



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY !



College of Business and Economics Department of Management

The Effect of Emotional Intelligence on Employee Commitment Mediated by Leadership Styles, In the Case of World Health Organization, Ethiopia Country Office.

A Thesis Submitted to the Addis Ababa University, College of Business and Economics in Partial Fulfillment of the Requirement for Master of Business Administration.

By: Meron Getachew

Advisor: Asres Abitie (PhD)

Addis Ababa, Ethiopia

December, 2024

The Effect of Emotional Intelligence on Employee Commitment Mediated by Leadership Styles: A Case of World Health Organization, Ethiopia Country Office.

By: Meron Getachew

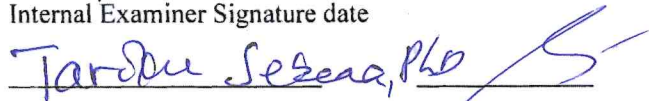
Approved by Board of Examiners

Dr. Asres Abitie 

Advisor Signature date 11-3-25

 12 march 2025 Dr. Demeke Chimdessa Gutu

Internal Examiner Signature date





External Examiner

Signature

date

Chairman

Signature

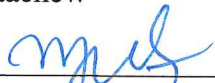
date

Declaration

I, Meron Getachew, declare that the thesis entitled “The Effect of Emotional Intelligence on Employee Commitment Mediated by Leadership Styles: A Case of World Health Organization, Ethiopia Country Office.” is my original work and has not been previously submitted for the award of degree in any university. And all the sources of materials used for the project work have been duly acknowledged.

Declared by

Meron Getachew

Signature 

Date 15-01-25

Confirmed by Advisor

Dr. Asres Abitie

Signature 


Date 14-1-25

Certification

This is to certify that Meron Getachew has carried out her research work entitled “The effect of Emotional Intelligence on Employee Commitment Mediated by Leadership Styles: A case of World Health Organization, Ethiopia Country Office.” as a partial fulfillment of the requirement of Master of Arts Degree in Business Administration at Addis Ababa University, College of Business and Economics. Under my advisor ship this study fulfills requirements to obtain academic Degree from the university.

Confirmation by Advisor

Dr. Asres Abitie

Signature: 

Date: 14-1-25

Table of contents

Declaration	ii
Certification.....	iii
Acknowledgement.....	viii
List of Tables.....	ix
List of Figures	x
List of Acronyms	xi
Abstract	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the Study.....	1
1.2 Statement of the Problem	4
1.3. Basic Research Questions.....	5
1.4 Objectives of the Study	6
1.4.1 General Objectives.....	6
1.4.2 Specific Objectives	6
1.5. Significance of the Study	6
1.6 Scope of the Study.....	7
1.7 Limitation of the Study.....	8
1.8 Definition of Key Terms	8
1.9 Organization of the Thesis	8
CHAPTER TWO	9
REVIEW OF RELATED LITERATURE	9
2.1 Definitions of Emotional Intelligence	9
2.2 Evolution of Emotional Intelligence	10
2.2.1 Five Periods of Emotional Intelligence Development.....	11
2.3 Components of Emotional Intelligence	12
2.3.1 Self-awareness	12
2.3.2 Self-management	12
2.3.3 Social Awareness.....	13
2.3.4 Relationship Management	16
2.4 Benefits of Being Emotionally Intelligent.....	17

2.5 Leadership style.....	17
2.5.1 Transformational leadership	18
2.5.2 Transactional leadership	19
2.5.3 Laissez-Faire Leadership Style.....	20
2.6 Emotional Intelligence (EI) and Leadership Styles.....	20
2.7 Emotional Intelligence and Transformational Leadership	21
2.8 Emotional Intelligence and Transactional Leadership	21
2.9 The Concept of Employees’ Commitment.....	23
2.10 Dimensions of Employee Commitment	24
2.10.1 Affective commitment	24
2.10.2 Continuance commitment.....	25
2.10.3 Normative commitment	25
2.11 Empirical Literature Review	26
2.11.1 The Effect of Emotional Intelligence on Employee Commitment	26
2.11.2 The Effect of Emotional Intelligence on Leadership Style.....	27
2.11.3 The Effect of Leadership Styles on Employee Commitment.....	28
2.12. Summary and Research Gap	32
2.13. Conceptual Framework	34
CHAPTER THREE.....	35
RESEARCH METHODOLOGY.....	35
Introduction
3.1 Description of the Study Area	35
3.2 Research Approach.....	36
3.3 Research Design	36
3.4 Population and Sampling Design	36
3.4.1 Sampling Frame.....	37
3.4.2 Sampling Techniques and Sample Size.....	37
3.5. Data Type and Sources.....	388
3.6. Data Collection Instruments	38
3.7. Procedure of Data Collection	38
3.8. Method of Data Analysis.....	39

3.9. Ethical Considerations of the Study	40
CHAPTER FOUR.....	41
DATA ANALYSIS AND DISCUSSION OF RESULTS	41
Introduction	41
4.1 Background of the respondents.....	41
4.2 Descriptive Analysis	43
4.2.1 Emotional Intelligence	43
4.2.2 Leadership Styles	43
4.2.3 Employee Commitment	51
4.3 Inferential Analysis.....	47
4.3.1. Testing Assumptions of Linear Regression	54
4.3.1.1 Reliability Test.....	55
4.3.1.2 AutoCorrelation Test	55
4.3.1.3 Multi collinearity test.....	55
4.3.1.4 Homoscedasticity.....	56
4.3.1.5 Test of Normality.....	57
4.3.1.6 Test of linearity.....	58
4.4 Correlation and Regression Analysis	59
4.4.1 Correlation Analysis	59
4.4.2 Regression Analysis	60
4.4.2.1. Model Summary.....	60
4.4.2.2 The Effect of Emotional Intelligence on Employee Commitment	61
4.4.2.3 The Effect of Emotional Intelligence on Leadership Styles	62
4.4.2.4 The Effect of Leadership Styles on Employee Commitment	62
4.4.2.5 The Effect of Emotional Intelligence and Leadership Style on Employee Commitment	63
4.4.2.6 The Effect of Emotional Intelligence on Employee Commitment with Leadership Styles as Mediator.....	63
4.5. Discussion of Results	65
CHAPTER FIVE.....	67
SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS...	67
5.1. Summary of the Major Findings	67
5.2. Conclusions.....	68
5.3. Recommendations	69
5.4. Theoretical Contribution and Policy Implication.....	70

5.5. Suggestions for Future Studies.....	71
References	72
Appendix I. Thesis Questionnaires	xiii

Acknowledgement

Prior thanks must go to the Almighty God for giving me the strength, courage, and determination to complete my studies in general and this thesis proposal in particular. I would like to extend my gratitude, respect, and appreciation to Asres Abitie (PhD), my advisor, for his patience, understanding, and constructive advice throughout the development of the paper. I greatly acknowledge the management and staff of the World Health Organization (WHO) for their kind cooperation in providing me with all the necessary data and information. Lastly, but not least, I would like to praise my family, whose care has helped me in every walk of my life.

List of Tables

Table 3.1: Summary of selected sample size.....	38
Table 4.1 Demographic Characteristics of Respondents	41
Table 4.2 : Mean and standard deviation for <i>self-awareness</i> factor	43
Table 4.3 : Mean and standard deviation for <i>Self-Management</i> factor	44
Table 4.4 : Mean and standard deviation for <i>social awareness</i> factor.....	45
Table 4.5 : Mean and standard deviation for <i>relationship management</i> factor	46
Table 4.6 : Mean and standard deviation for transformational leadership.....	47
Table 4.7: Mean and standard deviation for transactional leadership style	48
Table 4.8: Mean and standard deviation for laissez fair leadership style	50
Table 4.9 : Mean and standard deviation for affective commitment component.....	51
Table 4.10 : Mean and standard deviation for <i>continuance commitment</i> component.....	52
Table 4.11 : Mean and standard deviation for <i>normative commitmen</i> component	53
Table 4.12 : <i>Pilot test of questionnaire for reliability and validity</i>	55
<i>Table 4.13: Tolerance and VIF of the explanatory variables</i>	56
Table 4.14 : Correlation between emotional intelligence, leadership styles and employee commitment	60
Table 4.15 : Model Summary.....	61
Table 4.16: Linear regression analysis of emotional intelligence on employee commitment--	61
Table 4.17: Linear regression analysis of emotional intelligence on leadership style-----	62
Table 4.18: Linear regression analysis of leadership style on employee commitment-----	62
Table 4.19: Multiple linear regression analysis of emotional intelligence and leadership style on employee commitment-----	63

List of Figures

Figure 2.2: Conceptual Framework of the Study.....	34
Figure 4.1: Homoscedasticity Test.....	57
Figure 4.2: Histogram as test of normality	58
Figure 4.3: Scatter plot as test of linearity.....	59
Figure 4.4: Mediation Analysis.....	64

List of Acronyms

EI/EQ	Emotional Intelligence
EC	Employee Commitment
LS	Leadership Styles
OC	Organizational Commitment
SPSS	Statistical Package for Social Sciences
UN	United Nation
WHA	World Health Assembly
WHO	World Health Organization

Abstract

The purpose of the study was to investigate the effect of emotional intelligence on employee commitment mediated by leadership styles in the World Health Organization, Ethiopia Country Office. In order to achieve the objective, the study employed both primary and secondary data sources. All 537 staff of the World Health Organization were population of the study in which 229 respondents were selected as a sample by the simple random sampling method. Data were collected through questionnaires and analyzed using the SPSS package. Descriptive and inferential statistics were computed for the study. A Likert scale was constructed to measure attitude towards emotional intelligence, leadership styles, and employee commitment factors. Correlation and regression analyses were conducted to examine the relationship among variables, as well as the significant effect of emotional intelligence and leadership styles on employee commitment. The findings revealed a positive and significant correlation between emotional intelligence, leadership styles, and employee commitment factors. Additionally, there was a positive and significant direct effect of emotional intelligence on employee commitment ($P < 0.05$), along with a positive indirect effect of emotional intelligence mediated by leadership styles. The study recommends that the concerning body of the World Health Organization management needs to understand and manage the employees' emotions by implementing the appropriate leadership styles.

Keywords: Emotional Intelligence, Leadership Styles, Employee Commitment Factors

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The concept of Emotional intelligence (EI) has attracted substantial attention from business experts and intellectuals in recent years, emerging as a novel concept in both management and psychology fields (Lubbadeh 2020). Daniel Goleman's book 'Emotional Intelligence,' published in 1995, is considered a ground breaking work in the realm of EI. Following the publication of this book, numerous researchers from various disciplines were drawn to the subject. Goleman highlighted in his book that while a person's intelligence quotient (IQ) accounts for only 20% of factors contributing to success in life, emotional intelligence (EI) makes up the remaining 80% (Lubbadeh 2020). Emotional intelligence involves the capacity to recognize one's own emotions, comprehend the emotions of others, and engage effectively with others. Just like our skills and physical attributes, human emotions vary from person to person. In today's context, many organizations prioritize employees with higher Emotional Quotient over Intelligent Quotient, as emotionally intelligent individuals can navigate workplace challenges effectively.

Educationists in the field of behavior and management sciences have extensively debated this aspect related to personality (Alotaibi, Amin and Winterton, 2020; Naz, Li, Nisar and Rafiq, 2019). Given the highly diverse global environment we live in today, it is crucial to establish a connection between emotional understanding and the performance of employees. Consequently, emotional intelligence plays a vital role in shaping the company's image and fostering the growth of workers who are driven by their goals.

The employee's emotions play a crucial role in navigating the challenging transition period (Alonazi, 2020). In the current work environment, emotional intelligence has become an essential tool for effectively and efficiently addressing workplace challenges (Alsughayir, 2021). Emotional intelligence refers to the ability to recognize and differentiate between emotions, and to utilize this understanding to guide one's thoughts and actions. It encompasses self-awareness, empathy, and the capacity to manage and influence emotions, both in oneself and others (Majeetha and Nirmala, 2020; Dhani and Sharma, 2019).

Recognizing the significance of emotional intelligence, many companies now prioritize it alongside academic qualifications to thrive in today's dynamic business world (Gunu and Oladepo, 2014; Wen, 2020). The workplace is a diverse environment, with individuals from various ethnic backgrounds, values, beliefs, and personal circumstances, including children.

These factors contribute to the unique characteristics of each employee and impact our daily work practices and personal lives (Shehu and Isa, 2017; Wen, 2020). Each of us has distinct personalities, needs, desires, and different ways of expressing emotions. Successfully navigating through these complex situations requires tact and astuteness, especially for those aiming for success in life. This is where emotional intelligence (EI) plays a crucial role. EI refers to the ability to recognize and understand one's own emotions and their impact on others, as well as understanding others' behaviors for better interpersonal interactions. It involves acknowledging one's emotions and their effects on oneself and others, while also fostering successful relationships by recognizing others' emotions (Navas and Vijayakumar, 2018). Emotional intelligence helps in integrating all behavioral activities to comprehend human behavior, ultimately benefiting the organization. The organization stands to gain from various individual outcomes, with employee commitment being a significant one. Employee commitment is rooted in the psychological attachment and involvement an employee has towards the organization, making the organization effective only when employees are committed.

Nowadays, the majority of companies have made significant investments in various aspects of their operations, such as enhancing customer satisfaction, developing their workforce, adopting new technologies, improving productivity and quality, and fulfilling their corporate social responsibilities. However, amidst these endeavors, they have overlooked the importance of nurturing their employees' emotional intelligence, resulting in unforeseen financial losses. According to Mohanty, Sarangi, Nayak, and Pasumarti (2019), emotional intelligence plays a crucial role in fostering positive work relationships, promoting effective collaboration, and building social capital. Moreover, it empowers individuals to manage their emotions, handle pressure, and adapt to organizational changes, thereby enhancing their overall performance. To foster employee commitment, leaders should embrace both transformational and transactional leadership styles, as they complement each other rather than being mutually exclusive.

Each style has its own advantages and disadvantages, depending on the specific circumstances faced by the company. Consequently, leaders should adopt a flexible approach, incorporating elements of both styles based on their own standards and the prevailing situation.

Transformational leaders are known for actively involving themselves in the tasks at hand and assisting their team members in improving their performance. They prioritize conflict resolution and motivation (Mcelroy, 2001). On the other hand, transactional leaders focus more on transactions and a give-and-take approach (Bass, 1985). Transactional leaders emphasize processes and adhere to a system where they control tasks based on set targets and reward employees according to their performance.

Leadership plays a crucial role in driving transformative change within organizations, as leaders have the ability to promote behaviors and attitudes that have a positive impact on individuals, teams, and the organization as a whole (Raja & Palanichamy, 2011). Some scholars also argue that the sustained interest in leadership stems from the belief that effective management can lead to increased employee commitment, while effective leadership can also result in enhanced employee commitment (Allen & Meyer, 1990).

Leadership styles play a crucial role in influencing employee commitment. In the event of an employee departing from the organization, a new recruitment, selection, and training process is initiated to bring in a replacement. As per Teshome (2011), both transformational and transactional leadership styles have been proven to have a significant and positive impact on employee commitment. It is recommended that institutions strive to maintain these leadership styles within their organizations, as committed employees are highly desirable. While there are various leadership styles that can affect employee commitment, this study focuses on transactional and transformational leadership styles. Numerous researchers have highlighted the importance of these two styles in enhancing employee commitment (Fasola, Adeyemi & Olowe, 2013). Therefore, the objective of this study was to investigate the effect of emotional intelligence on employee commitment, with leadership styles as a mediating factor, in the case of the World Health Organization.

1.2 Statement of the Problem

Emotional intelligence (EI) is crucial for workplace success as it utilizes the power of emotion, leading to high motivation for competition and improving problem-solving capacity. Both managers and employees benefit from EI, as it enhances their relationships and capabilities, contributing to their own and organizational achievements. However, if each employee doesn't contribute as expected, the organization's success depends on the cumulative contribution of each employee at different levels. Emotional intelligence plays a significant role in influencing subordinates not only through task accomplishment but also by understanding their interests, reactions, motivation, and performance delivery. Goleman D. (1998) found that it's impossible to have a positive impact on others without sensing their feelings. Therefore, EI plays a vital role in ensuring the success of an organization. Despite the WHO's emphasis on integrity, collaboration, a strong focus on science, global healthcare, and excellence in health, it is observed that there are obstacles such as a lack of emotional intelligence by employees and leaders, an absence of effective leadership, and a lack of employee commitment towards achieving the organization's goal in the study area. As a result, a researcher has been motivated to conduct a study on the effect of emotional intelligence on employee commitment, with leadership style as a mediating factor, specifically focusing on the World Health Organization.

Numerous studies have been carried out to explore the correlation between emotional intelligence and organizational commitment, as well as leadership styles and organizational commitment. Therefore, several studies have been carried out in areas of emotional intelligence to find its effect on several areas, and several issues have been identified, but very few have been done on employee commitment.

Some research has shown a correlation between emotional intelligence and employee commitment. Khan et al. (2014) indicated that there is a positive relationship between emotional intelligence and employee commitment. Bučiūnienė & Škudienė (2008) found a positive relationship between leadership styles and employees' commitment. Similarly, Ponnu & Tennakoon (2009) highlighted the positive association between ethical leadership behavior and employees' organizational commitment. Additionally, Avolio et al. (2004) revealed that transformational leadership is generally linked to employee commitment, although this association is limited to one aspect of leadership styles, excluding transactional and laissez-faire leadership.

A study by Qureshi et al. (2015) in the sports industry of Sialkot, Pakistan, established that there is a correlation between emotional intelligence and worker commitment. Hence, organizations may put themselves in a much better position to create higher levels of worker commitment by selecting those leaders who demonstrate high attributes of emotional intelligence and, more specifically, higher levels of self-control and well-being. This higher-level work commitment may result in higher worker performance and productivity and tends to reduce tardiness, absenteeism, and employee turnover. The relationship between emotional intelligence and employee commitment in financial institutions cannot be ignored, putting in mind that financial institutions are instrumental in the growth of the economy.

On the other hand, Gunu and Oladepo (2014) demonstrated that a manager's emotional intelligence and employee commitment were not significantly positively related. Most of the previous authors have tried to conduct a study on the topic in different ways. For example, Mesfin L. and Kiflom G. (2018) examined the impact of leadership styles on employee commitment at St. Mary's University, and Beminet K. (2023) conducted a study on the effect of leadership styles on employee commitment. However, there has been a notable absence of research on the effect of emotional intelligence on employee commitment with the mediating factor of leadership styles in the World Health Organization, considering emotional intelligence as an independent variable, employee commitment as a dependent variable, and leadership styles as a mediating factor. This observed gap encouraged the researcher to conduct a further investigation on the effect of emotional intelligence on employee commitment, with leadership styles as a mediating factor, in the case of the World Health Organization.

