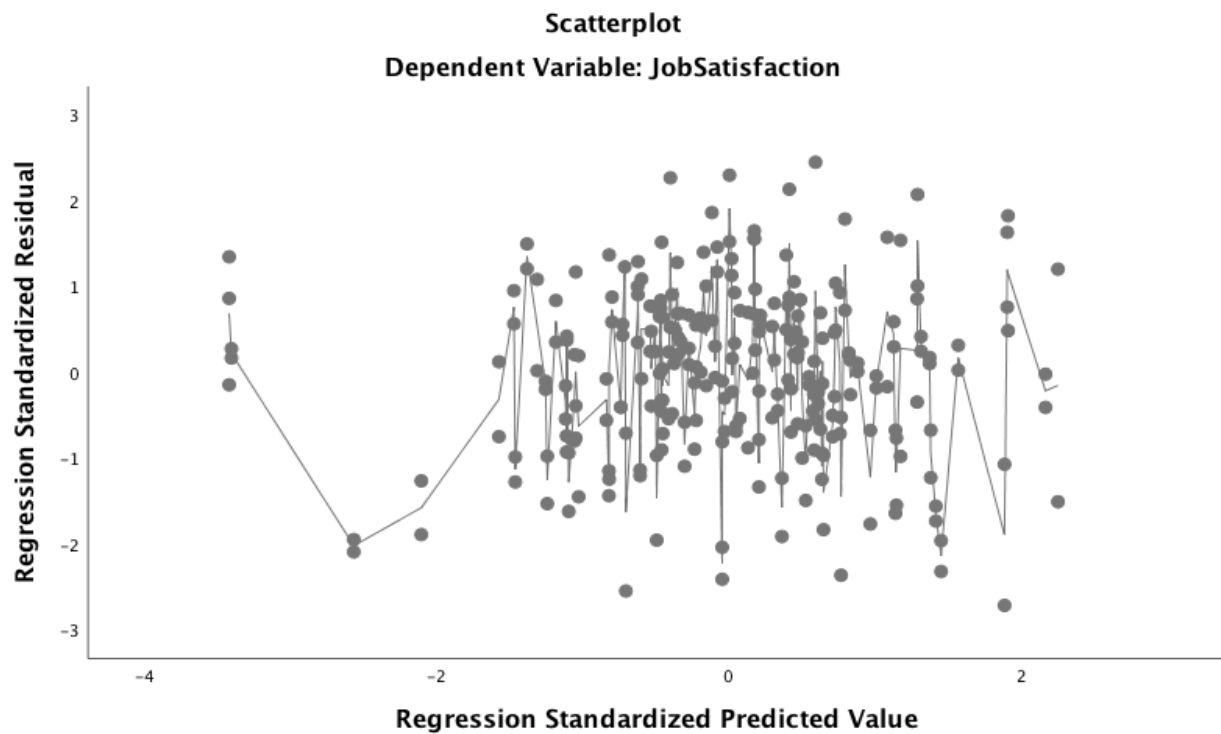
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Job Satisfaction	.048	262	.200*	.992	262	.180
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Source: Survey data (2021)

4.5.3.3. Test for Homoscedasticity and Linearity

To test for homoscedasticity and linearity, a Scatter plot was used. The scatter plot compares the normalized residuals (ZRESID) to the standardized expected (ZPRED) values. The data graph is depicted in Figure 4.3.

Figure. 4.3 Scatter Plot of ZPRESID and the ZPRED values of the Data



Source: Survey data (2021)

To evaluate if the residuals in regression analysis are random, we simply check if they are randomly distributed around zero throughout the whole range of fitted values. When the residuals are centered on zero, it means that the model's predictions are on average correct rather than systematically excessively high or low. Furthermore, regression assumes that the residuals have a normal distribution and that the degree of scattering is constant across all fitted values (Pallant, 2007). Figure 4.3 depicts how the data is uniformly and randomly distributed around zero. It does not appear to funnel out, and there is no discernible curvature. It does not have an obvious pattern, there are points equally distributed above and below zero on the X axis, and to the left and right of zero on the Y axis. This is indicative of the fact that the conditions necessary for linearity and homoscedasticity have been fulfilled.

