



ADDIS ABABA UNIVERSITY: SCHOOL OF COMMERCE

GRADUATE PROGRAM MA IN BUSINESS LEADERSHIP

**THE EFFECT OF LEADERSHIP EMOTIONAL INTELLIGENCE ON
EMPLOYEE JOB SATISFACTION: A CASE STUDY OF HABESHA
BREWERIES**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE
IN PARTIAL FULLFILMENT OF THE REQUIRMENTS FOR THE DEGREE OF
MASTER OF BUSINESS LEADERSHIP**

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DECLARATION OF AUTHENTICITY

I, ROZI YASSIN hereby declare that the research paper titled *The Effect of leadership emotional intelligence on Employee job satisfaction: A Case Study of Habesha breweries* is my original work, conducted in partial fulfillment of the requirements for the Degree of Master of Arts in Business Leadership. The study represents the result of my independent effort and complies with the academic regulations of Addis Ababa University, School of Commerce. All sources of information and ideas borrowed from others, whether published or unpublished, have been duly acknowledged through proper citation and referencing. I affirm that this work has not been submitted to any other institution for the award of any academic degree or qualification.

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STATEMENT OF CERTIFICATION

This is to certify that, Rozi Yassin, has carried out this project work on the topic titled “*the effect of leadership emotional intelligence on employee job satisfaction: a case study of Habesha breweries*”. Accordingly, I hereby assure you that her work is appropriate and standard enough to be submitted for the award of the Degree of Master of Arts in Business Leadership.

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ABSTRACT

This study explored the effect of leaderships emotional intelligence on employee job satisfaction at Habesha breweries focusing on the head office which is in Addis Ababa, Ethiopia. It used the mixed model of emotional intelligence by Goleman, leveraging its five main components which are Self-awareness, Self-regulation, empathy, motivation and social skills as well as Herzbergs two factor theory, components in relation to leadership supervision, recognition, communication, and interpersonal relationships. With the aim of understanding how each component of emotional intelligence of leadership affected the employees' job satisfaction.

A census method was utilized to gather quantitative data from the 104 employees through a questioner out of which 89 were returned and filed. The components for emotional intelligence were developed from literature aligning with Goleman's perspective of emotional intelligence, whereas job satisfaction was measured by the well-validated Spector's Job Satisfaction Survey (JSS). Further qualitative insights were provided by semi-structured interviews with five senior directors from core departments. These interviews were then analyzed thematically to complement and enrich the quantitative data. IBM SPSS Statistics (version 23) was used for descriptive and correlation statistics, as well as multiple linear regression analysis. The findings showed there was significant positive regression effects on four of the components, which are motivation, empathy Self-awareness and social skills on employee job satisfaction, on the other hand self-regulation had a low score on the regression model in employee job satisfaction. Based on the findings, the study provides recommendations on leadership developments programs that focus on motivation, empathy, self-awareness and social skills while calling for further research for the Ethiopian brewery industry.

Keywords: *Emotional Intelligence, Job Satisfaction, Leadership, Motivation, Empathy, Social Skills, Goleman, Spector's JSS, Habesha Breweries*

List of Acronyms

Acronym Full Form

EI	Emotional Intelligence
JSS	Job Satisfaction Survey
SA	Self-Awareness
SR	Self-Regulation
MOT	Motivation
EMP	Empathy
SS	Social Skills
SPSS	Statistical Package for the Social Sciences
HR	Human Resources
CEO	Chief Executive Officer
SD	Standard Deviation
ANOVA	Analysis of Variance
KPI	Key Performance Indicator
R ²	Coefficient of Determination
df	Degrees of Freedom
β	Beta Coefficient
p	p-value (statistical significance)

CHAPTER ONE

INTRODUCTION

This chapter introduces the research study, outlining the background, problem statement, research questions, objectives, significance, scope, and limitations. It provides the context for examining how leaders' emotional intelligence (EI) affects employee job satisfaction within Habesha Breweries, a leading player in Ethiopia's brewing industry.

1.1 Background of Study

“Leadership is a process in which a leader attempts to influence his or her followers to establish and accomplish a goal or goals.” To accomplish the goal, the leader exercises his or her power to influence people. (jagiroadcollegelive, 2020) Meaning that power is utilized in earlier stages by motivating, rewarding or punishing those who do not perform up to expectations.

Emotional intelligence (EI) which is defined as “the ability to recognize, understand, and manage one's emotions and those of others” (Robbins, 2013). It is a way of bettering communication, reduced workplace conflict, and enhanced team motivation (Mayer J. D.) It is now being increasingly recognized as an important quality for leading effectively, which impacts how employees experience their work environment. (C. S Law &, 2022) emphasizes that leaders who are emotionally intelligent are likely to create a positive work environment where employees feel supported, understood and valued leading to higher job satisfaction.

In today’s dynamic world of business, business success and continuity is not only means to be equipped and efficient with technology and within the organization, but also the quality practices people have in the organization and the positive working environment. Emotional intelligence(EI) is defined as the capacity to perceive, access, and generate emotions in order to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions in ways that promote emotional and intellectual growth (Mayer P. S., 1990). Later in (Goleman, 1995) the concept is widely popularized and highlighted that emotional intelligence is a most of the times a better precursor of success than intelligent quotient (IQ), particularly in management functions.

As highlighted in the above statements, leadership has the role to make or break a company relating to how Intune they are with their emotional intelligence as employees' experiences are shaped by them. In relation to this, Habesha breweries is on the of the leading breweries, that is available throughout the country with different product categories with heavy reliance on employees disbursed nationwide. And as the nature of the business is highly competitive, it must understand how employee's job satisfaction is affected by leaders within the organization. Although there is mounting international evidence to substantiate the connection between EI and job satisfaction, there is scarcity of empirical data from Ethiopia that account for the brewing industry. Habesha Breweries is one of the largest breweries in Ethiopia and offers an appropriate environment to investigate this relationship. Leadership development and human resources within the organization may benefit from knowledge about the relationships between specific components of EI (e.g., self-awareness, self-regulation, motivation, empathy, social skill) and the job satisfaction of employees.

1.2 Background of the company

Habesha Breweries S.C. was established as a local brewery in 2015 and has since been known for its flagship beer, Habesha Beer, a premium lager known for its cultural relevance and quality. The company is based in Addis Ababa, where it maintains an ultra-modern brewing facility in Debre Birhan, and it has very rapidly ascended to a position of eminence within the competitive beverage market of Ethiopia. A hybrid creation by local investors and international concern (with the majority stake at one time being held by Swinkels Family Brewers of the Netherlands), Habesha Breweries marries international standards of brewing with an Ethiopian tradition (Our brand, n.d.)

Focusing on value-based practices such as community engagement, innovation, and empowerment of people defines the company strategy. With a very young work population that mirrors Ethiopia's demographics, the company emphasizes developing leadership and transparency in the workplace. Habesha Breweries has received recognition for its contribution to the manufacturing sector in Ethiopia.

1.3 Statement of the Problem

The purpose of this study is to examine the effect of leadership emotional intelligence on employee job satisfaction in Habesha breweries. The brewing industry is part of fast-moving consumer goods; it contributes a substantial portion to the national economy. (African development bank, 2024) estimates that this sector contributes about 7.2% of Ethiopia's GDP. Given the competitive nature of the sector, employee satisfaction becomes critical, for the success and productivity of companies. Habesha Breweries gives a great opportunity to evaluate how leadership practices, particularly emotional intelligence, could foster employee satisfaction and thus support company performance.

Emotionally intelligent leadership is positively correlated with job satisfaction, organizational commitment, and reduced turnover, according to research. Evidence indicated that emotional intelligence leadership contributed to employee job satisfaction and organizational commitment and generally reduced turnover (C. S Law &, 2022) found leadership EI to be an important predictor of employee job satisfaction and organizational commitment in different industries, while Cherniss (2010) added that emotionally intelligent leadership scintillated fields. Within the high-competition world of FMCG and various workforce dynamics, different studies like (Kafetsios, 2008) confirm that these leadership emotions and job satisfaction, which include self-regulation, self-awareness, empathy, motivation and social skills have positive relationship.

With the workforce dynamics at play and a people-centered leadership approach being prioritized, it behooves an examination of how leaders' self-awareness, self-regulation, motivation, empathy, and social skills accentuate employee satisfaction. This research sheds light on how emotional intelligence in leadership can create more engaged and satisfied employees, contributing to the long-term success and sustainable establishment of a company in the competitive market. The findings will be of great value to Habesha Breweries to invest in developing emotionally intelligent leaders.

1.4 Research Questions

1.4.1 General Research Question

How does emotional intelligence in leadership affect employee job satisfaction at Habesha Breweries?

1.4.2 Specific Research Questions

- How does self-awareness in leaders affect employee job satisfaction?
- How does self-regulation in leaders affect employee job satisfaction?
- How does motivation in leaders affect employee job satisfaction?
- How does leader empathy affect employee job satisfaction?
- How does leader social skills affect employee satisfaction?

1.5 Research Objectives

1.5.1 General Objective:

To evaluate the effect of emotional intelligence of leadership in relation to employee job satisfaction.

1.5.2 Specific Objectives:

- Evaluate the relationship between leaders' self-awareness and employee job satisfaction.
- Evaluate the relationship between leaders' self-regulation and employee job satisfaction
- Evaluate the relationship between leaders' motivation and employee job satisfaction.
- Evaluate the relationship between leaders' empathy and employee job satisfaction
- Evaluate the relationship between leaders' social skills and employee job satisfaction.

1.6 Research Hypotheses

The study empirically tested the following hypotheses.

H1: Leaders' self-awareness has a positive and significant effect on employee job satisfaction.

H2: Leaders' self-regulation has a positive and significant effect on employee job satisfaction.

H3: Leaders' motivation has a positive and significant effect on employee job satisfaction.

H4: Leaders' empathy has a positive and significant effect on employee job satisfaction.

H5: Leaders' social skills have a positive and significant effect on employee job satisfaction.

1.7 Significance of the Study

The study adds value to the sparse literature on emotional intelligence and job satisfaction of employees in the Ethiopian brewing industry. It confirms results found in international studies in the setting of a country, increasing the external validity of theories on EI in transition economies. The researchers' findings can be utilized to develop leadership training programs that prioritize emotional intelligence competencies. Human Resource departments can design better employee engagement strategies based on insight into emotional factors affecting job satisfaction.

Additionally, the insights from this study can be used as a guide to leadership selection, development, and performance evaluation within Habesha and similar companies. Managers can improve their emotional competencies to foster a more positive, productive workplace.

1.8 Scope of the Study and limitations of the study

This study was conducted at the head office employees of Habesha Breweries located in Addis Ababa. The research specifically examines how five components of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) relate to employee job satisfaction.

Potential limitations include limited generalizability beyond the brewing industry. The permission for the research analysis was limited to the Head office only, which does not include the factory which limited the data collection and inclusion of wider staff.

1.9 Organization of the Study

This research paper is structured into five chapters. Chapter One serves as an introduction to the research through the presentation of background, statement of the problem, research questions, purpose, significance, scope and limitations. Literature review Chapter Two presents theoretical and empirical review of related literature on emotional intelligence and job satisfaction and the

conceptual model that underpin this study. Chapter Three presents the methodology with respect to the research design, population, sample size, sampling techniques, data collection methods, instruments for the study as well as methods of data analysis. Chapter Four presents the findings of the study using descriptive and inferential statistics, supported by tables, charts, and narrative interpretation. Finally, Chapter Five offers a summary of key findings, draw conclusions based on the analysis, and provides practical recommendations for leadership development and future research.

2.0 Definition of Key Terms

Emotional Intelligence (EI): It is the ability to handle both your own emotions and to understand the emotions of other people (Workplace Learning Hub, 2025)

Job Satisfaction: It refers to the subjective evaluation an employee makes about his or her job, either as a whole or about various attributes. (Fernández-Macias, 2014)

Self-awareness: One's ability to be aware of one's moods, emotions, and drives (Goleman, 1995)

Self-regulation: It refers to one's ability to control or redirect threatening impulses and moods (Goleman, 1995)

Empathy: it is the ability to perceive the emotional structure of other people (Goleman, 1995)

Social Skills: Proficiency in handling relations and building networks (Goleman, 1995)

Motivation: It is a passion for working for internal reasons, which go beyond money and status (Goleman, 1995)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical and empirical foundations for the study. It defines key concepts, discusses the components of emotional intelligence and job satisfaction, explores their interrelationships, reviews relevant empirical studies, and presents the conceptual framework guiding the research.

