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The Effect of Emotional Intelligence on Employees' Job Performance in the Ethiopian Public Sectors

Bereket Solomon[1]

Abstract

Emotional Intelligence (EI) has been claimed important for performance of leaders and workers in organizations. But little research has examined these issues in the Ethiopian context in general and in the public sector in particular. Hence, this study explores the relationship between the four dimensions of Emotional Intelligence: self-awareness, self-management, social awareness and social skills. Hence, in order to address this research objective, the study employed a mixed research approach with descriptive and explanatory research designs. A total of 308 usable questionnaires were used for further analysis. The descriptive statistics results revealed that, the level of emotional intelligence is at average or moderate level in the public sector in terms of the four dimensions of emotional intelligence skills. The correlation result, confirmed that, all the four dimensions of emotional intelligence skills have a positive and strong to moderate relation with employees' job performance. Furthermore, the regression analysis confirmed that, all the four dimensions of emotional intelligence skills have a positive and significant effect on employees' job performance. The result was further supported with SEM analysis and it was verified that, self-emotional appraisal and others' emotional appraisal have the strongest effect on employees' job performance. Based on the results of the study, it is recommended that, the organizations need to focus on conducting employee emotional intelligence skill test apart from the conventional aptitude tests during selection and recruitment process. recruiting employees externally or promoting employees internally, should not only be based on indicators such as their academic qualifications, but it is also equally important to consider and evaluate their emotional intelligence. Improving the sense of organizational support should also receive the organization's attention. The sense of organizational support will have a positive impact on the positive work behavior of employees.

Key words: Emotional Intelligence, Job performance, Others' emotional appraisal, Regulation of emotions, Self-emotional appraisal, Use of emotions

1. Introduction

Organizations are social systems wherein members interact with one another as well as with external constituents (e.g., customers, suppliers). These interactions involve and invoke, by nature, emotions which underlie human behavior. Thus, to facilitate effective interactions, it is

[1]PhD, Head at the Center for Research and Consultancy in Public Sector Reforms, Ethiopian Civil Service University, email: solomonbereket10@gmail.com

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vital that individuals develop their ability to understand and manage both their own emotions and those of others (Carmeli & Josman, 2006).

According to Salovey and Mayer (1990), emotional intelligence is seen as the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Though the concept is an emerging one; the relevance of emotional intelligence has been given due attention and consequently proved by different researchers during the last three decades. Emotional intelligence (EI) is defined as the aggregate of abilities, competencies and skills that represent a collection of knowledge meant for coping with life effectively. Thus it is closely related to the personal and professional growth of the individuals who have to take decisions under stressful and difficult situations (Dhani & Sharma, 2017).

Emotional intelligence is one of the most important concepts that integrate various cognitive and non-cognitive aspects such as thinking and emotion which has been discussed in recent years and is used in contrast to cognitive intelligence. Consequently, contemporary management theoreticians and practitioners have tried to explain and express the relation between emotion and other organizational functions through the concept called emotional intelligence abbreviated as EI (Mohamad & Jais, 2016).

People with high levels of emotional skills and high emotional intelligence in the organization are able to understand their own and others' feelings very easily and cope with them very effectively. Such people are privileged in all areas of life, whether in emotional and intimate relations or in understanding unspoken rules which lead to making progress in organizational policies (Pekaar et al., 2017). People with well-developed emotional skills are satisfied and efficient in their life as they possess intellectual habits which turn them into productive and competent people. In contrast, those people who are not able to control their emotional life, are involved with internal conflicts; which reduces their ability to perform focused tasks and clear thinking. Besides, they are not able to make effective decisions (Akhtar et al., 2017).

There are plenty of theoretical literatures that demonstrate the positive relationship between emotional intelligence and job performance. Empirical researches have tried to verify the presumed relationship between the two variables. For example, Munir and Azam (2017) examined the effect of emotional intelligence on employees' task and contextual performance by using a longitudinal data. Their study confirmed that, a significant increase in emotional intelligence scores from pretest stage to posttest with a medium effect size. Results further revealed a significant increase in employees' performance scores of the participants after their enhanced level of emotional intelligence.