4.6. Effect Analysis

Multivariate regression was used to establish the correlation between the independent variables (emotional stability, self-awareness, integrity, empathy, relationship management, commitment,

self-motivation, value orientation, self-development, and altruistic conduct) and job satisfaction (dependent variable) in commercial banks. The analysis applied the Statistical Package for Social Sciences (SPSS) version 25 to compute the measurements of the multiple regressions for the study. The goal of this analysis is to know the level to which job satisfaction is affected by independent variables by considering R square value, beta coefficient and P-value for the significant of the relation.

4.6.1. Model Summary

The overall results of the subject study are as shown in Table 4.8.

Table 4.8: Model Summary

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.831 ^a	.691	.684	.24611	1.463
a. Predictors: (Constant), Altruistic Behavior, Integrity, Value Orientation, Self-Awareness, Self-Development, Managing Relations, Empathy, Commitment, Emotional Stability, Self-Motivation					
b. Dependent Variable: Job Satisfaction					

Source: Survey data (2021)

The model summary findings indicated that there is a strong ($R = .831^a$) relationship between the independent variables (emotional stability, self-awareness, integrity, empathy, relationship management, commitment, self-motivation, value orientation, self-development, and altruistic conduct) and the dependent variable (job satisfaction) in commercial banks. R-square is measured the goodness of fit of the explanatory variables in explaining the variations in dependent variable. The adjusted R-Square ($R^2 = 0.684$) shows the explanatory power of all independent variables involved in the study. Hence emotional stability, self-awareness, integrity, empathy, relationship management, commitment, self-motivation, value orientation, self-development, and altruistic conduct of employees jointly determine (explain) 68.4% of the variance in job satisfaction. Whereas, 31.6% of job satisfaction were determined by the variables which were not included in the study.

4.6.2. Analysis of Variance (ANOVA)

The study further sought to establish the goodness of fit of the regression model using ANOVA statistics. According to Mugenda & Mugenda (2003), ANOVA is a statistical technique for the data analysis, which is applied in establishing whether any significant differences among two or more groups or samples at a chosen level of probability exist, or not. An explanatory variable is said to be a significant predictor of the dependent variable if the absolute t-values of the regression coefficient related with that independent variable is greater than the absolute critical t-values. The results of the study are as shown in the table below.

Table 4.9 Analysis of Variance (ANOVA)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.959	10	3.395	12.719	.000 ^b
	Residual	66.983	251	.267		
	Total	100.942	261			
a. Dependent Variable: Job Satisfaction						
b. Predictors: (Constant), Altruistic Behavior, Integrity, Value Orientation, Self-awareness, Self-development, Managing Relations, Empathy, Commitment, Emotional Stability, Self-Motivation						

Source: Survey data (2021)

According to the findings in the study as above, the regression model had a significance level of 0.0% which indicates that regression model is perfect for predicting commercial banks branch managers' job satisfaction given emotional intelligence variables. This is because the significant value (p-value) was less than 5% which was used as an indicator of statistical significance. Therefore, from the result, it can be concluded that with 68.4% of the variance (R-Square) in job satisfaction is significant and the model is appropriately measure it.

4.6.3. Coefficients of Determination

Regression co-efficient indicates the direction of the relationship between dependent and independent variables. The results of this study are as shown in Table 4.10.

Table 4.10: Regression Coefficient Analysis of the Model

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.649	.116		14.271	.000
	Self-Awareness	.019	0.025	.041	.780	.436
	Emotional Stability	.061	.021	.120	2.955	.003
	Empathy	.026	.023	.055	1.111	.267
	Managing Relations	.098	.024	.210	4.140	.000
	Integrity	.064	.024	.154	2.665	.008
	Self-Motivation	.020	.031	.038	.634	.526
	Commitment	.010	.034	.015	0.308	.758
	Self-Development	.042	.018	.107	2.367	.018
	Value Orientation	.015	.017	.045	0.884	.377
	Altruistic Behavior	.082	.019	.202	4.283	.000

a. Dependent Variable: Job Satisfaction

Source: Survey data (2021)

Table 4.10 presented results of job satisfaction as dependent variable and emotional intelligence sub-dimensions as explanatory variables. The explanatory power of this model is 68.4%. The regression F- statistic takes a value 12.719. F-statistics tests the null hypothesis that all of the slope parameters (β 's) are jointly zero. In the above case p-value of zero attached to the test statistic shows that this null hypothesis should be rejected even at 1% level of significance.

