



**ST.MARY UNIVERSITY SCHOOL OF
POSTGRADUATE STUDIES**

**THE EFFECT OF EMOTIONAL INTELLIGENCE ON EMPLOYEES
PERFORMANCE: THE CASE OF ETHIOPIAN AIRLINES**

**BY
WINTA BERHANU GESSESSEW**

MAY 2024

ADDIS ABABA, ETHIOPIA

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ADVISOR: TEMESEGEN BELAYNEH (PhD)

**A THESIS SUBMITTED TO ST.MARY UNIVERSITY SCHOOL OF
POSTGRADUATE STUDIES PROJECT MANAGEMENT PROGRAM,
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DECLARATION

I, the undersigned, declare that this thesis entitled “The Effect of Emotional Intelligence on Employee Performance: The Case of Ethiopian Airlines” is my original work. To the best of my knowledge, any other person has not presented it for a degree. Furthermore, I acknowledge all the sources of material used in this thesis.

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ENDORSMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

Dr. Temesgen Belayneh

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Date: _____

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List of Acronyms

EI- Emotional intelligence

IQ- Intelligence quotient

SPSS- Statistical package for the social sciences

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Abstract

This research examines the effect of emotional intelligence on employee performance at Ethiopian airlines. Emotional intelligence (EI) is the ability to identify, understand, manage, and reason with emotions. It is an important skill for employees, especially in team-based environments like project management. The research aims to investigate the relationship between employees' emotional intelligence and their job performance in Ethiopian airlines' project teams. The research objectives are to: assess the level of emotional intelligence among employees at Ethiopian airlines, examine the impact of emotional intelligence on employee performance, and identify the specific components of emotional intelligence that most influence employee performance. The research will use a quantitative research approach, collecting data through surveys of members at Ethiopian airlines. The methodology will involve a survey of employees at Ethiopian airlines to assess their levels of emotional intelligence using a validated measurement instrument. Employee performance data will also be collected. Correlational and regression analyses will be used to examine the relationship between EI and performance outcomes. The findings are expected to provide insights that can help the airline and other organizations develop strategies to enhance emotional intelligence and improve employee performance in project based work. The expected contributions of the study are empirical evidence on the importance of emotional intelligence in a project-based work environment in the Ethiopian context. Overall the study aims to shed light on a crucial but often overlooked factor-emotional intelligence-that can impact the success of project-based work in a major Ethiopian company.

Key words- Emotional intelligence, Ethiopian airlines, project team performance

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The phrase "emotional intelligence" was introduced in the 1990s by Salovey and Mayer, but it wasn't widely accepted until Goleman used it again in 1998a. In that publication, he defined emotional intelligence as the capacity to identify, comprehend, and control one's own emotions—a skill that is essential to subsequently being able to engage in constructive interactions with others. Since emotions actually govern our actions and thus shape our behaviors for better or worse, emotional intelligence has a profound impact on our professional skills (Jonas, 2013). As a result, it is important to manage our own emotions as well as those of others. This is especially important when dealing with situations that are particularly challenging.

Emotional intelligence, or EI, is a phrase that is becoming more and more popular. It is frequently mentioned as the secret to productive working relationships. We all have different needs and aspirations, unique personalities, and different ways of expressing our emotions. To get through all of these situations with grace and intelligence is necessary, especially if one wants to succeed in life. Emotional intelligence, or EI, comes into play here. The capacity to recognize and comprehend your emotions as well as the effects they have on those around you is known as emotional intelligence. This also applies to how you perceive other people: you can handle interactions more skillfully if you are aware of their behavior. To build healthy relationships, you need to be able to identify your own emotions and how they affect you and other people, as well as the feelings of everyone else. This is known as emotional intelligence (Vijayakumar and Navas, 2018).

Greater attention needs to be paid to the Emotional intelligence condition of organizational employees if sales volumes are to rise and organizational production in general is to increase (Kaura, 2011). Therefore, the goal of this study is to determine how emotional intelligence affects an employee's performance in the most appropriate and efficient manner. If done correctly, the results will assist Ethiopian airlines department heads, stakeholders, industry groups, and all other study beneficiaries—including academics, human resources professionals, and others—in developing and exploring the concept of Emotional intelligence to enable better employee performance, which will lead to better achievement of both

organizational and personal goals. Emotional intelligence and customer satisfaction have a good association that in turn has a favorable relationship (Danguah , 2014).

professional talents are thought to be significantly impacted by emotional intelligence. For example, it is believed that transformational leadership arises when leaders are able to effectively manage others and comprehend themselves (Dhani and Sharma, 2019). Emotional intelligence (EI) research studies about skills needed for performance have been conducted by academics; the findings of these studies suggest that EI has a significant impact on performance and a significant portion of success in any kind of employment. This is the most recommended way to direct our efforts in a manner that yields the most acceptable results. Our emotional intelligence (EI) serves as the foundation for many important abilities and influences almost everything, including our daily actions and words as well as some occupations like performance at work (Navas and Vijayakumar, 2018).

Studies on the relationship between emotional intelligence (EI) and job satisfaction have been conducted. The researchers have substantiated their claim that there is a considerable correlation between employees' commitment and job satisfaction and Emotional intelligence, which looked at emotional intelligence in the workplace(Dr. Allamz, 2011). Each of us has to develop our emotional intelligence in order to become more proficient individuals and gain access to new information in the areas of social, intellectual, and technical abilities (Lennick and Kiel, 2005). When evaluating an employee's performance at Ethiopian Airlines' head office, the research will be based on emotional intelligence characteristics including self-awareness, social awareness, self-management, and relationship management.

A lot of research has been done to find out the impact of Emotional intelligence on employee performance. But a bigger percentage of this research has been done in the developed countries and thus the findings have been implemented which leaves a smaller percentage to the developing countries and even then the findings have never been taken seriously (Jonas, 2013). Employee performance is expected to soar in times of good relations with management The amount of research done on this topic in Ethiopia is insufficient. To the best of the researcher's knowledge, neither Ethiopian Airlines nor any other governmental agency in Ethiopia has conducted any direct research on the idea of how emotional intelligence affects employee performance. Additionally, it has been noted that Ethiopia has relatively little knowledge of and use for the idea of emotional intelligence. As a result, the research in this paper aims to better understand how emotional intelligence affects employee performance at Ethiopian Airlines' head office and to raise awareness of the EI concept

among Ethiopia's governmental institutions. This piece will be developed against this backdrop. Determining how emotional intelligence affects employee performance at Ethiopian Airlines' head office and raising knowledge of the EI concept among Ethiopia's governmental institutions are the goals of the research presented in this paper. This work will be built with this context in mind.

1.2 Statement of the problem

Across the globe, numerous research endeavors have been undertaken in the realm of emotional intelligence in order to determine its influence on various aspects. A multitude of issues have been pinpointed in the process; however, only a handful of these studies have explored the connection between emotional intelligence and overall employee performance, specifically within both the private and government sectors in Ethiopia. The need for expanding research in this area remains imperative to gain further insights into this significant topic (Morehouse, 2006).

Many businesses increasingly understand that emotional intelligence in employees is just as important as technical credentials and experience in order to differentiate themselves in today's competitive market. This is evident from the numerous literature studies that have proven the significance of emotional intelligence (EI) in both life and professional performance (Goleman, 1996; Kim and Foroudi, 2020). Research has also demonstrated that emotional intelligence (EI) plays a significant role in determining how committed workers are to their jobs and helps organizations achieve their objectives. This is because modern jobs require an organization's emotional intelligence to ensure successful operational efficiency (Poornima and Sijatha, 2020).