1.3. Basic Research Questions

The study tries to address the following research questions:

1. How is the existing level of emotional intelligence, leadership styles and employee commitment in World Health Organization?
2. What is the relationship between emotional intelligence, leadership styles and employee commitment in World Health Organization?
3. What is the direct effect of emotional intelligence on employee commitment in World Health Organization?

4. What is the indirect effect of emotional intelligence on employee through mediation of leadership styles in World Health Organization?

1.4 Objectives of the Study

1.4.1 General Objectives

The general aim of this study is to investigate the effect of emotional intelligence and mediating effect of leadership style on employee commitment in UN, a case of World Health Organization.

1.4.2 Specific Objectives

1. To find out the existing level of emotional intelligence, leadership styles and employee commitment of World Health Organization.
2. To determine the relationship between emotional intelligence, leadership styles and employee commitment in World Health Organization.
3. To analyze the direct effect of emotional intelligence on employee commitment in World Health Organization.
4. To examine the indirect effect of emotional intelligence on employee through mediation of leadership styles in World Health Organization.

1.5. Significance of the Study

The finding of this study will have the following importance:

The primary purpose of this study is to provide valuable insights to relevant stakeholders regarding the effect of emotional intelligence on employee commitment mediated by leadership styles. It can assist UN organizations in comprehending the direct or indirect effects of emotional intelligence and leadership styles on employee and organizational commitment. Additionally, it may offer suggestions to stakeholders for future enhancements in the relationship and corrective measures for identified issues. Furthermore, the study will also contribute to a clear understanding of how different leadership styles influence employee commitment. Moreover, understanding an employee's level of commitment towards their work is essential to gauge their dedication to assigned tasks on a daily basis. Lastly, this study can serve as a starting point for other researchers interested in studying the subject on a broader scale.

1.6 Scope of the Study

Geographically, the study focuses on the United Nations, World Health Organization, country office of Ethiopia, specifically in the regions of Tigray, Amhara, and SNNP. The study doesn't cover beyond this area. Methodologically, the study involves respondent employees from various categories, including general service staff, professional staff, and national staff, who have a minimum of 2 years of work experience in the organization. This criterion is based on the findings of a study conducted by Latif et al. (2017), which established that a minimum of 2 years of work experience is necessary to examine the impact of emotional intelligence on employee commitment. The study took a period of 6 months to be finalized.

Thematically, the study focuses on three main variables: emotional intelligence, leadership styles, and employee commitment. Within the emotional intelligence variable, there are four sub-variables: self-assessment, self-management, social awareness, and relationship management. The leadership style variable encompasses three sub-variables: transformational, transactional, and laissez-faire leadership styles. Lastly, the employee commitment variable includes three sub-variables: affective, continuance, and normative commitment.

1.7. Limitations of the Study

While conducting the study, even though the researcher has exerted all the effort to maximize its success although the study was subject to some limitations that originated from its scope. The first limitation was that the geographic sample is limited to World Health Organization, country office of Ethiopia, specifically in Addis Ababa and on the regions of Tigray, Amhara, and SNNP employees, and some external (uncontrollable) factors, such as the sampling method to be chosen having inherent limitations (simple random sampling), which limits the research's outcome, may be a deterrent to the smooth implementation of this research as expected. Because using a sample by itself has limitations.

The second limitation is that the data was collected through a questionnaire. It is better to conduct further studies with the employees by using interview and focus group discussion, nominal group techniques, and open-ended questionnaires to determine the genuine perceptions towards emotional intelligence, leadership styles, and employees' commitment.

1.8 Definition of Key Terms

Emotional Intelligence (EI) is the ability to manage both your own emotions and understand the emotions of people around you.

“Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman, 1998).

Employee Commitment is a force that binds an individual to a course of action that is of relevance to a particular target (Meyer & Herscovitch, 2001). Although various definitions have emerged in the literature, the most common approach has defined organizational commitment as “the strength of an individual’s identification with and involvement in a particular organization” (Porter, Steers, Mowday & Boulian, 1974, pp. 604).

Leadership: Leadership is defined as an influence process relationship among leaders and followers to perform in such a way to reach a defined goal or goals (E.g. Bennis and Nanus 1985; Burns 1978, Yukl and Vanfleet, 1992).

Leadership Styles: Leadership style is a pattern of behavior leaders prefer to use (Marie, 2011).

1.9 Organization of the Thesis

This paper is organized into five chapters. The first chapter is an introduction and includes the background of the study, statement of the problem, research objectives, significance of the study, scope, definition of key terms, and organization of the paper report. The second chapter focuses on a review of related literature; it also conveys theoretical, empirical, and conceptual frameworks. Chapter three covers research methodology, including the design and approach of the study, data collection, sampling, data collection instruments, and data analysis techniques. Chapter four includes data analysis and presentation of the study, including descriptive as well as inferential analysis. The last chapter five encompasses a summary of the findings, conclusions, and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed the basic concepts and issues that had been discussed by different scholars on the research topic. Definitions, concepts and theories of emotional intelligence, employee commitment and leadership styles have been discussed. Additionally, the relationship between the variables from different related literatures have been addressed and reflected:

2.1 Definitions of Emotional Intelligence

Wayne Payne introduced the concept of emotional intelligence in 1985 through his doctoral dissertation titled "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction/expansion, and tuning in/coming out/letting go)." Payne's research in 1985 emphasized the negative impact of suppressing emotions on our emotional development, resulting in a lack of emotional awareness. He pointed out that various societal issues such as depression, addiction, illness, religious conflict, violence, and war are rooted in emotional ignorance. Payne argued that humans often reject their true emotional selves due to misunderstandings about the role of emotions in our lives. His influential statement, "Whatever our motivation, however, we have not done this out of any inherent evil nature. We've done this because we have had the wrong idea altogether about the nature of emotion and the important function it serves in our lives" (Payne, 1985), underscores the importance of comprehending emotional intelligence.

Payne's research not only posed critical inquiries regarding emotions but also established a foundation, structure, and resources for cultivating emotional intelligence. Nevertheless, the concept of 'Emotional Intelligence' was introduced by Peter Salovey and John D. Mayer in 1990, defining it as "a type of social intelligence that entails the capacity to monitor one's own and others' feelings and emotions, to differentiate between them, and to utilize this knowledge to direct one's thoughts and behavior" (Fianko, Afrifa & Dzogbewu, 2020). Despite its originality, the elements of this concept are likely familiar. It wasn't until later years that this concept gained traction. In 1996, an article titled "Emotional Intelligence and Emancipation" was released, in which a group

of women, perceived to have low emotional intelligence levels, rejected their societal roles (Adiguzel&Uygun, 2020).

However, individuals acquainted with emotional intelligence would probably link the name Daniel Goleman with it. Goleman, well-known for his bestselling book "Emotional Intelligence" published in 1995, played a significant role in popularizing the concept (Perla, Giovanni & Joel, 2019). A psychologist and science writer, Goleman, who had previously covered brain and behavioral research for the New York Times, encountered the work of Salovey and Mayer in the 1990s (Fianko, Afrifa&Dzobewu, 2020).

2.2 Evolution of Emotional Intelligence

In 1920, Thorndike put forth a model of intelligence that encompassed not only traditional factors but also introduced a new concept known as 'social intelligence'. Thorndike made a clear distinction between academic, mechanical, and social intelligence. (Weis & Süß 2005.) He defined social intelligence as the "ability to comprehend and effectively engage with individuals of all genders and ages - to exhibit wisdom in human relationships" (Mo & Andrew 2007). Within this definition, Thorndike emphasized the differentiation between the cognitive and behavioral aspects of social intelligence. The cognitive components involve "understanding others", while the behavioral aspects focus on "acting wisely in human relations" (Weis & Süß 2005). Subsequent research on social intelligence has explored various interests and approaches. Numerous studies have attempted to distinguish between academic intelligence and social intelligence, but progress in this area has been limited (Mo & Andrew 2007).

In the 1940s, the concept of non-cognitive intelligence emerged, asserting that intelligence cannot be fully understood without adequately defining its non-cognitive aspects. In the following decade, Maslow proposed that individuals have the capacity to develop their emotional strength. Gardner later introduced the notions of multiple intelligence, interpersonal intelligence, and intrapersonal intelligence. In the 1990s, a groundbreaking article titled "Emotional Intelligence" by Salovey and Mayer was published. The concept of emotional intelligence (EI) gained further popularity through Daniel Goldman's book "Emotional Intelligence: Why It Can Matter More than IQ" (Dhani& Sharma 2016).

2.2.1 Five Periods of Emotional Intelligence Development

There have been five periods of development related to emotions and intelligence over the last century. The first period was from 1900 to 1969, when intelligence research was focused on psychometric research and clarified the notion of intelligence. Researchers discussing emotions debated the order of physiological reaction and emotion, that is, the sequence of the Darwinian theory to a cultural understanding. The notion of social intelligence was also introduced in this period.

The second period is from 1970 to 1989. Cognition and affect were developed during this period. Emotions and thoughts were studied by researchers to clarify their interrelationships. Gardner's theory of multiple intelligences introduced intrapersonal and interpersonal intelligence. Empirical research on social intelligence identified four components of social intelligence: social skills, empathy skills, prosaic attitudes, and emotionality. Brain research started to discover the relationship between the relationship between emotion and cognition, and occasional EI use was noted.

The 1990–1993 period saw the emergence of emotional intelligence. Mayer and Salovey published works on emotional intelligence and developed the first ability measure for it. The existence of emotional intelligence was argued for by the editor of the journal *Intelligence*. Further brain science development contributed to the knowledge of emotional intelligence.

The 1994–1997 period is when emotional intelligence became hot and expanded its scope. Goleman's book, *Emotional Intelligence*, became a world's best-seller, and the magazine *Time* featured the cover of "EQ." Mixed-model theories published EI measures in this period.

Since 1998, the institutionalization of emotional intelligence has been the focus of research. The conceptual refinement and introduction of new measures have taken place. Peer-reviewed articles on the topic were published, and this moves the topic even further (Dhani& Sharma, 2016).

2.3 Components of Emotional Intelligence

Goleman investigates deeper into emotional intelligence by dividing it into four components: self-awareness, self-management, social awareness, and relationship management.

2.3.1 Self-Awareness

Dr. Tasha Eurich, an Organizational Psychologist, conducted a study indicating that while 95% of individuals believe they are self-aware, only 10-15% possess this trait. She stresses that self-awareness is a crucial skill for success in the 21st century, impacting areas “such as communication, influence, emotional intelligence, and collaboration” (Jastzabski, 2020, p.8). Particularly for leaders, developing emotional self-awareness is essential as it forms the basis for emotional and social intelligence, enabling effective management of emotions and interactions.

Building the skills of self-awareness for management staffs and public figures are crucial to be successful in their career and result oriented various studies recognize the influence of self-awareness on team performance and achievement of set goals. Church (1997) describes self-awareness as individual’s knowledge and skill to understand their own behaviors and feelings and its influence positively and negatively on their chain of management. Church grouped managers into high performing and average performing in his study and examined self-awareness. The result shows there is a huge gap between the two groups in understanding and talent in managing self-awareness and its influence on others. So, to be effective and efficient management and leader knowledge and skill in self-awareness and understand other’s reaction is important. Baron and Byrne (1991) detailed that self-awareness involves well organized and intensively processed knowledge and skill. According to Goleman (1998), self-awareness is reflected in attaining the skill and mentoring and lending a hand to subordinates to upgrade their knowledge of self-awareness.

Showry and Manasa (2014) propose successful public leaders and managers utilize self-awareness through looking the bright side and communicating effectively and efficiently to their team members horizontally and vertically to achieve their goals. Bradberry & Greaves (2009), consider self-awareness essential component of emotional intelligence; it includes familiarize and reacting positively with the self-emotion and other’s emotion to manage and control a situation.

2.3.2 Self-Management

Self-management is the combination of talent and skill to manage and regulate emotions and thoughts under different circumstances for the best outcome of interactions among team members. It avoids and reduces counterproductive situations. Self-management is capability of an individual to control emotions and construct and recover quickly (Hay Group, 2005).

Self-management competency explained in terms of self-discipline to regulating emotions to achieve the best outcome of the situations. It makes a person fully aware own emotion's and manage it to achieve the goal. Self-management is a capability to build constructive working environment to achieve common goal and long-term vision. The pillars of emotional intelligence include emotional self-control, trustworthiness, conscientiousness, adaptability, optimism, achievement orientation and initiative (Boyatzis & Goleman, 2002).

Emotional self-control is balancing internal feelings and impulses with common goals and long-term vision (Goleman, 2002). It enables to make sound and informed decision for the best interest of an organization and team members. Management and leaders with emotional self-control skills have the competency to manage both their personal feelings and their team members taking into consideration the ultimate objective of an organization. It incorporates being trusted among their team members to deliver the commitment and reliable regardless of a situation.

Conscientiousness represents being responsible for his/her own actions outcome (Goleman, 2002). Adaptability is being flexible and creative to address the changing environment with modified action plan without being dominated by personal feelings. Achievement orientation can be explained through setting competent goals which are challenging but achievable through dedicating available resources to the full extent (Goleman, 2002). It is a combination of actions, behaviors, and leadership skill. Finally, initiative is taking a responsible action at a reasonable time based on available information or making informed decision ahead of time (Goleman, 1998, 2002).

If people do well in self-management, they gain improved social skills which enables to manage and dedicate available resources to achieve common goals. It also stimulates positive responses from coworkers. This also might stimulate a deeper and realistic self-management and self-awareness. Positively impact coworkers' emotion is essential for employees to gain high quality interpersonal relationships with them (Mayer et al., 1998), and creates improved social awareness from different point of view. In turn, people with a good understanding social awareness, being less narrowly focused, may be better able to flexibly approach problems, consider alternative scenarios, and avoid rigidity in self-management. Self-management enables individuals to be held accountable themselves for their emotions and actions. Self-management facilitates to make the individuals actions based on informed decisions that support our emotional health. Being mentally active and healthy state of mind is very helpful to attain our objectives and common goals. Qualitative self-management and self-awareness will build realistic expectations through managing different challenges using available resources (Mayer et al., 1998)

Hay Group (2005) notes that people who are high in self-management in today's global workforce put more consistent effort to understand about cross-cultural situations to manage cultural difference and exploit the opportunity to achieve common goal. It is also helpful to address cultural differences and to avoid misunderstanding and counterproductive working environment. It avoids stressful cultural shock and improves level of performance among culturally diversified team members.

According to Jacobs (2001), when coming up with measures of self-management, emotional self-control is mandatory, transparency and adaptability is somewhat antagonistic. Transparency is about stability, openness, reliability, and trust; whereas adaptability is about flexibility and openness to change. "A person must show one of these competencies and finally a person must show either achievement or initiative or optimism" (Hay Group, 2005, p.5). Social awareness consists of a combination of important elements, such as empathy, service orientation, looking from different point of view and organizational awareness (Kanesan & Fauzan, 2019). It involves accurately and promptly recognizing the emotions of others, as well as understanding their thoughts and feelings without being influenced by one's own emotions and thoughts.

2.3.3 Social -Awareness

Social awareness encompasses various important elements, such as empathy, service orientation, and organizational awareness (Kanesan & Fauzan, 2019). It involves accurately and promptly recognizing the emotions of others, as well as understanding their thoughts and feelings without being influenced by one's own emotions and thoughts. Active listening and observation are recommended by Kanesan & Fauzan (2019) as essential practices for effectively developing these skills. Developing social awareness requires patience and consistent effort to understand how others think and feel.

According to Kumar, Adhish& Chauhan (2014), individuals who are socially aware can adapt to different situations by interpreting the emotions and feelings of others and utilizing this information during interactions. Social awareness is closely connected to social relationships and dynamics within an organization. The empathy aspect of social awareness allows leaders to recognize the emotions, concerns, and needs of others, enabling them to interpret nonverbal cues like tone of voice and facial expressions (Cherniss & Goleman, 2001). In terms of service, social awareness plays a vital role in customer interactions, as socially aware individuals can understand and address customer requirements and concerns. Goleman (1995) emphasizes the importance of organizational-level social awareness, not just interpersonal awareness, in understanding social hierarchies within groups. Exceptional performers in most organizations possess the ability to objectively assess situations without being influenced by personal biases and assumptions, enabling them to respond effectively (Cherniss & Goleman, 2001).

According to Martinovski, Traum, and Marsella (2007), social awareness plays a significant role in the development of trust in leader-employee relationships. Furthermore, effective leadership necessitates the ability to consider the perspectives of others (Fianko, Afrifa & Dzogbewu, 2020). Fianko, Afrifa &Dzogbewu (2020) further elaborate that leaders must possess the capacity to see the world from the viewpoint of others, highlighting the importance of empathy in fostering behaviors essential for successful global leadership.

In their study, Martinovski, Traum, and Marsella (2007) compared emotional and cognitive competencies as determinants of subordinate-perceived effective leadership. The findings

indicated that perceiving others' mental states and empathizing with them can establish a positive emotional connection that benefits leadership (Fianko, Afrifa & Dzogbewu, 2020).

Pinos, Twigg & Olson (2006) suggest that the social-awareness dimension of emotional intelligence is crucial for leaders to effectively communicate and understand both the situation and the level of comprehension of their followers. Among the dimensions of emotional intelligence, Goleman (2001) asserts that empathy is the most easily recognizable. Fianko, Afrifa & Dzogbewu (2020) explain that empathy is a vital skill for building relationships with diverse colleagues, employees, and conducting business with individuals from different cultures.

They state that empathy serves as an antidote to potential misunderstandings in cross-cultural dialogues, enabling individuals to perceive subtle cues in body language and comprehend the emotional messages underlying words, thereby appreciating the significance of cultural and ethnic differences (Fianko, Afrifa & Dzogbewu, 2020).

2.3.4 Relationship Management

Many scholars argue that emotional intelligence plays a crucial role and has positive effects on individuals' lives, especially in terms of leading others (Krén & Séllei, 2021). Emotional intelligence can be observed in interpersonal relationships, such as those between leaders and employees. According to Daniel Goleman (1998), it refers to the ability to effectively elicit desirable responses from others. Relationship management is considered a vital skill for successful managers or leaders, particularly in cultures that value the behaviors associated with relationship management (Engle & Nehrt, 2011). Goleman (1995) further breaks down relationship management into competencies, including developing others, inspirational leadership, change catalyst, influence, conflict management, and teamwork and collaboration.