As it is shown in the above table emotional stability, managing relations, integrity, self-development and altruistic behavior were the statistically significant factors affecting job satisfaction. Moreover, self-awareness, empathy, self-motivation, commitment and value orientation had statistically insignificant impact on employees' job satisfaction in Ethiopian commercial banks.

4.6.4. Discussion of the Regression Results

The study's hypothesis testing was made based on β and P values. The values of the unstandardized Beta Coefficients (β) indicate the effects of each independent variable on dependent variable. Furthermore, the values of the unstandardized Beta Coefficients in the Beta column of the Table 4.10 above, indicate which independent variable makes the strongest contribution to explain the

dependent variable (job satisfaction), when the variance explained by all other independent variables in the model is controlled.

Hence using those coefficient results, the proposed hypotheses for this study were tested as follows.

Ha₁: Self-awareness has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

To test the hypothesis multiple regression was run on SPSS which gives the overall fitness of the model which was presented in the previous paragraphs and the significance of each independent variable in affecting the dependent variable. The outcomes of the multiple regressions, as shown in Table 4.10 above, revealed that self-awareness of branch managers of commercial banks had a statistically insignificant effect on job satisfaction ($\beta = 0.019$, $t = 0.780$ & $p=0.436$). As a result, the researcher is rejected the alternative hypothesis.

Ha₂: Empathy has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

The results of multiple regressions, as presented in Table 4.10. above, revealed that empathy of branch managers of commercial banks had a statistically insignificant effect on job satisfaction ($\beta = 0.026$, $t = 1.111$ & $p=0.267$). Thus, the researcher rejected the alternative hypothesis.

Ha₃: Self-motivation has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

The results of multiple regressions, as presented in Table 4.10. above, revealed that self-motivation of branch managers of commercial banks had a statistically insignificant effect on job satisfaction ($\beta = 0.020$, $t = 0.634$ & $p=0.526$). Thus, the researcher rejected the alternative hypothesis.

Ha₄: Emotional Stability has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

The regression result shows that emotional stability has positive and statistically significant effect of job satisfaction ($\beta = 0.061$, $t = 2.955$ & $p=0.003$). If our predictor variable (emotional stability) increase by one-unit job satisfaction will be improved by 6.1%. Thus, the researcher fails to reject the research hypothesis.

Ha₅: Managing relations has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

The results of multiple regressions, as presented in Table 4.10. above, revealed that managing

relations of branch managers of commercial banks had a statistically significant effect on job satisfaction ($\beta = 0.098$, $t = 4.140$ & $p=0.00$). This implies that if our predictor variable (managing relations) increases by one-unit, on-average job satisfaction will be improved by 9.8%. Thus, the researcher fails to reject the research hypothesis.

Ha₆: Integrity has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

The regression output, as presented in Table 4.10. above, indicated that integrity of branch managers of commercial banks had a statistically significant effect on job satisfaction ($\beta = 0.064$, $t = 2.665$ & $p=0.08$). This implies that if our predictor variable (integrity) increases by one-unit, on-average job satisfaction will be improved by 6.4%. Thus, the researcher fails to reject the research hypothesis.

Ha₇: Self-development has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

The regression output, as presented in Table 4.10. above, indicated that self-development of branch managers of commercial banks had a statistically significant effect on job satisfaction ($\beta = 0.042$, $t = 2.367$ & $p=0.018$). This implies that if our predictor variable (integrity) increases by one-unit, on-average job satisfaction will be improved by 4.2%. Thus, the researcher fails to reject the research hypothesis.

Ha₈: Value-orientation has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

The results of multiple regressions, as presented in Table 4.10. above, revealed that value-orientation of branch managers of commercial banks had a statistically insignificant effect on job satisfaction ($\beta = 0.015$, $t = 0.884$ & $p=0.337$). Thus, the researcher rejected the alternative hypothesis.