Due to excessive job pressure and incapacity to successfully handle it, there are several psychological issues and experiences from the workplace. Since they are crucial to the expansion of any company, it is therefore the responsibility of all businesses and their stakeholders to address and resolve this weakening issue (Akhtar, Ghufra, Husnain, and Shahid, 2017). It is a grave mistake for most businesses to prioritize success and productivity over investing in the development and training of their workforce.

While emotional intelligence has been shown to impact employee performance in project-based work, there is limited evidence on the specific relationship between EI and project team performance (Morehouse, 2006). Understanding how the key components of EI affect the performance of project team employees at major Ethiopian organizations like Ethiopian

Airlines can provide crucial insights to help develop targeted strategies for enhancing emotional intelligence skills and improving project outcomes. This study aims to address this gap by investigating the effect of emotional intelligence on the performance of project team employees at Ethiopian Airlines.

Numerous mental health concerns are observed and encountered in work environments due to the significant amount of job-related stress and the insufficient capacity to manage them effectively. As a result, various experts and government studies suggest that it is the responsibility of each company and its stakeholders to collaboratively address and overcome these debilitating issues in the workplace, enhancing overall conditions. Investing in the growth and development of employees who genuinely need support is not only ethically obligatory, but also financially prudent (Kyriazoglou, 2015). A majority of organizations strive for excellence and effectiveness; however, they often fall short in providing adequate training and development opportunities for their staff members. This oversight constitutes a substantial error, necessitating an exploration of the correlation between emotional intelligence (EI) and employee performance to emphasize its importance (Kyriazoglou, 2015). Especially in today's ever-changing business landscape, where management methodologies have grown increasingly intricate, there exists a pressing need among management teams to prioritize Emotional intelligence-focused training and development initiatives for their workforce—supplementing conventional IQ-centered approaches (Joshi, 2013).

Many businesses increasingly understand that emotional intelligence in employees is just as important as technical credentials and experience in order to differentiate themselves in today's competitive market. This is evident since numerous research reviews have demonstrated that Emotional intelligence is an essential element of successful human performance in both life and the workplace (see, for instance, Kim and Foroudi, 2020). Research has also demonstrated that emotional intelligence plays a significant role in determining how committed workers are to their jobs and helps organizations achieve their objectives. This is because modern jobs require an organization's emotional intelligence to ensure successful operational efficiency (Poornima and Sijatha, 2020). A great deal of psychological issues and experiences arise from the high level of labor demands and the incapacity to effectively control them in the workplace. Since they are crucial to the expansion of any company, it is therefore the responsibility of all businesses and their stakeholders to address and resolve this weakening issue (Akhtar, Ghufraan, Husnain, and

Shahid, 2017). The majority of businesses make the grave error of focusing almost entirely on personnel development and training while aiming for success and productivity. Therefore, in order to verify this claim, it is more important to ascertain the state of the relationship between Emotional intelligence and employee commitment and performance (Long and Kowang, 2015).

There has been discussion over the years on whether employees' emotional intelligence influences their work output and level of dedication, if any. While some research suggests that an employee's performance is positively impacted by emotional intelligence (Poornima and Sijatha, 2020; Wen, 2020), other research suggested that an employee's emotional intelligence has no appreciable bearing on his workplace and, consequently, has no appreciable influence on his or her level of commitment to their work (Batoool, Parveen and Batoool, 2017; Mustafa, Ismail and Buntat, 2014).

While previous research has uncovered connections between emotional intelligence and the performance of employees in developed countries as well as some developing nations (Shahzed , 2011). There is still a significant gap in understanding this phenomenon in other contexts. In particular, very few studies have explored this topic within the Ethiopian setting.

Furthermore, to the researcher's knowledge, there is a distinct lack of research specifically investigating the potential link between emotional intelligence and worker productivity in Ethiopian government organizations overall. This is particularly true when considering Ethiopian Airlines' head office as a case study. Consequently, there is a need for further inquiry into this subject matter to better comprehend the potential impacts of emotional intelligence on employee performance in various settings across the globe.

In a comprehensive study conducted which delved into the intricate relationship between emotional intelligence and psychological well-being, the researchers sought to verify the hypothesis that the level of emotional intelligence has a significant impact on an individual's mental health (Abraham, Meyrav, and Weisberg 2009). Upon completion of their investigation, they discovered a positive correlation between these two factors. However, their study focused on a specific professional field, limiting its applicability to understanding the broad impact of emotional intelligence on an employee's performance across various occupations. This current research intends to address this gap by examining the influence of emotional intelligence on performance in a more general context. Moreover, developing

nations like Ethiopia urgently require comprehensive studies on emotional intelligence to drive progress and sustainable development.

To elaborate further, it is important to understand that the public sector in Ethiopia plays a pivotal role in sustaining the country's economy. Within this sector, there exists an intensely competitive environment where employees continuously strive for excellence and improved productivity. Consequently, it becomes exceedingly vital to comprehend any potential factors that may cause fluctuations or enhancements in productivity levels among-st these workers. In an effort to achieve this understanding, the present research will integrate the four fundamental components of emotional intelligence - self-awareness, social awareness, self-management, and relationship management - and rigorously assess their impact on project teams employee performance. The assessment will be specifically targeted at individuals working at Ethiopian Airlines' Head Office, where insights from this research may lead to tangible improvements in overall workplace performance and contribute meaningfully to the nation's progress.

1.3 Research objectives

1.3.1. General objectives

The general objective of this study was tried to identify the effect of Emotional intelligence employees' performance at Ethiopian airlines head office.

1.3.2 Specific objectives

The following are the particular aims of this study, which are based on the overall objective:

- To examine how self-awareness affects employees' performance
- To examine how self-management affects employees' performance.
- To examine how social awareness affects staff performance.
- To examine how relationship management affects staff performance.

1.4 Research Questions

The following research questions will direct our investigation:

1. How does self-awareness affect employees' performance?
2. How does self-management affect employees' performance?
3. How does social awareness affect the performance of employees?
4. How does relationship management affect employees' performance?

5. What are the key components of emotional intelligence that affect to job performance?

1.5 Hypothesis

Based on the review of the theoretical and empirical literature about the effect of emotional intelligence on employee performance, the following hypotheses were developed to guide the empirical work of the present study:

- Self-awareness has a significant positive effect on the performance of employees at Ethiopian Airlines, Head office.
- Self-management has a significant positive effect on the performance of employees at Ethiopian Airlines, Head office.
- Social awareness has a significant positive effect on the performance of employees at Ethiopian Airlines, Head office.
- Relationship -management has a significant positive effect on the performances of employees at Ethiopian Airlines, Head office.

1.6 scope of the study

The impact of emotional intelligence on employees performance in the case of Ethiopian Airlines' Head office will be examined as part of this study. The impact of emotional intelligence (self-awareness, social awareness, self-management, and relationship management) on employee performance will therefore be the subject of this study's particular attention. The general purpose of this study is to examine the effect of emotional intelligence on the performance of project team employees at Ethiopian Airlines. Specifically, the study aims to investigate the impact of the four key components of emotional intelligence - self-awareness, self-management, social awareness, and relationship management - on the performance of project team members and managers. The target population for this study includes all employees, both members and managers, working at the headquarters of Ethiopian Airlines in Addis Ababa, Ethiopia. A sample of this population will be selected using an appropriate sampling technique, such as random or stratified sampling, to ensure representativeness. The study is confined to the headquarters of Ethiopian Airlines located in Addis Ababa. This is the central hub where the airline's major projects and initiatives are planned and executed. Limiting the scope to this location allows for an in-depth examination of the emotional intelligence and performance dynamics within the organization. The study will employ a quantitative research methodology, utilizing a survey-based approach to collect data from the selected sample of project team employees. Validated questionnaires will be

used to measure the variables of emotional intelligence and project team performance. Statistical analysis techniques, such as correlation and regression analysis, will be applied to determine the relationships and effects. The study acknowledges certain limitations that may impact the generalizability of the findings. Firstly, the focus on a single organization, Ethiopian Airlines, may limit the broader applicability of the results to other aviation companies or industries. Additionally, the self-reported nature of the survey data may introduce some bias, and the cross-sectional design of the study may not capture the dynamic nature of emotional intelligence and its effects over time. Despite these limitations, the findings of this study are expected to provide valuable insights into the role of emotional intelligence in enhancing the performance of project teams within the Ethiopian Airlines context

1.7 significance of the study

The cornerstone for achieving organizational goals is employee performance. Although several factors are thought to have affected employee performance, the employee's emotions appear to be the main impact. Studying the impact of emotional intelligence on employees performance at Ethiopian Airlines can provide valuable insights to enhance team dynamics, decision making, employee engagement , job satisfaction, and leadership development within the organization.