Krén & Séllei (2021) conducted research that analyzed the emotional intelligence of leaders in high-performing organizations and its impact on their performance. Their findings supported Goleman's theories, showing that self-awareness, emotional regulation, awareness of others, and empathy towards them enable leaders to create a positive, inspiring, and motivating environment for their subordinates (Krén & Séllei, 2021).

One aspect of relationship management involves the ability to establish connections with individuals whom one may not particularly favor. Leaders must maintain professional relationships with all employees, as they are responsible for setting the standards.

Leaders who fail to manage their stress end up transmitting their own stress to those around them (Kumar, Adhish & Chauhan, 2014). Relationship management is a unique skill for each individual, which brings us to the significance of transformational leadership.

2.4 Benefits of Being Emotionally Intelligent

According to Goleman D. (2011), leadership is not about dominating others, but rather about persuading them to work together towards a shared objective. Managing emotions offers numerous advantages, such as knowing when to respond and when to stop. Additionally, it involves understanding appropriate emotional expressions in oneself and others.

Goleman D. (2011) suggests that competence in this area can be achieved through learning, specifically by developing social awareness and relationship management skills. However, this does not imply that one has not mastered the additional skills required to handle customers adeptly or resolve conflicts. Emotional intelligence, like any skill, helps foster a positive approach and attitude, without disregarding the range of emotions or the challenges of life. Hassen G. (2008) adds that emotional intelligence is not only about understanding and managing emotions, but also about experiencing positive emotions that motivate and inspire individuals. Conversely, emotional deficiencies in the workplace can lead to decreased productivity, as emotionally upset individuals struggle to remember, focus, learn, and make clear decisions (Goleman D., 2011).

2.5 Leadership style

Leadership style refers to the approach taken by a leader in providing guidance, implementing plans, and motivating individuals within an organization (Northouse, 2015). It is crucial for leaders to identify the most suitable leadership style to effectively manage their employees. As stated by Harry S. Truman, the 33rd President of the United States, a leader is someone who can persuade people to do things they may not want to do or are too lazy to do. Leadership is a process that involves influencing others within a group to achieve a common goal. The leader serves as the inspiration and director of action, possessing the necessary personality and skills to motivate others

to follow their guidance. In the business world, leadership is closely tied to performance, with effective leaders being able to enhance their company's overall success.

Leadership plays a vital role in managing and overseeing employees and organizations. The choice of leadership style to be employed within an organization depends on the specific sector of business in which it operates. An effective leader is someone who can inspire and connect with their subordinates, boost employee motivation, and foster loyalty towards the organization.

There are various types of leadership styles, with transactional and transformational styles being the most applied in organizations today. A comprehensive description of different leadership styles is provided below.

2.5.1 Transformational Leadership

Bass & Riggio (2006:4) stated that transformational leaders inspire individuals to exceed their initial goals and often surpass what they believed was achievable. They establish ambitious standards and usually attain superior results.

Additionally, transformational leaders are known to have followers who are more dedicated and content. Luthans & Doh (2009:474) outlined the four elements of TFL as follows.

Idealized Influence

Transformational leaders possess charisma and are highly esteemed by their followers. They foster a sense of pride, loyalty, and confidence among their people, and they unite them by presenting a shared purpose or vision that is willingly embraced by the followers. This concept can be observed from two angles: idealized influence attributes and idealized influence behavior. Leaders with idealized influence attributes serve as role models, and their followers aspire to emulate them. On the other hand, leaders with idealized influence behavior exhibit the capability to influence and modify the behavior of their employees (Bass & Riggio, 2006).

Inspirational Motivation

The leaders excel in communicating their vision, mission, and beliefs clearly, making it easy for others to understand the purpose of their actions. By giving meaning and direction to their followers, they are able to foresee the future of various issues, aligning with the overall vision of Transformational Leadership.

Intellectual Stimulation

Transformational leaders have the ability to challenge their followers to question traditional beliefs and embrace fresh perspectives on how tasks should be approached. Instead of reprimanding mistakes, individuals are supported in finding innovative solutions to problems. Novel concepts and inventive problem-solving methods are actively sought from followers, who are actively involved in problem-solving and decision-making. Followers are motivated to experiment with new strategies, and their ideas are welcomed even if they diverge from the leaders' viewpoints.

Individual Consideration

Every employee is evaluated individually. Transformational Leadership takes into account the unique requirements, desires, and expectations of each person, just like a coach or mentor would.

These leaders have the ability to identify and address the specific needs of their team members, which helps in their personal growth. The leaders' behavior in this regard showcases their acceptance of individual variations (ibid.).

2.5.2 Transactional Leadership

Yukl (2007: 280) stated that transactional leadership involves a process of exchange that can lead to follower compliance with leader requests, but it is unlikely to inspire enthusiasm and commitment to task objectives.

Transactional Leadership is characterized by leaders rewarding or disciplining followers based on their performance (Bass & Riggio, 2006). Luthans & Doh (2009: 474) outlined the three components of TSL as follows.

Contingent Reward - This type of leadership involves the leader assigning tasks or gaining agreement from followers on what needs to be done, with promised or actual rewards offered in exchange for satisfactory completion of the task. An example of a contingent reward item is “The leader clearly outlines the rewards that can be expected upon achieving performance goals (Bass & Riggio, 2006).” Contingent reward is considered transactional when the reward is material, like a bonus, but it can be transformational when the reward is psychological, such as praise (Antonakis et al., 2003).

Management by Exception - Active - In active management by exception (MBE), the leader actively monitors deviations from standards, mistakes, and errors in a follower's tasks, and takes corrective action as needed. Active MBE can be crucial and effective in certain situations, especially when safety is a top priority. An example item for active MBE is "The leader focuses on failures to meet standards (Bass & Riggio, 2006).

2.5.3 Laissez-Faire Leadership Style

Laissez-faire leadership may be the best or the worst of leadership styles (Goodnight, 2011). Laissez-faire, this French phrase for "let it be," when applied to leadership describes leaders who allow people to work on their own.

Laissez-faire leaders abdicate responsibilities and avoid making decisions, they may give teams complete freedom to do their work and set their own deadlines. Laissez-faire leaders usually allow their subordinate the power to make decisions about their work (Chaudhry & Javed, 2012).

2.6 Emotional Intelligence (EI) and Leadership Styles

For quite some time now, researchers have established a strong correlation between emotional intelligence competencies and individual performance (Boyatzis, 1982). It has been found that managers or leaders who possess high emotional intelligence contribute to increased performance at both the individual and organizational levels (Carmeli, 2003; Nikolaou & Tsaousis, 2002; Parasuraman & Nachman, 1987; Weinberger, 2003; Wong & Law, 2002). Furthermore, emotional intelligence has been linked to enhanced organizational effectiveness across various domains (Cherniss & Goleman, 2001). Individuals with high emotional intelligence are more likely to become effective leaders (Goleman, 2000). Goleman, Boyatzis, and McKee (2002) have demonstrated a clear connection between emotional intelligence, leadership style, and organizational performance. The significance of leadership style has been extensively researched and discussed, including its relationship with emotional intelligence (Mandell & Pherwani, 2003; Turner & Müller, 2005; Turner & Lloyd-Walker, 2008).

Mandell and Pherwani (2003) discovered a significant correlation between transformational leadership style and the emotional intelligence of leaders. Additionally, Prati et al. (2003) developed a model that links emotional intelligence, leadership, team processes, and outcomes.

According to Prati et al. (2003), emotional intelligence abilities are crucial for effective team leadership and successful team outcomes.

2.7 Emotional Intelligence and Transformational Leadership

Emotional Intelligence is crucial in enhancing a transformational leadership style, and the combination of these two elements has the potential to positively impact project outcomes (Leban & Zulauf, 2004). Butler and Chinowsky (2006) conducted a study on the correlation between emotional intelligence and transformational leadership styles among project managers in the construction industry. They highlighted that interpersonal skills and empathy are essential emotional intelligence behaviors that construction industry executives need to possess for achieving successful project outcomes.

Various researchers, including Barbuto & Burbach (2006), have also confirmed the positive relationship between emotional intelligence and transformational leadership. According to Goleman, et al. (2002), emotional intelligence is not only a tool for enhancing power but is also a fundamental aspect of effective leadership.

Goleman, et al. (2002) proposed a model of emotional intelligence that identifies four critical domains, each consisting of 18 competencies. This model emphasizes that successful leadership requires the integration of emotional intelligence abilities. Leader attributes such as interpersonal skills (Greenleaf, 2003), influencing skills (Maccoby, 2000), and emotional self-management (Humphrey, 2002) are closely associated with emotional intelligence abilities.

2.8 Emotional Intelligence and Transactional Leadership

Emotional Intelligence can enhance transactional leadership when leaders utilize the contingent reward characteristic to motivate employees to excel. Bass (1985) and Bass and Avolio (1997) defined transactional leadership by two main characteristics: contingent rewards and management by exception. Contingent reward involves rewarding employees once they have met agreed-upon goals, fostering a culture of exchanging rewards for performance. By integrating emotional intelligence with transactional leadership, employees are more likely to be dedicated to their work and improve their performance. Through emotional intelligence, transactional leaders can

effectively reward employees based on their performance, thus encouraging commitment and loyalty. Bass (1985) suggests that by offering contingent rewards, transactional leaders can inspire involvement, loyalty, commitment, and performance from their subordinates. Additionally, transactional leaders may engage in active management by exception, monitoring followers to prevent errors while maintaining the status quo (Bass & Avolio, 1995).

When combined with emotional intelligence, transactional leaders can make informed decisions on when and how to intervene, considering the employees' needs and readiness.

Transactional leadership can be effectively supported by Emotional Intelligence when leaders utilize the contingent reward characteristic to inspire and motivate their employees to perform at their best.

According to Bass (1985) and Bass and Avolio (1997), transactional leadership can be defined in terms of two components. Allen & Meyer (1990) define employee commitment as a psychological state that reflects the employee's relationship with the organization and influences their decision to continue working for the organization. Similarly, Meyer & Becker (2004) describe a committed employee as someone who remains loyal to the organization, consistently attends work, puts in extra effort, safeguards company assets, and believes in the organizational goals. Such employees make positive contributions to the organization due to their strong commitment. Meyer & Allen (1997) [as cited in Meyer & Becker, 2004] also define a committed employee in a similar manner. Research indicates that low commitment has detrimental effects on individuals and organizations, while high commitment benefits both parties (Brockner et al., 1992). Organizational commitment is associated with increased satisfaction, performance, and adaptability (Lok & Crawford, 1999; Meyer & Becker, 2004), as well as reduced absenteeism and employee turnover (Lo et al., 2010).

2.9 The Concept of Employees' Commitment

Meyer and Herscovitch, (2001) stated that employee commitment is the psychological state that binds an employee to an organization thereby reducing the problem of employee turnover and as a mind-set that takes different forms and binds an individual to a course of action that is of important to a particular target. Cohen (2003) stated that “commitment is a force that binds an individual to a course of action of relevance to one or more targets”. According to Sharma and Bajpai (2010), employees are regarded as committed to an organization if they willingly continue their association with the organization and devote considerable effort to achieving organizational goals. The high levels of effort exerted by employees with high levels of organizational commitment would lead to higher levels of performance and effectiveness of both the individual and the organizational levels.

Employee commitment is a feeling of dedication to one's employing organization, willingness to work hard for that employer, and the intent to remain with that organizational attachment of the individual to the organization (Udu & Ameh, 2016). 2019 | International Journal of Financial, Accounting, and Management/ Vol 1 No 1, pp. 23-37 26.

Studies had been done on different dimension of commitment, Freund and Carmeli (2003) grouped employee commitment into the following five categories: profession, affirmative, diligence, occupational, and firm commitment. These commitments can be sub grouped into two major categories: commitments affecting work attitude excluding a firm and a firm employee working. The first subgroup includes diligence, profession, and occupational commitments that influence work attitudes; the second sub group influenced by a firm in which the employees work: continuance and affective organizational commitment.

Meyer and Allen (1997) used the tri-dimensional model to explain employee commitment, these are: affective, continuance, and normative commitments. Affective commitment relates to affection and connection to their organization; it is usually associated to a constructive working environment and relationships with the other employees (Chung-Chen & Chih-Jen, 2013). Employees of an organization who are committed to an organization from a stand point of on an affective basis, continues dedicated employment with an organization on personal interest (Meyer & Allen, 1991), and also continue employment with an organization because he/she views his/her

personal employment relationship as harmonious to the goals and values of an organization (Beck & Wilson, 2000). Normative commitment, on the other hand, is related to employee perception of personal obligation: employees may feel they owe the organization for being given a job when they need it most (Chung-Chen & Chih-Jen, 2013). Continuance commitment related terms of employment based on job contracts, which makes breaking a contract of a job may be financially and economically costly; it is taking into consideration costs and benefits associated with termination of employment contracts (Meyer & Allen, 1997).

Meyer and Allen (1991) additionally acknowledged that primarily due to continuance remain committed because he/she need to do so. Normative commitment may involve the perception of an employee morally obligated because of the fringe benefits received from the organization.

The fundamental theory of employee commitment is Allen and Meyer's conceptualization, which sets itself apart from other theories by focusing on the psychological state being described. They outlined three dimensions of employee commitment: affective, continuance, and normative commitment. Normative commitment is a comparatively new addition to the concept of organizational commitment, initiated after the other two dimensions are introduced publicly (Allen & Meyer, 1990).

2.10 Dimensions of Employee Commitment

The fundamental theory of employee commitment is Allen and Meyer's conceptualization, which sets itself apart from other theories by focusing on the psychological state being described. They outlined three dimensions of employee commitment: affective, continuance, and normative commitment. Normative commitment is a relatively recent addition to the concept of organizational commitment, introduced after the other two dimensions (Allen & Meyer, 1990).

2.10.1 Affective commitment- pertains to an employee's emotional connection, involvement, and alignment with the organization and its objectives. It encompasses the development of an emotional bond with the organization, identification with it, and the desire to maintain membership. Affective commitment signifies a situation where employees choose to remain in the organization willingly (Allen & Meyer, 1990; Meyer et al., 2004).

Affective commitment is also rooted in attitudes, where the employee views themselves as an integral part of the organization.

Individuals with high levels of affective commitment remain in their roles because they genuinely want to. Therefore, it is crucial for organizations to cultivate a sense of affective commitment among employees, as strong affective commitment leads to employees who are committed to staying in the organization and embracing its goals and values (Allen & Meyer, 1990).

2.10.2 Continuance Commitment refers to the situation where employees choose to stay in an organization because they consider the costs of leaving. It involves an understanding of the expenses associated with leaving the organization and a willingness to remain due to the employee's investments that cannot be transferred elsewhere. These investments may include retirement plans, relationships with colleagues, or unique aspects of the organization. Continuance commitment also takes into account factors like years of employment and exclusive benefits offered by the organization. Employees with continuance commitment weigh the disadvantages of leaving and opt to stay, viewing it as a necessary decision to avoid potential costs. While organizations may perceive continuance commitment as a negative commitment type, it is not inherently negative. Individuals with high levels of continuance commitment remain in the organization out of necessity, recognizing the potential consequences of leaving (Allen & Meyer, 1990).

2.10.3 Normative Commitment is the third dimension of employee commitment, characterized by a sense of obligation to continue employment. Individuals with high levels of normative commitment stay in an organization because they believe it is their duty to do so (Allen & Meyer, 1990). It is argued that normative commitment is a natural outcome of societal upbringing, influenced by commitments like marriage, family, and religion. Therefore, when it comes to their commitment to their place of employment, individuals often feel a moral obligation to the organization (Meyer et al., 2004). The three elements of employee commitment encompass a psychological state that defines the employee's connection with the organization or has the potential to influence whether the employee will stay with the organization. An individual may possess varying levels of each type of commitment, which are not mutually exclusive. Therefore,

employees who are considered "committed" are more inclined to stay with the organization (Allen & Meyer, 1990).

Meyer & Allen (1997) [as cited in Meyer et al., 2004] discovered that employees who have a positive relationship with their immediate work group exhibit higher levels of commitment to the organization as a whole. Consequently, they suggest that employees should be provided with ample opportunities in the workplace to foster commitment to the organization. Additionally, Ugboro (2006) determined that employees' organizational commitment is significantly linked to their perceived job security.

2.11 Empirical Literature Review

2.11.1 The Effect of Emotional Intelligence on Employee Commitment

Connecting emotional intelligence (EQ) with employee dedication can offer organizations a viable option for enhancing organizational performance. Improving EQ abilities allows employees to manage their emotions and inspire themselves more efficiently (Mayer et al., 2004). The primary objective is to cultivate the emotional intelligence of employees, leading to enhanced organizational performance. Numerous studies worldwide have explored the concept of emotional intelligence. EQ has been observed to have a positive impact on employee dedication globally.

A research conducted by Velmurugan and Zafar (2010) focusing on emotional intelligence and organizational dedication among hotel managers in Trichy, India, revealed a correlation between emotional intelligence and employee commitment. Emotional intelligence has a distinct ability to forecast academic performance and is linked to the quality of social interactions with colleagues. Fluctuations in employees' emotions result in changes in behavior, which in turn influences the level of service provided by an employee. Positive emotions, such as excitement and enthusiasm, lead to improved customer service and a positive contribution to the organization.

Conversely, negative emotions like anxiety result in a lack of focus among employees in the workplace (Song et al., 2010). Employee dedication is impacted by emotional intelligence. A study by Qureshi et al. (2015) in the Sports Industry of Sialkot, Pakistan, established a correlation between emotional intelligence and employee commitment. Therefore, organizations can position themselves more effectively to foster higher levels of employee commitment by selecting leaders

who exhibit strong emotional intelligence attributes, particularly high levels of self-control and well-being.

Enhanced dedication to work at a higher level can lead to improved employee performance and productivity, as well as a decrease in tardiness, absenteeism, and turnover. The correlation between emotional intelligence and employee commitment within financial institutions is crucial, considering the significant role these institutions play in economic development.

2.11.2 The Effect of Emotional Intelligence on Leadership Style

Leadership and emotional intelligence are becoming increasingly crucial in light of the competitive work environment and the globalization of companies. The global presence of organizations puts pressure on employees to perform and sustain themselves. Leaders, in particular, face heightened pressure to meet the expectations of the owners while also maintaining employee performance. It is essential for leaders to effectively manage conflicts, with emotional intelligence playing a significant role in conflict resolution. Detecting problems, conflicts, and issues, and identifying a suitable style to address them is a key aspect of leadership (MindTools 2020).