2.1 Theoretical Review

2.1.1 Emotional Intelligence (EI)

The concept of Emotional intelligence (EI) originates from the work of Edward Thorndike, who was a psychologist who conducted research on social intelligence in the early 1900's. He defined social intelligence as "the ability to understand and manage men and women, boys and girls, to act wisely in human relations." but it wasn't until the 1980s that the term "emotional intelligence" was introduced (Chalmers, n.d.). Then in the 1990's, psychologists Peter Salovey and John Mayer published a paper titled "Emotional Intelligence," in which they defined EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Meaning that to make good decision making a person's needs not just control their emotions but monitor them as well. (Mayer J. D., 1997)

In the 1995's EI gained mass attention due to the work of Daniel Goleman's book called "Emotional intelligence: Why it can matter more than IQ" in which he argued that EI is more accurate and reliable predictor of success in life than of Intelligence quotient and that EI can be developed through practice and training. Since then, EI has become a major area of research in which researchers examine the impact on various aspects of life, not limited to work, relationships, life and mental health. Some researchers have suggested that EI may be an important factor in reducing stress and improving resilience, while others have linked it to better decision-making and leadership skills (Chalmers, n.d.)

Goleman had highlighted the importance of emotional intelligence in leadership, stating that "The most effective leaders are all alike in one crucial way: They all have a high degree of what has

come to be known as emotional intelligence. It's not that IQ and technical skills are irrelevant. They do matter, but they are the entry-level requirements for executive positions.” With its importance in communication, comprehension, relationship, enhanced team work and collaboration, morale, productivity, stress management conflict resolution enhanced consumer resolution, personal growth and development and finally flexibility and adaptability (Channell, 2023)

2.1.2 Models of Emotional Intelligence

There are three primary models of Emotional Intelligence:

1. Ability model (Mayer P. S., 1990)

Ability Model had emerged in the early 1990s in response to the limitations of traditional intelligence (IQ) explanations for human success. Peter Salovey and John Mayer, two psychologists heavily influenced by Howard Gardner's Theory of Multiple Intelligences (1983), sought to redefine the term intelligence to include, at least, emotional faculties. They were thrown into action by the growing body of evidence which indicated that cognitive skills alone were insufficient in accounting for differences in leadership abilities, relationship sensibilities, or work performances.

2. The Trait Model (K.V. Peterides, 2000)

The Trait Model emerged as a mere attempt to incorporate EI into personality psychology. Clinical psychologist (Bar-On, 1997) in the 1980s, initially held the view that emotional-social competencies such as stress tolerance and empathy were essential for mental health and adaptive functioning. Following from this work came the formulation of the EQ-i in 1997, a self-report measure of traits such as self-regard and interpersonal skills. Meanwhile, Konstantinos Petrides developed the concept of trait EI as that of a personality conception involving traits such as emotional stability and sociability. The model focuses more on personality characteristics as opposed to leadership behaviors in particular contexts that shape the way employees perceive their experience, it concerns people's perception of their **OWN** emotional abilities. It better defined as

a “constellation of emotional self” meaning that the key to emotional self is being emotionally self-efficient.

(Petrides, 2000) further states that “there is no standard profile for emotionally intelligent person because certain traits are adopted, functional and useful in some situations while in certain areas maybe unhelpful”. It relied heavily on culturally specific images and scenarios that may not translate well across global contexts. Furthermore, its assumption of “one correct answer” for emotional situations oversimplifies the subjective and contextual nature of emotions. While it is still used in academic research, its practical use in workplaces, especially outside the West, has diminished in favor of simpler and more adaptable tools.

3. The Mixed Model (Goleman, 1995)

Daniel Goleman defines EI as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships." Hence his model focusing around the abilities that is required for leadership performance including the five main EI components with twenty-five competencies. (Sfetcu, 2023) His 1995 book, *Emotional Intelligence: Why It Matters More Than IQ*, repositioned EI as learnable skills necessary for good leadership. In contrast to Mayer and Salovey's Ability Model, Goleman focused on interventions for teaching and training the competencies at the workplace instead of cognitive-emotional processes.

2.1.3 Components of Emotional Intelligence

Goleman has outlined five key components of Emotional Intelligence, which are critical for leadership effectiveness and organizational success (Goleman's five components of Emotional Intelligence, 2020) These components form the foundation of how emotional intelligence is measured and applied in the workplace:

1. Self-Awareness

Self-awareness refers to the ability to recognize and understand one's moods, emotions, drives, and their effect on others. Leaders who possess strong self-awareness are often more confident, authentic, and capable of making sound decisions (Pawar, 2024) They have an honest understanding of their strengths and weaknesses, enabling them to lead with transparency and credibility.

Self-awareness impacts leadership effectiveness by allowing leaders to manage their emotional responses appropriately, create trust within teams, and encourage openness. Research (Boyatzis, 2009) shows that leaders high in self-awareness are more likely to create psychologically safe environments that promote employee satisfaction.

2. Self-Regulation

Self-regulation involves controlling or redirecting disruptive emotions and adapting to changing circumstances. Leaders skilled in self-regulation are capable of managing impulsive behaviors, staying calm under pressure, and responding constructively to challenges (Cherniss, 2010)

Such leaders model emotional stability for their teams, contributing to a consistent and positive organizational climate. We can see that self-regulation is positively correlated with higher employee engagement, trust in leadership, and lower emotional exhaustion among employees.

3. Motivation

Motivation within the EI framework refers to a passion to work for reasons beyond monetary gain or status it encompasses commitment to the organization's mission, optimism even in the face of failure, and intrinsic drive (Goleman, 1995)

Leaders who demonstrate high motivation inspire and energize their employees, setting ambitious but achievable goals. Studies by (C. S Law &, 2022)found that motivated leaders significantly enhance their teams' job satisfaction by fostering a sense of purpose and resilience.

4. Empathy

Empathy is the ability to understand the emotional makeup of other people. Leaders with high empathy are adept at developing and retaining talent, serving clients, and leading cross-cultural teams (Goleman, 1995)

Empathy enables leaders to sense unspoken emotions, understand the emotional dynamics of groups, and guide team interactions. A study that was conducted by (Petrides, 2000) emphasized that empathetic leadership is directly related to higher levels of employee satisfaction, commitment, and organizational citizenship behaviors.

5. Social Skills

Managing relationships and developing networks is an important part of social skills. (Goleman, 1995) asserts that leaders with superior social skills can convince others, effectively lead change, and create teams.

(Why Social Skills Are Essential For Success In Today's World?, 2025) Influencing, cooperating, communicating, or resolving disputes are all a few facets of social dynamics, according to (Akhtar, 2016) Socially skilled leaders create inclusion in the workplace, build cohesive teams, and establish interpersonal trust, resulting in enhanced employee satisfaction

Because they foster better relationship building, communication, conflict resolution, and employee involvement, these are necessary EI dimensions in leadership settings. Leaders with higher EI levels can best garner employee trust while fostering an environment in the company that increases the happiness of employees.

2.2 Meaning and Nature of Job Satisfaction

Job satisfaction is often described as a pleasant emotional state resulting from the appraisal of one's job or job experiences by (Locke). The concept consists of conditions such as work environment, pay, appreciation, and relationships that workers maintain with their supervisors or coworkers. An

employee who is happy with his job is productive, loyal, and committed, whereas dissatisfaction can lead to absenteeism, turnover, and less productivity (Yusof, 2024).

This concept is pivotal in the study of organizational behavior and human resource management; it helps to explain all the faceting outcomes involving motivation, performance, absenteeism, and turnover. Job satisfaction promotes commitment, loyalty, and enthusiasm among employees, which makes for increased organizational performance. Discontent, on the other hand, promotes disengagement, worker conflict, and quitting intent.

There are several variables that can affect the job satisfaction of employees; some of these include pay, leadership style, clarity of role and responsibilities, work-life balance, interpersonal relationships, and opportunity for career development (Spector, 1997) Under such conditions, leadership will assume a considerable position. Leaders who are emotionally intelligent make sure that the employees work in a supportive and appreciative environment; thus, job satisfaction is increased. When confronted by emotional intelligence leaders, the employees felt higher job satisfaction and performance (Susanna Tram, 2006)). Supporting's from (C. S Law &, 2022) concluded that leaders with a high level of emotional intelligence positively impact morale, interpersonal trust, and engagement of the work team.

(Workplace Learning Hub, 2025) also affirm this, indicating that management practices leaning to emotional intelligence are correlated with employee well-being and job satisfaction, especially in highly stressed or hybrid working environments. Thus, emotional intelligence is not an optional skill; it is the strategic lever that moves the employee toward job satisfaction.

(Association, 2023) claims: Job satisfaction is influenced by extrinsic motivators such as salary, job security; however, intrinsic factors like purpose, belonging, and psychological safety also contribute to it. The growing emphasis on mental health and emotional well-being at work has ever placed the role of emotional intelligent leadership in nurturing satisfaction on a pedestal.

2.3 Importance of Emotional Intelligence in leadership

The significance of emotional intelligence has been widely acknowledged in both leadership and organizational effectiveness. EI enables leaders to build trust, manage stress, resolve conflict, and cultivate positive relationships with subordinates (Goleman, 1995)

(Sehgal, 2023) sets the tone of EI's importance in a leader in order to ensure that the organization survives in the environment. It can help leaders create a positive work culture increasing efficiency and effectiveness, encourage growth, build a strong bond among team members and leaders and make the right decisions.

Furthermore, emotional intelligence is associated with lower levels of burnout, higher levels of employee engagement, and improved performance across industries (Cherniss, 2010)).

2.4 Justification for the use of Goleman's EI Model and Herzberg Two factor theory

2.4.1 Goleman Emotional Intelligence Model

Widely accepted as a model when it comes to leadership and organizational effectiveness, Goleman's EI model holds the prima facie importance of five broad components: Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills. These components are important leadership behaviors that directly influence employee job satisfaction, such as how well the leader manages relationships and communications, and how well they motivate employees.

Relevant to job satisfaction, there is ample evidence empirically supporting this model. For example, studies held by (Boyatzis, 2009) and (Goleman, 1995) concluded that there is a positive relationship between emotionally intelligent leadership and job satisfaction. Leaders who have a high-level EI create an environment of trust and transparency and feel psychologically safe, such that engagement and job satisfaction of the employees are improved (Mayer J. D., 1997).

Self-aware leaders communicate openly; self-regulation keeps the work environment steady; and empathy addresses employees' concerns. Social skills support positive relationships and teamwork both contribute significantly to job satisfaction (Cherniss, 2010). These are therefore traits that develop and maintain a working environment that fosters job satisfaction, thus making Goleman's model more than appropriate for this study.

2.4.2 Job Satisfaction and Herzberg's Two-Factor Theory

It is rather difficult to define job satisfaction, with both intrinsic and extrinsic factors intervening. Herzberg's Two-Factor Theory serves well in eliciting the factors constituting job satisfaction. Herzberg separated into motivator. To this study, motivators and hygiene factors are viewed through the lens of leadership emotional intelligence. Leadership EI is more likely to affect those motivators such as recognition and achievement and hygiene factors such as supervision and relationships that are crucial in employee satisfaction. (Nickerson, 2025)

This study focuses on the domains of the Job Satisfaction Survey (JSS) that are most directly affected by leadership EI. These domains are supervision, recognition, communication, and interpersonal relations. Therefore, represent some aspects of the intrinsic and extrinsic factors in Herzberg's Two-Factor Theory.

Motivators like recognition and achievement are affected by leaders who are empathetic, motivated, and socially skilled to a high degree. Empathetic leaders recognize when an employee has done well and grant recognition; motivated leaders inspire alignment between their staff and the organization, fostering this purpose and achievement.