As a result, the research of how emotional intelligence affects employee productivity is significant in and of itself since it looks for any meaningful relationship between the dependent variable (worker performance) and the independent variables (emotional intelligence components)

Additionally, a large number of people will greatly benefit from the research. Because the findings can add new ideas to the state of research in the fields and be used for training and developing a body of performance management as well as leadership styles in the organization, these include academics who want to learn more about emotional intelligence and professionals who want to add to a body of management theory.

Furthermore, there are currently a lot of studies being conducted on this subject in Western countries, but relatively few are being conducted in Ethiopia. Consequently, one of the main initiatives to raise people's knowledge of the idea of emotional intelligence will be this study. Furthermore, the government will gain important knowledge from this research about how to improve the performance and management of government-owned businesses. This is

necessary since the majority of workers in the public sector must choose not to provide their all due to negative workplace emotions. Employers in the three distinct sectors of public, commercial, and non-governmental organizations will greatly benefit from this research. They will be able to include EI testing in their hiring procedures and invest in its application in their plans in order to increase the production of their employees.

1.8 limitation of the study

Notwithstanding the current study's significance, it is important to recognize its shortcomings. The tiny sample size and the researcher's resources were constraints on the study. The researcher would have preferred to include a larger number of respondents in order to obtain a stronger picture of the challenges in various organizations, however this was not feasible due to the study program's time frame limits. Only Ethiopian Airlines' head office staff are included in the study. Moreover, the study's significant dependence on the information provided by the respondents constituted another constraint. Since the entire study was dependent on perception, which is subject to change, it is possible that employees withheld information about their level of skill, leading to the generalization.

1.9 Definition of terms

Emotional intelligence -Emotional intelligence (EI) was defined as the capacity to understand our own emotions, be in a better position to control them, and be able to affect others' emotions. As such, we must always be aware that emotions influence behavior and have the potential to have a positive or bad impact on others. Thus, it becomes necessary to figure out how to control those feelings in both ourselves and people around us (Jonas , 2013).

Intellectual Intelligence/Quotient (IQ)-The ability to reason (as determined by problem-solving tests) in relation to the age-specific statistical norm or average, regarded as 100.

Performance- Job performance is the result of work completed by an individual or group of individuals who have the authority and obligation to carry out their individual tasks in a way that complies with the law and ethical standards of the organization (Kahtani , 2013).

Employees performance- Employee performance comes to the continuous or sequence of tasks that employees undertake in order to accomplish the goals. A basic assessment of an employee's performance to determine whether they are meeting their goals targets by doing the tasks given to them in the way that the assigning authority has requested; these tasks can

be evaluated based on the level of quality, timeliness, quantity, and efficiency with which they are accomplished (Kahtani's, 2013).

Self awareness- Self-awareness refers to being aware of our own emotions and understanding how they affect our choices, deeds, and behaviors. It also entails being able to control these emotions and continuously evaluating our behavior to preserve a high degree of confidence. Understanding one's own inner and outer self as well as being able to assess one's own impact on those around oneself are additional aspects of self-awareness (Danguah, 2014).

Self management- Self-management is the capacity to manage our inner selves to the fullest extent possible in order to express only positive emotions and suppress those that have an adverse impact on our behavior and ultimately impair our ability to function well at work or in our relationships with other people (Karimi, 2014).

Social awareness- Social awareness is defined as "the ability to understand what is socially acceptable in the community and how an individual should act in that manner accordingly, Someone who is socially aware of other people's feelings and worries is said to be empathetic. Effective communication among individuals in a business setting is crucial as it necessitates the ability of individuals to communicate with empathy in order to attain superior performance(Baloch, 2014).

1.10 Organizations of the study

This study will be divided into five parts, with chapter one covering the introduction, background of the study, statement of the problem, objectives of the study, and research question, as well as its significance and scope. Defining terms, reviewing relevant theoretical and empirical research, and outlining the study's conceptual framework are all included in the second chapter's assessment of the most recent analysis of the literature that has already been published. In Chapter Three, the methodology—which outlines the study strategy and the procedures for gathering and analyzing data—is presented. The fourth chapter will be devoted to the study's results, as well as a discussion of the results in light of related research and supporting theories. A summary of the study's findings, conclusions, and suggestion provided in the fifth and final chapter. References and a set of appendices, which will include the survey forms and questionnaires used to gather the study's primary data, will be included at the end of the thesis

CHAPTER TWO

REVIEW OF LITERATURE

In this chapter the concepts are defined along with reviewing the literature on the impact of emotional intelligence on employee performance in governmental institutions. This chapter's focus will be on literature analysis. Discussions are held regarding conceptual issues with a few of the study's important terminology. This chapter includes an overview of several theoretical reviews and theoretical frameworks. It also comprises an analysis of the empirical research in the literary works. This chapter also addresses the gaps in the literature and the conceptual framework that serves as the model's compass.

2.1. Concept of emotional intelligence

Emotional intelligence is the capacity to control and distinguish between one's own and other people's emotions and to utilize this understanding to guide one's behavior and mental processes (Poornima and Sijatha , 2020) . It is obvious that a person is capable of being conscious as well as of understanding and controlling others' and his own feelings in order to influence society responses and reactions.

And the term gained popularity in the 1990s following the release of Goleman's Emotional Intelligence novel. Naz, Nisar, and Rafiq (2019). Since then, the word has been researched further and is frequently used in the workplace, mostly to facilitate interpersonal interactions. The ability to identify and manage the thoughts and emotions of others is known as emotional intelligence. According to popular belief, it entails having the capacity to comprehend one's own emotions as well as those of others, to control emotions and apply them to tasks like problem-solving and thought processes, and to regulate emotions, which includes the capacity to restrain one's own emotions as well as the capacity to inspire or soothe others (Majeetha and Nirmala, 2020).

Emotional intelligence is the capacity to identify, control, and manage our own and other people's emotions so that we can make wise decisions. Similarly, the idea is defined as the capacity to recognize, manage, and assess feelings(Fernández-Abascal and Martín-Díaz ,2015) . Emotional intelligence, or the capacity to recognize, utilize, comprehend, and control emotions, is said to be linked to cognitive functions including memory, attention, and decision-making as well as intellectual development, according to (Nourizade and Mohseni ,2014). The link between emotion and cognition is what they refer to as emotional intelligence (Dhani and Sharma (2016).

2.2 Components of emotional intelligence

The literature now places a great deal of importance on the topic of emotional intelligence. Various components have been explained by investigations undertaken throughout the years., however, separated the elements of emotional intelligence into five categories, namely self-awareness, motivation, empathy, social skills, and self-regulation. These elements are widely acknowledged as the key components of emotional intelligence in the workplace (Sterrett,2000).