In order to foster a healthy work environment, leaders must be adept at managing their emotions and maintaining a balance between employee behavior and their own reactions (Barsade & O'Neill 2016). Research indicates that emotional intelligence positively impacts various leadership styles, particularly in terms of problem understanding and response. The most significant impact of emotional intelligence is observed in transformational leadership. Transformational leaders work closely with employees, striving to understand their needs, motivate them, and foster creativity.

According to researchers Bass and Avolio, transformational leaders inspire others to exceed their initial intentions and achieve higher performance levels than they thought possible. They set challenging expectations and consistently deliver superior results (Jyoti & Dev 2015). The behavior of these leaders is centered around motivating employees, promoting intellectual thinking, and adopting an individualized approach.

On the other hand, transactional leadership involves a transactional relationship between the leader and colleagues, followers, and employees. Non-transactional leaders tend to avoid involvement

in projects that may go astray and struggle with decision-making (Hamstra, Yperen, Wisse & Sassenberg 2013).

The outcomes of leadership pertain to the additional effort that employees are willing to exert to achieve specific goals (Abbas & Asghar 2010). There has been research conducted to demonstrate the correlation between emotional intelligence and leadership style. An interesting example is the study carried out by the Johnson and Johnson Customer Care and Personal Care Community, which revealed that top-performing managers possess significantly higher levels of emotional intelligence compared to other managers (Cavallo & Brienza 2001). Another study conducted by Gardner and Stough (2002) explored the relationship between emotional intelligence and leadership style among senior managers. Leban and Zulauf (2004) documented a connection between emotional intelligence skills and the style of transformational leadership in their research. Additionally, Duckett and Macfarlane (2003) conducted a study in a retail management context, which further supports the link between success, emotional intelligence, and transformational leadership.

2.11.3 The Effect of Leadership Styles on Employee Commitment

In a research conducted by Osunsan et al. (2018) at the Kampala International University Uganda, it was found that there is a significant relationship between emotional intelligence and leadership skills among postgraduate students. Gunu and Oladepo (2014) also discovered a correlation between employees' emotional intelligence, organizational commitment, and performance. Interestingly, the study revealed that there was no significant positive relationship between a manager's emotional intelligence and organizational commitment.

The researchers suggested that organizations should implement an organizational socialization program for new employees, focusing on developing emotional intelligence to enhance their performance. Furthermore, a study by Amir and Jesse (2016) emphasized the importance of integrating emotional intelligence training and intervention techniques for psychotherapists in Northern Uganda to effectively manage work-related stress.

Mayer and colleagues (2017) conducted a research study on the emotional intelligence of South African women leaders with higher education. The study revealed that these leaders possess

intrapersonal emotional quotient, adaptability, interpersonal emotional quotient, stress management, and a generally positive mood, in that specific order. The results of this study also laid the groundwork for further exploration of emotional intelligence components among South African women.

The study findings highlighted the significance of interpersonal emotional quotient, which ranked higher than intrapersonal emotional quotient, as women leaders prioritize interpersonal relationships, emphasizing emotional closeness, intimacy, and the desire for healthy and effective relationships. Empathy was particularly valued by these women leaders. Previous research has shown that psychological factors play a crucial role in employee commitment.

A study by Salami (2008) on industrial workers in Nigeria revealed that emotional intelligence, work role resilience, motivation for success, job satisfaction, and various democratic factors, with the exception of gender, significantly predicted organizational commitment. Another study by Mfikwe and Pelser (2017) on South African senior leaders, focusing on emotional intelligence and leadership styles, found no differences in leadership styles between male and female managers. Additionally, there was no correlation between the emotional intelligence levels of male and female managers. However, the study indicated that emotional intelligence and leadership are closely linked, with leadership providing the framework within which emotional intelligence functions.

Therefore, it is crucial to cultivate these qualities among senior leadership in order to promote a shared vision and deliver equitable service to the public. Numerous studies have focused on the correlation between leadership behavior and organizational commitment. Research has demonstrated that employees exhibit higher levels of organizational commitment when their leaders involve them in decision-making processes (Ugboro, 2006), show them consideration (Shore & Wayne, 1993), treat them fairly (Brockner et al., 1992; Allen & Meyer, 1990), and provide them with support (Allen & Meyer, 1990). Additionally, Mowday et al. (1979) [as cited in Ponnu & Tennakoon, 2009] have identified supervision as a crucial organizational factor that can impact employee commitment to the organization. The literature on organizational and management studies has highlighted a connection between commitment and leadership style, with several studies revealing a positive association between the two variables.

For example, Lo et al. (2010) concluded that supervisors' leadership styles significantly influence subordinates' organizational commitment. Similarly, Ponnu & Tennakoon (2009) suggest that ethical leadership behavior fosters employee organizational commitment and trust in leaders. Conversely, Awan & Mahmood (2009) conducted a study on the correlation between leadership style, organizational culture, and employee commitment in university libraries.

Their findings revealed that the leadership style, whether autocratic or laissez-faire, had no influence on the commitment of employees in university libraries. Surprisingly, most library professionals exhibited a high level of commitment towards their organizations, indicating a preference for a result-oriented culture. Similarly, Lok & Crawford (1999) observed that a bureaucratic environment, as a variable of leadership style, often resulted in lower levels of employee commitment and performance.

Additionally, Hunt and Liesbscher (1973) [as cited in Bučiūnienė & Škudienė, 2008] discovered a negative association between these two variables. In a separate study involving 156 participants, Lo et al. (2009) examined leadership styles and employees' organizational commitment in the Malaysian manufacturing industry. Their research aimed to enhance employee management and improve organizational productivity and achievements.

The study revealed that various dimensions of transactional and transformational leadership exhibited a positive relationship with organizational commitment, with transactional leadership style having a stronger impact. Similarly, Marmaya et al. (2011) investigated the perceptions of leadership style among Malaysian managers and its impact on organizational commitment. Their findings indicated that leadership tended to be more transformational than transactional. The study conducted by Bučiūnienė and Škudienė (2008) explored the correlation between employees' commitment to the organization and different leadership styles.

The results indicated that there were positive associations between a transformational leadership style and employee commitments. On the other hand, a laissez-faire leadership style was found to have a negative impact on employees' affective commitment. Davenport (2010) also examined the relationship between leadership style and organizational commitment, considering the moderating

effect of the follower's locus of control. The findings suggested that both leader style and locus of control play significant roles in driving organizational commitment.

Numerous research studies have consistently highlighted the positive influence of transformational leadership on various organizational outcomes. For example, transformational leadership has been linked to lower employee turnover, increased organizational citizenship behavior, and stronger organizational commitment. Similarly, Bycio et al. (1995) [as cited in Ponnu & Tennakoon, 2009] investigated the impact of transformational and transactional leadership on different dimensions of employee commitment.

The findings revealed that transformational leadership was a better predictor of affective, continuance, and normative commitment compared to transactional leadership. In line with previous studies, Avolio et al. (2004) also found a positive association between transformational leadership and employee commitment.

Contrary to previous studies, it was discovered that transformational leadership at the senior level indirectly had a more favorable connection with employees' organizational commitment compared to the relationship between commitment and the transformational leadership ratings of their immediate supervisors. Bučiūnienė & Škudienė (2008) referenced Simon's (1994) research, which explored the influence of transformational leadership on organizational commitment. The study revealed a positive association between transformational leadership and normative as well as affective commitment. Conversely, a negative correlation was identified between transformational leadership and continuance commitment. Bass and Avolio (1993) argued that organizations possess a distinct culture, shaped by leaders who adopt transactional or transformational leadership styles. Their research indicated that a transactional culture fosters short-term commitment, while a transformational culture nurtures long-term commitment. Mannheim & Halamish (2008) contended that under transformational leadership, organizational members prioritize the collective interests of the organization over individual gains.

Brown and Dodd's (2003) findings, as cited in Bučiūnienė & Škudienė (2008), demonstrated a strong correlation between transformational leadership dimensions and affective commitment, a slightly weaker yet still robust positive correlation with normative commitment, and no significant relationship with continuance commitment. Additionally, a negative association was observed

between transactional leadership dimensions and affective as well as normative commitments, with a statistically significant correlation found with continuance commitment (Brown and Dodd, 1999).

A study conducted by Mesfin L. and Kiflom G. (2018) examined the impact of leadership styles on employee commitment at St. Mary's University. The study revealed that both transformational and laissez-faire leadership styles have positive and significant associations with the various dimensions of employee commitment (affective, normative, and continuance).

However, there was no significant relationship found between transactional leadership and the dimensions of employee commitment. On the other hand, Beminet K. (2023) found that transformational and transactional leadership styles have a strong and significant positive correlation with affective, normative, and continuance commitment. Conversely, there was no statistically significant correlation between laissez-faire leadership style and affective, normative, and continuance commitment.

These findings highlight the importance of effective leadership and management in fostering employee commitment, as well as the need for skill development, results-oriented approaches, and an overall conducive environment within the institution. It is crucial for the leaders of the organization to actively practice effective leadership styles and create an environment that promotes employee commitment.

2.12. Summary and Research Gap

The empirical literature review examines two main areas: the effect of emotional intelligence on leadership style and the effect of emotional intelligence on employee commitment. The review highlights the importance of emotional intelligence in leadership and its impact on various leadership styles, particularly transformational transactional & Laisse-Faire leadership. It also explores the correlation between emotional intelligence and employee commitment, emphasizing the role of emotional intelligence in enhancing employee commitment.

The review cites several studies that demonstrate the positive relationship between emotional intelligence and leadership style. For example, research conducted by Johnson and Johnson Customer Care and Personal Care Community shows that managers with higher levels of

emotional intelligence perform better. Similarly, studies by Gardner and Stough, Leban and Zulauf, and Duckett and Macfarlane further support the connection between emotional intelligence, leadership style, and success.

The review also examines the relationship between emotional intelligence and employee commitment. It highlights the positive impact of emotional intelligence on organizational dedication, as evidenced by research conducted by Velmurugan and Zafar and Qureshi et al. Emotional intelligence allows employees to manage their emotions effectively, resulting in improved organizational performance. The review suggests that organizations can foster employee commitment by selecting leaders with strong emotional intelligence attributes.

Furthermore, the review discusses the impact of leadership styles on employee commitment. It cites studies that show a positive association between leadership behavior and employee commitment, such as involving employees in decision-making processes, showing consideration and fairness, and providing support. However, there are contrasting findings regarding the relationship between leadership style and employee commitment.

While some studies emphasize the positive influence of transformational leadership and ethical leadership behavior, others find no significant impact or even negative associations with certain styles, such as laissez-faire or bureaucratic leadership.

Overall, the review emphasizes the importance of emotional intelligence and effective leadership in fostering employee commitment and enhancing organizational performance. It provides a framework for understanding the relationship between emotional intelligence, leadership style, and employee commitment, highlighting the need for organizations to cultivate these qualities in their leaders and create a conducive work environment.

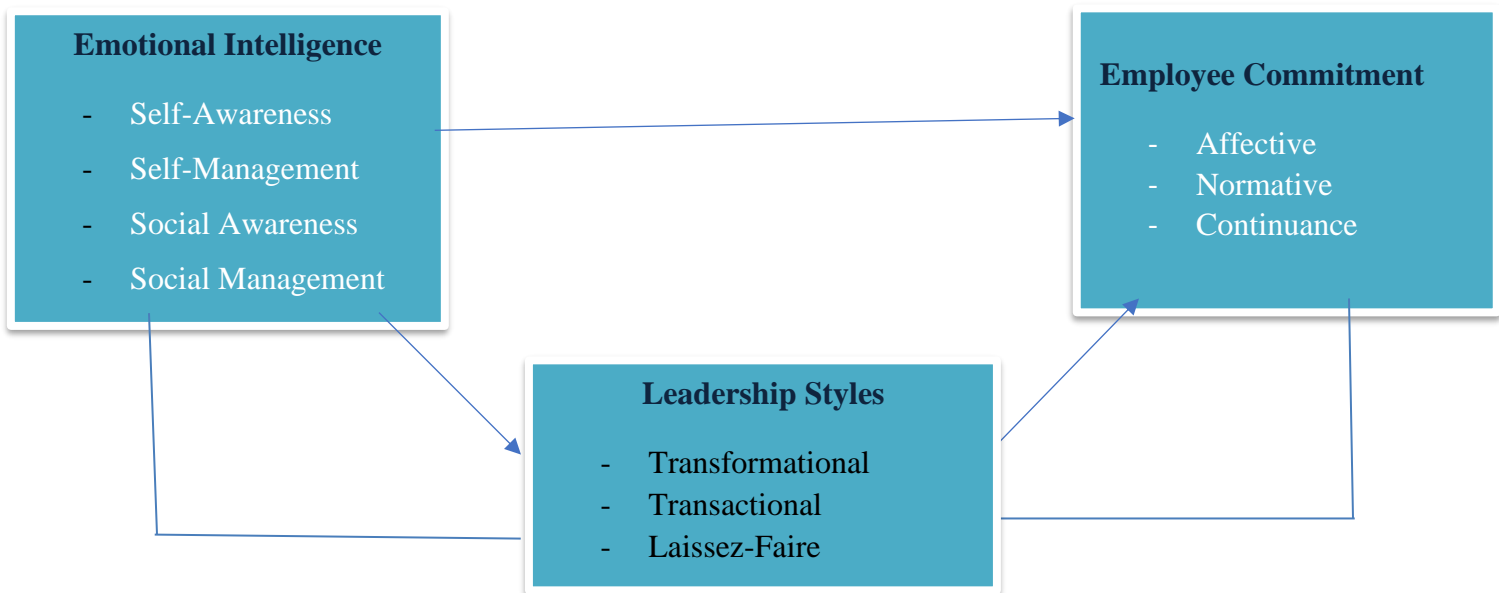
On reviewing the literatures, it is observed that the presence of a gap that needs a study on the direct and indirect impact of emotional intelligence on employee commitment, considering the mediating role of leadership styles in the World Health Organization.

Therefore, this study aims to address this identified gap by investigating the effect of emotional intelligence on employee commitment through the mediation factor of leadership styles in the World Health Organization.

2.13 Conceptual Framework

Based on the findings of different studies conducted in different time intervals the researcher constructs the conceptual framework like as follows:

Figure 1: Conceptual framework of the study



Source: Own design (2024)

CHAPTER THREE

RESEARCH METHODOLOGY

This part of the research covers research approach, research design, population and sample design, sampling techniques and sample size, data type and sources, data collection instruments, procedures of data collection, methods of data analysis, data processing and analysis techniques, data presentation, reliability and validity test, and ethical consideration of the research.

3.1 Description of the Study Area

The World Health Organization (WHO) is a specialized agency of the United Nations responsible for international public health. It is headquartered in Geneva, Switzerland, and operates six regional offices and 150 field offices globally. Established on April 7, 1948, the WHO held its inaugural meeting on July 24 of the same year. The WHO's official mission is to advance health and safety while assisting the vulnerable populations worldwide. It offers technical support to nations, establishes global health standards, gathers data on international health concerns, and acts as a platform for scientific and policy dialogues on health-related matters.

The WHO's current focal points include communicable diseases like HIV/AIDS, Ebola, malaria, and tuberculosis; non-communicable diseases such as heart disease and cancer; healthy eating, nutrition, and food security; occupational health; and substance abuse. The organization advocates for universal health coverage, engagement in monitoring public health threats, coordinating responses to health crises, and promoting overall health and well-being. The World Health Organization (WHO) is overseen by the World Health Assembly (WHA), consisting of 194 member states. The WHA appoints and provides guidance to a 34-member executive board comprised of health experts; selects the director-general of the WHO (currently Tedros Adhanom Ghebreyesus from Ethiopia); establishes objectives and priorities; and sanctions the budget and initiatives. WHO Ethiopia operates as one of the country offices within the Africa regional offices. under Ethiopia country office there are 4 regional hubs namely Amhara, Tigray, SNNP and Addis Ababa.

3.2 Research Approach

In this study, mixes of both quantitative and qualitative approaches are employed. The reason for combining both approaches is that it helps to get a deep understanding of the gaps in the study and gives the researcher a better opportunity to critically examine the data from participants in the study.

The rationale for using a quantitative research approach is that it is necessary to create a better understanding of the research problem enumerated in Chapter 1. It involves the collection of quantitative data using a structured questionnaire as a data collection tool and regression analysis as a data analysis tool. Qualitative approaches enable the collection of data in the form of words rather than numbers, and they provide verbal descriptions rather than numerical ones (Kothari, 2011).

3.3 Research Design

In this study, the researcher was used both descriptive and explanatory research design to analyze the data collected from employees. A descriptive research design was used to conduct the study because the researcher is interested in describing the current perception of employees under the study. In this study, the researcher used descriptive analysis that describes the effect of emotional intelligence on employee commitment. To explain, understand, predict, and control the relationship between variables, an explanatory research design was employed in the study.

3.4 Population and Sampling Design

The target population of this study comprises 537 staff of the World Health Organization (WHO), 181 professional staff, 13 national officers, and 343 general service staff. By using confidence levels of 95% and sampling errors of 5% probability technique (Cohen, Morrison, and Manion, 2005) and also by using Yamane's (1967) formula for determining sample size, $n=N/[1+N*(e)^2]$, where n is the sample size, N is the population size, and e is the level of confidence, a total of 229 sample respondents, including general service staff, professional staff, and national officers

were selected from each stratum using proportionate stratified sampling techniques and simple random sampling techniques.

3.4.1 Sampling Frame

Therefore, the sampling frame for this research is lists of all general service staff, professional staff, and national officers of world health organization who are working at the country office of Ethiopia.

3.4.2 Sampling Techniques and Sample Size

The target populations in this study were all 537 staff of the World Health Organization (WHO). The population from which a sample is to be drawn does not constitute a homogeneous group, and then stratified sampling techniques applied for the study. Hence, a stratified sampling technique was employed for this study because the populations are from different departments.

So the populations are stratified based on their work units. After stratifying the population by their work unit, the questionnaires administered to each staff member through a simple random sampling technique. The reason behind using simple random sampling techniques is that every member of the population would have an equal chance of being selected. The researcher used the following sample size determination formula to determine the sample size of the study.

The formula was developed by Taro Yamane (1967). It is calculated as follows:

$$n = \frac{N}{1 + Ne^2} = \frac{537}{1 + 537(0.05)^2} = 229$$

Where n is the sample size,

N is the population size, and

e is the level of precision or sampling error = (0.05)

The data was collected at one point in time from the total population of 537 staff, of whom 229 were selected as a sample. The proportionate stratified method was used to select potential respondents from each department.