Ha₉: Commitment has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

The regression output, as presented in Table 4.10. above, indicated that commitment of branch managers of commercial banks had a statistically insignificant effect on job satisfaction ($\beta = 0.010$, $t = 0.308$ & $p=0.758$). Thus, the researcher rejected the research hypothesis.

Ha₁₀: Altruistic behavior has positive and statistical significance on job satisfaction among branch managers of commercial banks in Ethiopia.

The regression result shows that altruistic behavior has positive and statistically significant effect on job satisfaction ($\beta = 0.082$, $t = 4.283$ & $p=0.000$). If our predictor variable (altruistic behavior) increases by one-unit, on average job satisfaction will be improved by 8.2%. Thus, the researcher fails to reject the alternative hypothesis.

The study's findings are consistent with a few research studies that indicated that emotional intelligence predicts work satisfaction (Abraham, 2000; Livingstone, 2001; Thiebaut et al., 2005). Haleem & Ur Rahman (2018) investigated the effects of emotional intelligence on job satisfaction in Pakistan's telecommunications sector. The findings demonstrated that emotional intelligence has a positive and significant effect on job satisfaction, which has substantial implications for managers and practitioners. Khan et al. (2017) also explored the association between librarians' emotional intelligence and overall job satisfaction. The findings revealed that self-assessment was the best predictor of work satisfaction, whereas optimism was the weakest. The study result is also in line with the findings of Tsedey (2015) conducted research at Save the Children on the impact of managers' emotional intelligence (EI) on employee satisfaction (ES). According to the findings of a dataset analysis, managers' emotional intelligence has a significant influence on employee job satisfaction in the firm.

Table 4.11: Summary of actual and expected signs of explanatory variables on the dependent variables

Variables	Expected Signs	Actual Signs	Sig.	Hypothesis
Self-Awareness	Positive & Significant	Positive & Insignificant	.436	Rejected
Emotional Stability	Positive & Significant	Positive & Significant	.003	Supported
Empathy	Positive & Significant	Positive & Insignificant	.267	Rejected
Managing Relations	Positive & Significant	Positive & Significant	.000	Supported
Integrity	Positive & Significant	Positive & Significant	.008	Supported
Self-Motivation	Positive & Significant	Positive & Insignificant	.526	Rejected
Commitment	Positive & Significant	Positive & Insignificant	.758	Rejected
Self-Development	Positive & Significant	Positive & Significant	.018	Supported
Value Orientation	Positive & Significant	Positive & Insignificant	.377	Rejected
Altruistic Behavior	Positive & Significant	Positive & Significant	.000	Supported

4.6.5. Summary of the Findings

Multiple linear regression analysis was used to explore the role of each sub-dimension of emotional intelligence as a predictor of work satisfaction. The findings revealed that five sub-dimensions of emotional intelligence were found to be significant predictors of job satisfaction and to have a significant positive influence on job satisfaction, namely emotional stability, self-development, integrity, managing relationships, and altruistic behavior. It is clear that these sub-dimensions of emotional intelligence had favorable impact on work satisfaction. Self-awareness, empathy, self-motivation, value orientation, and commitment, on the other hand, had no substantial beneficial influence on job satisfaction.

The following regression equation can be obtained from the analysis

$$Y = 1.649 + 0.019X_1 + 0.061X_2 + 0.026X_3 + 0.098X_4 + 0.064X_5 + 0.020X_6 + 0.010X_7 + 0.042X_8 + 0.015X_9 + 0.082X_{10}$$

Where;

Y = Job Satisfaction

X₁ = Self-awareness

X₂ = Emotional Stability

X₃ = Empathy

X₄ = Managing Relations

X₅ = Integrity

X₆ = Self-Motivation

X₇ = Commitment

X₈ = Self-Development

X₉ = Value Orientation

X₁₀ = Altruistic Behavior

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1.Introduction

This chapter summarizes the findings from chapter four, as well as the conclusions and suggestions. The chapter also included recommendations for future research in order to answer the research question or achieve the research aim.