Self awareness

Self-awareness, is "knowing one's internal state, preference, resources, and intuition."(Victoroff and Boyatzis , 2012), Self-awareness, or mindfulness, is the first component of emotional intelligence. It is characterized as thinking and focusing attention on personal experiences. It denotes a profound understanding of feelings, strengths and weaknesses, needs, and internal drives. Strong self-awareness is characterized by honesty, both with oneself and with others (Bello Sabo, 2012). Though everyone experiences emotions, most of the time we just let them happen without considering if they are beneficial or detrimental to us. The first step to using your emotions properly is realizing that you have them (Yeung, 2009:16). Unless...

Despite our self-awareness, we are unable to recognize the behaviors that require improvement (Wall, 2007).the impact of self-awareness, which refers to the project team employees' ability to recognize their own emotions, strengths, weaknesses, and their effect on others. This component of emotional intelligence enables individuals to have a clear understanding of their internal states and how they influence their behavior and performance (Bello Sabo, 2012).

Self management

Self-management involves recognizing, controlling, addressing, and guiding our emotional behavior. Another term for it is self-regulation. This involves figuring out the right emotional response and how strong it should be. This has to do with how other people feel and behave. self-management is an individual's approach to self-management. They claimed that the main element that can affect how well employees and other members of the business perform is self-management (Rahim and Psenicka, 2004).

“Self-control is based on our having a positive self-attitude and enough self knowledge to make the right decision about what to do with an emotion. The thinking brain can make decisions about emotions. Not all of them need to be - 12 - expressed, but they also don't

need to be hidden or denied. Emotionally intelligent people display feelings if they are relevant, and deal positively with emotions they can't show. They show self-control at an appropriate or balanced level" (Sterrett,2000). The effect of self-management, which involves the project team employees' ability to regulate their emotions, adapt to changing circumstances, and maintain a positive attitude. This component of emotional intelligence allows individuals to effectively control their impulses and align their behavior with their goals and values (Sterrett,2000).

Social awareness

It all comes down to empathy, or accepting and sympathizing with the opinions, feelings, and circumstances of others. social awareness refers to the ability to discern what behavior is socially acceptable in a given society and how an individual should act accordingly. Someone who is socially aware of other people's feelings and fears is said to be empathetic. In a professional setting, the relationships between individuals are beneficial since improved performance is expected from only those who can effectively relate to one other in encounters(Baloch, 2014).Every person has a distinct life story, a sequence of experiences that have formed their self-concept and ideas of what they can achieve in life. Every person's emotional intelligence has been significantly influenced by their past. Leaders need to keep in mind the significance of employees' life experiences because of this (Wall, 2007). The influence of social awareness, which encompasses the project team employees' ability to empathize with others, recognize social cues, and understand the dynamics within the team. This component of emotional intelligence enables individuals to better perceive and respond to the needs and perspectives of their colleagues (Wall, 2007).

Relation management

Relationship management is the process of managing the feelings of other people.When we are able to deal with our coworkers' emotions and interact with them in a more mature way, we put ourselves in their position when making decisions that will likely have an impact on the people we work or relate to in some way. This allows us to avoid issues like conflicts and manage change in the workplace as best we can (Karimi, 2014).Effective relationship management entails making a positive influence on others, which is why people with high social skills are usually good team players (Hughes, Thompson & Terrell, 2009). They assist others in growing and shining rather than putting their own success first. They are good at resolving conflicts, communicating clearly, and establishing and preserving connections.

Relationship management skills include inspiring leadership, persuasion, developing people, catalyst for change, handling conflict, forging connections, and teamwork and collaboration. Emotional expression is crucial to effective leadership. Leaders that possess emotional intelligence motivate others by freely revealing what motivates them and encouraging others to join them in achieving a certain objective. All organizational leaders need to be aware of the company's mission, vision, values, and objectives. They also need to be able to motivate and inspire staff members by explaining to them how their work affects the company's overall performance (Wall, 2007). The impact of relationship management, which refers to the project team employees' ability to communicate effectively, resolve conflicts, and build strong interpersonal connections with their team members. This component of emotional intelligence allows individuals to foster collaborative and productive working relationships.

2.2 Theoretical review

Various theories have been established over the years about emotional intelligence. This section seeks to outline the development and progress of these various theories, as well as some of the measuring instruments that have been developed as a result of these theories. The concept of emotional intelligence is not a new one. It has been recommended that Aristotle was the man who first to declare the importance of emotions in human relation (Langley, 2000), as he mentioned that those who have a slight skill to be annoyed with the right person, to the right extent, at the correct time, for the right aim, and in the right technique were at an advantage in any domain of life (Goleman, 1996; and Langley, 2000). However, perhaps the first tangible theory of emotional intelligence originated from the writings of Thorndike (1920), who denied that there were many types of intelligence. He mentioned the kind of intelligence using various tests of abstract intelligence. The type of intelligence that is used in accepting and manipulating objects and shapes, he named real intelligence. The third kind of intelligence that Thorndale acknowledged was social intelligence. He inclined of it as the ability to recognize and relate to people. This third kind of intelligence is what is today known as emotional intelligence. Emotional intelligence is a term that is guided by several theories. The ideas include Bar-On's Emotional Intelligence competency, Goleman's Emotional Intelligence, the Mayer-Salovey-Caruso ability theory, and the Trait Model of Emotional Intelligence. Below is a discussion of these theories in review:

2.2.1. Importance of emotional intelligence

Emotional intelligence will be significant as long as two things are true. The existence of humans and their interactions with one another are the first. In fact, emotional intelligence was crucial even prior to the second requirement, when our ancestors were hunters who lived in caves (Stein, 2007). Organizations in the public and private sectors must handle change with urgency, and emotional intelligence (EI) is a crucial tool for assisting leaders in their efforts to successfully navigate change within their organizations(Moghaddam, 2010). Emotional intelligence helps the organization's leadership recognize both their own and others' feelings. It acknowledges those feelings and deals with them for the organization's advantage (Singh, 2007).

Emotional intelligence encompasses not only the identification and management of emotions but also the development of employees. To that end, organizational leaders must enhance employees' abilities to enable them to carry out their assigned tasks successfully for the organization's success (Bar-On, 2000).Project teams often face multifaceted challenges, such as tight deadlines, resource constraints, and the need to coordinate the efforts of diverse team members. Emotional intelligence helps project team employees better understand and manage their own emotional responses, as well as those of their colleagues, enabling them to navigate these challenges more effectively (Ahmed , 2014). Emotional intelligence allows project team employees to build strong interpersonal relationships, communicate effectively, and resolve conflicts, thereby enhancing the overall cohesiveness and productivity of the project team.Projects are inherently dynamic, and project team employees must be able to adapt to changing requirements, unexpected obstacles, and shifting priorities. Emotional intelligence equips them with the self-awareness, self-management, and social awareness skills necessary to remain resilient and flexible in the face of adversity (Wall, 2007).

Emotional intelligence enables project team employees to make more informed and balanced decisions by considering both the rational and emotional aspects of a situation. This holistic approach to decision-making can lead to more effective problem-solving and improved project outcomes.

Emotional intelligence is still incomplete. Emotions, however, are extremely important to everyone's entire quality of life, both personally and professionally. Information can be learned and mastered with the aid of tools and technology. However, nothing can take the place of a person's capacity to understand, control, and master both their own and other people's emotions (Ahmed , 2014).