Table 3.1: Summary of samples

Types of Staff	Number of Staff	Sample
General Service Staff	343	146
Professional Staff	181	77
National Staff	13	6
Total	537	229

Source: Own survey, (2024)

3.5. Data Type and Sources

Once the research methodology and the sampling size are formalized, the process of collecting survey questionnaires from respondents was carried out. Both primary and secondary data were employed for this research. Primary data was acquired through a questionnaire from staff of the World Health Organization (WHO). The questionnaire comprised closed-ended questions about the effects of emotional intelligence, leadership style, and employee commitment. The secondary data was collected from various books, documents, journals, articles, and internet sources related to the effects of emotional intelligence, leadership style, and employee commitment.

3.6. Data Collection Instruments

The researcher was employed data collection tools or instruments to collect the data. All the necessary data for this study was collected from the respondents through a questionnaire. Because the questionnaire is appropriate to the lives, attitudes, and beliefs of the respondents to get suitable information, rather than other methods such as interviews, in which most of the respondents are not willing to give appropriate information for the sake of private security about their emotions, leadership styles, commitment, etc. Questionnaires also have benefits over some other types of studies in that they are inexpensive, do not require a lot of effort from the respondents, and often have standardized answers that make it easy to accumulate data. Questionnaires were distributed to the relevant staff of the organization. The variables were measured using a Likert scale.

3.7. Procedure of Data Collection

First, the researcher was requested permission from staff of the World Health Organization (WHO). Permission for the survey was granted by the person administering it then distributed to

the respondents, and the researcher has explained to the participants regarding their roles in providing reliable information to the questions in the questionnaire. The researcher gave three days to the respondents to answer and return the questionnaire through online (Regional/Hub office staff) and by hand to the researcher at their office. Second, the collected data was cleaned, edited, arranged, and coded in excel before using any statistical method of analysis. The researcher used descriptive and inferential statistics to analyze the qualitative and quantitative data respectively.

3.8. Method of Data Analysis

Statistical Package for Social Science (SPSS) software version 23.0 was used to analyze and present the data through the statistical tools for this study, namely descriptive analysis, correlation, and multiple regression analysis.

A. Descriptive analysis

The descriptive analysis results were presented in tables, frequency distributions, and percentages to give a condensed picture of the data. This is to be reached through summary statistics, which includes the means and standard deviation values that were computed for each variable in this study.

B. Pearson Correlation analysis

In the study, Pearson's correlation coefficient was used to determine the relationships between emotional intelligence, leadership style, and employee commitment.

C. Multiple Regression Analysis

Multiple linear regression models employed to measure the level of significant effect of independent variables on the dependent variable through the mediating variable.

The model equations for the study are presented as follows:

The effect of emotional intelligence on employee commitment:

$$Y = B_0 + B_1EI + \epsilon \quad (\text{direct effect})$$

$$M = b_0 + b_2EI + \epsilon$$

$Y = b_0 + b_4EI + b_3LS + \epsilon$ (indirect effect), where: Y = employee commitment (dependent variable), X = emotional intelligence (independent variable) in the estimation model, B₀ = constant (value of Y when X₁ = 0), and ϵ = the error.

The researcher has tested the model by the collinearity (tolerance and VIF) test, linearity test, normality test, Autocorrelation test and multi-collinearity test to assess the degree of correlation between variables. The essential objective of using regression equations in this study was to make the researcher more effective at describing, understanding, predicting, and controlling the stated variables.

3.9. Ethical Considerations of the Study

To conduct the research, the researcher has considered different ethical guidelines. Before collecting the data, the researcher was requested permission from the staff of the World Health Organization (WHO). Permission for the survey was granted by the person who administers it and was honest in keeping any information about the respondent. In addition, the researcher has shown her respect for the respondents. Furthermore, the information gained from the respondents was kept confidential, and the research findings and respondents' responses were disclosed by using codes rather than disclosing their names of the respondents. Finally, every word or phrase taken from others work was duly acknowledged and put in the reference.

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter presents and discusses the results found from the respondents through structured questionnaires. The chapter is organized into two main parts. The first part is concerned with the demographic characteristics of respondents, and the second part focuses on analyzing, interpreting, and presenting the data. Appropriate sample size determined, reliable data collection method selected, clear and specific questionnaires prepared using a five-point Likert scale (starting from strongly disagree and ending in strongly agree on a continuum basis) and distributed. The data collected successfully, and all the data gathered was organized, tabulated, and analyzed using SPSS software to get a genuine result.

4.1 Demographic Characteristics of respondents

The demographic characteristics of the respondents is analyzed and presented in this section based on their sex, age, levels of education, and years of service in the present organization.

Table 4.1: Demographic characteristics of respondents

Background	Distribution	Frequency	Percent
Sex	Male	154	67
	Female	75	33
	Total	229	100
Age	Below 25	14	6
	26-35	107	47
	36-45	67	29
	46-55	41	18
	Total	229	100
Education level	Diploma	6	3
	First Degree	195	85
	Second Degree& above	28	12
	Total	229	100
Work experience	0-5	36	16

	6-10	100	44
	11-15	56	24
	Above 15	37	16
	Total	229	100
Current job Position	Professional Staff	111	48
	General Service Staff	100	44
	National officers	18	8
	Total	229	100

Source: Survey result, 2024

As indicated in Table 4.1 above, the background of employees varies in sex, age, level of education, years of service, and current positions at the World Health Organization. Accordingly, item 1 of the table indicates that out of 229 respondents to the study, 67% are males and the rest, 33%, are females. Based on the information, we can infer that many employees currently working at the World Health Organization are male.

Item 2 of the table specifies the age distribution of the respondents. As a result, 47% of the respondents are in their 26 to 35 age group, followed by respondents aged 36 to 45, 46 to 55, and below 25 (29%, 18%, and 6%), respectively. There are no respondents older than 55. Therefore, almost all of the current sample employees of the organization are under the age group of 55 years. So, the majority of the respondents are young and productive.

Item 3 of the table also points toward the educational levels of the respondents. Consequently, the largest numbers of respondents are 85% who are first degree holders, followed by second degree and above holders at 12%, and diploma holders at 3%.

Item 4 of the table is regarding the working experience or years of service at the World Health Organization. It indicates that 16% of respondents have been working for 0 to 5 years, 6 to 10 years (44%), 11 to 15 years (24%), and 11% for 16 and above years. Therefore, many of the respondents have been working for the World Health Organization for 6 to 10 years, which is significant for the soundness of the data provided by the respondents since those who have stayed

in the organization know more about and are assumed to be able to offer precise information. Concerning the positions of respondents, most of them are professional staff (48%), general service staff (44%), and national officers (8%).

This diversified job position may provide different perspectives on the effect of emotional intelligence on employee commitment with the mediation factor of leadership styles in the World Health Organization.

4.2 Descriptive Analysis

4.2.1 Emotional Intelligence

To evaluate the respondents' observation on the variables, descriptive statistics of mean and standard deviation are used. The mean represents to what extent the sample group averagely agrees or disagrees with the different statements. The scale is set in such a way that respondents strongly disagreed if the mean scored value is in the range of 1.00 – 1.80; disagreed within 1.81-2.60; neither agreed nor disagreed within 2.61 - 3.40; agreed if it is in the range of 3.41 – 4.20; while strongly agreed when it falls within 4.21 – 5.00. In addition, standard deviation shows the variability of an observed response.

The summary of each dimension is outlined on the table below, the mean value is used to summarize the responses given to the questions. For the purposes of this study, the researcher used the recommended cut-off score: 1–1.80 is the lowest, 1.81-2.61 is the lower 2.62–3.41 is average/moderate, 3.42-4.21 is good/high, and 4.22–5 is considered very well (Best, 1977, as cited in Gebeyaw, 2015).

A. Self-Awareness

Table 4.2: Mean and standard deviation for Self-Awareness factor

		N	Mean	St. dv
1	I am aware of things that make me feel positive at work	229	3.772	.964
2	I quickly adjust to new conditions at work	229	3.458	1.137
3	I am aware of when I am feeling negative at work	229	3.388	1.124

4	I am aware of my mood state at work	229	3.432	1.217
5	I am aware of the tone of voice I use to communicate with others at work	229	3.807	1.205
Grand Mean		229	3.572	1.129

As can be seen on the table above, the respondents were asked to express their level of agreement with component of emotional intelligence of self-awareness within their organization.

Participants rated their responses on scale from 1 (strongly disagree) to 5 (strongly agree) for all questions pertaining to self-awareness. In this regard, respondents were presented with their responses to the questions listed and analyzed as shown in table 4. 2.

On the subject self-awareness, it is observed that most of the respondents expressed agreement with various aspects of self -awareness; they understand the tone of voice they use to communicate with others at work; they are aware of things that make them feel positive at work, they quickly adjust to new conditions at work; they are aware of when they are feeling negative at work; and they are aware of their mood state at work with mean values of 3.807, 3,772, 3.458, 3.388 and 3.432 respectively.

The grand mean of 3.57 shows that most of the respondents agreed that they are aware of their emotions and adjust their emotion adequately.

B. Self-Management

Table 4.3: Mean and standard deviation for Self-Management

S/ N	Statements	N	Mean	St. dv
1	I able to handle stressful situations at work effectively	229	3.711	1.094
2	I am aware of my body language at work	229	3.510	1.197
3	When I am under stress I become impulsive	229	3.393	1.140
4	When I am happy at work, I express how I feel effectively	229	3.362	1.129
5	I have good control over my emotions.	229	3.812	1.082
Grand Mean		229	3.557	1.128

Source: own survey, 2024

The above table shows that most of the respondents have agreed on the statement listed for self-management. Specifically, the participants have good control over their emotions, effectively manage stressful situations in the workplace, are aware of their body language at work, and exhibit impulsive behavior when under stress. They are happy at work, and they express their feelings effectively with a mean value of 3.812, 3.711, 3.510, 3.393, and 3.362, respectively. Overall, most of the respondents agreed with the self-management statements, resulting in a grand mean value of 3.557. Self-management can be exploited more efficiently through increasing self-management ability.

C. Social Awareness

Table 4.4: Mean and standard deviation for Social Awareness

S/ N	Statements	N	Mean	St. dv
1	I motivate others toward work related goals	229	3.524	1.145
2	I understand the things that make people feel optimistic at work	229	3.200	1.178
3	When someone upsets me at work, I express how I feel effectively	229	3.345	1.213
4	I consider the organization's values when making important decisions.	229	3.567	1.287
Grand Mean		229	3.409	1.205

Source: own survey, 2024

As can be seen on the table above, many respondents were agreed on the statement stated for social awareness. Particularly, they consider the organization's values when making important decisions, motivate others toward work-related goals, and effectively communicate their feelings when someone upsets them at work, and they understand the things that make people feel optimistic at work with a mean value of 3.567, 3.524, 3.345, and 3.200, respectively.

As the grand mean scores of 3.409 and grand standard deviation 1.205 revealed in the table above, the social awareness of employees was highly satisfactory, meaning that among the total of 229 respondents, the majority (59%) agreed, 38% disagreed, and the rest (3%) were neutral on the statements.

D. Relationship Management

Table 4.5: Mean and standard deviation for relationship management

S/N	Statements	N	Mean	St. dv
1	I am effective in helping others feel positive at work	229	2.786	1.009
2	I provide positive feedback to colleagues	229	3.624	1.165
3	I appropriately respond to colleagues who frustrate me at work	229	3.537	1.244
4	I demonstrate positive moods and emotions at work	229	3.550	1.236
5	I help people deal with issues that cause them frustration at work	229	2.943	1.564
Grand Mean		229	3.288	1.243

Source: own survey, 2024

Additionally, respondents were asked to express their level of agreement regarding relationship management. In this regard, their responses to the provided questions were compiled and analyzed, as illustrated in Table 4. 5.

Most of the respondents expressed their agreement with the stated statements for relationship management. Specifically, they provide positive feedback to colleagues, they demonstrate positive moods and emotions at work, they appropriately respond to colleagues who frustrate them at work, they help people deal with issues that cause them frustration at work, and they effectively help others to feel positive at work with mean values of 3.624, 3.550, 3.537, 2.943, and 2.786, respectively.

The grand mean score of 3.288 and the standard deviation of 1.243 revealed that most respondents agreed with the statement stated for relationship management in the study area. The respondents' agreement was almost high which means among the total of 229 respondents, the majority (55%) agreed with the statement listed under self-awareness, 42% disagreed, and the rest (3%) were neutral.

In general, most of the respondents agreed that employee emotional intelligence in the study area was high, with mean values of 3.572 (self-awareness), 3.557 (self-management), 3.409 (social awareness), and 3.288 (relationship management), respectively.

The overall aggregate mean of emotional intelligence components indicates 3.440, which implies that employees have a high-level emotional intelligence in their organization.

4.2.2 Leadership Styles

Transformational Leadership Style

Table 4.6: Mean and standard deviation for transformational leadership style

S/ N	Statements	N	Mean	Std. Dev
1	My superior instills pride in me, and this makes me committed to my job.	229	2.550	0.909
2	My manager deliberates moral and ethical values, and this makes me committed to my job.	229	2.685	0.967
3	My manager listens to team member's points of view before making decisions, and this makes me committed to my job.	229	2.729	0.957
4	My manager gets me to rethink never-questioned ideas, and this makes me committed to my job.	229	2.650	0.950
5	My manager spends time teaching and coaching his assistants, and this makes me committed to my job.	229	3.667	1.139
6	My manager pay attention to my concerns, and this makes me more committed to my job.	229	3.663	1.223
7	My manager views me as having different needs and abilities, and this makes me committed to my job.	229	3.580	1.224
8	My manager inspires me to accomplish, and this makes me committed to my job.	229	3.69	1.193
9	My manager increases my motivation, and this makes me more committed to my job.	229	3.759	0.931
10	My manager gives me insightful suggestions on what I can do to improve, and this makes me committed to my job.	229	3.537	1.077
11	My manager encourages me to think more creatively, and this makes me more committed to my job.	229	4.017	0.950
12	My manager arranges challenging standards, and this makes me committed to my job.	229	3.790	1.158
Grand Mean		229	3.393	1.058

Source: own survey, 2024

According to the results shown in the Table 4.6, the mean score for employees' responses on each of the transformational leadership subscales are ranged from 2.550 to 4.017 with the standard deviation values from .90 to 1.22. The respondents were agreed with the idea that their manager encourages them to think more creatively, arranges challenging standards, increases their motivation, inspires them to accomplish, spends time teaching and coaching their assistants, pay attention to their concerns, views them as having different needs and abilities, gives them insightful suggestions on what they can do to improve, listens to team member's points of view before making decisions, deliberates moral and ethical values, gets them to rethink never-questioned ideas, and their superior instills pride in them, and these all points makes them committed to their job with a mean value of 4.017, 3.790, 3.759, 3.69, 3.667, 3.633, 3.580, 3.537, 2.729, 2.685, 2.650, and 2.550 respectively. This shows that, the respondents perceived that the transformational leadership style practiced by the management was not strong enough in the study area. This implies that, leaders need to make tremendous efforts to ensure followers are motivated by influencing their assumptions and attitudes towards their work. That means the managers were not mindful to understand, motivate, and encourage their subordinates to enable them to be committed to their job.

As the grand mean score of 3.393 and standard deviation 1.058 revealed in the table above that the transformational leadership style of the management practice was not strong because from the total of 229 respondents, the majority (57%) of the respondents have agreed on the presence of transformational leadership practice by the management and 37% were disagreed and the rest 6% of respondents were neutral for the statements. Therefore, we can conclude that the practice of transformational leadership practice in the study area is average or moderate.

Transactional Leadership Style

Table 4.7: Mean and standard deviation for transactional leadership style

No	Statement	N	Mean	Std. Dev
1	My boss makes clear expectation, and this makes me become committed to my job.	229	4.218	.948
2	My manager appreciates for the quality of my efforts, and this makes me become committed to my job.	229	4.100	1.061

3	My manager is particular regarding who is responsible for leading performance targets, and this makes me become committed to my job.	229	3.690	1.125
4	My manager tells me standards to carry out work and this makes me become committed to my job.	229	3.720	1.068
5	My manager Works out agreements with me and this makes me become committed to my job.	229	3.615	1.139
6	My manager Monitors my performance and keeps track of mistake, and this makes me become committed to my job.	229	2.899	1.081
7	My manager Will take action before problems are chronic and this makes me become committed to my job.	229	3.165	1.016
Grand Mean		229	3.629	1.062

Source: own survey, (2024)

In this section, respondents were asked to express their level of agreement on transactional leadership statements. Hence, respondents were presented their response for questions listed and analyzed as in the above table 4.7, the majority of respondents agreed on their manager makes clear expectation, appreciates for the quality of their efforts, tells them standards to carry out work, particular regarding who is responsible for leading performance targets, works out agreements with them, will take action before problems are chronic and monitors my performance and keeps track of mistake and this makes them become committed to their job with a mean value of 4.218, 4.100, 3.720, 3.690, 3.615, 3.165 and 2.899 respectively.

As the grand mean score 3.629 and standard deviation 1.062 revealed in the table above that the management of the study area practicing transactional leadership style in a good manner which mean that among the total 195 respondents, the majority 66% of the respondents have agreed on the availability of transactional leadership style practice in the study area, 27 % were disagreed and the rest 7 % of respondents were neutral for the statements.

Laissez Faire Leadership Style

Table 4.8: Mean and standard deviation for laissez fair leadership style

S/N	Statement	N	Mean	Std. Dev
1	My boss allows me to make decisions, and this makes me committed to my job.	229	2.938	1.024
2	My boss sets priorities and occasionally delegated certain tasks to me, and this made me committed to my job.	229	2.497	.840
3	My boss fully trusts and has confidence in me, and this makes me committed to my job.	229	2.589	.958
4	I take ownership of activities assigned to me by my leader, and this makes me committed to my job.	229	2.668	.909
5	Management by Exception Passive (MBEP), and this makes me committed to my job.	229	3.676	1.120
6	My manager doesn't interfere with the activity until problems become severe, and this makes me committed to my job.	229	3.471	1.215
7	My boss is able to analyze the situation and determine what needs to be done and how to do it, and this makes me committed to my job.	229	3.314	1.179
8	Whatever decision a group makes within the limits set by regulations and policies, the leader agrees on the decision, and this makes me committed to my job.	229	3.336	1.141
Grand Mean		229	3.061	1.048

Source: own survey, (2024)

Furthermore, the respondents were requested to indicate their levels of agreement on the statements listed under laissez-faire leadership style practice in the study area. In this regard, most of the respondents disagreed on the items of laissez-faire leadership style: their manager sets priorities and occasionally delegated certain tasks to them, fully trusts and has confidence in them, they take ownership of activities assigned to them by their leader, their manager allows them to make decisions, their manager able to analyze the situation and determine what needs to be done and how to do it, whatever decision a group makes within the limits set by regulations and policies, the leader agrees on the decision, their manager doesn't interfere with the activity until problems become severe and management by exception passive and this makes them committed to their job with a mean value of 2.497, 2.589, 2.668, 2.938, 3.314, 3.336, 3.471 and 3.676 respectively. Therefore, the study confirmed that most of respondents are disagreed on their manager is not allowing them to become committed to their job.