Hygiene factors like supervision and interpersonal relationships are influenced by self-regulation and social skills. Leaders who manage their emotions effectively create a more stable, A nurturing and supportive work environment leads to better interpersonal relationships, which directly boosts supervisory effectiveness (Boyatzis, 2009). This EI factor operates against dissatisfaction and toward employee engagement.

2.4.3 Measurement Reference: Job Satisfaction Survey (JSS)

The Job Satisfaction Survey (JSS) was developed by Paul Spector in 1997 to assess various dimensions of job satisfaction. For this study, certain domains of the JSS were selected to evaluate leadership emotional intelligence on employee satisfaction. These domains include supervision, recognition, communication, and interpersonal relationships, as these factors are most directly influenced by leadership behaviors relating to emotional intelligence.

Domains like pay and benefits, while of importance toward overall satisfaction, were excluded on grounds that they are influenced more by organizational policies and external factors than by

leadership behaviors (Spector, 1997). The exclusion provided gives us an edge in tightly honing in on leadership EI the relational and emotional facets of job satisfaction, which are more clearly within the leader's sphere of influence.

2.4.5 Empirical Support for JSS in Organizational Settings

Numerous studies have supported the use of JSS to determine job satisfaction in several fields of industry, whereas (Jude, 2018) found that such JSS subscales as supervision and recognition stand as important predictors of employee satisfaction and organizational commitment. (C. S Law &, 2022) reported that leadership behaviors associated with employee recognition and supervision were directly linked with more satisfactions from employees.

Focusing on job satisfaction-dimensions most affected by emotional intelligence, this study contributes to an ever-growing body of research demonstrating the significant role of leadership EI in creating a positive organizational climate that promotes job satisfaction. As supported by empirical data, (Spector, 1997) and (Cherniss, 2010) make the point that a high EI leader engenders work environments characterized by clarity in communication, supportive relationships, and impartial supervision, which in turn improves employee morale and job satisfaction.

2.4.6 Conclusion: Rationale for Using Goleman's EI Model and JSS

Considering all these things, Goleman's Emotional Intelligence model remains one of the most comprehensive and widely known frameworks to assess leadership effectiveness and its impact on employee satisfaction. Leadership competencies concerned with self-awareness, self-regulation, motivation, empathy, and social skills correspond to the set of variables known to impact employee job satisfaction. Moreover, the JSS serves as a well-established tool that measures the crucial elements determining job satisfaction with direct bearing on leadership behavior, which serves this study well. Together, the Goleman EI model and the JSS greatly strengthened this research endeavor aimed at better appreciating and interpreting the impact of leadership emotional intelligence upon job satisfaction. This combination of tools offers advantages, as supported by empirical evidence, for further consideration concerning improvements in leadership and enhanced satisfaction of employees at Habesha Breweries.

2.5 Review of Empirical Studies

2.5.1 Global Studies

Some empirical researches have taken place with respect to the relationship between job satisfaction and emotional intelligence. In the case of supervisors with high EI, they had a positive effect on their employees' commitment and satisfaction (C. S Law &, 2022). The same could be said for (Susanna Tram, 2006) , who found that employees under emotionally intelligent leaders were more satisfied.

(Kafetsios, 2008) in their study concluded that emotional intelligence modulated the role of job stress in job satisfaction in a sample of Greek civil servants, thus suggesting that EI increases satisfaction and serves to shield negative impacts of stress. (Anari, 2012) again demonstrated a strong correlation between EI and job satisfaction for Iranian teachers. Though the evidence worldwide may be convincing, there exists a huge shortage of empirical research directly undertaken relative to the Ethiopian brewing sector and thereby this study focused on Habesha Breweries.

Recent global data from the SHRM (Emotional intelligence drives employee satisfaction. Society for Human Resource Management, n.d.) Further supports that emotionally intelligent management practices significantly influence job satisfaction, particularly in hybrid or high-stress work environments. This substantiates the current study's relevance in the evolving workplace landscape.

2.5.2 African Studies

Some of the EI research undertaken in Africa focus on the relationship between leadership and EI and show the growing recognition of the elements of EI being critical in leadership effectiveness and employees' satisfaction.

- (Kiarie, 2013) in Kenya found that strategic leadership practices emphasizing emotional intelligence positively influenced employee satisfaction and organizational performance in financial cooperatives.

- (Jude, 2018) reported that emotional intelligence significantly predicted job satisfaction among employees of telecommunication companies in Rwanda.

2.5.3 Ethiopian Context

There are some research that focus on the effect of leaders on EI on job satisfaction, but there remains a scarcity of industry-specific research, particularly within Ethiopia's brewing sector highlighting the relevance and originality of this study focusing on Habesha Breweries.

- (Wolde, 2020) examined leadership styles and employee satisfaction in selected Ethiopian banks, finding that emotionally intelligent leadership behaviors such as empathy and motivation were significant predictors of employee satisfaction.
- Another study by (Tessema, 2019) on Ethiopian manufacturing firms emphasized that emotionally supportive leadership practices enhanced employee morale, engagement, and satisfaction.

2.6 Conceptual Framework

The conceptual model for this research examines how each component of emotional intelligence self-awareness, self-regulation, motivation, empathy, and social skills impacts employee job satisfaction. These five dimensions form the independent variables, while job satisfaction is the dependent variable.

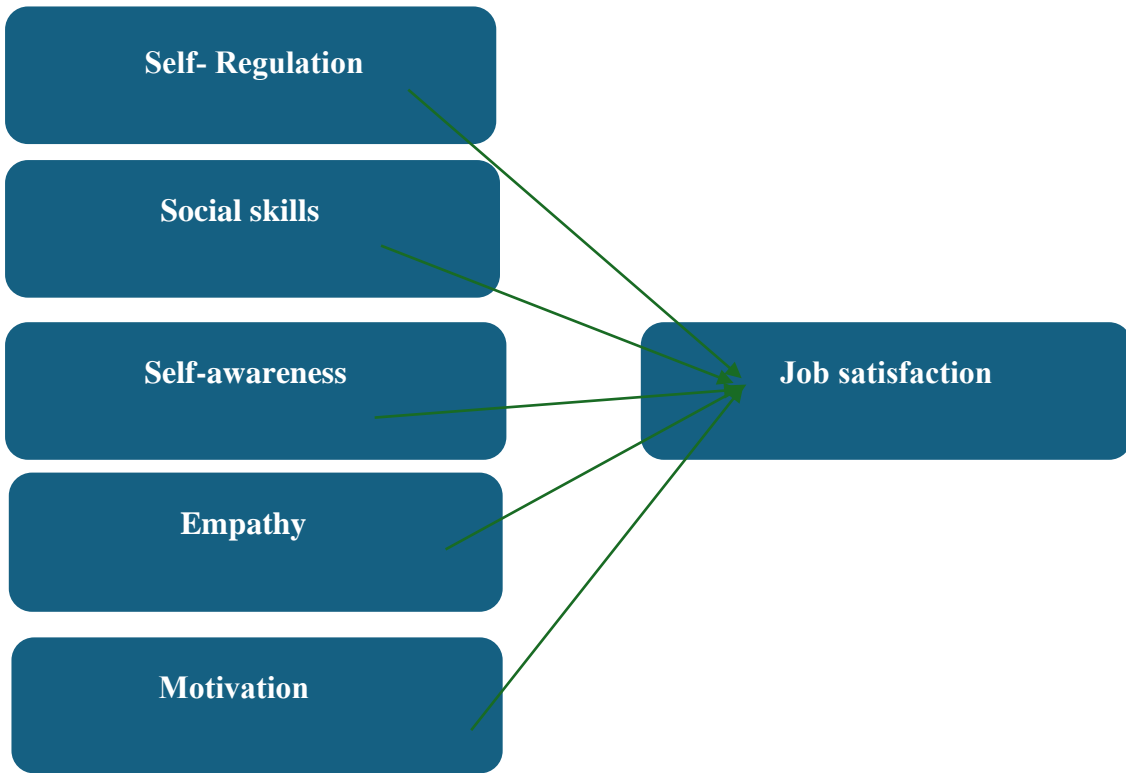


Figure 2.6 Conceptual framework of how the components of EI affect job satisfaction

CHAPTER THREE

RESEARCH METHODOLOGIES

This chapter describes the methodology that was used to investigate the effect of leaders' emotional intelligence on employee job satisfaction at Habesha Breweries. It includes research design, variables, study area and population, sampling methods, data collection instruments, data analysis techniques, reliability and validity considerations, and ethical principles that was utilized during the research.

3.1 Research Design

As described by (Hassan, 2024) research design is a plan that outlines how a study is going to be conducted, including data collection, procedures and tools of analysis. It ensures the alignment of the research questions with the appropriate methods and ensures that the study remains focused, feasible, and ethically sound.

Research designs fall into three major categories: qualitative, quantitative, and mixed methods design. They are for different purposes and are selected depending on the nature of the research question, objectives, and resources. Hence, the different kinds of questions posed by the researcher eventually call for their appropriate approaches with which to complete a reasonable evaluation of the topic on hand. In descriptive research designs, the main aim is to give a detailed and accurate account of the data collected, while descriptive studies are usually concerned with finding out and answering "what is" type of questions. Therefore, descriptive research designs are undertaken to answer the question "what-is" by means of observing and describing the behavior of a subject in the absence of any manipulation ((AECT), 2001) According to (Akhtar, 2016) , a research design acts as glue that holds the various research elements together. It was, therefore, appropriate to explore and describe the emotional intelligence of leaders and how this affects the job satisfaction of employees at Habesha Breweries.

3.2 Description of Study Variables

Independent Variables which is defined as a variable that is manipulated or categorized to determine its relationship or effect on a dependent variable (Creswell, 2014) . In this study, the

independent variables are the **five components of Emotional Intelligence**, derived from Daniel Goleman's Mixed Model which are listed as follows:

- **Self-awareness** is described as “the ability to manage our thoughts, impulses, and feelings in the work environment” by (Griffith, 2025) which means it not only helps with communication and relationships it also supports self-governance and accountability.
- **Self-regulation** is the skill to manage once thoughts and emotions in appropriate ways. It is basically how one steers their behavior to accomplish their goals within an organization. (Jaime R. Herndon, 2024)
- **Motivation** is defined as the driving force for individuals' decisions, and which affects the choice of alternatives in the behavior of a person. (Business Jargon , 2025)
- **Empathy** involves putting oneself in other people's shoes and understanding feelings, respecting the unique contributions and finally appreciating diverse perspectives. (Lee, 2023)
- **Social Skills** The ability to manage relationships, influence others, and build networks. (Goleman, 1995)

Dependent Variable:

Employee Job Satisfaction as described by (Locke) is the extent in which employees feel satisfied, fulfilled and have an a positive outlook of the work and work environment.

Each EI component was measured using the Wong and Law Emotional Intelligence Scale (C. S Law &, 2022) while job satisfaction was evaluated using Spector's Job Satisfaction Survey (Spector, 1997)

3.3 Population and sampling of the study

The study was conducted at **Habesha Breweries' Head Office** in Addis Ababa, Ethiopia. The **target population** consisted of all 104 employees working across the organization. Given the population size, a **census approach** was applied for the quantitative phase, allowing data collection from every member of the population. This ensured comprehensive representation, minimized sampling bias, and enhanced the reliability of the findings.

For the qualitative data, **purposive sampling** was employed to select **5 directors** which are the leaders of the company.

This research utilized both quantitative and qualitative data to provide a comprehensive understanding of how leadership emotional intelligence affects employee job satisfaction. These two data types complement each other by capturing both the measurable relationships between variables and the contextual, lived experiences of the employees.

The qualitative data on the other hand, is non-numeric and is used to capture participants' perspectives, experiences, and meanings through open-ended methods such as interviews or observations. It provides depth and context to the numerical trends identified in the quantitative analysis. Hence the data is descriptive and collected via semi-structured interviews. This approach allowed participants to express detailed perceptions and lived experiences related to leadership emotional intelligence and its effects on their satisfaction levels. Qualitative data adds depth and meaning to the numerical trends captured through the survey and enhances the interpretation of results (Denzin, 2018). (Patton, 2002) emphasizes that qualitative data is particularly useful for understanding the “why” and “how” behind observed patterns, especially in complex human-centered phenomena like leadership behavior and emotional dynamics.