2.2.2 Emotional intelligence models

Mayer-Salovey-caruso emotional intelligence ability model

The term "emotional intelligence" was originally used in 1990 by Peter Salovey and John Mayer. Peter Salovey and John Mayer to begin with established the term "emotional intelligence" in 1990 and have preserved on conduct explore on the importance of developing. They proposed the theory of ability-based emotional intelligence, which was founded on Gardner's research and insights into the human condition. Their examples include claiming one's own emotions, being self-motivated, acknowledging the emotions of others, and maintaining relationships with others. Salovey and Mayer reevaluated emotional intelligence and established four departments. The first department, emotional recognition, is the capacity to accurately communicate one's own feelings and intense needs to others. It also includes the ability to distinguish between true and complex passionate expressions and accurate and incorrect ones.

Individuals differ in their ability to practice information of an emotional nature and in their ability to share emotional processing to a broader awareness. They then imagine that this ability is seen to clarify itself in definite adaptive behaviors. They described emotional intelligence as the capabilities to perceive, appraise and show emotion; to generate feelings when they make easy thought; to comprehend emotion and emotional knowledge and to control emotions to endorse emotional and intellectual growth. The definition prepares four different types of abilities or skills that Mayer and Salovey declare with four divisions of emotional intelligence. Mayer and Salovey's ability model of EI encompasses four conceptually connected abilities structured hierarchically from the more ultimate psychologically complex, including the ability to recognize emotions; the ability to employ emotion to make easy reasoning; the capacity to realize the meaning of emotions and the information they transmit; and the ability to effectively control and organize emotion (Mayer, 2003).

Goleman's emotional intelligence performance model

In 1995, Daniel Goleman wrote the influential work "Emotional Intelligence," which helped popularize the idea of emotional intelligence. five dimensions that make up emotional intelligence: Empathy is defined as "recognizing emotions in others," self-awareness is defined as "recognizing a feeling as it happens," managing emotions is defined as "handling feelings so they are appropriate," motivating oneself is defined as "marshaling emotions in

the service of a goal," and social skills is defined as "the art of relationships." (Goleman, 2005).

Goleman then divided emotional intelligence into four different characteristics based on this information, which are social skills, self-awareness, social awareness, and self-management. The ability to identify and comprehend one's emotions and use intuition to guide decisions is known as self-consciousness. Self-management is the ability to control one's thoughts and signals as well as adapt to changing circumstances. Relationship management is the chance to support and influence individuals during dispute resolution, whereas social consciousness is the ability to feel, perceive, and respond to the feelings of others through an understanding of social networks.

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Even yet, the Goleman approach is regarded as unique by business leaders and executives who want to leverage emotional intelligence theories to get the most out of their workforce. But the model has come under fire since it measures emotional intelligence incorrectly because it takes into account personality traits that aren't fundamentally grounded in intelligence or emotion. Intelligence quotient (IQ) is only one factor in determining job skills; interpersonal skills, emotional control, and communication skills are more than twice as important. These skills are also a much stronger predictor of success at work than traditional measures of intelligence (Goleman, 2000).

Bar-on emotional intelligence competencies model

Emotional intelligence is a composite of interconnected social and emotional talents, abilities, and facilitators that influence rational conduct (Lea and Howell, 2020).

Emotional intelligence is the capacity to relate to people, understand oneself and others, and adjust to and manage one's current situation in order to better meet demands from the environment. Emotional Intelligence (EI) develops over time and can be enhanced by training, therapy, and programming and people with higher IQs tend to function better under pressure from their environment. He continues by saying that emotional problems and failure can

result from a lack of emotional intelligence. (Bar-On, 2000). Bar-On developed a self-report tool called the Emotional Quotient Inventory (EQI) that serves as a framework for assessing and quantifying Emotional and Social Intelligence (ESI). The framework's objective is to categorize, forecast, and assess the relationship between interpersonal and social intelligence indicators along with leadership skills. Emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, and other concepts are all included in the term.

Affective Intelligence, Self-regulation and interpersonal skills' Awareness of Social Issues, Awareness of Oneself interpersonal interactions, social duty, problem-solving techniques, reality checks, adaptability, stress tolerance, impulse control, joy, and optimism (Dhani and Sharma, 2016). In summary, the Baron model posits that an individual's overall intelligence provides some indicator of their potential for success in life, with cognitive and emotional intelligence contributing equally to this totality.

The trait model of emotional intelligence

A unique perspective on emotional intelligence is provided by the model. The trait model places greater emphasis on an individual's subjective sense of self than the ability model, which is heavily analytical and dependent on outside results. In essence, trait emotional intelligence evaluates how someone perceives their emotional intelligence. These emotional intelligence skills and comprehension impact the person's conduct, as well as their cognitive and behavioral abilities. people vary in their capacity to apply emotionally charged knowledge and in their capacity to communicate emotional processing to a wider audience. Subsequently, they envision that this aptitude manifests itself in specific adaptive actions. Emotional intelligence, according to their definition, is the capacity to recognize, evaluate, and express emotion; provoke sentiments when thought is easy; to comprehend emotion and emotional knowledge; and to regulate emotions in order to support both intellectual and emotional development (Mayer, 2003).

2.3. Empirical review

2.3.1 Effect of self-awareness on employees performance

Employee performance is dependent upon self-awareness, among other aspects. As a result, the "how" and "when" of employee performance require careful consideration, resulting in increased work and energy being allocated towards merging it into the organization's training and development initiatives. But in order for this to occur, it is critical that feedback be addressed and shared at all levels in order to increase self-awareness on both an individual

and a group level. This allows workers to build on their areas of strength and skill while maintaining their weaknesses in order to become better workers (Dirette, 2010).

Furthermore, self-awareness is a requirement for ability. Workers must be adaptable because the conditions that produced high performance in the past may not produce the same results now. This means that in order to achieve better and improved performances and endure completion or stay ahead of it, one must constantly update their knowledge, abilities, and competencies to fit the current situation. Additionally, since continuous performance improvement and the development of one's abilities and competencies depends on the outcomes of past actions, knowledge of past estimations, decisions, and interpretations is what enables us to take better and improved actions to achieve even a much better-desired outcome (Gerhardt, 2009). However, the reverse is also true, and effective leaders and followers are those who are balanced in all the components. It should be noted that distraction on one self-awareness component is likely to have effects negatively on the other domains of self-awareness, which then manifests itself by a slowed performance rate and quality (Ham, 2014).

2.3.2 Effect of self management on employees performance

This is the ongoing process of reminding ourselves of our norms and values in order to manage, assess, and reinforce our ideas, feelings, and behaviors in order to perform or behave appropriately in connection to our surrounds and environment (Goleman, 2002). We should be able embrace responsibility for our own actions, deeds, mistakes, and general emotions and how they affect our behaviors and daily lives, including the numerous decisions we must make, rather than always blaming others for our mistakes or defending ourselves (McPheat, 2010). Higher conscientiousness individuals are more likely to achieve better by enhancing their character characteristics to fit the tasks at hand and selecting suitable times to handle them, as stated by Hoffman (2013). Proactive personalities tend to engage in self-management behaviors more frequently. As such, managers should treat both equally and channel both actions toward accomplishing company goals and objectives according to (Gerhardt, 2009). Since different people react and perceive differently depending on their level of self-efficacy, management has the responsibility of identifying and analyzing staff perceptions and how they formulate their response to components such as feedback, criticism, and recognition as well as in general appraisal results. As a result, there is a need to identify any gaps in perception and find solutions to close them (Hoffman, 2013).

In order to help new employees develop their self-reliance and reduce anxiety and uncertainty, supervisors or superiors should provide them with guidance on how to complete tasks. By making tasks procedural and routine, they can reduce the need for constant monitoring and guidance from staff members and allow them to work separately while still achieving desired objectives and goals of the organization (Hampshire, Butera, and Bellini, 2015).