In general, most of the respondents believe that laissez-faire leadership style practice in the study area is almost poor, with a mean value of 3.061.

4.2.3 Employee Commitment

Affective Commitment

Table 4.9: Mean and standard deviation for affective commitment

S/N	Statements	N	Mean	St. dv
1	I would be very happy to spend the rest of my career with this organization.	229	3.493	1.198
2	I enjoy discussing my organization with people outside of it.	229	3.790	1.238
3	I really feel as if this organization’s problems are my own.	229	3.681	1.180
4	I think that I could easily become as attached to another organization as I am to this one.	229	3.532	1.137
5	I do not feel like “part of the family” at my organization.	229	2.729	.998
6	I do not feel “emotionally attached” to this organization.	229	2.908	1.032
7	This organization has a great deal of personal meaning for me.	229	2.790	.9776
8	I do not feel a strong sense of belonging to my organization.	229	2.751	1.010
Grand Mean		229	3.209	1.096

Source: own survey, (2024)

As indicated in table 4.9 above, the respondents were asked to express their level of agreement with affective commitment in relation to their organization. The majority respondents expressed agreement with the statement associated with affective commitment: they confirmed that they enjoy discussing in their organization with people outside of it, they really feel as if their organization’s problems are their own, they think that they could easily become as attached to

another organization as they are to this one, they would be very happy to spend the rest of their career with their organization, they do not feel “emotionally attached” to their organization, their organization has a great deal of personal meaning for them, they do not feel a strong sense of belonging to their organization, and they do not feel like “part of the family” at their organization with mean values of 3.790, 3.681, 3.532, 3.493, 2.908, 2.908, 2.790, 2.751, and 2.729 respectively. Hence, we can conclude that most of the respondents (52%) were agreed to the statements of affective commitment to their job within the organization with grand mean value of 3.209.

Continuance Commitment

Table 4.10: Mean and standard deviation for continuance commitment

S/N	Statements	N	Mean	St. dv
1	I am not afraid of what might happen if I quit my job without having another one lined up.	229	3.515	1.230
2	It would be very hard for me to leave my organization right now, even if I wanted to.	229	3.462	1.295
3	Too much in my life would be disrupted if I decided I wanted to leave my organization now.	229	3.510	1.255
4	It would not be too costly for me to leave my organization now.	229	2.917	1.585
5	Right now, staying with my organization is a matter of necessity as much as desire.	229	2.676	.9461
6	I feel that I have too few options to consider leaving this organization.	229	2.873	1.011
7	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	229	2.777	.972
8	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice—another organization may not match the overall benefits I have.	229	2.781	.980
Grand Mean		229	3.064	1.159

Source: own survey, (2024)

Regarding continuance commitment, most of respondents have shown their disagreement for the statements listed under it. Specifically, right now, staying with their organization is a matter of necessity as much as desire, one of the few serious consequences of leaving this organization would be the scarcity of available alternatives, one of the major reasons they continue to work for this organization is that leaving would require considerable personal sacrifice another with in

organization may not match the overall benefits they have, they feel that they have too few options to consider leaving this organization, it would not be too costly for them to leave their organization now, it would be very hard for them to leave their organization right now, even if they wanted to, too much in their life would be disrupted if they decided to leave their organization now, and they are not afraid of what might happen if they quit their job without having another one lined up with mean values of 2.676, 2.77, 2.781, 2.873, 2.917, 3.462, 3.510, and 3.515 respectively.

Therefore, it can be inferred that the majority (50%) of respondents express their disagreement to the continuance commitment with grand mean value of 3.064.

Normative commitment

Table 4.11: Mean and standard deviation for normative commitment

S/N	Statements	N	Mean	St. dv
1	I think that people these days move from company to company too often.	229	3.690	1.141
2	I do not believe that a person must always be loyal to his or her organization.	229	3.611	1.221
3	Jumping from organization to organization does not seem at all unethical to me.	229	3.598	1.212
4	One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	229	4.069	1.073
5	If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.	229	3.681	1.198
6	I was taught to believe in the value of remaining loyal to one organization.	229	3.663	.980
7	Things were better in the days when people stayed with one organization for most of their lives.	229	3.445	1.121
8	I do not think that wanting to be a “company man” or “company woman” is sensible anymore.	229	3.834	1.119
Grand Mean		229	3.698	1.133

Source: own survey, (2024)

In accordance with normative commitment, respondents were requested to provide their level of agreement to the statement stated under it. Specifically, one of the major reasons they continue to work for this organization is they believe that loyalty is important; therefore, they feel a sense of moral obligation to remain.

They do not think that wanting to be a “company man” or “company woman” is sensible anymore; they think that people these days move from company to company too often.

If they got another offer for a better job elsewhere, they would not feel it was right to leave their organization. They were taught to believe in the value of remaining loyal to one organization; they do not believe that a person must always be loyal to his or her organization.

Jumping from organization to organization does not seem at all unethical to them, and things were better in the days when people stayed with one organization for most of their lives, with a mean value of 4.069, 3.834, 3.690, 3.681, 3.663, 3.611, 3.598, and 3.445, respectively.

It can be summarized that most of the respondents agreed on the presence of affective, continuance, and normative commitment with mean values of 3.209, 3.064, and 3.698, respectively. Hence, we can conclude that most of the respondents (55%) were committed to their job in their company with a mean aggregate value of 3.323.

4.3 Inferential Analysis

In this section, the results of inferential statistics are presented. For investigating the objectives of the study, Pearson’s Product Moment Correlation Coefficient and linear regression analysis were performed. With the aid of these statistical techniques, conclusions are drawn regarding the sample and decisions are made with respect to the research questions.

4.3.1. Testing Assumptions of Linear Regression

To accept the regression results, most common assumptions should be considered and fulfilled. For this reason, the following tests were conducted to check whether the assumptions were violated or not.

4.3.1.1 Reliability Test

The reliability of the questionnaires assessed through calculating the Cronbach’s alpha scores for each component (variables) separately prior to conducting data collection. An instrument is valid and reliable when it gives consistent result. The major data collection instrument to be employed in this research is questionnaire. According to Hair, et al., (2006), if α is greater than 0.7, it means that it has high reliability and if α is less than 0.3, then it implies that there is low reliability. To meet consistency and reliability of the instrument, the questionnaire was distributed for total to

employee's and finally the questionnaire modified its grammar and coherence based on feedback by the pilot respondents. Finally, the overall reliability of the scale analyzed.

Table 4.12 Pilot test of questionnaire for reliability and validity

No.	Variables	Cronbach's alpha	Number of items
1	Emotional Intelligence	.928	18
2	Leadership Styles	.850	28
3	Employee Commitment	.874	25
	Overall	0.769	71

Source: Computed Pilot-Test by the researcher, 2024

4.3.1.2 Autocorrelation Test

Autocorrelation Test is a systematic correlation that exists between one observation of the error term and another error term. if there is an autocorrelation It would be tough to get accurate estimates of the standard errors of the coefficients. Durbin Watson test was used to Autocorrelation Test. Value between 1.5 and 2.5 is acceptable of the Durbin Watson. The Durbin Watson test value in this study as shown in table 4.15 was 2.015 showed the absence of correlation between error terms.

Durbin-Watson (DW) Statistic assists in specifying the right combination of the explanatory variables (Gujarati, 2009). The DW test result was 1.92 and confirm there was no auto correlation problem thus it can be concluded that the explanatory variables combination was right for this study.

4.3.1.3 Multi collinearity test

One of the assumptions of linear regression is that the independent variables shouldn't have very high association or correlation. When the independent variables are highly correlated, it is regarded as a problem in the model which makes hard to identify separately the effect of each variable and this problem is called multi-collinearity. Gujarat and porter (2010) stated that the existence of multi-collinearity can be diagnosed through analyzing the values of tolerance and Variance Inflation Factors (VIF). As most authors have suggested, a tolerance of < 0.10 and/or a VIF > 10 indicates a multi-collinearity problem.

The result from regression analysis of this current study shows that the mean VIF and tolerance is 2.522 and 0.397 respectively indicating that there is no multi-collinearity problem in the regression model used for this study. Because Variance Inflation Factors (VIF) and tolerance all fall within the acceptance range (VIF = 1 - 10, or tolerance = 0.1 – 1.0).

According to Gupta (2000), a correlation coefficient greater than 0.9 (in absolute terms) between two variables is an indicator of the presence of high degree of collinearity.

Table 4.13: Tolerance and VIF of the explanatory variables

Model	Collinearity Statistics	
	Tolerance	VIF
Emotional Intelligence	.293	3.365
Leadership Style	.397	2.522

Dependent Variable: Employee Commitment

Source: own survey, (2024)

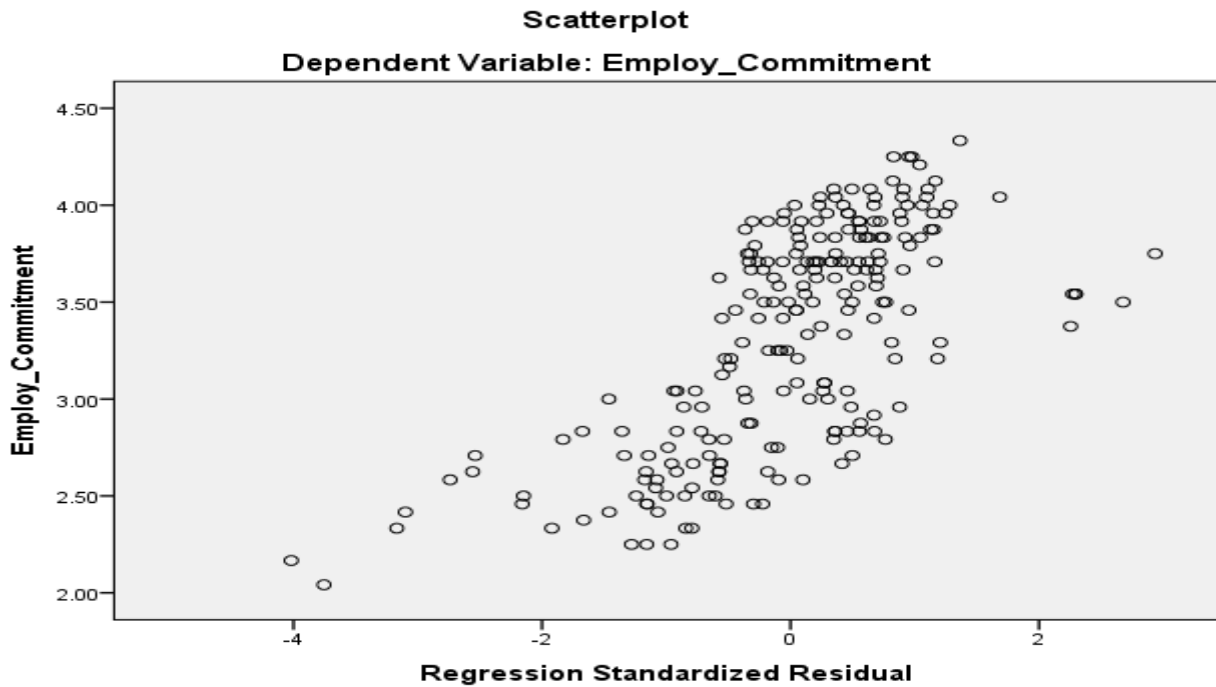
4.3.1.4 Homoscedasticity

The normal Q-Q chart plots the values one would expect to get if the distribution were normal (expected values) against the values seen in the data set (observed values). The expected values are a straight diagonal line, whereas the observed values are plotted as individual points. If the data are normally distributed, then the observed values (the dots on the chart) should fall exactly along the straight line (meaning that the observed values are the same as you would expect to get from a normally distributed data set). Any deviation of the dots from the line represents a deviation from normality.

Therefore, the Q-Q plot of the all variable considered in this study looks like a straight line with a wiggly snake wrapped around it, then it showed little deviation from normality. In Figure 4.1, it shows that each of the overall outcome against the predictor variable. The plot shows that how the points are randomly and evenly dispersed throughout the plot.

And these patterns are indicative of a situation in which the assumption of linearity and homoscedasticity have been met.

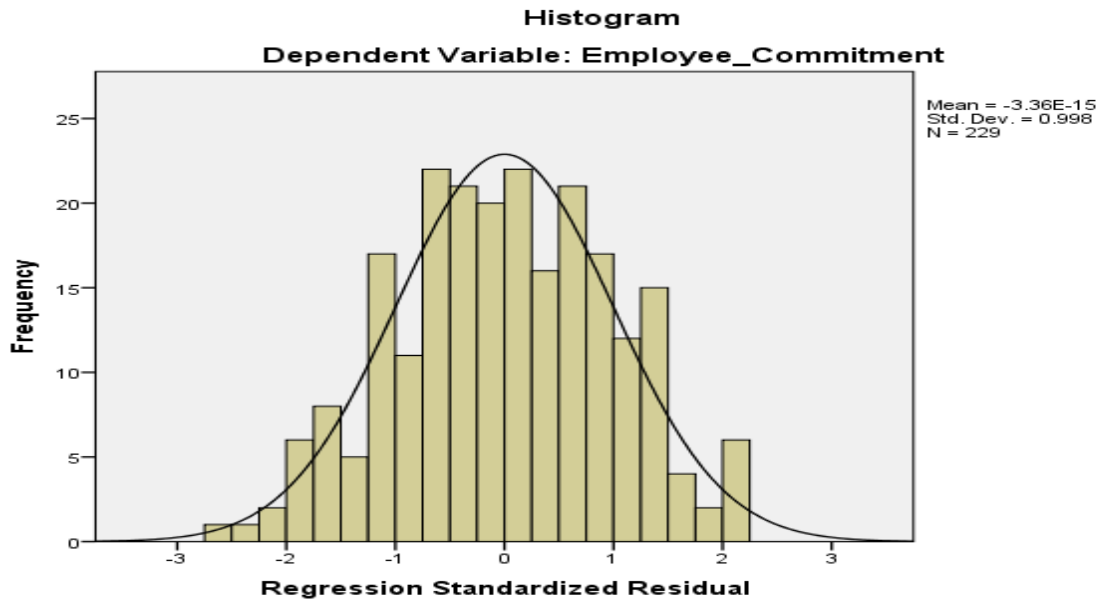
Figure 4.1: Homoscedasticity Test



4.3.1.5 Test of Normality

The distribution of scores on the dependent variable should be normal describing a symmetrical, bell-shaped curve, having the greatest frequency of scores in the middle (around the mean), with smaller frequencies towards the extremes. To test normality of the data, observation on the shape of the histogram was checked and the result indicates that data used in the study is normally distributed. This is because almost all responses lie in the plus or minus 4 standard deviations from the mean.

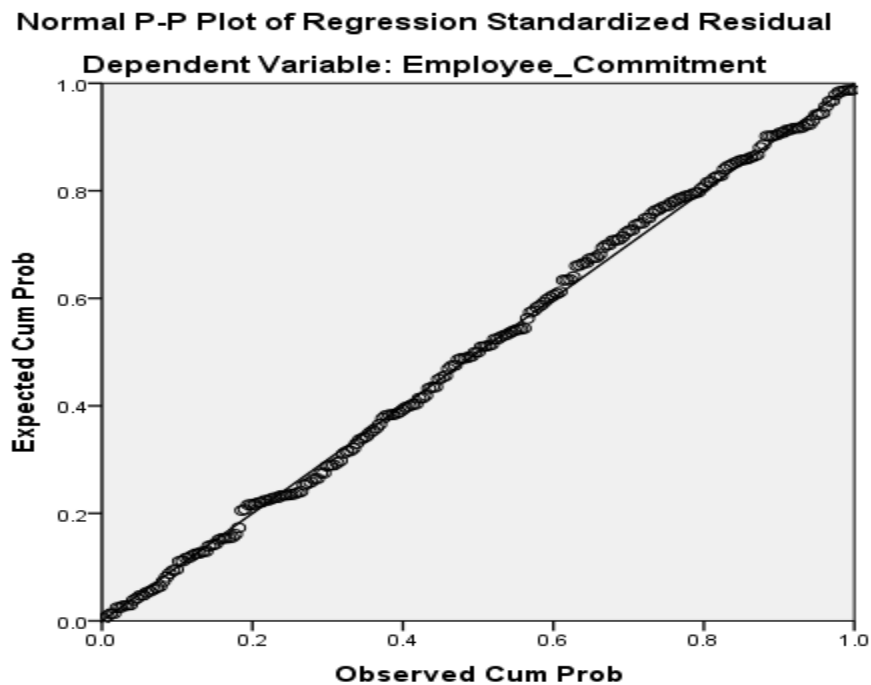
Figure 4.2: Histogram as test of normality



4.3.1.6 Test of linearity

Linearity assumption of multiple regressions was tested using scatter plot test and it was found that there is linear relationship between independent and dependent variables. The linearity result depicted the distribution of residuals near to the mean zero.

Figure 4.3 Scatter plot as test of linearity



4.4 Correlation and Regression Analysis

The researcher questioned the following factors: emotional intelligence, leadership styles, and employee commitment and analyzed using statistical tools correlation and regression analysis.

4.4.1 Correlation Analysis

Correlation was computed to determine the relationship between emotional intelligence, leadership styles and employee commitment factors. According to Shukran (2003), the relationship is expressed by value within the range -1.00 to + 1.00 as Pearson product–moment indicates below. Pearson correlation is +1 in the case of a perfect increasing (positive) linear relationship (correlation). The Pearson correlation coefficient relationship and direction is measured in the range of 0.1 to 0.29 is weak relationship, 0.30 to 0.49 is moderate, above 0.50 show strong relationship (Field, 2005).

The results of Pearson correlation on the relationship between emotional intelligence, leadership styles, and employee commitment factors are presented.

The results indicated that there was a positive and significant relationship between emotional intelligence, leadership styles, and employee commitment: emotional intelligence with employee commitment $r = .772^{**}$, $p < 0.01$. It shows that there is a positive and significant relationship between emotional intelligence and employee commitment.

Similarly, the correlation result between leadership styles and employee commitment is $r = .870^{**}$, $p < 0.01$, which means there is a positive and significant relationship between leadership styles and employee commitment.