Previous empirical evidences have demonstrated that Emotional Intelligence (EI) has a positive and significant effect on the performance of leaders and workers in organizations. However, most empirical researches were conducted in advanced and well-developed western nations with little exceptions in developing countries. Additionally, the majority of the previous empirical evidences have used mostly descriptive statistics without actually verifying the cause-effect relationship. Although there are empirical evidences regarding the effect of emotional intelligence on job performance, little research has examined these issues in the Ethiopian

context in general and in the public sector in particular. Hence, this study explores the relationship between the four dimensions of emotional intelligence (self-awareness, self-management, social awareness and social skills) and employees' job performance in the case of the Ethiopian public sector organizations with particular reference to the Federal and Addis Ababa city administration organizations.

2. Problem Statement

It is widely accepted that soft skills greatly affect how people feel and respond to others. If they feel appreciated and valued, they are engaged and motivated to achieve organizational goals. Emotional intelligence is that sense of internal balance within us that enables us to keep our composure, make good decisions, communicate successfully and maintain effective leadership even when under stress (Deshwal, 2015). Emotional intelligence is a crucial factor for deciding success in life and at work place. An employee with better emotional intelligence can perform better in terms of performance, leading the team & building trust among colleagues and the surrounding network. Emotionally intelligent people can easily handle change, power struggle, competition and conflict (Akhtar et al., 2017).

Employees who are high in emotional intelligence are expected to attain higher achievements in both the workplace and their personal life, and to contribute significantly to the performance of their organization. In their quest for competitive advantages, organizations have teamed up with researchers and consultants to initiate various programs for developing an "emotionally intelligent workforce (Carmeli & Josman, 2006).

Proponents of the EI concept argue that EI affects one's physical and mental health as well as one's career achievements. Particularly, it has been argued that, EI has a positive contribution to job related performance outcomes. However, there is little empirical evidence in the literature about the relationship between the EI of employees and job performance. One of the reasons for this gap may be the lack of a psychologically sound yet practically short measure of EI that can be used in leadership and management studies (Law et al., 2004; Wong & Law, 2002).

Some researchers have investigated the relationship between emotional intelligence and work behaviors or attitudes such as turnover intentions, job satisfaction, emotional commitment, sales performance and job performance. For example Vigoda-Gadot and Meisler (2010) explored the relationship between EI, POJ (perceived organizational justice) and turnover intentions by using the ability model among Israel financial organizations. Law et al. (2004) investigated the effect of emotional intelligence and perceived organizational support on entrepreneurial behavior.

Although these studies describe the relationship between EI and organizational outcomes, some gaps still remain. For example, we still do not know enough about the relationship between emotional intelligence and job performance under other circumstances, like the Ethiopian context. Moreover, most previous studies were conducted in the private sector with little attention to the public sector. Furthermore, pervious empirical evidences examined the direct effect without considering a mediation or moderation variable.

Considering the importance of emotional intelligence for job performance, the current study has investigated the relationship between the emotional intelligence and job performance and also investigates the moderating role of perceived organizational support in the relationship between emotional intelligence and job performance in the Ethiopian public sector organizations. To this end, the study tries to answer the following research questions: 1) What is the level of employees' emotional intelligence skills in the selected Ethiopian public sectors? 2) What is the relationship between emotional intelligence skills and employees' job performance in the selected Ethiopian public sectors? 3) What is the effect of the four dimensions of emotional intelligence skills on employees' job performance in the selected Ethiopian public sectors? 4) To what extent does perceived-organizational support moderate the relationship between emotional intelligence and job performance?

The findings of the study are believed to be useful for employees, managers, and the organizations. Firstly, the result of the study provides a greater understanding of emotional intelligence that can influence the job performance of employees and also help managers who wish to increase the likelihood of recruiting competent and high performing employees. The findings also add to the wealth of knowledge in the area. It could also be helpful for individuals who want to conduct further studies on related topics and other organizations that face similar problems. It is believed that this study would add value to the literature on emotional intelligence and job performance, especially in the Ethiopian settings since there was limited empirical research done on a similar setting. In general, given the need for management to recognize the impact of emotional intelligence on job performance of employees in today's competitive world, this study will help the organizations to describe and build the appropriate strategy and action to improve the performance of employees.

3. Review of Related Literature

3.1 Basic Definitions and Concepts

Emotional intelligence (EI) is an emerging topic for psychological, educational, and management researchers and consultants. Psychology and management researchers were interested in studying human emotions long before the construct of EI was proposed (Wong & Law, 2002). Various definitions and models of emotional intelligence have been forwarded by different scholars. As the result there have been much confusion and controversy concerning the concept of emotional intelligence. What is common for most of them is it is positively related with success or performance. Moreover, the relevance is becoming high in certain kinds of situations like social interaction and handling of stress.