2.3.3 Effect of social awareness on employees performance

As employees we don't work alone but with others and probably even in teams on certain projects and this entails managing our relationships within the organizations and others in an appropriate manner by making it our business to know how others are feeling and making them feel better since others happiness is our business (McPheat, 2010). Employee performance is affected by social awareness depending on how much time individuals have to interact in order to gain a better understanding of the people or situations they are dealing with, how to approach them, trend analysis, and other factors. Therefore, the more time spent on process orientation, more effective and modified employee performance; otherwise, interactions will always be task-oriented (Victoroff and Boyatzis, 2012).

Outstanding performance is believed to only exist in employees or people with very close relationships with the colleagues they work with, as compared to very quiet and so-called anti-social groups. This is widely thought to be because socially conscious individuals can ask knowledgeable colleagues for advice on work-related matters, and they are also driven and eager to go to work each day, interacting with colleagues and improving their own performance in comparison to the anti-social colleagues (Treadway et al, 2013). Managers can enhance worker performance by supporting employees in showing moderately helpful behaviors toward their coworkers. By doing this, they will likely strengthen their working relationships and foster a work environment where employees feel free to communicate and seek advice from one another on work-related matters. However, this must be closely watched to ensure that employees don't become too reliant on the helping staff, which could undermine performance and undermine the main goal of the initiative (Wang, 2015).

2.3.4 Effect of relationship management on employees performance

Relationship management is the process of relating to people in order to enhance their performance and quality of life (McPheat, 2010). This is a guide for assessing the impact of our standards and ideals in comparison to those of persons in our immediate social circle. Our interactions with the individuals we work and leave behind can be shaped by our words,

deeds, and behaviors (Goleman, 2002). Relationships are defined as "the ability to use awareness of one's own emotions and the emotions of others to manage interactions successfully" (Cheok and O'Higgins, 2011). Teams, like individuals, require our attention in order to function properly. This involves valuing the opinions of team members, creating a positive team culture, and utilizing collaboration to improve team dynamics and create a positive work environment (McPheat, 2010).

Team formation and performance become very easy to deal with for the good of its objectives and purpose once it is obvious how to handle the stages of storming, forming, norming, performing, and adjourning, as further indicated in (McPheat, 2010). Clearing out duties and responsibilities, promoting respect for one another's differences, spending time together as a team, communicating plans and goals, and avoiding the blame game are all important ways for effective managers to foster team spirit (Hogan, 2014). Consequently, in order to improve staff motivation and evolve employee performance, it is critical to systematically bear, present, and utilize performance information inefficient approaches that lead to interpersonal power attainment. Enhanced relationships with clients, colleagues, and stakeholders lead to increased revenue, contented employees, and happy stakeholders—all of which are valuable assets for the standing of the company and its competitive edge (Agnes, 2013).

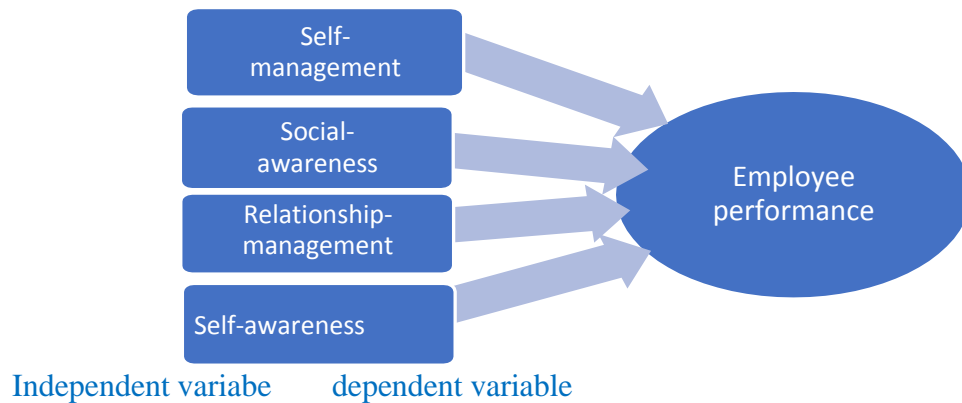
2.4 Research Gap

The existing literature on the relationship between emotional intelligence and employee performance has primarily focused on general employee populations or specific job roles outside of project management. However, there is limited research that specifically examines the effect of emotional intelligence on the performance of employees. employees often face unique challenges and dynamics that may require different emotional competencies compared to general employee roles. Therefore, there is a need to better understand the specific effect of emotional intelligence on the performance of employees, which this study aims to investigate in the context of Ethiopian Airlines.

By focusing on employees at Ethiopian Airlines, this study aims to contribute to the existing knowledge on the role of emotional intelligence in enhancing the performance of project-based roles, which is an area that has not been extensively explored in the current literature. The findings of this study can provide valuable insights for project management practitioners and organizations on the importance of developing emotional intelligence skills among employees to improve overall project performance and success.

2.5 Conceptual framework of the study

An effort has been made to strengthen the conceptual framework for this study in light of the decisive variables put forth by academics and supplied and addressed in the aforementioned review of related literature and research works. Overall, the conceptual framework that follows summarizes the main focus and breadth of this study.



Source:(Adapted from Goleman, 1998)

Figure 2. 1:A Framework of Emotional Competencies

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter has detailed the methodology that was used by the researcher in collecting data and information of the study. It included the areas of the study, research design, data collection methods, sample size, sampling methods and data analysis methods. Research methodology is a systematic approach through which research is undertaken.

3.1. Description of the Study Area

The study area is located within Addis Ababa city in Ethiopian Airlines' Head office. The study was conducted at Ethiopian Airlines, which is the flag carrier airline of Ethiopia and Africa's largest airline. Ethiopian Airlines is headquartered in Addis Ababa, Ethiopia and operates an extensive domestic and international route network. The airline was founded in 1945 and has grown to become one of the most successful and profitable airlines in Africa. It operates a fleet of modern aircraft and serves destinations across Africa, Europe, the Middle East, Asia, and North America. The airline is known for its high quality of service and its commitment to innovation and technology. It has a strong focus on customer satisfaction and has won numerous awards for its excellence in service delivery. The study aimed to examine the effect of emotional intelligence on the performance of the airline's project team employees.

3.2 Research Approach

The researcher used a quantitative research approach to obtain a valid & adequate data for analyzing the research problem. By using structured questioners, the researcher attempted to address the research objective & to fill the gap of knowledge. To analyze the collected data and ascertain the outcomes, the researcher employed a quantitative methodology. Because quantitative research is deeply based in statistics and mathematics, it can effectively interpret data into easily quantifiable charts and graphs. It also produces exact, numerical data. Furthermore, the conclusions of quantitative research are generally independent of the researcher and might be more objective and precise. All things considered, the researcher's employment of a number of methodologies that produce data that may be projected to a larger population was made possible by the quantitative method (Creswell, 2009).

3.3 Research Design

A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem. A framework has been created to find answers to research questions. In this study the researcher used explanatory research design, the reason of using such type of research design is it focuses on explaining the aspects of the study in a detailed manner; it attempted to connect ideas to understand the cause & effect of the problems & explain what is going on. Hence using explanatory research design helped the researcher to explain the impact of Emotional intelligence on employees performance.

3.4. Population and Sample

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. In this research the target population was the head office staff of Ethiopian Airlines, as they possessed the data needed to answer the research objectives. Consequently, the entire study population consists of workers who are now employed in Ethiopian airlines headquarters comprises various sections. The head office of Ethiopian Airlines employs who have high performance in the organization 1450 (Employee by division of September 30, 2021) professionals in total. As a result, the study's overall population comprises 1450 professional personnel, as shown in below.