In general, the following table shows that emotional intelligence and leadership styles have a positive and significant correlation with employee commitment, which means when there is adequate and effective emotional intelligence and leadership styles in the company, employee commitment will be increased.

Table 4.14 Correlation between emotional intelligence, leadership styles and employee commitment

		Emotional Intelligence	Leadership Styles	Employee Commitment
Emotional Intelligence	Pearson Correlation	1	.774**	.772**
	Sig. (2-tailed)		.000	.000
	N	229	229	229
Leadership Styles	Pearson Correlation	.774**	1	.870**
	Sig. (2-tailed)	.000		.000
	N	229	229	229
Employee Commitment	Pearson Correlation	.772**	.870**	1
	Sig. (2-tailed)	.000	.000	
	N	229	229	229

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

Source: Author’s analysis result, (2024)

4.4.2 Regression Analysis

4.4.2.1 Model Summary

As the model summary result in Table 4.15 shows, the R-square is .781, which shows the coefficient determination of the variance. The adjusted R² is 0.779, indicating that the model is 0.779 fit for the purpose, and the value obtained for the regression was adjusted for a bias of 77.9% in R² as the number of variables increased. R² showed the variance of employee commitment.

The summary table produced an adjusted R-square value of 0.779, suggesting that emotional intelligence and leadership style factors were able to explain 77.9 percent of variations in employee commitment; the remaining 22.1% of the variance is explained by other variables not included in this study. These other factors leave room for future researchers.

Table 4.15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.884	.781	.779	.26600	.781	402.901	2	226	.000	2.270

a. Predictors: (Constant), Leadership Styles, Emotional Intelligence

b. Dependent Variable: Employee Commitment

Source: own survey, (2024)

According to Samontaray (2010) the model that has a large regression sum of squares in comparison to the residual sum of squares shows that most of the variation in the dependent variable is considered in the model. When the significant value of the F statistic is less than 0.05 then the independent variables explain dependent variables in an excellent way therefore, the model was really fit to accept the result.

4.4.2.2 The Effect of Emotional Intelligence on Employee Commitment

To estimate how well the independent variables predicted/explained the single outcome dependent variable, linear regression analysis was conducted to examine the effect of emotional intelligence on employee commitment. Assumption tests were also conducted before the regression analysis.

Table 4.16 Linear regression analysis of emotional intelligence on employee commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.955	.145		6.568	.000
Emotional Intelligence	.754	.046	.739	16.548	.000

a. Dependent Variable: Employee Commitment

Source: Author's analysis result, (2024)

As can be seen from the above table, the total direct effect of emotional intelligence on employee commitment was positive and significant ($p < 0.01$) in the study area.

In addition, the Beta analysis confirmed that emotional intelligence has a value of Beta=0.739 makes the strongest independent variable in which the results revealed that, a one-unit increase or positive change at emotional intelligence would lead to a 0.739 unit increase the level of employee commitment.

4.4.2.3 The Effect of Emotional Intelligence on Leadership Styles

Similarly, linear regression analysis was employed to examine the effect of emotional intelligence on leadership styles. As presented in Table 4.17 below the effect of emotional intelligence on leadership styles was statistically significant ($p < 0.01$).

The result shows that emotional intelligence has a significant effect on leadership styles with a value of Beta = .777, $p < 0.01$.

Table 4.17 Linear regression analysis of emotional intelligence on leadership style

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.961	.128		7.482	.000
Emotional Intelligence	.748	.040	.777	18.587	.000

Dependent Variable: Leadership Styles

Source: Author's analysis result, (2024)

4.4.2.4 The Effect of Leadership Styles on Employee Commitment

As presented in Table 4.18 below, leadership style has a positive significant effect on employee commitment in the study area. In this regard, the linear regression analysis confirmed that leadership style has a value of Beta=0.867 and $p < 0.01$ mean that, a one-unit increase or positive change at leadership style would bring a result of 0.867-unit increase on the level of employee commitment.

Table 4.18 Linear regression analysis of leadership style on employee commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.282	.117		2.407	.017
Leadership Styles	.919	.035	.867	26.269	.000

Dependent Variable: Employee Commitment

Source: Author's analysis result, (2024)

4.4.2.5 The Effect of Emotional Intelligence and Leadership Style on Employee Commitment

A multiple linear regression analysis was conducted to examine the effect of emotional intelligence on employee commitment with leadership style as the mediator.

Table 4.19 below shows that both emotional intelligence and leadership style on employee commitment had a statistically significant ($p < 0.01$) effect on employee commitment with beta values of 0.165 and 0.739, respectively.

The regression equation for predicting employee commitment from emotional intelligence and leadership style was $EC = .165 EI + .739 LS$. This means for every one-unit increase in LS without any change in EI, there is an increase of 0.739 units in employee commitment, and for every one-unit increase in emotional intelligence without an increase in leadership style, there is an increase in employee commitment of 0.165 units. In addition to this, when both emotional intelligence and leadership style are increased by 1 unit, employee commitment increases by 0.904.

Table 4.19: Multiple linear regression analysis of emotional intelligence and leadership style on employee commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.203	.118		1.726	.086
Emotional Intelligence	.169	.052	.165	3.217	.001
Leadership Styles	.783	.054	.739	14.380	.000

Dependent Variable: Employee Commitment

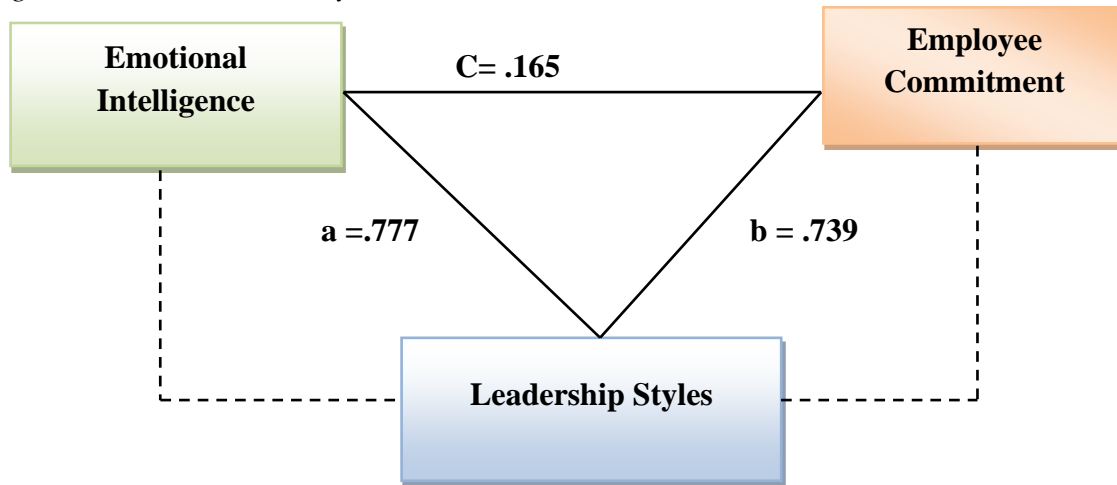
Source: Author's analysis result, (2024)

4.4.2.6 The Effect of Emotional Intelligence on Employee Commitment with Leadership Styles as Mediator

In mediation analysis, first the total direct effect of the independent and dependent variables is measured by linear regression. Then a direct effect of independent and mediating factors are measured by linear regression as well. Finally, a multiple linear regression is done between

mediating factor and dependent variable as well as an indirect effect of independent variable on dependent variable. Then Sobel’s test was used to determine the indirect coefficient, standard error and p -value.

Figure 4.4: Mediation Analysis PROCESS



Input:		Test statistic:	Std. Error:	p -value:	
a	.748	Sobel test:	15.23191978	0.0451297	0
b	.919	Aroian test:	15.22459588	0.04515141	0
s_a	.040	Goodman test:	15.23925426	0.04510798	0
s_b	.035	Reset all	Calculate		

Source: Author’s analysis result, (2024)

To investigate the effect of emotional intelligence on employee commitment with the mediation of leadership styles, a simple mediation analysis was performed using PROCESS.

The direct effect of emotional intelligence on employee commitment was found to be statistically significant ($p=.001$).

The effect of emotional intelligence on leadership styles was similarly statistically significant. The Sobel’s test for calculating p -value gave the mediation a $p=0.000$ which shows statistical significance.

This means that a mediatory effect was exhibited as it has a direct effect. Therefore, based on the above mediation analysis and Sobel test figures, we can conclude that emotional intelligence has a positive significant direct effect on employee commitment with a beta value=0.165 and p value is < 0.01 . Similarly, emotional intelligence has a positive significant indirect effect on employee commitment through the mediating factor (leadership style) with a beta value = 0.574 and p value is < 0.01 .

4.5. Discussion of Results

This section discusses the findings of the statistical analysis in relation to the previous research and literature. The result of this study indicates that emotional intelligence has a positive and significant effect on employee commitment. This finding is supported by various authors like as follows:

Qureshi et al. (2015), found that emotional intelligence has a positive significant effect on employee commitment. This finding is also supported by (Velmurugan and Zafar (2010) focusing on emotional intelligence and organizational dedication among hotel managers in Trichy, India, revealed emotional intelligence has a positive significant effect on employee commitment.

On the other hand, the finding is supported by Mandell and Pherwani (2003) found that emotional intelligence has a significant effect on transformational leadership style.

A study carried out by the Johnson and Johnson Customer Care and Personal Care Community, which revealed that top-performing managers possess significantly higher levels of emotional intelligence compared to other managers (Cavallo & Brienza 2001) meaning that emotional intelligence has a positive effect on leadership style.

Another study conducted by Gardner and Stough (2002) explored the relationship between emotional intelligence and leadership style among senior managers. Leban and Zulauf (2004) documented a connection between emotional intelligence skills and the style of transformational leadership in their research. Additionally, Duckett and Macfarlane (2003) conducted a study in a retail management context, which further supports the link between success, emotional intelligence, and transformational leadership.

Avolio et al. (2004) also found a positive association between transformational leadership and employee commitment. Qureshi et al. (2015), found that transformational leadership has a positive effect on employee commitment.

In overall, the results revealed that the independent variables accounted for 78.1% of the variance in employee commitment ($R^2 = 0.781$). Thus, 78.1 % of the variation of employee commitment can be explained by emotional intelligence and leadership style questions and other unexplored variables may explain the variation in employee commitment is accounted 21.9%. Furthermore, from the findings of this study, researcher found that emotional intelligence and leadership style factors have positive effects on employee commitment.

Emotional intelligence directly influences an employee's commitment. An employee with high emotional intelligence may directly feel more committed to the organization because they can handle challenges better, communicate effectively, and maintain positive relationships with others.

The study mentioned, leadership style mediates the relationship between emotional intelligence and employee commitment, which is emotional intelligence affects the leadership style, which in turn affects the employee's commitment. Leadership style has a significant influence on how emotional intelligence affects employee outcomes. Leaders who are emotionally intelligent can foster an environment that promotes employee engagement and commitment through supportive and effective leadership practices. Emotional intelligence and leadership style have significant impact on employee commitment. Since the independent variable has a direct effect on dependent variable, a partial mediation analysis was performed.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the findings, conclusions, and recommendations proposed to improve the employee commitments as outlined below:

5.1. Major Findings

The main objective of the study was to investigate the effect of emotional intelligence and the mediating effect of leadership style on employee commitment in the UN, a case of the World Health Organization.

A stratified random sampling method was used to collect the required data from 229 sample respondents, and all the respondents were able to respond to the questionnaire. The study used both qualitative and quantitative approaches. The research result indicated that emotional intelligence and leadership styles have a positive and significant effect on employee commitment. In doing this analysis, the researcher used a standard questionnaire, and slight modification was made.

A stratified random sampling method was used to collect the required data from 229 sample respondents, and all the respondents were able to respond to the questionnaire. The study used both qualitative and quantitative approaches. The research result indicated that emotional intelligence and leadership styles have a positive and significant effect on employee commitment. In doing this analysis, the researcher used a standard questionnaire, and slight modification was made.

The finding of multicollinearity test (multiple independent variable) indicates that the dependent variable (employee commitment) moderately correlated with the independent variables (emotional intelligence and leadership style) i.e. VIF (Variance Inflation Factor) 2.522 and the percentage of variance in the independent variable that is not accounted for by the other independent variables (tolerance) 0.397.

The Pearson correlation tests also indicates there is a direct linear relationship between the dependent variable employee commitment and the independent variable emotional intelligence i.e. increasing in one unit in emotional intelligence will result increasing 0.772 units in employee commitment. In addition to this, there is a direct linear relationship between the dependent variable employee commitment and independent variable leadership style i.e. improving in one unit in leadership style will increase employee commitment with 0.870. To summarize emotional intelligence and leadership styles able to explain 77.9% (adjusted R Square) employee commitment.

The analysis of the data for the direct effect of emotional intelligence on employee commitment has a value of Beta=0.165, making it the strongest independent variable, in which the results revealed that a one-unit increase or positive change in emotional intelligence would lead to a 0.165 unit increase in the level of employee commitment.

So, high quality emotional intelligence and leadership style has a direct positive impact on employee commitment in the WHO country office of Ethiopia.

5.2. Conclusions

High level of emotional intelligence and quality leadership style have a positively impact on employee's commitment to achieve a management goal and overall vision of the organization. The findings of the study show that high level of emotional intelligence and implementing appropriate and quality leadership style have significant impact one employee commitment to the WHO. Highly emotionally intelligent management staffs recognize and respond in a positively manner through addressing employee's concern; it has a constructive role on employee's high productivity, lower employee turnover, stronger sense of commitment to the organization.

Leadership style plays a mediating role in the relationship between emotional intelligence and employee commitment. Leaders with higher emotional intelligence are more likely to implement effective leadership styles, such as transformational or supportive leadership, which in turn increase employee commitment.

The multiple regression analysis, the Pearson correlation tests, and the Beta analysis of the data indicates high levels of emotional intelligence and high-quality leadership styles have significant impact on employee's commitment because among a team member it creates a strong positive working environment, ability to create a strong trust bond, quality communication, transparency, recognizing employee's contribution, and motivation. It also enables to manage conflict effectively among employee and management; it reduces personal biases.

5.3. Recommendations

Based on the findings and conclusions of the study, the researcher forwards the following recommendations:

- Employees are invaluable assets in any organization to achieve their objective and long-term vision. WHO should invest on employees to upgrade the level of employee's emotional intelligence and quality of leadership skill to a higher level through providing mandatory standard training and online education continuously to employees. WHO should invest in developing EI skills among employees to foster commitment.
- The organization should also encourage employees to build their emotional intelligence and leadership skill. This situation will enable to create a smooth teamwork environment, creates a sense of ownership, responsibility, and enhance employee's productivity and commitment to the organization.
- Leadership has a mediator effect, and it is important to select and train leaders who not only high EI but also involve in leadership behaviors that adoptive trust, engagement and a positive organizational culture which could emphasize in promoting employee commitment.
- The WHO should dedicate resources to increase the commitment of employees such as paying a competitive salary, creating good and supportive relationship with their subordinates, giving recognition when necessary, communicating the goals of the organization clearly, providing transparent and equal opportunity to employees' promotion

at all levels regardless of race, personal status, national origin, sex, religion, age, marital status, etc. It also helps to increase employee retention and to reduce employee turnover and to avoid employees from demotivated.

5.4. Theoretical Contribution & Policy Implication

Incorporating EI into organizational theory expands its relevance beyond personal effectiveness, highlighting its role in influencing group dynamics, decision-making, and leadership outcomes. It is also a key variable helps expand the understanding of how individual emotional capabilities can influence employees' dedication to the organization.

The contribution is theoretical because it connects these three areas, proposing that EI influences leadership behavior, which in turn affects employee commitment also it offers a comprehensive model that synthesizes the emotional dynamics at both individual and leadership levels to explain commitment, filling gaps in existing leadership and organizational behavior theories.

This study accesses the leadership styles (e.g., transformational, transactional, Laissez-Faire) as a mediator between EI and employee commitment. By investigating how EI shapes the leadership approach, the study can uncover new dimensions of leadership effectiveness and its role in adopting employee commitment.

From a policy perspective, the findings of such research could have several implications for WHO human resource management, and leadership development programs. WHO could design HR policies aimed at cultivating a high EI work culture. Policies may include recruitment processes that assess emotional intelligence in candidates, as well as performance evaluation systems that consider EI competencies. Additionally, creating a work environment that promotes emotional well-being could expand employee engagement.

Studying the impact of emotional intelligence and leadership style on employee commitment has a considerable policy implication on the World Health Organization: fostering and developing the knowledge and skills on emotional intelligence and management style. Arranging selected training programs to employees to upgrade their skills and formulating appropriate policies to motivate and giving recognition to employee's dedication.

In summary, this study could inform leadership training, employee engagement strategies, and HR policy formulation. By emphasizing the role of EI in leadership effectiveness and employee commitment, organizations can cultivate a more emotionally intelligent, committed, and resilient workforce.

5.5. Suggestions for Future Studies

Conducting a study on the effect of emotional intelligence on employee commitment with a mediating factor of leadership styles in the World Health Organization is vital for organizations in today's global knowledge-based economy.

This study provides important findings; however, it has some limitations that require to be addressed in the future studies. Due to, time and resource constraint the data is collected and focused in a very limited specific area, the WHO Ethiopia Country Office. Future studies can be conducted at the regional offices level. The WHO operates under six regional offices namely Africa Region, America Region, Eastern Mediterranean Region, Europe Region, South East Asia Region, and Western Pacific Region. So, conducting at regional level enables to address the limitation.

Future studies can also consider other factor influencing employee commitment such as job satisfaction, carrier development opportunities, ability to manage demands of carrier and personal life, and the organization culture. Other potential mediators can be considered to broad the study in relation to employee commitment and organizational achievement.

The study also contacted only in WHO which is one of the United Nation Agencies, but at the broad UN working system, the study can also be conducted in other UN agencies like UNICEF, UNFPA and other international organizations to promote the effective and efficient work atmosphere in developing best practices of leadership styles, by understanding and supporting employee emotional intelligence in considering other factors also in international working system.