EI has gained intensive attention of researchers from different fields. The concept of EI is derived from the concept of social intelligence which was described by Thorndike in 1920, who defined social intelligence "the ability to understand and manage men and women, boys and girls to act wisely in human relation. "A number of scholars have proposed many definitions for this concept. Salovey and Mayer (1990) were among the earliest to suggest the name emotional

intelligence to refer to the ability of a person to deal with his or her emotions. They defined EI as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions"

Emotional intelligence is a relatively new theoretical construct and can be defined in numerous ways. Emotional intelligence is not just being nice, putting on a good face, and giving free reign to feelings, nor is it about controlling, exploiting, or manipulating people. Basically, emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others. More formally defined, emotional intelligence refers to the ability to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate positive and negative emotions in self and others (Anand et al., 2019).

3.2 Models of Emotional Intelligence

There are various models of emotional intelligence developed by different scholars; all have tried to give explanation on its nature and operation. Hence, the measurement tools and tests on emotional intelligence vary on the underlying model. Nevertheless, there is no hard and fast rule to measure it. Tools like 360-degree feedback and future technological advancements which critically examine human behavior (neuroscience) may significantly contribute to addressing problems associated in emotional intelligence.

Despite the numerous tools (Models) currently available, this paper focuses on two widely used models (tools); the Boyatiz-Goleman Model, and Wong & Law Model (WLEIS). Both stem from the four-branch ability model of emotional intelligence.

3.2.1 The Boyatiz-Goleman Model

According to the **Boyatiz-Goleman Model,** EI is composed of two related but distinct broad dimensions;

- The ability to recognize, understand and manage own emotions (**personal competences**/intrapersonal skills). It focuses more on individual than on your interactions with other people. It is the ability to stay aware of own emotions and there by manage your behaviors and tendencies.
- The ability to recognize, understand and influence the emotions of others (**social competences**/interpersonal skills); it is one's ability to understand other people's moods, and motives in order to improve the quality of relationships

There are four core skills/domains under the above two primary competencies as outlined below.

Personal Competences

- **Self-Awareness**: is the ability to accurately perceive emotions and stay aware of them ;
- **Self-Management**: is ability to use awareness of own emotions to stay flexible and positively direct behavior.

Social Competences

- **Social-Awareness**: is an ability to accurately pick up on emotions in other people and understand what is really going on.
- **Relationship-Management**: is an ability to use awareness of own emotions and others` emotions to manage interactions successfully.

Table 1: The Boyatiz-Goleman EI Model

Individual		**Individual Relationship and Interaction with Others**	
Self-Awareness	**Self-Management**	**Social-Awareness**	**Relationship Management**
Emotional self-awareness Self Confidence Accurate Self-Assessment	Self-Control Trustworthiness Conscientiousness Adaptability Achievement Driven Initiative	Empathy Service-orientation Organizational-Awareness	Developing Others Influence Communication Conflict Mgt. Leadership Change catalyst Team Work Collaboration

3.2.2 The Wong and Law Emotional Intelligence Model (WLEIS)

WLEIS is widely used measure in emotional intelligence. It was developed by Chi-Sum Wong and Kenneth S. Law in their paper entitled, "The Effects of Leader and Follower Emotional Intelligence on Performance and Attitude: An Exploratory Study."

It is a self-report emotional intelligence scale with sixteen items (statements) categorized under four dimensions. This model is an extension of the previous Goleman-Boyatzis model and it's consistent with the explanation of the four dimensions of the emotional intelligence. Moreover, it has been tested in different cultures and demographics as well as for different organizations which proves its reliability and validity aspect. The four dimensions of the WLEIS model are described briefly as stated below:

- **Self-Emotional Appraisal (SEA)** - This relates to an individual 's ability to understand and be able to express naturally his or her deep emotions. People who have great ability in this area will sense and acknowledge their emotions well before most people (Wong & Law, 2002).
- **Others-Emotional Appraisal (OEA)** - This relates to peoples' ability to perceive and understand the emotions of people around them. People who are high in this ability will be much more sensitive to the feelings and emotions of others as well as reading their minds.

- **Regulation of Emotions (ROE) -** This relates to the one ‘s ability to regulate his or her own emotions which enables a more rapid recovery from psychological distress. A person with high ability in this area would be able to return quickly to normal psychological states after rejoicing or being upset. Such a person would also have better control of his or her emotions and would be less likely to lose his or her temper (Law et al., 2004).
- **Use of Emotions (UOE)** - This relates to the ability of a person to make use of his or her emotions by directing them toward constructive activities and personal performance. A person who is highly capable in this dimension would be able to encourage him- or herself to do better continuously. He or she would also be able to direct his or her emotions in positive and productive directions (Law et al., 2004).