3.4 Data Collection tools

In the context of this research, quantitative data implied the measurement and analysis of data through statistics from a series of observations, studies, or experiments. This study's quantitative data collection was through a well-structured questionnaire designed following Goleman's Emotional Intelligence model and Spector's Job Satisfaction Survey (JSS). The EI questionnaire was oriented toward the evaluation of the five core components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills, using a 5-point Likert scale. Sample items are: "My supervisor acknowledges how their mood affects the team" (Self-Awareness) and "My supervisor resolves conflicts calmly and fairly" (Social Skills). For job satisfaction, a shortened and validated version of the JSS was used, concentrating on aspects pertinent to leadership such as supervision, communication, motivation, and interpersonal relationships.

Qualitative data, conversely, is non-numeric in nature and captures perspectives, experiences, and meaning through open-ended methods. The study gathered qualitative data through semi-structured interviews based on the Goleman EI framework. Questions throughout the interviews would explore real-life leadership scenarios and emotional behavior patterns, such as "How do you adapt your leadership style to manage stress during challenges?" This provided room for participants to offer rich, contextual narratives to add on to the numerical findings.

3.5 Data Analysis

The researcher utilized IBM SPSS Statistics (version 23) to analyze the data collected. Descriptive statistics such as mean and standard deviation was used to summarize demographic and key variable responses. Multiple regression analysis was also used with in the IBM SPSS to examine how each emotional intelligence factor predicts job satisfaction.

For the qualitative data gathered through interviews, thematic analysis which is described as a method used to identify, analyze and report with in textual data (Braun, 2006) was used to identify patterns and recurring themes related to leadership behavior and employee perceptions.

3.6 Instrument Validity and Reliability

The instruments went through rigorous content validation and conformance with scholarly theories to ensure their validity. Academic professionals and practitioners evaluated the questionnaire items for relevance, clarity, and theoretical coherence. The construction of the EI scale was based on the five-component model by Daniel Goleman (1995) comprising self-awareness, self-regulation, motivation, empathy, and social skills, while the job satisfaction items classified under this construct were adapted from Spector's (1985) tested Job Satisfaction Survey (JSS). Through a classical blend of expert opinion and theoretical consideration, the study ensured the instrument truly measured the intended constructs and thus added to the content validity and theoretical rigor of the research.

3.6.1 Instrument Validity and Reliability

Cronbach's Alpha (α) was employed to determine reliability, with values exceeding 0.70 considered to represent strong internal consistency. All dimensions of EI were found to be highly reliable: self-awareness ($\alpha = 0.905$), self-regulation ($\alpha = 0.879$), motivation ($\alpha = 0.941$), empathy ($\alpha = 0.931$), and social skills ($\alpha = 0.942$). Similarly, job satisfaction was found to be extremely reliable ($\alpha = 0.947$), with the overall instrument being rated $\alpha = 0.898$ for all its 35 items. These figures suggested the scales measured their constructs in a cohesive manner, with very minor variability (e.g., the relatively lower α for self-regulation) presumably hinting at the challenges involved in evaluating multi-faced behaviors such as stress management.

Table 3.6.1 Reliability

Variables	Cronbach Alpha	No. of Items
Self-Awareness	0.905	5
Self-regulation	0.879	5
Motivation	0.941	5
Empathy	0.931	5
Social skills	0.942	5
Job satisfaction	0.947	10
Overall reliability	0.898	35

Source: Own Survey, 2025

3.7 Ethical Considerations

Instrument Validity and Reliability was Measures that were included were: **Informed consent:** All participants were fully briefed as to the purpose and scope of the study and voluntarily agreed to participate. **Confidentiality:** Responses were anonymized and treated with strict confidentiality. **Right to Withdraw:** Participants were free to decline or withdraw from the study at any point without penalty. **Approval:** The research was conducted in accordance with academic ethical standards and receive clearance from the university's review board. This methodological approach ensured that the study findings are both credible and actionable in informing leadership development at Habesha Breweries.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the entire research design & approach alongside population & sampling techniques, sample size selection, source and type of data collection and data analysis technique, instrument validity and reliability evaluation. In general, the strategic choices made throughout the planning and executions of the research study are referred to as research design and methodology.

4.1 Response rate

As per the sample size, a total of 104 questionnaires was shared to the employees of Habesha breweries Head office, out of which 89 were filled and collected. Accordingly, the response rate was 86% and the filled questionnaires were used to analyze the data.

Table 4.1 Response rate

Number of questionnaires distributed	104	100%
Filled	89	86%
Unfilled	15	14%

Source: Own Survey 2025

4.2. Demographic profile of the respondents

The demographic characteristics from Habesha Breweries head office included gender, age, level of schooling, classification of job, departmental distribution, and length of service. In as much as the personal and professional backgrounds constituted one of the key aspects of the analysis, serving as a basis that lists all participants among employees who handed in their questionnaires, Table 4.1 above depicts these in terms of frequency and percentage as follows:

Table 4.2 Demographic Information of Respondents

NO	Demographic Information	Categories	Frequency	Percentage
1	Gender	Male	48	53.90%
		Female	41	46.10%
2	Age	20-30 years	35	39.30%
		31-40 years	37	41.60%
		40-60 years	14	15.70%
		Above 60 years	3	3%
3	Level of Education	High School	0	0.00%
		Diploma	0	0.00%
		Degree	77	86.50%
		Masters	12	13.50%
4	Level of position	Non managerial	36	40.50%
		Assistant/Coordinator	25	28.10%
		Managerial	28	32%
5	The department of respondents	Share holders(CEO office)	5	5.60%
		Legal(CEO office)	5	5.60%
		Marketing	12	13.50%
		Sales operation	16	18.00%
		Human resource	12	13.50%
		IT	1	1.10%

		Finance	32	36.00%
		Draught	6	6.70%
6	Years of service	0-2 Years	45	50.60%
		3-5 Years	42	47.20%
		6-8 Years	2	2.20%

Source: Own Survey 2025

Gender of Respondents

Table 4.2 shows that among the 89 respondents, 48 (53.90%) were male and 41 (46.10%) female. It was a slim majority of male respondents underscoring relatively balanced gender representation at Habesha Breweries head office.

Age of Respondents

Referring to the age distribution in Table 4.2, respondents under the age group of 31–40 years formed the majority, totaling 37 (41.60%). The second-largest group belonged to 20–30 years age group with 35 respondents (39.30%). Then those between age groups of 41–60 years made 14 (15.70%), and finally, the respondents of above 60 years were just about 3 (3.40%). From the information, one can infer that the majority of Habesha Brewery employees are young in nature, which can be the dynamic workforce able to actively engage in and evaluate leadership emotional intelligence influence on job satisfaction.

Educational Level of Respondents

On Educational qualifications, as in Table 4.2, most of the respondents, 77 (86.50%), held bachelor's degrees while 12 (13.50%) had master's degrees. None of them had a diploma or high school as the highest level of education. This indicates that the workforce of Habesha Breweries

is well versed in academics and should be able to critically analyze leadership behaviors and their impacts on their job satisfaction.

Level of Job Position

As per the information in Table 4.2, 36 respondents representing 40.50% of the population were non-managerial staff, while 25 respondents or 28.10% were assistant or coordinators. Twenty-Eight respondents (31.40 percent) were managerial staff. This shows a fair distribution of the study participants across various hierarchical levels in the company, offering different views on leadership practices and emotional intelligence at Habesha Breweries.

Departmental Distribution of Respondents

The departments from which respondents were drawn are presented in Table 4.2. The Finance Department showed the highest representation, with 32 respondents (36.00%), and Sales Operations followed with 16 respondents (18.00%). Marketing and Human Resources had 12 respondents each (13.50% each). The Draught department had 6 respondents (6.70%), while there were five respondents (5.60%) each from Shareholders (CEO Office) and Legal (CEO Office). The IT department had the smallest representation, with only 1 respondent (1.10%). Such a distribution allows general insight from various functional areas of Habesha Breweries and hence enriches the findings with experiences and viewpoints from different departments. As shown in Table 4.2, most respondents, 45 (50.60%), had served between 0–2 years, while 42 respondents (47.20%) had between 3–5 years of service. Only 2 respondents (2.20%) had between 6–8 years of experience. This indicates that most respondents have relatively shorter durations of service, which may reflect recent hiring trends or high workforce mobility, yet sufficient exposure to evaluate their leaders' emotional intelligence and job satisfaction.

4.3. Result of Descriptive Statistics of Study Variables

Descriptive statistics analysis of Habesha breweries Head office’s employees on EI components and job satisfaction level obtained values in terms of Minimum, Maximum, Mean, and Standard Deviation.

In the **Self-Awareness component**, the respondents reported mean values from as low as 3.38 (SD = 0.590) to as high as 3.51 (SD = 0.493). More specifically, the highest-rated item for self-awareness was "My supervisor is aware of the emotional triggers that influence their behavior at work" with a mean rating of 3.51 (SD = 0.493), which suggested employees' relatively high agreement on this aspect of awareness. Next rank with a mean score of 3.48 (SD = 0.575) was "My supervisor recognizes how their behavior impacts others" and then "My supervisor reflects on their strengths and areas for improvement" (M = 3.45, SD = 0.568).

The lowest-rated item was “My supervisor is aware of their emotions during workplace interactions” with a mean of **3.38** (SD = 0.590), though still above the neutral midpoint of 3.0. These results suggest that, overall, employees perceive their supervisors to possess moderate to strong self-awareness, with room for improvement in real-time emotional recognition.

Table 4.3.1 Descriptive Statistics for self-Awareness EI component

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My supervisor is aware of their emotions during workplace interactions.	89	1	5	3.38	.590
My supervisor recognizes how their behavior impacts others.	89	2	5	3.48	.575
My supervisor understands how their emotions affect their decisions.	89	2	5	3.42	.612
My supervisor reflects on their strengths and areas for improvement.	89	2	5	3.45	.568
My supervisor is aware of the emotional triggers that influence their behavior at work.	89	2	5	3.51	.493
Valid N (listwise)	89				

Source: Own Survey, 2025

Regarding **Self-Regulation**, mean scores showed relatively consistent perceptions. Supervisors staying calm and composed under pressure recorded the highest mean score of **3.66** ($SD = 0.479$). This was then closely followed by constructively managing conflict in the workplace and thus exerting control over one's emotional reactions, both with mean responses of 3.62 and $SD = 0.584$ and 0.539, respectively. This was followed by supervisors' adaptability to change with a mean rating of 3.60 ($SD = 0.596$) and the least with "Remaining professional when stressed" which had means of 3.59 ($SD = 0.559$). A general interpretation of the findings is that the employees perceived their supervisors as emotionally stable, although, across different self-regulation dimensions, such stabilization exhibited from moderate to fairly consistent.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My supervisor stays calm and composed under pressure.	89	3	5	3.66	.479
My supervisor manages workplace conflict constructively.	89	1	5	3.62	.584
My supervisor demonstrates control over their emotional reactions.	89	1	5	3.62	.539
My supervisor adapts well to change.	89	1	5	3.60	.596
My supervisor remains professional even in stressful situations.	89	1	5	3.59	.559
Valid N (listwise)	89				

Source: Own Survey, 2025

For the Motivation component, supervisors' ability to remain focused and determined during challenges received the highest mean score ($M = 3.78$, $SD = 0.619$), reflecting strong perceived resilience under pressure. Encouraging high performance and personal growth ($M = 3.75$, $SD = 0.570$) and commitment to continuous improvement ($M = 3.75$, $SD = 0.616$) followed closely,

indicating consistent prioritization of development and progress. Supervisors' drive to achieve organizational goals was rated slightly lower ($M = 3.73$, $SD = 0.611$), while demonstrating enthusiasm for their work had the lowest mean ($M = 3.67$, $SD = 0.614$), suggesting opportunities to enhance visible passion. The small standard deviations (0.57 – 0.62) across all items reveal strong consensus among employees, with minimal variability in perceptions. These results underscore supervisors' strengths in resilience and fostering growth but highlight a need to amplify enthusiasm to further inspire teams.