The other element of sample design was determination of sample size, given the limitation of availability of time and other resources the sample size was determined as follows. Even if, there is no a single right way for the determination of sample size (Fowler,1984).The researcher used probability sample that is Simple Random Sampling to select respondents so that all the chosen group have equal chance of selection .In addition it is the easiest, simplest way of probability sampling & each element selected independently to the other every element.

In order to determine the required sample size the researcher used the below formula and takes coefficient level(z) 95% ,7% margin of error(sampling error e),population variability(p) 0.7 & $q = (1-p)=0.3$ and the result sample size is 148 head office staff of Ethiopian Airlines.

When n =sample size

e = sample error (0.07)

Z =standard value (1.96)for 95% reliability

P =population proportion (0.7 preferred)

N=total population 1450

$$n = \frac{\left(\frac{Z^2 \cdot p \cdot (1-p)}{e^2} \right) N}{\left(\frac{Z^2 \cdot p \cdot (1-p)}{e^2} \right) + N - 1}$$

$$n = \frac{Z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + Z^2 \cdot p \cdot q}$$

$$n = \frac{1.96^2 \cdot .7 \cdot .3 \cdot 1450}{.07^2 (1450-1) + 1.96^2 \cdot .7 \cdot .3}$$

$$n = 148$$

From the selected sample of 148 head, office staff of Ethiopian Airlines, the researcher was distributed questioners so that respondents had time to think & filled the questioners.

3.5 Data Sources and Types

The researcher used both primary data sources .Primary data is data that collected by a researcher from first-hand sources, using methods like surveys. It is collected with the research plan in mind, directly from primary sources. The researcher also used a quantitative primary source of data that are using survey method to obtain the needed information or data. The methods the researcher was used distributing questioner. The questionnaires was developed by the researcher based on research questions & objectives .The reason of using questioner was because it was an inexpensive, respondent take enough time to respond & no bias of interviewer that they respond freely.

3.6 Data Collection Procedure

The researcher employed a semi-structured, self-administered questionnaire for the quantitative aspect of the research methods. A self-administered questionnaire is designed specifically to be completed by respondents without intervention from the researchers collecting the data. The questionnaire used in this study serves as the research instrument. To minimize the non-response rate, personally introduce the research topic to respondents, and encourage candid feedback, the researcher collected primary data firsthand in the areas of interest using structured questionnaires. These questionnaires were delivered and collected in person by both the researcher and a research assistant (Sekaran and Bougie, 2013).

A Likert scale utilized in the questionnaire to assess respondents' views and opinions. Respondents will be required to select appropriate classification data and rate their level of agreement with each statement. The response options provided include "strongly disagree," "disagree," "neutral," "agree," and "strongly agree." This scale facilitates the quantification

of qualitative data, allowing for a more organized and consistent examination of respondents' opinions (Healey, 1991). Questionnaires are a common data-gathering method in this study. The researcher used a self-administered questionnaire to obtain data from participants. By personally introducing the research topic and encouraging honest feedback, the researcher aims to lower the non-response rate. Primary data was collected directly from the sources of interest using structured questionnaires delivered and collected in person (Sekaran and Bougie, 2013)."

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3.7 Data Analysis

The collected data processed by editing, coding, classification and tabulation so that they are amenable to analysis. In order to make the data analysis easy, data was organized and present in the form of percentages, tables, and figures. The primary purpose of data analysis is to find evidences from the field in order to answer the research questions and objectives. Each question in the questionnaires was categorized based on the study's research objectives and finally it was grouped based on common characteristic, analyzed and interpreted in chapter four of this paper to arrive at conclusions.

Descriptive statistics plus multiple regression was employed to assess the relationship between the independent variables and the dependent variable. The rational to used Descriptive statistics was to describe the basic features of the data in the study and to provide summaries about the sample. In order to analyze the output the researcher used frequency, percentage, mean and standard deviation. The rational to use multiple regression was to describe features of dependent variable using independent variables & by showing the relationships between them to generalize results and make predictions. Then the data was also organized and presented using tables and the statistical package for social science (SPSS) 20 was used for quantitatively analyzing the responses from the survey.

The statistical packages for social sciences (SPSS) will be used to help with the analysis of research findings so that the researcher can comprehend the meaning of the data collected.

3.7.1. Descriptive Statistical Analysis

Descriptive statistics was used to explore the patterns of important socio-economic, demographic and related characteristics, well-being and job aspirations. Frequencies and percentages were used to analyze general information about respondents; and used to summarize and describe the main features of a dataset. The results were presented using tables accompanied with explanations.

3.7.2. Inferential Statistical Analysis

In Inferential statistical analysis, correlation and multiple linear regression analysis were used to determine the relationship between the independent variable (self-awareness, social-awareness, relation management, self-management) and dependent variable (Employee performance); and to test the effect of demographic and socioeconomic characteristics on income of respectively. The results were presented using tables. Every table was accompanied by result interpretation. Correlation and multiple linear regressions are explained below.

3.7.3. Correlation Analysis

Correlation may be defined as the degree of relationship existing between two or more variables (Koutsoyiannis, 1977). The correlation coefficient (r) is a measure of the degree of covariability of the variables. The values that the correlation coefficient may assume vary from -1 to +1. When r is positive, there exists a positive correlation between the variables. $r = +1$ implies that there is a perfect positive correlation between variables. When r is negative, there exists a negative correlation between the variables. $r = -1$ implies that there is a perfect negative correlation between variables. When r is zero, then the variables are uncorrelated. The closer the value of r is to one, the greater is the degree of covariability. On the other hand, the closer the value of r is to zero, the lesser is the degree of the covariability.

The quantity r , called the linear correlation coefficient, measures the strength and the direction of a linear relationship between two variables. The linear correlation coefficient is sometimes referred to as the Pearson product moment correlation coefficient in honor of its developer Karl Pearson (Samuel and Okey, 2015).

As statistical estimate, r is inevitably subject to some error and should be tested for its reliability by conducting some test of significance (Koutsoyiannis, 1977). While computing a correlation, the level of significance shall be set at 95% with alpha value of 0.05).

3.7. 4. Multiple Regression Analysis

According to Gujarati (2004), the term regression was introduced by Francis Galton. Regression analysis is concerned with the study of the dependence of one variable, the dependent variable, on one or more other variables, the explanatory variables, with a view to estimating and/or predicting the (population) mean or average value of the former in terms of the known or fixed (in repeated sampling) values of the latter.

The multiple regression analysis was used to determine whether emotional intelligent practice influence the employee performance. The study takes the four determinant factors as independent variables and the employee performance as dependent variable in the regression model. The study used the following multiple regression model to establish the statistical significance of the independent variables on the dependent variable.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where; Y = Employee Performance,

X_1 = Self-awareness

X_2 = Self-awareness

X_3 = social awareness

X_4 = Relationship management

In the model, β_0 = Constant, β_1 to β_4 = Regression coefficients represent the mean change in the dependent variable for one unit of change in the independent variable while holding other independent variables in the model constant and ϵ = Error term which captures the unexplained variation in the model.

Assumptions in Multiple Linear Regressions

Normality Test

Regression considers that variables have normal distributions and they do not describe which variables they are talking about, but the inference seems to be that multiple regressions need that the predictor or feedback variables be normally distributed. In reality, only the assumption of normally distributed errors is relevant to multiple regressions. Specifically, considering that errors are normally distributed for any arrangement of values on the predictor variables (Osborne and Waters, 2002). When histograms are close to zero it is assumed that the data is normally distributed for the dependent variable. However, when

skewness and kurtosis are not close to zero and the histogram does not appear to have a normal distribution. Thus, the result assured that the distribution is normal for this study.