3.3 Emotional Intelligence and Employee Performance

Job performance is an overall expected work done form employees, but the concept has been molding employees to perceive hard work to be bound with organizations strategy; following rules and regulation leads to achieving good performance.

Emotional intelligence develops innovational creativity in individuals and, as a result, helps in the improvement people’s job performance. In addition, what is of paramount importance in the process of job performance is facilitating the communication within the organization which is another function of emotional intelligence. Emotional intelligence has the power to better explain the people’s workplace performance. Its role is to change attempts, management effectiveness, training and the performance of organization within the organization (Shahhosseini et al., 2012).
Many researchers argue that emotional intelligence of employees can predict work related outcomes such as job satisfaction and job performance. Job performance refers to “an activity in which employees are able to successfully complete their assigned tasks with the use of available resources. In a rapidly changing work environment, organizations need to increase their employee’s performance in competitive markets and therefore, organizations need to analyze the issues which are related to job performance.

3.4 Perceived Organizational Support

Perceived organizational support (POS) refers to “the extent to which employees perceive their organization to be concerned with their well-being and to value their contributions to the organization”. It is generally believed by the employees that their organization supports them. Mostly employees are believed to use same process for acknowledgement as those used in interpersonal relationship development to assume their valuation by the organization. Some outcomes are mostly associated with perceived organizational support such as job satisfaction, OCB, job performance and organizational commitment and some behaviors are also associated with perceived organizational support such as tardiness and turnover intentions (Akhtar et al., 2017).

Mostly employees perceive their employment as reciprocal exchange relationship which reproduces relative dependence and extent beyond a formal contract. This type of perception is important in the research of organization because organization and employees are involved in reciprocal relationship. It is not sufficient only to examine one side of this relationship, but consider the support which organization gives to its employees. When employees are highly EI and organization give them fair and equal organizational support against their contribution, then the performance level of employees will increase.

3.5 Empirical Review

Numerous empirical researches have been carried out in different contextual settings. Previous empirical findings demonstrated that, there is positive relationship between emotional intelligence and employee-related outcomes, such as job performance, job satisfaction, citizenship behavior and commitment. In the subsequent sections, some of these empirical researches are reviewed and gaps are identified.

Emotional Intelligence is more important to job performance than any other leadership skill. It is said that our emotional intelligence is more than twice as important as our technical skill. Previous empirical evidences reported that lower emotional intelligence levels contributed to reactions being more negative in the form of job insecurity and lower coping strategies. Conversely, higher levels have been found to generate positive interpersonal relations with others (George, 2000), with emotionally intelligent leaders displaying higher levels of self-awareness, persistence, self-motivation and social skills to motivate and empower others (Mahal, 2016).

Additionally, as cited in Akhtar et al. (2017) revealed that employees with high emotional intelligence are more likely to have higher levels of job performance because they are more adept at appraising and regulating their own emotions than are employees with low emotional intelligence. Wong and Law (2002) stated that employees with high level of emotional intelligence shows high level of job performance because they have positive experience and manage their emotions effectively while at work.

In the food service industry, Sy et al. (2006) looked at the interaction impact between managers' emotional intelligence and employees' emotional intelligence on work satisfaction and success. Employees' emotional intelligence, they expected, is positively linked to their work satisfaction and success. They also looked at the effect of managers' emotional intelligence on employee outcomes, finding that employees with higher emotional intelligence scores are happier and perform better than those with lower scores.

Mayer et al. (1999) suggest that women might have a slight advantage over men in the area of emotional intelligence. Bar-On (2000), however, suggests that no significant differences exist between males and females regarding overall emotional and social competence; but he does indicate some gender differences for a few factorial components of the construct.

As indicated in the above few paragraphs, there are various empirical researches conducted in different contextual settings. Although several studies have been undertaken, little researches

have examined the effect of emotional intelligence on employees' job performance with a moderating effect of perceived organizational support. This research is also among the few which is designed to integrate demographic variables in the model.