Table 4.3.3 Descriptive Statistics for Motivation EI component

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My supervisor is driven to achieve team and organizational goals.	89	2	5	3.73	.611
My supervisor remains focused and determined even during challenges.	89	2	5	3.78	.619
My supervisor demonstrates enthusiasm for their work.	89	2	5	3.67	.614
My supervisor encourages high performance and personal growth.	89	2	5	3.75	.570
My supervisor is committed to continuous improvement.	89	2	5	3.75	.616
Valid N (listwise)	89				

Source: Own Survey, 2025

Regarding **Empathy**, employees at Habesha Breweries reported moderately favorable perceptions of their supervisors' empathetic behavior. The highest mean scores were shared across three items: **showing genuine concern for team members, understanding the emotional needs of the team, and supporting team members during difficult times**, each with a mean of **3.45** and standard deviations of **0.574**, **0.570**, and **0.593**, respectively. **Listening actively to employees' concerns** followed with a mean of **3.43** ($SD = 0.579$), while the lowest-rated item was **considering others'**

feelings when making decisions, with a mean of **3.42** (**SD = 0.574**). Overall, these results reflect a consistent and moderately strong perception of empathetic leadership, suggesting that while empathy is generally present, there is still room for further development in emotionally attuned decision-making.

Table 4.3.4 Descriptive Statistics for empathy EI component

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My supervisor listens actively to employees' concerns.	89	2	5	3.43	.579
My supervisor shows genuine concern for team members.	89	2	5	3.45	.574
My supervisor understands the emotional needs of the team.	89	2	5	3.45	.570
My supervisor considers others' feelings when making decisions.	89	2	5	3.42	.574
My supervisor supports team members during difficult times.	89	2	5	3.45	.593
Valid N (listwise)	89				

Source: Own Survey, 2025

The descriptive analysis revealed that employees were consistently positive about their supervisors at Habesha Breweries in relation to the social skills. The highest mean score of **3.69** (**SD = 0.664**) was given for supervision under the category of clear and respectful communication, closely followed by the encouragement of collaboration within the team and the building of strong positive relationships, with a mean of **3.68** (**SD = 0.591 and 0.622, respectively**). It was also described as creating an inclusive and supportive work environment with a mean of **3.67** (**SD = 0.597**), while effectively resolving conflicts among the team members fell last with a mean score of **3.62** (**SD = 0.599**), but still favorable. Hence, the findings imply that employees perceive supervisors as socially competent leaders who promote cooperation, inclusion, and clear communication traits that greatly impact team bonding and harmonious relationships within the workplace.

Table 4.3.5 Descriptive Statistics for Social skills EI component

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My supervisor builds strong and positive relationships at work.	89	3	5	3.68	.622
My supervisor resolves team conflicts effectively.	89	2	5	3.62	.599
My supervisor communicates clearly and respectfully.	89	2	5	3.69	.664
My supervisor encourages collaboration within the team.	89	2	5	3.68	.591
My supervisor builds an inclusive and supportive work environment.	89	2	5	3.67	.597
Valid N (listwise)	89				

Source: Own Survey, 2025

According to the descriptive analysis of job satisfaction of Habesha Breweries' employees, the perception tends to be favorable across the ten job satisfaction indicators. The respective highest means that demonstrate a positive attitude of employees toward work environment and knowing that their contributions are recognized are satisfaction with team working environment ($M = 3.68$, $SD = 0.516$) and satisfaction with recognition for good work ($M = 3.67$, $SD = 0.514$).

Other positives in job satisfaction ratings were overall job satisfaction and being appreciated by one's supervisor ($M=3.64$), with being supported by one's supervisor ($M = 3.65$, $SD = 0.519$) also showing supportiveness and communication between supervisors and employees. Employees were satisfied with the absence of unnecessary conflicts ($M = 3.67$, $SD = 0.544$) and were motivated to put up their best effort ($M = 3.55$, $SD = 0.521$), thus pointing to a generally positive motivation in the work environment.

The remaining two lowest means, though still above neutral, related to growth opportunities ($M = 3.61$, $SD = 0.522$) and loyalty to the team ($M = 3.61$, $SD = 0.536$), may be indicative of areas that could benefit from further employee engagement intervention. To this extent, the findings portray a moderately to highly satisfied working population across many job areas.

Table 4.3.6 Job satisfaction

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I am satisfied with my job overall.	89	2	5	3.64	.594
I feel appreciated by my supervisor.	89	3	5	3.64	.518
I am satisfied with the recognition I receive for good work.	89	3	5	3.67	.514
I am satisfied with how my supervisor communicates with me.	89	2	5	3.64	.573
I feel supported by my supervisor.	89	2	5	3.65	.519
I am satisfied with the working environment in my team.	89	2	5	3.68	.516
I feel motivated to do my best at work.	89	2	5	3.55	.521
I am satisfied with the growth opportunities available to me.	89	2	5	3.61	.522
I rarely face unnecessary conflict at work.	89	2	5	3.67	.544
I feel a strong sense of loyalty to my team.	89	2	5	3.61	.536
Valid N (listwise)	89				

Source: Own Survey, 2025

4.4. Correlation Analysis

The relationship between self-awareness(SA) and job satisfaction was negative but nonsignificant, $r(87) = -.09$, $p = .39$. This implies that a supervisor internalizing the ability to identify and manage their emotions alone may not be a strong predictor of employee satisfaction. While self-awareness could serve as a building block for an emotionally intelligent leader, it, by itself, does not foster job satisfaction for subordinates.

The correlation between job satisfaction and self-regulation(SR) was positive but weak and nonsignificant, $r(87) = .12$, $p = .25$. This suggests the possibility that supervisors who remain calm in the face of change and professionally manage the expression of their emotions may be viewed favorably, but those are not strong predictors of how satisfied employees feel at work. Similar to self-awareness, self-regulation probably helps indirectly by providing the foundation needed to behave visibly in powerful ways.

Motivation (MOT) showed a moderately strong positive relationship with job satisfaction, $r(87) = .28$, $p = .01$, thus establishing the more optimistic, goal-oriented, and internally driven a supervisor is, the higher employee satisfaction is likely to be. This confirms the importance that leadership behaviors energized with emotion, such as energizing performance as well as personal development, have on fostering a positive productive workforce.

Empathy(EMP) had a weak but nearly significant correlation with job satisfaction, $r(87) = .20$, $p \approx .07$. While this does not meet the conventional 0.05 threshold, the direction and size of the relationship align with theoretical expectations: leaders who understand and respond to their team's emotional needs may enhance morale and satisfaction, especially in emotionally demanding contexts.

Social skills(SS) were significantly and positively correlated with job satisfaction, $r(87) = .24$, $p = .02$. This finding suggests that supervisors who communicate effectively, resolve conflicts, and build inclusive team environments contribute meaningfully to how satisfied employees feel in their roles. This reinforces the importance of outward, relationship-driven behaviors in emotionally intelligent leadership.

Table 1.4 Correlation is significant at the 0.01 level (2-tailed)

Empathy has shown a promising, though barely significant, relationship with satisfaction, implying that emotionally responsive leadership may have some impact especially where there are emotionally charged scenarios in the workplace. Self-Awareness and Self-Regulation, in contrast, although foundational to emotional intelligence, did not show significant direct correlations with job satisfaction. These internal competencies may be enablers rather than drivers of satisfaction—all possibilities to enable leaders to manage themselves in ways that support the more visible relational aspects of leadership. All these findings suggest that leadership development at Habesha should focus on translating internal emotional insight into outwardly visible actions, particularly in terms of motivation and interpersonal behavior, so as to enhance employee well-being and performance outcomes.

4.5 Results of Multiple Linear Regression Analysis

Before starting the research, the researcher performed diagnostic evaluation tests to confirm that study results were not being affected by arbitrary factors. Multiple tests demonstrate that the analyzed model has excellent robustness and rigor.

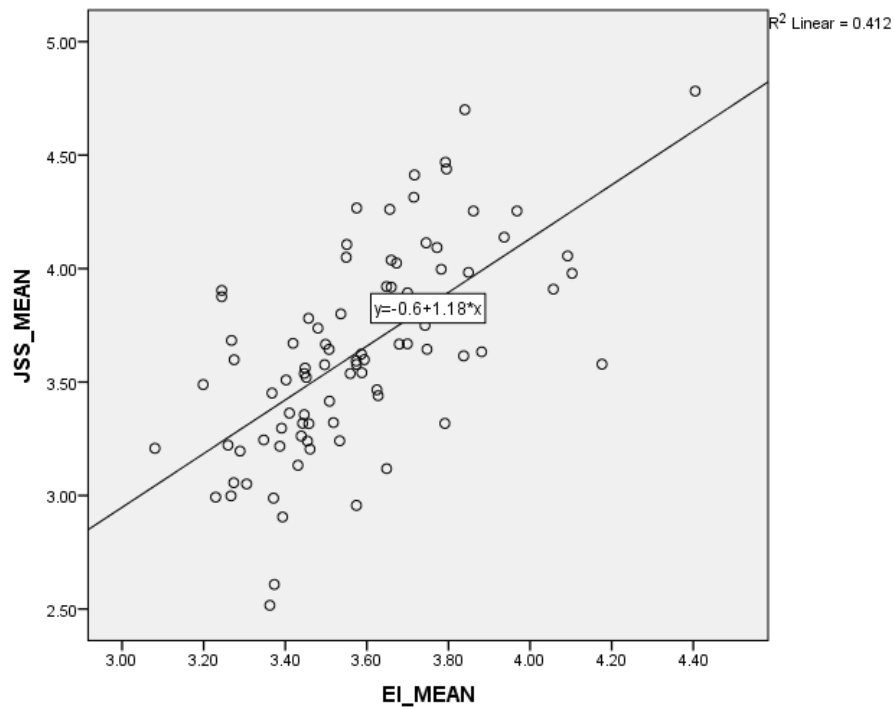
4.5.1. Continuous Variables and Data

One of the fundamental assumptions of multiple linear regression analysis is that both the dependent variable and independent variables must be measured at a continuous level, typically using interval or ratio scales. In this study, all five independent variables: **Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills**—as well as the dependent variable, **Employee Job Satisfaction**, were treated as continuous variables. This was achieved by computing **mean composite scores** for each construct based on participants' responses to the corresponding questionnaire items. Each construct was measured using a five-point Likert scale, and the aggregated mean values allowed the variables to be treated as scale data suitable for regression analysis. This transformation ensured compliance with the statistical requirements for conducting **Pearson correlation** and **multiple linear regression** analyses, which are reported in **Tables 4.2, 4.3, and 4.3.6**. All data processing and analysis were performed using **IBM SPSS Statistics version 23**.

4.5.2. Linearity Test

A linearity test was conducted in order to determine if it was appropriate to test the relationship between Emotional Intelligence (EI) as a whole and employee Job Satisfaction (JSS) in a multiple linear regression analysis. A regression model assumes that the dependent variable (JSS) changes linearly with changes in the independent variable (EI). A scatter plot was constructed using SPSS by plotting the composite mean score of the five dimensions of EI (Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills) against the mean job satisfaction score. The graph displayed a fitted regression line, defined by the equation $y = -0.6 + 1.18x$ and $R^2 = 0.412$, meaning that about 41.2 percent of the variance in job satisfaction was accounted for by changes in emotional intelligence. The positive slope implies a positive linear relationship: an increase in EI corresponds to an increase in JSS. R^2 is within the moderately strong range (\geq the.30), which supports the linearity assumption and suggests emotional intelligence to be a meaningful predictor of job satisfaction among employees of Habesha Breweries.