5.2.Summary of Major Findings

The study's goal was to look at the emotional intelligence dimensions that affect branch managers' job satisfaction at commercial banks in Ethiopia. The study utilized a descriptive and explanatory research approach, with questionnaires used to collect data. The intended audience consisted of randomly chosen commercial banks branch managers in Addis Ababa. The simple random sampling methodology was used to pick respondents, and a sample size of 270 was chosen. The acquired data was coded and sorted, and descriptive and inferential analyses were performed in the SPSS Version 25. A regression analysis test was run to determine the impact of all independent factors on employee job satisfaction. These findings were then provided for interpretation in the form of figures and tables.

The study discovered a substantial correlation between emotional intelligence dimensions and job satisfaction. The descriptive statistics indicated that respondents have a moderate emotional intelligence competency level (emotional stability, self-awareness, integrity, empathy, relationship management, commitment, self-motivation, value orientation, self-development, and altruistic conduct). It further suggests that job satisfaction is high among the employees. It also suggests that EI is an ability that can be learnt given the possibility that employees may have evolved ways to cope with customers over the years. Based on the findings, the branch managers at the commercial banks are satisfied with their jobs. Respondents would be motivated when they felt appreciated by their colleagues despite the level of pressure at work and the rewards given to employees. Job satisfaction of employees was found not only to be affected by external factors such as benefits and wage, but also emotions and personality traits, both of which have a close relationship with emotional intelligence. The results indicated that employee's expectations can be met by incorporating both extrinsic and intrinsic factors. Furthermore, independent variables under study

accounted for 68.4% of the job satisfaction as represented by the R^2 . This therefore means that other factors not studied in this research contribute 31.6% of job satisfaction.

5.3.Conclusions

The study's broad objective was to establish the association between five dimensions of emotional intelligence (emotional stability, self-awareness, integrity, empathy, relationship management, commitment, self-motivation, value orientation, self-development, and altruistic conduct) and the dependent variable (job satisfaction) in commercial banks operating in Addis Ababa. The study's findings led to the following conclusions;

Emotional intelligence is a fundamental component that assures the job satisfaction of commercial bank branch managers and, as a result, promotes an organization's total productivity. Emotional intelligence and work satisfaction were shown to have a somewhat positive relationship. Job satisfaction is predicted by emotional intelligence, and five aspects, namely integrity, emotional stability, self-development, managing relationships, and altruistic conduct, were discovered to be significant predictors of job satisfaction. It clearly demonstrates that emotional intelligence is strongly connected to job satisfaction; the more their emotional intelligence, the greater their job satisfaction.

5.4.Recommendations

Based on the findings of the analysis and the conclusions reached, the following suggestions are made:

- Emotional intelligence is closely linked with the job satisfaction of employees at commercial banks. Hence, it is imperative to emphasize those practices which subsidize to promote emotional intelligence and commitment among commercial banks branch managers in Ethiopia. In the recruitment process, preference should also be given to those candidates who are more emotionally intelligent.
- Because emotional stability, integrity, self-development, relationship management, and altruistic behavior were found to be significant predictors of job satisfaction, commercial bank branch managers should receive advanced professional training programs, seminars, and conferences in these dimensions of emotional intelligence.

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- Furthermore, commercial bank management should develop rewarding and comprehensive tactics for increasing the degree of work satisfaction of branch managers and making their jobs more appealing in order to boost their morale and create beneficial and productive results.

5.5.Recommendations for Further Studies

This research looked at the effect of emotional intelligence on commercial banks branch managers' job satisfaction. In this study, commercial banks were used as a case study. As a result, the study suggests that more research on the same problem be conducted using a new case study. Second, the study suggests that more research be conducted on the effect of managers' emotional intelligence on the job satisfaction of employees.

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Addis Ababa University
College of Business and Economics
Master of Business Administration



Dear Sir/Madam

Questionnaire to be filled by Employees

I am a student at Addis Ababa University undertaking a Masters' degree course in Business Administration. As a partial fulfillment of the course requirement, I am expected to carry out a research at Commercial Bank of Ethiopia. The study is on the influence of emotional Intelligence on Employees' Job Satisfaction in your organization.

The purpose of this letter is to request you to kindly fill in the attached questionnaire which will help in completing the research study. The information obtained will be treated with utmost confidentiality. Thank you.