3.6 Conceptual Framework

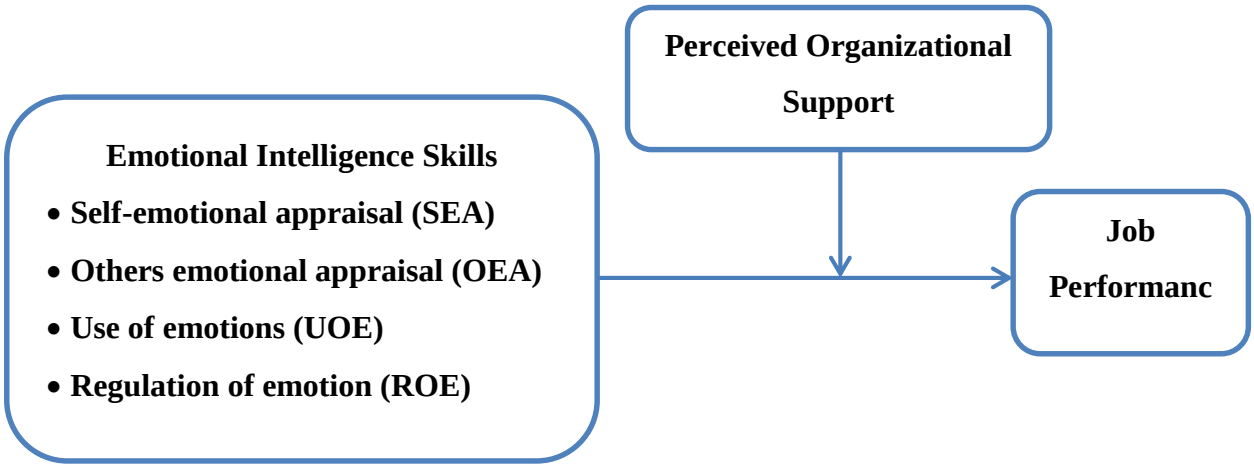


Figure 1: Conceptual Framework of the Study
Source: Adapted and modified from Akhtar et al. (2017)

4 Materials and Methods

4.1 Research Design and Approach

Descriptive and explanatory research designs were applied in this research to understand the current practice regarding emotional intelligence and employees' job performance and to investigate cause and effect relationship between research variables respectively. In this study, a concurrent mixed method research approach was employed. Concurrent mixed method research approach involves the collection of both qualitative and quantitative data simultaneously and merging the data and using the results to understand the research problem under study (Creswell, 2008).

4.2 Sampling Technique and Sample Size

Accurate sampling methods and a comprehensive sampling frame are the foundation of empirical surveys (Creswell & Clark, 2017). Hence, in this study probability sampling technique will be applied. The probability sampling technique that was used to collect quantitative data through survey questionnaires was simple random sampling technique.
Consequently, the researcher used stratified random sampling technique in order to stratify public sectors at the federal and Addis Ababa administration level based on some common

characteristics. As a result, the stratification of the public sector organizations was based on their sector belongingness (i.e., social sector, economic sector and finance sector). Based on this stratification 3 public sector organizations were selected from each stratum randomly, this makes all public sector organizations of federal and Addis Ababa level will have equal chance of being selected in the sample.

Since to total population of the study is unknown, the sample size of the study was determined by using the formula suggested by Cochran (1977)

$$n = \frac{z^2 pq}{e^2}$$

Where:

- e is the desired level of precision (i.e. the margin of error)
- p is the (estimated) proportion of the population which has the attribute in question,
- q is 1 – p.

$$n_x = \frac{1.96^2\ (0.5)(1-0.5)\ ^2}{(0.05)^2} = 384$$

Based on the above sample size determination calculations, the total sample size of this study was 384 employees and management officials working different divisions of the selected public sector organisations.

4.3 Data Collection Methods

Survey questionnaires with open and closed ended questions were used as data collection instruments in order to collect both qualitative and quantitative data simultaneously. Survey questionnaires allow statistical inferences to be made in relation to the broader population of interest and thus allow generalizability to be made and this in turn will increase the external validity of the research (Bowling & Ebrahim, 2005; Sapsford & Jupp, 2006).

4.4 Data Analysis Techniques

Data analysis consists of examining the database to address the research questions and hypotheses (Almquist et al., 2014). Data analysis in a mixed methods research relates to the type of research strategy chosen for the procedures (Gelo et al., 2008). Therefore, data collected via different techniques will be analyzed by using relevant data analysis techniques. In this regard, both descriptive and inferential statistics was used in order to answer the research questions of the study empirically.

Thus, descriptive statistics such as frequency, percentage and mean were used in order to describe the demographic variable of respondents. In order to identify the underlying dimension of the variable, exploratory factor analysis was used with principal component factoring and varimax rotation. In order to test and fit the data with the proposed model, a confirmatory factor analysis with structural equation modeling were used.