Figure 4.5.2 Linearity Test



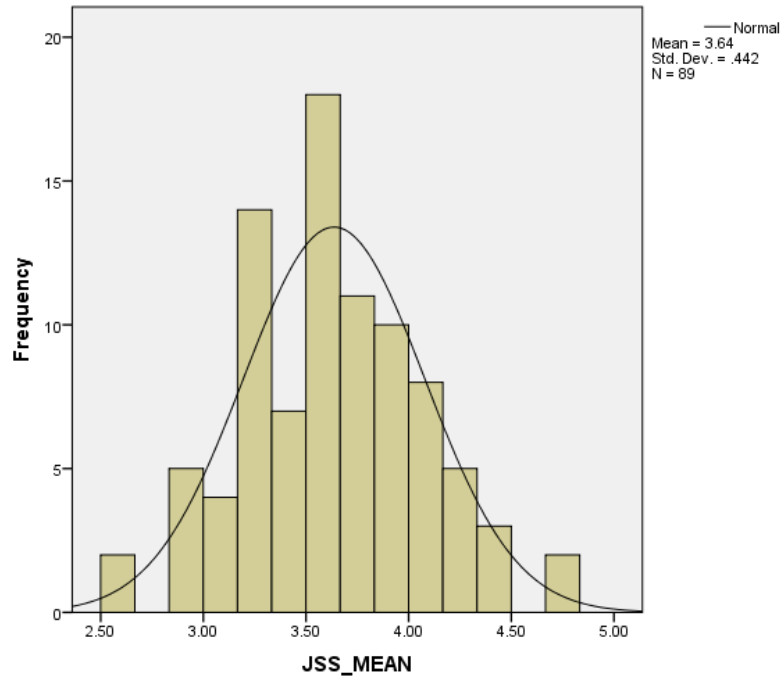
4.5.3 Histogram

The essence of this argument revolves around assuming the approximate normality of the dependent variable, Job Satisfaction (JSS), which is an essential assumption to undertake the multiple linear regression analysis: A histogram with an overlaid normal distribution curve was generated using SPSS. Looking at Figure 4.5.3, this histogram exhibits a distribution that is bell-like and symmetric around the mean 3.64 and standard deviation of 0.44; the frequency bars are tall near the middle and wane away towards both ends, which is the tapering pattern of a typical normal distribution.

On top of the histogram is a smooth unimodal curve, which almost perfectly traces the general shape created by the bars. Near-zero deviations can be discerned between the actual observed frequencies and the theoretical normal curve; there are neither extreme outliers on the positive nor the negative ends, and balance in the spread of the scores is noticed on either side of the mean, suggesting negligible skewness or kurtosis. Fluently, this gives ample visual support to the argument that the variable satisfies the assumption of normality.

Together with the data in the descriptive statistics table that report skewness and kurtosis values of 0.132 and 0.052 (both well within the range deemed acceptable in the work of (Kline, 2011), such visual evidence solidifies the argument that the variable measuring job satisfaction (JSS MEAN) is almost normally distributed, thereby justifying the use of parametric statistical computations, including correlation.

Figure 4.5.3 Normality Test



4.5.4. Normality Test of IVs and DV using Skewness and Kurtosis

Evidence of the data conforming to the normality assumptions for multiple linear regression would be considered for skewness and kurtosis values for each variable in the test. (Kline, 2011) states that distributions are considered roughly normal when skewness is between ± 3 and kurtosis is between ± 10 . As presented in Table 4.5.4, the skewness and kurtosis values of all variables, including the dependent variable of Job Satisfaction and the five components of Emotional Intelligence (Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills) are within allowable violations. At least, the JSS as the dependent variable recorded a skewness value of 0.132 and kurtosis of 0.052, revealing an almost symmetric and mesokurtic distribution. In the same way, the Emotional Intelligence factors received skewness values of between -0.487 and 0.175 and kurtosis of between -0.477 and 2.086, all within the acceptable range. Thus, the results indicated that the data distribution was an adequate approximation of normality, and that parametric procedures such as the Pearson correlation and multiple linear regression were a good choice for the subsequent analysis.

Table 4.5.4 Normality Test of IV and DV using Skewness & Kurtosis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
JSS	89	2.52	4.78	3.6367	.44166	.132	.255	.052	.506
Age of respondent	89	1	4	1.83	.815	.708	.255	-.096	.506
SA	89	2.21	4.49	3.4463	.48457	-.093	.255	-.138	.506
SR	89	1.80	4.73	3.6160	.45362	-.487	.255	2.086	.506
MOT	89	2.13	5.00	3.7367	.54540	-.003	.255	-.040	.506
EMP	89	2.28	4.72	3.4414	.51155	.175	.255	-.048	.506
SS_MEAN	89	2.46	5.00	3.6679	.55424	-.012	.255	-.477	.506
Valid N (listwise)	89								

4.5.5. Multicollinearity Tests

To evaluate whether multicollinearity existed among the independent variables namely the five Emotional Intelligence (EI) components: Self-Awareness (SA), Self-Regulation (SR), Motivation (MOT), Empathy (EMP), and Social Skills (SS) the study employed collinearity diagnostic statistics including **Tolerance** and the **Variance Inflation Factor (VIF)**, using SPSS output from the regression coefficients table.

With reference to the recommended criteria by (Kline, 2011) tolerance values need to be greater than 0.10 while VIF values need to be lesser than 10 to affirm the non-existence of multicollinearity. As shown in Table 4.X, for all variables Tolerance values ranged between **0.961** and **0.992** and corresponding VIF values between **1.008** and **1.041**. These results are well within the acceptable thresholds.

The findings thus indicate that there is **no significant multicollinearity** among the independent variables. This suggests that each of the Emotional Intelligence components contributes unique

information to the prediction of Job Satisfaction and that the regression estimates will not be biased due to redundancy among predictors. Hence, the data meet the assumption required to conduct multiple linear regression analysis.

Table 4.5.5. Dependent Variable: JSS

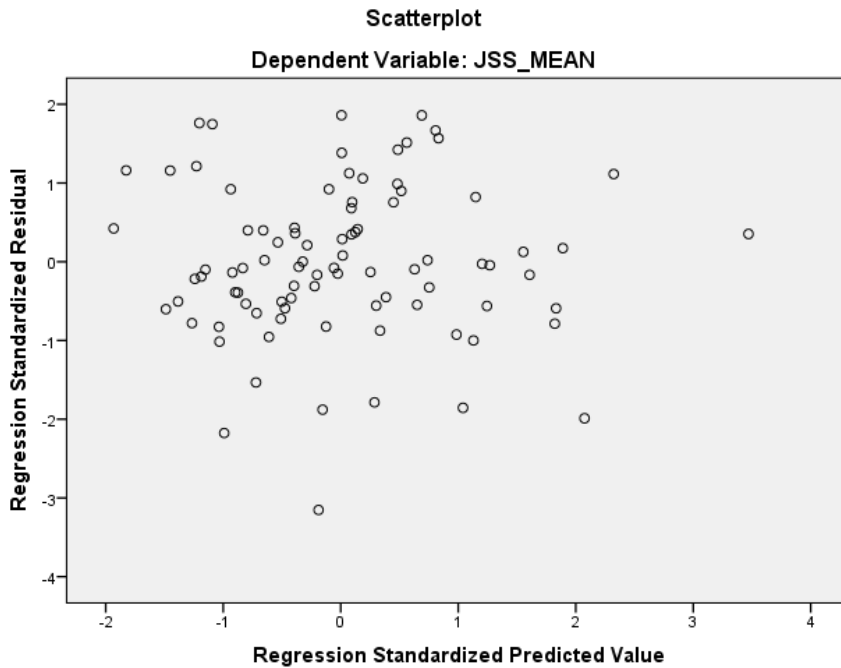
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.377	.550		-.685	.495		
	SA_	.212	.075	.232	2.838	.006	.992	1.008
	SR_	.084	.081	.086	1.034	.304	.961	1.041
	MOT	.344	.067	.425	5.126	.000	.968	1.033
	EMP_	.237	.071	.274	3.351	.001	.991	1.009
	SS_	.240	.065	.301	3.666	.000	.984	1.016

4.5.6. Homoscedasticity Test

Testing for the assumption of homoscedasticity in the multiple linear regression model by drawing a scatterplot of standardized residuals against standardized predicted values with SPSS is presented in Figure 4.5.6. Homoscedasticity means that residuals or error terms have a constant variance at all levels of the independent variables. The scatterplot exhibits a more or less uniform spread of residuals above and below the zero-horizontal axis with no obvious systematic pattern, funnel-shaped distribution, or clustering of points. The random and even dispersal of points indicates that variance of residuals is the same for all levels of predicted value. This means that the assumption of homoscedasticity is satisfied; hence, the model is said to be free from heteroscedasticity, which contributes to the reliability of the regression estimates.

Figure 4.5.6 Homoscedasticity



Source: Own Survey, 2025

4.5.7. Autocorrelation Test using Durbin-Watson statistics

The multiple regression model shows a **moderate to strong relationship** between Emotional Intelligence (EI) components and Job Satisfaction, with $R = 0.670$. About **44.8%** ($R^2 = 0.448$) of the variance in job satisfaction is explained by Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills. The **Adjusted $R^2 = 0.415$** accounts for model complexity. The **standard error of 0.338** indicates a reasonable prediction accuracy. The **Durbin-Watson value of 2.040** confirms **no autocorrelation**, meeting a key regression assumption.

4.6. Multiple Linear Regression Analysis

This section presents the results of the multiple linear regression analysis conducted to examine the effect of supervisors' Emotional Intelligence (EI) components, Self-Awareness (SA), Self-Regulation (SR), Motivation (MOT), Empathy (EMP), and Social Skills (SS), on employees' Job Satisfaction (JSS) at Habesha Breweries.

The purpose of this regression analysis is to test whether each EI dimension significantly predicts JSS and to determine the strength and direction of these relationships and test the hypothesis.

4.6.1 Model Summary

The foregoing model summary table points to a moderately strong correlation of 0.670 between the five aspects of EI and employee job satisfaction. An R-squared of 0.448 means that roughly 44.8% of the variability in employee job satisfaction is attributable to the five aspects of EI taken together. The adjusted R-squared value of 0.415 also accommodates the number of predictors used in the model and remains fairly strong; autocorrelation was ruled out among residuals due to the Durbin-Watson value of 2.040 falling within an acceptable range of 1.5 to 2.5.

Table 4.6.1 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670 ^a	.448	.415	.33777

Source: Own Survey, 2025

4.6.2 ANOVA

The ANOVA Table 4.6.2 was prepared to test the overall statistical significance of the five Emotional Intelligence (EI) components: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills in explaining the variance in employee job satisfaction (JSS) at Habesha Breweries. The regression model tested whether these five predictors, when taken together, significantly influence the dependent variable.

As shown in Table 4.6.2, the F-ratio for the overall regression model is 13.492, calculated by dividing the regression mean square (1.539) by the residual mean square (0.114). This F-value is statistically significant at a p-value less than 0.001, as shown in the column labeled “Sig.” This means the overall regression model significantly predicts job satisfaction levels.

According to conventional statistical standards, for a 95% confidence level, the significance threshold (alpha) should be ≤ 0.05 . Since the obtained significance level is well below this threshold, the result confirms that the combination of the five independent variables has a statistically significant collective effect on job satisfaction.

Table 4.6.2 ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.696	5	1.539	13.492	.000 ^b
	Residual	9.469	83	.114		
	Total	17.165	88			

a. Dependent Variable: JSS

b. Predictors: (Constant), SS, EMP, SA MOT, SR

Source: Own Survey, 2025

4.6.3 Regression Coefficients and Interpretation

Above, in the table 4.5.5 with regression coefficients provides an insight into what individual contributions each Emotional Intelligence (EI) component: Self-Awareness (SA), Self-Regulation (SR), Motivation (MOT), Empathy (EMP), and Social Skills (SS) make to employee job satisfaction (JSS) at Habesha Breweries. These results demonstrate that different aspects of leadership EI influence the overall satisfaction levels of employees and allow testing hypotheses with both statistical and theoretical interpretations.

The regression model predicting job satisfaction based on emotional intelligence components is as follows:

$$\text{JSS} = -0.377 + 0.212(\text{SA}) + 0.084(\text{SR}) + 0.344(\text{MOT}) + 0.237(\text{EMP}) + 0.240(\text{SS})$$

Intercept (-0.377): The constant indicates the predicted value of job satisfaction when all EI components are at zero. While not practically meaningful in isolation, it establishes the model's baseline.