References

- Abbas, W., & Asghar, I. (2010). The role of leadership in organizational change: Relating successful organizational change with visionary and innovative leadership. *Journal of Management and Social Sciences*, 6(2), 14–30.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1–18. <https://doi.org/10.1111/j.2044-8325.1990.tb00506.x>
- Amir, K., & Jesse, M. J. (2018). A study on emotional intelligence among psychotherapists in northern Uganda. *International Journal of Academic Research in Psychology*, 5(1). <https://doi.org/10.46886/ijarp/v5-i1/2484>
- Alonazi, W. B. (2020). The impact of emotional intelligence on job performance during COVID-19 crises: A cross-sectional analysis. *Psychology Research and Behavioral Management*, 23(2), 110–121.
- Alotaibi, S. M., Amin, M., & Winterton, J. (2020). Does emotional intelligence and empowering leadership affect psychological empowerment and work engagement? *Leadership & Organization Development Journal*, 41(8), 971–991. <https://doi.org/10.1108/LODJ-07-2020-0313>
- Alsughayir, A. (2021). The effect of emotional intelligence on organizational commitment: Understanding the mediating role of job satisfaction. *Management Science Letters*, 11(5), 1309–1316. <https://doi.org/10.5267/j.msl.2020.11.008>
- Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *The Leadership Quarterly*, 14(3), 261–295. [https://doi.org/10.1016/S1048-9843\(03\)00030-4](https://doi.org/10.1016/S1048-9843(03)00030-4)
- Ashkanasy, N. M., & Daus, C. S. (2002). Emotion in the workplace: The new challenge for managers. *The Academy of Management Perspectives*, 16(1), 76–86. <https://doi.org/10.5465/AME.2002.6640191>
- Avolio, B. J., & Bass, B. M. (2004). *Multifactor leadership questionnaire: Manual and sample set*. Mind Garden.
- Bass, B. M., Cigularov, K. P., Chen, P. Y., Henry, K. L., Tomazic, R. G., & Li, Y. (2016). The effects of student violence against school employees on employee burnout and work engagement: The roles of perceived school unsafety and transformational leadership.

- Barsade, S., & O’Neill, O. A. (2016). Manage your emotional culture. *Harvard Business Review*, 94(1), 58–66.
- Bennett, D. R. (2013). *Examining the relationship between emotional intelligence of managers and organizational commitment of subordinates* (Doctoral dissertation). ProQuest.
- Boyatzis, R., Goleman, D., & Rhee, K. (1999). Clustering competence in emotional intelligence: Insights from the emotional competence inventory (ECI). In R. Bar-On & J. D. A. Parker (Eds.), *Handbook of emotional intelligence* (pp. 343–362). Jossey-Bass.
- Bradberry, T., & Greaves, J. (2023). *Emotional intelligence 2.0*. Penguin Random House Grupo Editorial.
- Bučičūnienė, I., & Škudienė, V. (2008). Impact of leadership styles on employees’ organizational commitment in Lithuanian manufacturing companies. *South East European Journal of Economics and Business*, 3(2), 57–66. <https://doi.org/10.2478/v10033-008-0015-7>
- Cary, C., & Goleman, D. (2001). *The emotionally intelligent workplace*.
- Cavallo, K., & Brienza, D. (2002). Emotional competence and leadership excellence at Johnson & Johnson: The emotional intelligence and leadership study. *Consortium for Research on Emotional Intelligence in Organizations*, 1(12), 1–12.
- Church, A. (1997). Managerial self-awareness in high-performing individuals in organizations. *Journal of Applied Psychology*, 82(2), 281–292. <https://doi.org/10.1037/0021-9010.82.2.281>
- Davies, M., Stankov, L., & Roberts, R. D. (1998). Emotional intelligence: In search of an elusive construct. *Journal of Personality and Social Psychology*, 75(4), 989–1015. <https://doi.org/10.1037/0022-3514.75.4.989>
- Decker, P. J., & Cangemi, J. P. (2018). Emotionally intelligent leaders and self-actualizing behaviors: Any relationship? *IFE. Psychologia*, 26(2), 27–30.
- Dhani, P., & Sharma, T. (2019). Emotional intelligence and personality traits as predictors of job performance of IT employees. In *Human Performance Technology* (pp. 1604–1619). <https://doi.org/10.4018/978-1-5225-8356-1.ch079>
- Dobre, O. I. (2013). Employee motivation and organizational performance. *Review of Applied Socio-Economic Research*, 5(1), 53–60.

- Duckett, H., & Macfarlane, E. (2003). Emotional intelligence and transformational leadership in retailing. *Leadership & Organization Development Journal*, 24(6), 309–317.
- Engle, R. L., & Nehrt, C. (2011). Conceptual ability, emotional intelligence, and relationship management: A multinational study. *Journal of Management Policy & Practice*, 12(4), 58–72.
- Eberly, M. B., & Fong, C. T. (2013). Leading via the heart and mind: The roles of leader and follower emotions, attributions, and interdependence. *The Leadership Quarterly*, 24(5), 696–711. <https://doi.org/10.1016/j.leaqua.2013.06.004>
- Fianko, S. K., Jnr, S. A., & Dzogbewu, T. C. (2020). Does the interpersonal dimension of Goleman’s emotional intelligence model predict effective leadership? *African Journal of Business and Economic Research*, 15(4), 221–245. <https://doi.org/10.31920/1750-4562/2020/v15n4a10>
- Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior-level managers. *Leadership & Organization Development Journal*, 23(2), 68–78.
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- Goleman, D. (1996). Emotional intelligence: Why it can matter more than IQ. *Learning*, 24, 49–50.
- Gujarati, D. N. (2009). *Basic Econometrics* (5th ed.). McGraw-Hill.
- Gunu, U., & Oladepo, R. O. (2014). Impact of emotional intelligence on employees’ performance and organizational commitment: A case study of Dangote Flour Mills workers. *University of Mauritius Research Journal*, 20, 1–32.
- Hamstra, M. R., Van Yperen, N. W., Wisse, B., & Sassenberg, K. (2014). Transformational and transactional leadership and followers’ achievement goals. *Journal of Business and Psychology*, 29, 413–425. <https://doi.org/10.1007/s10869-013-9315-9>
- Hay Group. (2005). *Emotional Competence Inventory (ECI): Technical manual*. McClelland Center for Research and Innovation. Retrieved from http://www.eiconsortium.org/pdf/ECI_2_0_Technical_Manual_v2.pdf
- Jacobs, R. L. (2001). Using human resource functions to enhance emotional intelligence. In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace* (pp. 159–181). Jossey-Bass.

- Jastzabski, C. (2020). Be a leader others want to follow: 4 ways to develop greater self-awareness. *Personal Excellence*, 25(7), 11–13.
- Jyoti, J., & Dev, M. (2015). The impact of transformational leadership on employee creativity: The role of learning orientation. *Journal of Asia Business Studies*, 9(1), 78–98. <https://doi.org/10.1108/JABS-03-2014-0022>
- Kanesan, P., & Fauzan, N. (2019). Models of emotional intelligence: A review.
- Kendra Cherry, M. (2014, November 14). 5 key components of emotional intelligence. Retrieved March 12, 2024, from Verywell Mind website: <https://www.verywellmind.com/components-of-emotional-intelligence-2795438>
- Krén, H., & Séllei, B. (2020). The role of emotional intelligence in organizational performance. *Periodica Polytechnica Social and Management Sciences*, 29(1), 1–9. <https://doi.org/10.3311/ppso.15879>
- Kumar, S., Adhish, V. S., & Chauhan, A. (2014). Managing self for leadership. *Indian Journal of Community Medicine: Official Publication of Indian Association of Preventive & Social Medicine*, 39(3), 138–142. <https://doi.org/10.4103/0970-0218.137148>
- Leban, W., & Zulauf, C. (2004). Linking emotional intelligence abilities and transformational leadership styles. *Leadership & Organization Development Journal*, 25(7), 554–564.
- Liu, W., Song, Z., Li, X., & Liao, Z. (2017). Why and when leaders' affective states influence employee upward voice. *Academy of Management Journal*, 60(1), 238–263. <https://doi.org/10.5465/amj.2013.1082>
- Lubbadeh, T. (2020). Emotional intelligence and leadership—the dark and bright sides. *Modern Management Review*, 25(27), 39–50.
- Luthans, F., & Doh, J. (2009). *International management* (8th ed.). McGraw-Hill.
- Majeetha, P. S., & Nirmala, M. (2020). A study on the impact of emotional intelligence on employee performance with special reference to IT (ITES) in Chennai city. *International Journal of Psychosocial Rehabilitation*, 24(6), 1199–1204.
- Martinovski, B., Traum, D., & Marsella, S. (2007). Rejection of empathy in negotiation. *Group Decision and Negotiation*, 16(1), 61–76. <https://doi.org/10.1007/s10726-006-9032-z>
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89.

- Mayer, J. D., Salovey, P., & Caruso, D. (1998). Models of emotional intelligence. In R. J. Steinberg (Ed.), *Handbook of intelligence* (pp. 396–421). Cambridge University Press.
- Meyer, J. P., Becker, T. E., & Vandenberghe, C. (2004). Employee commitment and motivation: A conceptual analysis and integrative model. *Journal of Applied Psychology, 89*, 991–1007.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry, 15*(3), 197–215.
- Mo, Y. Y., & RJ, A. (2007). Measuring and enhancing the emotional intelligence of construction management students: An empirical investigation. *Journal for Education in the Built Environment, 2*(1), 110–129.
- Mohanty, A., Sarangi, P., & Pasumarti, S. (2019). Effects of emotional intelligence on job performance: An empirical study in private sector workplaces. *International Journal of Mechanical Engineering and Technology, 10*(5), 325–332.
- Navas, M. A., & Vijayakumar, M. (2018). Emotional intelligence: A review of emotional intelligence effect on organizational commitment, job satisfaction, and job stress. *International Journal of Advanced Scientific Research and Development, 5*(6), 1–7.
- Naz, S., Li, C., Nisar, Q. A., & Rafiq, M. (2019). Linking emotional intelligence to knowledge sharing behavior: Mediating role of job satisfaction and organizational commitment. *Middle East Journal of Management, 6*(3), 319–340.
- Niven, K., Totterdell, P., & Holman, D. (2009). A classification of controlled interpersonal affect regulation strategies. *Emotion, 9*(4), 498–509. <https://doi.org/10.1037/a0015962>
- Oladepo, R. O. (2014). Impact of emotional intelligence on employees' performance and organizational commitment: A case study of Dangote Flour Mills workers. *University of Mauritius Research Journal, 20*(1), 1–32.
- Pinos, V., Twigg, N., & Olson, B. (2006). Leadership in the 21st century: The effect of emotional intelligence. *Academy of Strategic Management Journal, 5*(18), 788–813.
- Qureshi, I. A., Ali, R., Raza, H., & Whitty, M. (2015). The impact of leader's emotional intelligence on employee commitment: An empirical study in the sports industry of Sialkot, Pakistan. *IOSR Journal of Business and Management, 17*(5), 125–134.
- Showry, M., & Manasa, K. V. L. (2014). Self-awareness: Key to effective leadership. *IUP Journal of Soft Skills, 8*(1), 15–26.

- Vasquez, C. A., Niven, K., & Madrid, H. P. (2020). Leader interpersonal emotion regulation and follower performance. *Journal of Personnel Psychology, 19*(2), 97–101. <https://doi.org/10.1027/1866-5888/a000249>
- Wen, W. (2020). Influence of emotional intelligence on the performance of college law teachers. *Revista Argentina de Clínica Psicológica, 29*(1), 499–505.
- Weis, S., & Süß, H. M. (2005). Social intelligence: A review and critical discussion of measurement concepts. In K. H. O. L. Mayer & P. Salovey (Eds.), *Emotional intelligence: An international handbook* (pp. 203–230). Springer.

Appendix I. Thesis Questionnaires

School of Graduate Studies of Addis Ababa University

Masters of Business Administration

Thesis survey questionnaires for World Health Organization staff

Researcher: Meron Getachew, Address: - meronget16@gmail.com; Mer8g11@gmail.com

Mobile number: 0911802153

Thesis Title: The Effect of Emotional Intelligence on Employee Commitment Mediated by Leadership Styles (A case of World Health Organization).

Dear Respondents.

I am currently pursuing my Master of Business Administration degree at Addis Ababa University as partial fulfillment towards the completion of my postgraduate study. Hence, I would appreciate your response to the question, with the assurance that your information will be kept confidential and used solely for academic research purpose. Your input will greatly contribute to the success of this study.

Thank you in advance for your cooperation.

Part I: Background information of respondents

Instructions: Please tick for the box the alternative that most closely represents your personal information:

1. Gender A. Male B. Female
2. Age A. below 25 B. 26-35 C.36-45 D. 46-50 E. above 51
3. Educational background A. Diploma B.1st Degree
D. Second Degree and Above
4. Salary-A. <10,000 B. 10,001-20,000 C.20001-30,000
D. 30,001- 40,000 E. 50,000 and above

5. Work experience in the organization

A. 0- 5 years B. 6-10 years C. 11-15 years D. above 15 years

6. What is your job level? A. National officers B. Professional Staff C. General Service Staff

Part II: Emotional Intelligence Related Questionnaires

Instruction: The following questions are designed to explore the level of emotional intelligence of the staff of the organization (managers and employees). Please read carefully and indicate your answer in the box by putting a tick ‘√’ mark provided against choice (5: strongly agree, 4: agree, 3: neutral, 2: disagree, 1: strongly disagree).

S/N	Statements	Level of Agreement				
		SD	SD	SD	SD	SD
Self-Awareness						
1	I am aware of things that make me feel positive at work					
2	I quickly adjust to new conditions at work					
3	I am aware of when I am feeling negative at work					
4	I am aware of my mood state at work					
5	I am aware of the tone of voice I use to communicate with others at work					
Self-Management						
1	I able to handle stressful situations at work effectively.					
2	I am aware of my body language at work					
3	When I am under stress I become impulsive					
4	When I am happy at work I express how I feel effectively					
Social Awareness						
1	I motivate others toward work related goals					
2	I understand the things that make people feel optimistic at work					
3	When someone upsets me at work I express how I feel effectively					
4	I consider the organization’s values when making important decisions.					
Relationship Management						
1	I am effective in helping others feel positive at work					
2	I provide positive feedback to colleagues					
3	I appropriately respond to colleagues who frustrate me at work					
4	I demonstrate positive moods and emotions at work					
5	I help people deal with issues that cause them frustration at work					

Part II: Leadership Styles Related Questionnaires

Instruction: The following questions are designed to explore the level of leadership style implemented by the manager in the organization. Please read carefully and indicate your answer in the box by putting a tick ‘√’ mark provided against choice (5 – Strongly agree, 4 Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

S/ N	Transformational Leadership Style	Level of Agreement				
		SD	D	N	A	SA
1	My superior instills pride in me, and this makes me committed to my job.					
2	My manager deliberates moral and ethical values, and this makes me committed to my job.					
3	My manager listens to team member’s points of view before making decisions, and this makes me committed to my job.					
4	My manager gets me to rethink never-questioned ideas, and this makes me committed to my job.					
5	My manager spends time teaching and coaching his assistants, and this makes me committed to my job.					
6	My manager Pay attention to my concerns, and this makes me more committed to my job.					
7	My manager views me as having different needs and abilities, and this makes me committed to my job.					
8	My manager inspires me to accomplish, and this makes me committed to my job.					
9	My manager It increases my motivation, and this makes me more committed to my job.					
10	My manager gives me insightful suggestions on what I can do to improve, and this makes me committed to my job.					
11	My manager encourages me to think more creatively, and this makes me more committed to my job.					
12	My manager arranges challenging standards, and this makes me committed to my job.					
13	I have good control over my emotions.					

Transactional Leadership Style

S/ N		Level of Agreement				
		SD	D	N	A	SA
1	My boss makes clear expectation and this makes me become committed to my job.					
2	My manager appreciates for the quality of my efforts and this makes me become committed to my job.					
3	My manager is particular regarding who is responsible for leading performance targets and this makes me become committed to my job.					
4	My manager Tells me standards to carry out work and this makes me become committed to my job.					
5	My manager Works out agreements with me and this makes me become committed to my job.					
6	My manager Monitors my performance and keeps track of mistakes and this makes me become committed to my job.					
7	My manager Will take action before problems are chronic and this makes me become committed to my job.					

Laissez-Faire leadership Style

S/ N	Statements	Level of Agreement				
		SD	D	N	A	SA
1	My boss allows me to make decisions, and this makes me committed to my job.					
2	My boss sets priorities and occasionally delegated certain tasks to me, and this made me committed to my job.					
3	My boss fully trusts and has confidence in me, and this makes me committed to my job.					
4	I take ownership of activities assigned to me by my leader, and this makes me committed to my job.					
5	Management by Exception Passive (MBEP), and this makes me committed to my job.					
6	My manager doesn't interfere with the activity until problems become severe, and this makes me committed to my job.					
7	My boss is able to analyze the situation and determine what needs to be done and how to do it, and this makes me committed to my job.					
8	Whatever decision a group makes within the limits set by regulations and policies, the leader agrees on the decision, and this makes me committed to my job.					

Part IV: Employee commitment Related Questionnaires

Employee commitment was categorized into three types: normative, affective, and continuance commitment. The descriptive frequency analysis was done on each category; each commitment type's results are represented in the tables below. Please give your rating or how you agree with

S / N	Statement	Level of Agreement				
		SD	D	N	A	SA
Affective Commitment (AC)						
1	I would be very happy to spend the rest of my career with this organization.					
2	I enjoy discussing my organization with people outside of it.					
3	I really feel as if this organization's problems are my own.					
4	I think that I could easily become as attached to another organization as I am to this one.					
5	I do not feel like "part of the family" at my organization.					
6	I do not feel "emotionally attached" to this organization.					
7	This organization has a great deal of personal meaning for me.					
8	I do not feel a strong sense of belonging to my organization.					
Continuance Commitment (CC)						
1	I am not afraid of what might happen if I quit my job without having another one lined up.					
2	It would be very hard for me to leave my organization right now, even if I wanted to.					
3	Too much in my life would be disrupted if I decided I wanted to leave my organization now.					
4	It would not be too costly for me to leave my organization now.					
5	Right now, staying with my organization is a matter of necessity as much as desire.					
6	I feel that I have too few options to consider leaving this organization.					
7	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.					
8	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice—another organization may not match the overall benefits I have.					
Normative Commitment (NC)						
1	I think that people these days move from company to company too often.					
2	I do not believe that a person must always be loyal to his or her organization.					
3	Jumping from organization to organization does not seem at all unethical to me.					
4	One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.					
5	If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.					
6	I was taught to believe in the value of remaining loyal to one organization.					
7	Things were better in the days when people stayed with one organization for most of their lives.					
8	I do not think that wanting to be a "company man" or "company woman" is sensible anymore.					
9	I do not think that wanting to be a "company man" or "company woman" is sensible anymore.					

the statement on employee commitment (by ticking in the box against each statement).