5 Results and Discussions

5.1 Reliability Analysis

Table 2: Results of Reliability Test

No	Research Variables	Number of Items	Cronbach's Alpha
1	Self-Emotional Appraisal (SEA)	4	.811
2	Other's Emotional Appraisal (OEA)	4	.879
3	Regulation of Emotions (ROE)	4	.838
4	Use of Emotions (UOE)	4	.869
5	Perceived Organizational Support	5	.792
6	Job Performance	5	.843

Source: Own Survey (2024)

The table above displays the results of the reliability test of research variables. It shows Cronbach's alpha coefficient. Cronbach's alpha is a statistical test that measures the internal consistency of the research instruments. Hence, the minimum recommended value to establish internal consistency of research variables is 0.70. Accordingly, as indicated in table 2 above, all research variables established internal consistency, by scoring above 0.70, which is the minimum threshold value. Therefore, based on the finding, it can be concluded that all research variables have achieved above the minimum requirement level to establish reliability of measurement scale.

5.2 Demographic Characteristics of Respondents

Table 3: Demographic Characteristics of Respondents

Variables		Frequency	Percent (%)	
Gender	Male	175	56.8	
	Female	133	43.2	
Education	Diploma	37	12	
	Degree	182	59.1	
	Masters	84	27.3	
	PhD	5	1.6	
	Mean	**SD**	**Minimum**	**Maximum**
Experience	6.03	4.549	1	35
Age	34.10	7.278	19	57
Total (N)	308			

Source: Own Survey (2024)

The above table (table 3) illustrates the demographic background of respondents. As it can be seen from the above table, the majority of the respondents were male with frequency of 175 (56.8%) and female participants were 133 (43.2%). On the other hand, as it can be confirmed from the table, the majority of civil servants who participated in the research were first degree holders with a frequency of 182 (59.1%) followed by second degree holders with a frequency of 84 (27.3). Only 37 (12%) and 5 (1.6%) of the respondents were certificate/diploma and PhD holders respectively. On the other hand, the maximum experience is 35 years and the minimum was found to be 1 year. In terms of the age of the respondents, the maximum is 57 years and the minimum is 19 years with a mean and standard deviation of 34.10 and 7.278 respectively.

5.3 The Level of Employees' Emotional Intelligence Skills

The analysis was made using statistical values generated from SPSS computer software. The data collected through a Likert type questionnaire was analyzed using mean score and standard deviations. According to Best (1977) on a five-point Likert scale with responses ranging from 1 is strongly disagree, 2 is Disagree, 3 is Neutral, 4 is Agree and 5 is strongly agree. The mean score from [1-1.8] is lowest, from [1.81 -2.61] is low, from [2.62-3.41] is average/moderate, from [3.42-4.21] is good/high, and from [4.22-5] is considered very good/ very high. This section provides the descriptive analysis of the independent and dependent variables (i.e., emotional intelligence dimensions and employees' job performance). Hence, the details of each variable's descriptive statistics results are displayed and discussed in the following sections.

Table 4: Mean Score Interpretation

Mean Score	Interpretation
Very low	1.00 to 1.80
Low	1.81 to 2.61
Medium/average	2.61 to 3.41
High/good	3.42 to 4.21
Very high/very good	4.22 to 5.00

Source: Best (1977)

Table 5: Descriptive Statistics of Research Variables

	Mean	Std. Deviation
Self-emotional appraisal (SEA)	2.8201	.72371
Others emotional appraisal (OEA)	3.3780	.68625
Regulation of emotions (ROE)	2.7896	.70283
Use of emotions (UOE)	3.3301	.57671
Perceived Organizational Support	4.2415	.72929
Job Performance	4.2353	.66082

Source: Own Survey (2024)

The above table (5) displays, the results of descriptive statistics regarding the research variables. As it is indicated in the table, all the research variables have scored average/medium mean score. This implies that, employees working in different public sector organizations are moderately controlling their emotions and others' emotions. Additionally, the result confirmed that, employees are not using their emotions and regulating their emotions.