Best regards,

Tilahun Kassaye

Addis Ababa University
College of Business and Economics
Master of Business Administration



Questionnaire

Section A: Respondents' Characteristics

1. What is your Gender?
Male [] Female []
2. What is your age bracket?
30–34 years []
35–39 years []
40–44 years []
45 and above years []
3. What is your highest level of education?
Diploma []
First Degree []
Master's degree []
PhD []
4. How long has your organization been in operation?
Less than 5 years []
6-10years []
11-15 years []
16 years and above []

Section – B: Emotional Intelligence

Please read each statement carefully and decide how you feel about your emotional intelligence described by the statements. Scale:

1 = Strongly Disagree (SDA)

2 = Disagree (DA)

3 = Uncertain (U)

4 = Agree (A)

5 = Strongly Agree (SA)

Please indicate on a scale of 1 to 5; for example, encircle 5 If you Strongly Agree (SA), or encircle 1 if you Strongly Disagree (SD) and so on.

No.	Statements	SDA	DA	U	A	SA
	Self-Awareness					
1	I can continue to do what I believe in, even under severe criticism.					
2	I have my priorities clear.					
3	I believe in myself					
4	I have built rapport and made and maintained personal friendships with work association.					
	Emotional Stability					
5	I do not mix unnecessary emotions with issues at hand					
6	I am able to say composed in both good and bad situations.					
7	I am comfortable and open to novel ideas and new information.					
8	I am persistent in pursuing goals despite obstacles and setbacks.					
	Empathy					
9	I can attention to the worries and concerns of others.					
10	I can listen to someone without the urge to say something.					
11	I try to see the other person's point of view					
12	I am able to say focused even under pressure.					
13	I am able to handle multiple demands					
	Managing Relations					
14	I can encourage others to work even when things are not favorable					
15	I do not depend on others encouragement to do my work well.					
16	I can perceive as friendly and outgoing					
17	I can see the brighter side of my situation					
	Integrity					
18	I can stand up for my beliefs					
19	I purser gales beyond what is require and expected of me					
20	I am aware of my weakness					
	Self-Motivation					
21	People tell me that I am an inspiration for them.					
22	I am able to make intelligent decisions using a healthy balance of emotions and reason.					
23	I am able to assess the situation and then behave.					
24	I can concentrate on the task at hand in spite of disturbances.					
25	I think that feelings should be managed					
26	I believe that happiness is a positive attitude					
	Commitment					
27	I am able to meet commitments and keep promises.					
28	I am organized and careful in my work.					
	Self-Development					
29	I am able to identity and separate my emotions					
30	I feel that I must develop myself even when my job dose not demand.					
	Value Orientation					

31	I am able to maintain the standards of honesty and integrity.					
32	I am able to confront unethical actions of others.					
	Altruistic Behavior					
33	I am able to encourage people to take initiative					
34	I can handle conflicts around me					

Section C: Minnesota Job Satisfaction Questionnaire

Please read each statement carefully and score how satisfied you are with this aspect of your job.

1 = Not Satisfied

2 = Somewhat Satisfied

3 = Satisfied

4 = Very Satisfied

5 = Extremely Satisfied

No.	Statements	1	2	3	4	5
	Intrinsic Factors					
1	Being able to keep busy all the time.					
2	The chance to work alone on the job.					
3	The chance to do different things from time to time.					
4	The chance to be "somebody" in the community.					
5	Being able to do things that don't go against my conscience.					
6	The way my job provides for steady employment.					
7	The chance to do things for other people.					
8	The chance to tell people what to do.					
9	The chance to do something that makes use of my abilities.					
10	The freedom to use my own judgment.					
11	The chance to try my own methods of doing the job.					
12	The feeling of accomplishment I get from the job.					
	Extrinsic Factors					
13	The competence of my supervisor in making decisions.					
14	The way my boss handles his/her workers.					
15	The way company policies are put into practice.					
	My pay and the amount of work I do.					
17	The chances for advancement on this job.					
18	The working conditions.					
19	The way my co-workers get along with each other.					
20	The praise I get for doing a good job.					

Thank You!!!