Self-Awareness (SA)

The regression coefficient for SA is $\beta = 0.232$ ($p = 0.006$), indicating a moderate, positive, and statistically significant influence on job satisfaction. This means that leaders who are aware of their own emotions during workplace interactions and understand how their feelings may affect behavior are more likely to have job satisfaction for their respective teams. This finding supports theories that draw a connection between emotional insight and the quality of relationships in a workplace setting.

Self-Regulation (SR)

The SR coefficient is $\beta = 0.086$, but it is not statistically significant ($p = 0.304$). This suggests that while impulse control and emotional regulation are important self-management skills, they alone do not have a strong direct influence on job satisfaction. This may imply that SR functions more as an enabler of other EI competencies rather than a standalone predictor of satisfaction.

Motivation (MOT)

Motivation yielded the highest standardized beta coefficient ($\beta = 0.425$, $p < 0.001$), indicating a strong and highly significant positive effect on job satisfaction. Leaders who display enthusiasm, purposefulness, and resilience appear to have the most influence on elevating employee morale and job satisfaction. This supports prior research emphasizing the power of emotionally intelligent leadership in fostering engaged, inspired teams.

Empathy (EMP)

Empathy has a standardized beta of $\beta = 0.274$ ($p = 0.001$), showing a significant and moderately strong effect on job satisfaction. This indicates that leaders who demonstrate concern for others and actively listen to their team members are more likely to nurture satisfaction and emotional

security among employees. It aligns with literature that links empathy to improved team climate and psychological safety.

Social Skills (SS)

SS contributes positively and significantly ($\beta = 0.301$, $p < 0.001$), showing that leaders who promote collaboration, effective communication, and healthy team dynamics significantly impact employee satisfaction. This aligns with the idea that socially skilled leaders build trust, cohesion, and engagement, which are key drivers of job satisfaction.

4.6.4 Hypothesis Testing Summary

This section presents and interprets the results of the hypothesis testing based on multiple linear regression analysis. The purpose was to investigate the influence of leaders' emotional intelligence (EI) measured across five components: Self-Awareness (SA), Self-Regulation (SR), Motivation (MOT), Empathy (EMP), and Social Skills (SS) on employee job satisfaction (JSS) at Habesha Breweries. Each hypothesis was developed based on emotional intelligence theory (Goleman, 1995) and tested using standardized beta coefficients, t-statistics, and p-values.

- **Hypothesis 1:** Leaders' self-awareness has a positive and significant effect on employee job satisfaction.

It is shown that self-awareness exerts a positive and significant influence on job satisfaction ($\beta = 0.232$, $t = 2.838$, $p = 0.006$). This entails that leaders who know their feelings and behaviors and how these might affect others can build trust and offer psychological safety to team members. This is supported by Mayer et al.'s (2008) findings that emotional self-awareness is fundamental for healthy workplace dynamics. This goes on to indicate that self-aware supervisors develop work atmospheres facilitating open expression and emotional stability, hence contributing to employee satisfaction.

- **Hypothesis 2:** Leaders' self-regulation has a positive and significant effect on employee job satisfaction.

The regression coefficient was, however, positive ($\beta = 0.086$) but statistically insignificant ($t = 1.034$, $p = 0.304$). This implies that emotional self-control is an important competency but may not directly translate into higher job satisfaction unless coupled with other visible leadership

behaviors. This finding is in line with the observations of George (2000), who noted that internal competencies such as regulation may function more indirectly by supporting external skills such as motivation and communication.

- **Hypothesis 3:** Leaders' motivation has a positive and significant effect on employee job satisfaction.

Motivation has been regarded as the most potent factor and has very highly significant beta value ($\beta = 0.425$, $t = 5.126$, $p < 0.001$). This suggests that leaders who convey optimism, purpose, and a drive for achievement inspire higher engagement and fulfillment in their teams. The result aligns with Goleman's (1998) work, which identified intrinsic motivation as a critical driver of organizational commitment. In the context of Habesha Breweries, motivated leaders appear to set a tone that energizes employees and enhances satisfaction.

- **Hypothesis 4:** Leaders' empathy has a positive and significant effect on employee job satisfaction.

Empathy also had a significant and meaningful effect ($\beta = 0.274$, $t = 3.351$, $p = 0.001$). This finding implies that leaders who understand and respond to the emotional needs of employees contribute positively to job satisfaction. This echoes the findings of Carmeli (2003), who established that empathic leadership fosters relational trust and employee morale. At Habesha Breweries, empathy may serve as a key mechanism for recognizing employee challenges and providing the support needed to sustain well-being.

- **Hypothesis 5:** Leaders' social skills have a positive and significant effect on employee job satisfaction.

Social skills showed a significant positive effect on job satisfaction ($\beta = 0.301$, $t = 3.666$, $p < 0.001$). Leaders with strong social skills are effective communicators, conflict resolvers, and team builders skills that evidently translate into more harmonious and satisfying workplaces. This is consistent with Boyatzis and Goleman (2007), who emphasized relationship management as a cornerstone of emotionally intelligent leadership. These findings confirm that team-oriented, relationally skilled leaders play a vital role in shaping positive employee experiences.

4.7. Qualitative Analysis of Interview with the directors of Habesha breweries

The qualitative dimension of the research was meant to triangulate quantitative findings by garnering insights from five directors across departments at Habesha Breweries Marketing, Sales, Draught, Legal, and Human Resources. The interviews were meant to get at how leaders display emotional intelligence (EI) in practices and how those practices might affect employee job satisfaction. The emotional intelligence framework adopted Goleman's model with five components-Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills.

Four directors were men, and one was a woman, namely, the Legal Director. All held master's degrees. The age brackets of the interviewees ranged from 38 to 42 years old. Their experience as directors within the company ranged from 2 years at most to 3 years at least, giving a relatively balanced view in terms of gender, function, and leadership tenure into leadership practices and employee interactions.

A structured interview was adopted in this study with 15 open-ended questions-three questions against each of the five EI components. The interviews were conducted in person; the interviewer notes were transcribed for thematic analysis content. Though the researcher understood the importance of recording interviews, all directors refused to be recorded based on a company directive which forbids recording any company data that might be used externally with only limited authority of Habesha companies. Each response was coded to bring out patterns.

4.7.1 Findings from Thematic Analysis

All five directors acknowledged the importance of emotional recognition in the workplace. The Sales Director recalled a situation where personal stress was beginning to affect his tone in team meetings, prompting him to adjust after feedback. The HR Director emphasized active reflection and regular feedback from peers to refine decision-making. These responses suggest that self-awareness is seen as a cornerstone for intentional leadership at Habesha. Such awareness enables leaders to adapt to communication styles, create psychological safety, and foster trust factors that contribute to employee satisfaction.

Self-regulation emerged as crucial behavior in conflict resolution. The Draught Director described how he de-escalated a disagreement by pausing the conversation and allowing emotions to cool down before re-engaging constructively. The Legal Director emphasized professionalism even during intense cross-functional debates. Leaders who regulate their emotional responses help maintain a stable work environment, mitigating the stressors that typically lower job satisfaction. This emotional discipline appears to foster team harmony and resilience.

Motivation: All directors expressed a strong sense of internal drive. The Marketing Director spoke passionately about aligning personal purpose with the company's mission, while the Draught Director discussed how his commitment to craftsmanship keeps the team inspired. The shared sentiment was that personal motivation fuels enthusiasm and sets a performance standard for the team. This contagious energy, when coupled with clear goal setting, enhances employee morale and creates a motivating work culture.

Empathy was consistently described as an essential leadership trait. The HR Director highlighted weekly check-ins to stay connected to team concerns. The Legal Director shared an example of accommodating flexible work arrangements during a team member's family crisis. Demonstrating empathy not only strengthens relationships but also boosts job satisfaction by ensuring employees feel seen, supported, and valued. These empathetic responses humanize leadership and enhance workplace cohesion.

Directors highlighted open communication and collaboration as daily priorities. The Sales Director emphasized fostering peer support through informal knowledge-sharing sessions. The Marketing Director described facilitating cross-functional collaboration as part of campaign development. Strong social skills help leaders build inclusive teams, promote accountability, and celebrate team wins factors known to increase job satisfaction and employee engagement.

The interview findings strongly support the quantitative results: leaders at Habesha who demonstrate high emotional intelligence tend to create more satisfying work environments. Each EI dimension contributes uniquely to employee experience. Self-awareness shapes tone and transparency; self-regulation ensures emotional stability; motivation energizes the team; empathy deepens relationships; and social skills foster cohesion and communication.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The main objective of the research was to analyze the effect of leader emotional intelligence on employee job satisfaction at Habesha Breweries. The study looked at five dimensional constructs of emotional intelligence self-awareness, self-regulation, motivation, empathy, and social skills to determine how they individually or maybe collectively affect job satisfaction. A mixed method approach was used in the study, integrating structured quantitative surveys with five senior-level qualitative interviews with Marketing, Sales, Draught, Legal, and HR leaders.

5.1 Descriptive Findings

Descriptive statistics reported good perceptions of EI in leaders across the sample. Motivation and social skills ranked highest in the five EI components, with mean scores of 3.74 and 3.67 on a 5-point Likert scale. This implies that employees see their leaders as highly motivated in the organization and competent in interpersonal communication and relationship management. Job satisfaction was reported from moderate to high, with a mean of 3.64, thus implying that the workforce is considered slightly satisfied with working conditions and the leadership.

It shows that employees somewhat rated their leaders with self-awareness and self-regulation; however, these internal competencies scored just a little lower than the behaviors that are externally observable, such as motivation and social skills. Empathy, while rated positively, showed somewhat higher variability, indicating that while leaders seem to care for and understand the employees, there is still some distance toward emotional attunement.

5.2 Correlation Analysis Findings

Correlation analysis was conducted to explore the strength and direction of the relationships among the five components of Emotional Intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) and job satisfaction of employees at Habesha Breweries. Pearson's coefficient values (r) of correlation were computed, and the significance levels or p-values were measured to determine the statistical relevance of the associations.

The results show that the component of emotional intelligence exert differential effects on job satisfaction:

- **Motivation** showed the strongest positive and statistically significant correlation with job satisfaction ($r = 0.28$, $p = 0.01$), implying that employees who view their leaders as being motivated, goal-oriented, and enthusiastic tend to report higher levels of job satisfaction. This finding concurs with previous studies that argue motivation is a key factor in leadership effectiveness and employee morale (e.g., (Goleman, 1995);). Besides, motivated leaders created an ambience of positive feelings amongst the employees, who then become inspired to work more closely with the leadership on their work and organizational goals.
- **Social Skill** was positively and significantly correlated with job satisfaction ($r=0.24$, $p=0.02$). This implies that leaders who are good with people, communicate well, resolve conflicts, and build teams enhance employees' perception of support and inclusiveness in the workplace, thereby making them more satisfied. This correlation concurs with literature that points to relationship management as a key pillar in emotional intelligence theories ((Boyatzis, 2009); (Akhtar, 2016)).
- **Empathy** had also correlated positively with job satisfaction ($r = 0.20$), but this was only weakly significant ($p \approx 0.07$). While the outcomes fell slightly short of the usually accepted significance level, the nearly significant results show that the leaders' sensitivity to their workers' emotional needs and the ability to respond empathetically might significantly influence the satisfaction of the individual employees.
- **Self-Awareness** experienced a negative, though insignificant, correlation with job satisfaction ($r = - 0.09$, $p = 0.39$), suggesting that this being one of the core emotional intelligence competencies would have little or indirect bearing on the satisfaction of the employees. In other words, being able to internally identify one's emotions as a leader may not necessarily impact the job satisfaction of employees unless such leaders display certain outward behaviors that employees are able to perceive and respond to.
- **Self-Regulation** was positive but weakly correlated with job satisfaction ($r = 0.12$, $p = 0.25$), indicating a non-significant relationship. This implies that leaders' ability to control their impulses and manage emotions may support a stable work environment but does not

directly translate into higher employee satisfaction without manifesting in motivating or socially engaging behaviors.

Overall, the correlation analysis reveals that motivation and social skills are the strongest emotional intelligence dimensions linked to job satisfaction in this context, highlighting the importance of leaders' externally observable emotional and relational behavior. Empathy shows promise as a relevant factor, whereas self-awareness and self-regulation appear to serve as enablers rather than direct drivers of employee satisfaction.