5.4 The Relationship Between Employees' Emotional Intelligence Skills, Perceived Organizational Support and Job Performance

Table 6: Results of Correlation Analysis

		SEA	ROE	UOE	OEA	POS	JP
SEA	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	351					
ROE	Pearson Correlation	.239**	1				
	Sig. (2-tailed)	.000					
	N	351	351				
UOE	Pearson Correlation	.148**	.321**	1			
	Sig. (2-tailed)	.006	.000				
	N	351	351	351			
OEA	Pearson Correlation	.322**	.241**	.192**			
	Sig. (2-tailed)	.000	.000	.000			
	N	351	351	351			
POS	Pearson Correlation	.506**	.422**	.375**	.471**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	351	351	351	351	351	
JP	Pearson Correlation	**.528****	**.496****	**.463****	**.445****	**.619****	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	351	351	351	351	351	351

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

Table 6 above illustrates the result of Pearson Correlation between research variables. Thus, form the above result, it can be concluded that there is a strong and positive association between the independent and dependent variables of the study. Values between ±0.50 and ±1 suggest a strong correlation. Moderate Degree: Values between ±0.30 and ±0.49 indicate a moderate correlation. Low Degree: Values below +0.29 are considered a weak correlation. No Correlation: A value of zero implies no relationship.

Table 7: Correlation Coefficient Cutoff

Correlation Coefficient	**Description**
±0.5 to ±1	Strong
±0.30 to ±0.49	Moderate
+0.29 below	Low

Source: Bartz (2009)

The results of the correlation analysis confirmed that there is a positive and significant relationship between research variables. Hence, as indicated in the table above, all the correlation coefficients were found to be significant and positive. The highest correlation was found between perceived organizational support and job performance with (r = .619***). The next highest value was scored between self-emotional appraisal and job performance with (***r* = *.528***)** followed by the correlation between others emotional appraisal and job performance with a coefficient of ***(r = .496***).***

5.5 The Effect of Emotional intelligence Skills on Job performance

Table 8: Results of Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724[a]	.524	.518	.36616
a. Predictors: (Constant), UOE, SEA, ROE, OEA				

Source: Own Survey (2024)

Table 8 above illustrates the model summary result regarding emotional intelligence. As per the results depicted in the table above, the independent variables have explained 52.4% of the variation in private investment. This result is indicated in the R-Square (R^2) in the above table. R-Squared (R^2 or the coefficient of determination) is a statistical measure in a regression model that determines the proportion of variance in the dependent variable that can be explained by the independent variable. In other words, r-squared shows how well the data fit the regression model (the goodness of fit). Thus, based on the result of the study, it can be confirmed that the data fitted the model well.

Table 9: Results of ANOVA Analysis

ANOVA [a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.778	4	11.195	83.497	.000[b]
	Residual	40.623	303	.134		
	Total	85.402	307			
a. Dependent Variable: JP						
b. Predictors: (Constant), UOE, SEA, ROE, OEA						

Source: Own Survey (2024)

The table above demonstrates that the independent factors statistically significantly predict the dependent variable; the regression model is a good fit of the data here.

Table 10: Results of Regression Analysis

Coefficients [a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.700	.158		4.416	.000
	SEA	.273	.031	.374	8.752	.000
	OEA	.172	.034	.224	5.027	.000
	ROE	.233	.031	.310	7.438	.000
	UOE	.192	.037	.209	5.151	.000
a. Dependent Variable: JP (Job Performance)						

Source: Own Survey (2024)

In order to examine the effect of each independent variable on the dependent variable, a multiple regression analysis was used. The results of the regression analysis are displayed in the table above (table 9). As can be seen from the table, all the four dimensions of emotional intelligence have a positive and significant effect on employees' job performance. Self-emotional appraisal has the highest effect when compared with the other variables with a beta value of ***(B = .374, P = .000),*** followed by regulation of emotions with beta value of ***(B = .310, P = 000).***

5.6 The Moderation Effect of Perceived Organizational Support

In order to test the moderation effect of perveived organizational support, Hayes Process Macro was used. This model uses four steps to analzye the moderation effect. First, the moderator and indepednt variables were mean centered and standardized values are created. Second, iteraction

term was created by multiplying the centered moderator and independet variables. And lastly, the regtrssion analysis was performd. The details of the results are presented in the following table.

Table 11: Model Sumamry

R	R-sq	MSE	F	df1	df2	p
.6866	.4715	.2328	103.1789	3.0000	347.0000	.0000

Source: Own Survey (2024)

The above table displays the model summary result. As it can be seen, the R-sqaure is .47, meaning that the independent varible explains 47% of th variation in the dependent variable.