5.3 Regression Analysis Findings

To test the predictive power of each of the components of emotional intelligence on changes in job satisfaction among employees, a multiple regression was run. In this statistical approach, one evaluates the unique contribution of each of the independent variables (EI components), controlling for the effects of the other components.

5.3.1 Model Summary and Fit

The regression model explains 44.8% of the variance in job satisfaction, which implies that the combined effects of self-awareness, self-regulation, motivation, empathy, and social skills explain 44.8% of the total variance in the job satisfaction scores of employees. An adjusted R^2 of 0.415 was obtained, indicating that the model remains robust after adjusting for the number of predictors. Finally, the Durbin-Watson score of 2.040, by ruling out autocorrelation of residuals, helped confirm that the regression estimates were reliable.

Individual Predictors

- **Motivation** was the strongest predictor ($p < 0.001$, $\beta = 0.425$). For every incremental unit increase in perceptions of leader motivation, job satisfaction increased by 0.425 units while all other predictors were held constant. This finding established the fact that leaders' intrinsic motivation and passion are positively related to employees' attitudes toward work and emotional engagement.
- **Social Skills** had a strong positive significance and effect on job satisfaction as well ($p < 0.001$, $\beta = 0.301$). Because leaders with good relationship management and communication

skills support the employee working environment, this, in turn, positively affects employee satisfaction.

- **Empathy** was also a significant predictor ($p = 0.001$, $\beta = 0.274$), endorsing the fact that emotional sensitivity and understanding on the part of leaders are important for how employees experience their work environment and job fulfillment.
- Self-Awareness is statistically significant but moderate effect and a positive effect ($p = 0.006$, $\beta = 0.232$). It implies that self-aware leaders or those who understand their emotions and behavior have helped, albeit to a lesser degree than motivation and social skills, in the achievement of job satisfaction by fostering trust and psychological safety.
- **Self-regulation**, on the other hand, was found to be the only component of EI that did not reach the level of statistical significance in predicting job satisfaction ($p = 0.304$, $\beta = 0.086$). This would suggest that the managing of the subject's inner emotions is not enough to impact on employees' satisfaction perceptions without accompanying outward expressions of motivation, empathy, or social interaction.

5.3.2 Interpretation and Implications

These regression results emphasize the EI leadership mechanisms, through which employee satisfaction takes place: the leadership must express outwardly blatantly visible behaviors and relational skills-motivation, empathy, social skills-to a lesser degree from internal emotional processes. Motivation, in this light, clearly centers on how leaders harness commitment and enthusiasm to create a positive, energizing environment for employees. Finding surrounding empathy and social skills highlights the need for leaders to truly relate and communicate with their teams.

Self-regulation here plays a minor role; however, it remains pertinent, as it forms the underpinning for all outward leadership attributes and generates transparency and emotional genuineness that can be seen and trusted by employees. Self-regulation does not weigh heavily on its own, as some studies affirm to the likes of (George, 2012).

From this insight, an obvious implication is that leadership development for Habesha Breweries should be oriented toward learning and intervention targeting the motivation and

social skills of leaders and further training on fostering empathy, as these directly contribute to employee satisfaction and organizational performance.

5.4 Qualitative Findings

The five department directors confirmed the quantitative results through the interviews. Being confident about leaders who promote drive and goal alignment, are empathetic to team members, and foster inclusion were regularly emphasized by these respondents. The leaders explained that their optimism and emotional resilience affected morale within their teams. According to the Directors of Human Resources and Legal, an emotionally attuned form of communication and offering empathetic help during conflict resolution were the main drives to foster employee trust and satisfaction.

5.5 Conclusion

The study concludes that emotional intelligence greatly predicts employee job satisfaction at Habesha Breweries. While, conceptually, all five components of EI are of importance, motivation, empathy, self-awareness and social skills turned out to be statistically significant predictors in this study. These dimensions constitute externally applied emotional competencies seen and therefore directly impact on the employees perceptions and experiences.

The findings suggest that leaders who inspire others, maintain strong interpersonal ties with employees, and genuinely care about their wellbeing will usually foster job satisfaction. self-regulation is much more about internal emotional control and, unless that process translates into motivational and social acts, do not alone lead to higher levels of employee satisfaction. The findings support the idea that emotional intelligence is pivotal in organizational leadership and employee outcomes, especially when it pertains to motivation, empathy, self-awareness and social skills and this is in agreement with (Goleman, 1995)

5.6 Recommendations

From the above findings, the following recommendations are made to implement changes for improving employee satisfaction through emotional intelligence leaders at Habesha Breweries:

- First, leadership motivation should be at the forefront of the organization, for it has been found to have the highest positive correlation with employee satisfaction. Particularly, motivation for such could be provided in leadership development programs focusing on intrinsic motivation, resilience, and purposeful leadership. Leaders would then also be trained in techniques for goal setting, vision articulation, and sustaining optimism in the face of difficulties to effectively inspire and lead their teams.
- Second, empathy should be part of every leadership development program. Habesha Breweries need to develop leaders who can actively listen to employees, understand their emotions, and respond to their concerns with compassion. This can include coaching, role-playing, and in some instances, institute flexible working policies that reflect employee welfare. A culture of supportive and empathetic leadership will contribute to higher levels of employee trust and loyalty.
- Third, in a world where social skills are so crucial, the company will have to institute programs to promote them-at interpersonal communication, conflict management, and team building. Leadership retreats, peer mentoring, and joint projects with several departments could nurture inclusiveness in leadership and generally foster workplace cohesion.
- Fourth, self-awareness also had a positive significance indicating that Habesha should encourage and develop programs that promote self-assessment and understanding of oneself, to ensure that leaders are aware of their emotional triggers.
- Fifth, self-regulation did not show as strongly in their direct effects, the competencies remain very foundational. And Habesha Breweries should undoubtedly encourage its leaders to engage in reflective practices such as mindfulness meditation, seeking feedback from others, and emotional self-regulation techniques. Supporting one's leaders in managing their own emotions creates an environment where such leaders can model stable behavior and are genuinely authentic, which forms the basis of motivational and social competencies. Greater focus should be placed on integrating emotional intelligence within performance management and leadership appraisal systems throughout the organization. Particularly tying EI competencies pertinent to motivation, empathy, and social skills to the key performance indicators (KPIs) and 360-feedback processes will ultimately elevate their recognition and encourage ongoing development.

- Finally, in order to maintain these improvements, Habesha Breweries ought to establish an emotional intelligence integrated leadership-development program. The program would potentially include coaching, mentoring, learning through practical experience, and cross-functional exposure to develop a fully integrated, emotionally intelligent leadership cadre that will be able to improve employee satisfaction and organizational performance.

With the immense value of social abilities, Habesha Breweries should invest in leadership training on giving effective feedback, building relationships, and emotionally expressing. These soft skills can be reinforced through leadership retreats, peer-learning groups, and reverse mentoring.

5.7 Areas for Further Research

This study goes far enough to demonstrate the considerable ties between leadership, emotional intelligence and job satisfaction in Habesha breweries head office. At the same time, other variables could be of interest to investigations to expand on currently available data. For example, a longitudinal study may evaluate leadership EI trajectories over time while contrasting the potential effects of a transient or permanent presence on job satisfaction. An additional area for improvement may be the study of moderators such as gender, type of department, and organizational tenure, and how these factors lead to or affect the EI-job satisfaction relationship on different employee groupings. A qualitative approach involving focus groups or one-on-one interviews with employees could further inform the study on how EI is interpreted and operationalized at the leadership level. A better understanding of EI influences in different organizational settings and sectors can be attained by exploring cross-industry comparisons.

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Appendix I: Research Questionnaire

Dear participant,

This questionnaire is part of an academic study aimed at assessing the effect of leaders' emotional intelligence on employee job satisfaction at Habesha Breweries. Your responses will remain **anonymous and confidential**, and the data will be used solely for academic purposes.

SECTION A: DEMOGRAPHIC INFORMATION

Please fill in or tick the appropriate answer.

Age: _____

Gender:

Male Female Prefer not to say

Highest Level of Education

High School Diploma Degree Postgraduate

Department: _____

Position

Level:

non-managerial Team Leader Manager

Years of service at Habesha Breweries: _____ years

SECTION B: EMOTIONAL INTELLIGENCE (WLEIS-Based)

Instructions: Please indicate your level of agreement with the following statements about your immediate supervisor/manager.

Scale:

1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree

Section: Self-Awareness

No	Questions	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	My supervisor is aware of their emotions during workplace interactions.					
2	My supervisor recognizes how their behavior impacts others.					
3	My supervisor understands how their emotions affect their decisions.					
4	My supervisor reflects on their strengths and areas for improvement.					
5	My supervisor is aware of the emotional triggers that influence their behavior at work.					

Section: Self-Regulation

No	Questions	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	My supervisor stays calm and composed under pressure.					
2	My supervisor manages workplace conflict constructively.					
3	My supervisor demonstrates control over their emotional reactions.					
4	My supervisor adapts well to change.					
5	My supervisor remains professional even in stressful situations.					

Section: Motivation

No	Questions	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	My supervisor is driven to achieve team and organizational goals.					

2	My supervisor remains focused and determined even during challenges.					
3	My supervisor demonstrates enthusiasm for their work.					
4	My supervisor encourages high performance and personal growth.					
5	My supervisor is committed to continuous improvement.					

Section: Empathy

No	Questions	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	My supervisor listens actively to employees' concerns.					
2	My supervisor shows genuine concern for team members.					

3	My supervisor understands the emotional needs of the team.					
4	My supervisor considers others' feelings when making decisions.					
5	My supervisor supports team members during difficult times.					

Section: Social Skills

No	Questions	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	My supervisor builds strong and positive relationships at work.					
2	My supervisor resolves team conflicts effectively.					
3	My supervisor communicates clearly and respectfully.					
4	My supervisor encourages					

	collaboration within the team.					
5	My supervisor builds an inclusive and supportive work environment.					

SECTION C: EMPLOYEE JOB SATISFACTION (JSS-Based)

Instructions: Please indicate how satisfied you are with each of the following aspects of your job.

Scale: 1 – Very Dissatisfied 2 – Dissatisfied 3 – Neutral 4 – Satisfied 5 – Very Satisfied

NO	Questions	Very Satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)
1	I am satisfied with my job overall.				
2	I feel appreciated by my supervisor.				
3	I am satisfied with the recognition I receive for good work.				
4	I am satisfied with how my supervisor communicates with me.				
5	I feel supported by my supervisor.				
6	I am satisfied with the working environment in my team.				
7	I feel motivated to do my best at work.				

8	I am satisfied with the growth opportunities available to me.				
9	I rarely face unnecessary conflict at work.				
10	I feel a strong sense of loyalty to my team.				

Thank you for your time and honest responses!

If you have any questions, please contact the researcher:

Name:

Email:

Phone (optional): _____

Appendix II: Interview Questions (for Directors)

Personal information

Name _____

Gender _____

Educational background _____

Years of experience as a director _____

Position _____

Emotional intelligence Questions

Self-Awareness

How do you typically become aware of your emotional responses during challenging decisions or interactions?

Can you describe a time when being conscious of your emotions helped you change the outcome of a situation?

How do your personal strengths and limitations influence the way you lead your team?

Self-Regulation

How do you usually respond to emotionally charged or high-stress situations at work?

Can you recall a recent moment when you successfully managed conflict within the team through emotional regulation?

How do you handle personal setbacks or criticism in a professional setting?

Motivation

What are the internal values or goals that drive your daily leadership practices?

How do you maintain personal motivation, and how do you transfer that energy to the team?

Can you give an example where your own motivation directly influenced team morale or productivity?

Empathy

How do you show concern for team members facing personal or professional challenges?

In your experience, how does practicing empathy affect team relationships and workplace morale?

How do you balance empathy with the need to maintain performance standards?

Social Skills

What approaches do you use to build rapport and maintain positive relationships across departments?

How do you handle disagreements or miscommunication between team members?

Can you describe a time when your ability to influence others helped align the team with company goals?