Table 12: Regression Coefficients of Moderation Effect

Model	coeff	se	t	p	LLCI	ULCI
constant	4.2755	.0317	134.7295	.0000	4.2131	4.3379
EI	.4333	.0583	7.4384	.0000	.3187	.5479
POS	.2559	.0584	4.3801	.0000	.1410	.3709
Int_1	-.1383	.0639	-2.1648	.0311	-.2640	-.0127
Product terms key: Int_1 : EI x POS						
Test(s) of highest order unconditional interaction(s):						
	R2-chng	F	df1	df2	P	
X*W	.0071	4.6865	1.0000	347.0000	.0311	

Source: Own Survey (2024)

Table 12 above shows the results of the moderation analyssi. As it can be seen from the results displayed in the above table, perceived organizational support moderate the relationship between emotional intelligence and job performance because the interaction term is significant (P value = .0311 <.05). Test of unconditional interaction, this shows the change in R-Sq due to interaction (x*w), this is also significant (.0071, P = .031 < .05).

5.7 Conclusions and Recommendations

5.7.1 Conclusions

Emotional Intelligence (EI) has been claimed to be important for performance of leaders and workers in organizations. But little research has examined these issues in the Ethiopian context in general and in the public sector in particular. Although these studies describe the relationship between EI and organizational outcomes, some gaps remain. For example, we still do not know enough about the relationship between emotional intelligence and job performance under other circumstances, like the Ethiopian context or about the potential moderating role of perceived

organizational support on the relationship between EI and work outcomes (task performance, OCB, organizational commitment and job satisfaction).

Attaining the most feasible performance is considered as the most significant aim of all organizations. As such, organizations are required to concentrate on the emotional intelligence as a challenging variable for the sustainment of the high performance and the development of the competitive privilege. According to previous studies, emotional intelligence has a key role in the increase of performance. Different studies illustrate that individuals with high-level emotional intelligence have excellent job performance. Individuals that promote emotional intelligence have success in their career as there is a relationship between success and emotional intelligence and they are influenced by each other.

Considering the importance of emotional intelligence for job performance, the current study investigated the relationship between the emotional intelligence and job performance and also investigates the moderating role of perceived organizational support in the relationship between emotional intelligence and job performance in the Ethiopian public sector organizations.

Hence, in order to achieve the above objective, a concurrent mixed research approach with descriptive and explanatory research designs were applied. The findings of the study revealed that, the four dimensions of emotional intelligence (self-emotional appraisal, others emotional appraisal, regulation of emotions and use of emotions) have a positive and significant effect on employees' job performance.

The research was also able to establish that there is a relationship between employees' emotional intelligence and employees' performance. Employees' performance can be achieved through their intelligence, and also through empowerment of the employees. Employees who are empowered and are involved in innovation become more satisfied with their jobs and therefore more productive. Managing people in an innovative organization is about giving the opportunity to people to develop and to make a contribution to strategic objectives.

5.7.2 Recommendations

- Employees' needs to be given training in order to enhance their self-emotional appraisal skills. In the internal training of the organizations, employees can practice and exercise in learning, improve their ability to perceive, integrate, understand, and use emotions, and improve their emotional intelligence, as a comprehensive quality for training.
- The organizations need to focus on conducting employee emotional intelligence skill test apart from the conventional aptitude tests during selection and recruitment process. Additionally, emotional intelligence evaluation for all employees is critical before applying training, which will help to understand the level of EI of each worker. From then, organizations could be able to develop an appropriate program for each worker.
- Improving employees' work performance is one of the main means to improve the competitiveness of an organization. Therefore, public sector organizations, recruiting employees externally or promoting employees internally, should not only be based on

indicators such as their academic qualifications; it is also equally important to consider and evaluate their emotional intelligence.

- These findings may suggest that constructing an empathic environment among employees of the public sector may yield significant benefits in the form of increased employee performance and an increase in operational best practices in the public sectors. It is recommended that EI may be treated as a valuable asset among employees, and that it could be incorporated into public sector human resource management practice guidelines and performance evaluations.
- Improving the sense of organizational support should also receive the organization's attention. The sense of organizational support will have a positive impact on the positive work behavior of employees. For example, relevant supportive measures can be taken to make employees feel the fairness of the organization, and the organization treats employees.
- Employees can learn and strengthen their emotional intelligence but only when they recognize the importance of emotional intelligence at the workplace. The organizations/ companies should conduct a workshop or seminar to provide knowledge of EI for all staff. It is clear that all employees are emotionally intelligent; however, many of them cannot manage and control their emotions when working. Thus, the organizations ought to guide and train employees on how to manipulate their emotions once a week to be more productive.

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