Multi-Co linearity Test

The presence of correlations between the predictors is termed collinearity (for a relationship between two predictor variables) or multi -collinearity (for relationships between more than two predictors). In severe cases (such as a perfect correlation between two or more predictors), multi-collinearity can indicate that no unique least squares solution to a regression analysis can be computed and the variance inflation factor is one known measure of multi-collinearity, although numerous other measures are available(Belsley et al., 1980).For multiple regressions, the researcher has checked the collinearity problem with the assumption of tolerance and VIF statistics. It seems from these values that there is not an issue of multi-collinearity problem between the predictor variables. Thus, the multi-collinearity result of this study as indicated in it's confirmed that there is no problem of multi-collinearity since the value indicates between one and ten.

Homoscedasticity test

Homoscedasticity errors are generally assumed to have an unfamiliar but finite variance that is constant across all levels of the predictor variables. This assumption is also known as the homogeneity of variance assumption. If the errors have a variance that is limited but not constant across dissimilar levels of the predictors (i.e., heteroscedasticity is present), ordinary least squares estimates will be unbiased and stable since the errors are independent, but will not be efficient(Weisberg, 2005). It can be assured that the point is random and evenly throughout the scattered diagram and no evidence of funnel-like the shape of points on one side than the other is observed, so no heteroscedasticity in the data is confirmed.

3.8 Validity and Reliability

3.8.1 Validity

According to Kothari (2004) Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. Validity is concerned with the study's success at measuring what the researchers set out to measure.

The survey questionnaire was validated by professionals. The researcher thoroughly pursued to capture data from the right source using appropriate instruments to make them valid.

Additionally, proper attention has given to the preparation of the questionnaires so that it was in line with the research objective.

3.8.2 Reliability

Reliability refers to the consistency and stability of a measurement and thus addresses to two questions, first applied to similar situation, can the measuring instrument give similar or nearly similar results in two or more time period or places; Second, the measuring devices capable of remaining stable when replicated (Kothari, 2004). Reliability refers to the stability of the measurement. Data collected from questionnaire were cross checked against those collected through interview and document review. The researcher insured the reliability of data by receiving information only from reliable authoritative sources and the results are consistent.

Coefficient alpha ranges in value from 0, meaning no consistency, to 1, meaning complete consistency (all items yield corresponding values). Generally speaking, scales with a coefficient α between 0.80 and 0.95 are considered to have very good reliability. Scales with a coefficient α between 0.70 and 0.80 are considered to have good reliability, and an α value between 0.60 and 0.70 indicates fair reliability. When the coefficient is below 0.6, the scale has poor reliability. Most statistical software packages, such as SPSS, will easily compute coefficient (Zikmund et al, 2010).

Table 3.1 Reliability Statistics

Factors	Cronbach's Alpha	No of Items
Self-Awareness	0.869	7
Self-Management	0.964	6
Social-Awareness	0.938	6
Relationship Management	0.844	7
Employees' performance	0.738	4
Total	0.871	30

According to the above-summarized reliability statistics table result, Cronbach's Alpha for this study was 0.871. Scales with a coefficient α between 0.80 and 0.95 are considered to have very good reliability.

3.9 Ethical Consideration

The study was carried out in accordance with ethical guidelines that forbade plagiarism, fabricating, or falsifying data, research methods, or data analysis. The researchers respected research subjects' rights, especially their right to information privacy and their right to be informed about the nature of the study and the kinds of activities they would be asked to participate in. Additionally, they refrained from taking or using other people's published or unpublished data without giving credit or permission. The sample participants were briefed about the research and provided their agreement by the researcher before the questionnaire was distributed. The confidentiality of the information was another assurance provided to the participants. The researcher specifically ensured that study participants are not forced to participate. The respondents were informed of the purpose of the study and granted consent to participate. Furthermore, the researchers were assured of objectivity throughout the investigation; any attempt to manipulate the findings was considered unethical and should be avoided. The respondent also got assurances of confidentiality and anonymity. Their names were never mentioned in the study, and the data they submitted would only be utilized for academic purposes.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents data analysis, presentation and deliver findings that the researcher collects from Ethiopian Airlines' Head office staff through questionnaires. The chapter also tries to show the response rate, the demographic information of respondents and the findings of the study with its detail interpretation and discussion were presented. Therefore, this section of the study contains facts and information about the effect of emotional intelligence on project team employee's performance of Ethiopian Airlines' Head office staff practice in Addis Ababa.

4.1 Response rate

The sample size has contained 148 respondents they are participated on the structured questioner. Out of the 148 questionnaires distributed to the respondents, 148 responses were obtained from the questionnaires, this represent a response rate of 100 % of total distributed questionnaires to the Ethiopian Airlines' Head office staff.

4.2. Demographic Characteristics of the Respondents

4.2.1 Sex and Age of the Respondents

A total of 148 respondents were participated in the study. Out of this 97 (65.5%) were male and 51 (34.5%) were female. Respondents were also categorized into different age groups. As shown in table 4.1 the ages of most of the respondents were between 31-40 years which constitute 51(34.5%) of the respondents. 17(11.5%) of the respondents were 21-30 years and 49(33.1%) of the respondents were between 40-50. In addition, the least number of respondent age fall 51 and above years were 31(20.9%) of the respondents. Regarding to the marital status of the 76(51.4%) of the respondents were married and 63(42.6%) of them single. Few of them 9 (6.1%) are the respondents are divorced.

Table 4.1 Sex and Age of Respondent

Category	Variables	Frequency	Percent
Sex	Male	97	65.5
	Female	51	34.5
	Total	148	100
Age of Respondents	21-30	17	11.5
	31-40 years	51	34.5
	40-50 years	49	33.1
	51 and above years	31	20.9
	Total	148	100
Marital status	Single	63	42.6
	Married	76	51.4
	Divorced	9	6.1
	Total	148	100

Source: Computed by the researcher from the primary data, (2024).

The above finding shows that the number of male respondents was greater than female respondents that were 97(65.5%) and 51(34.5%) respectively.

Most of the respondents who made 34.5% of all respondents were employees aged between 31-40 years hence it implies that more than 45% of the Ethiopian Airlines' Head office staff were energetic employee because under 40 years. In addition, most of the respondents were married, due to they are responsible.

4.2.2. Educational Level, Job Position and Work Experiences of the Respondents

The respondents were asked to indicate their academic rank and based on their respond 16 (10.8%) of respondents were Diploma, 87(58.8%) of respondents Degree holders, 40(27%) of respondents were master holders and only 5(3.4%) of respondents were PhD holders.

Regarding work experiences 45(30.4%) of the respondents have less than 5 years while 78(52.7%) of them have between 5-10 years, 21(14.2%) of them have between 11-15 years s and only 4(2.7%) of the participants have more than15 years' work experiences. This shows that more than 70% of the respondents have more than 5 years' work experiences. This implies that there is a considerable the effect of emotional intelligence on project team employee's performance practice. Table 4.2 below provides further details.

Table 4 .2 Educational Level and Work Experiences of the Respondents

Category	Variables	Frequency	Percent
Educational level	Diploma	16	10.8
	Degree	87	58.8
	Master	40	27.0
	PhD	5	3.4
	Total	148	100
Work experience	Less than 5 years	45	30.4
	5-10 years	78	52.7
	11-15 years	21	14.2
	Above 15 years	4	2.7
	Total	148	100

Source: Computed by the researcher from the primary data, (2024)

Table 4.2 shows that 58.8% of the respondents have degree, which will contribute for the best ground for further, training to equip them for the needed facilitation in employment performance. This helped to the researcher to have a better and elaborated explanation as they have more understanding in the area.

70% of respondents have more than five year work experience, this also helped the researcher to have better and reliable information.

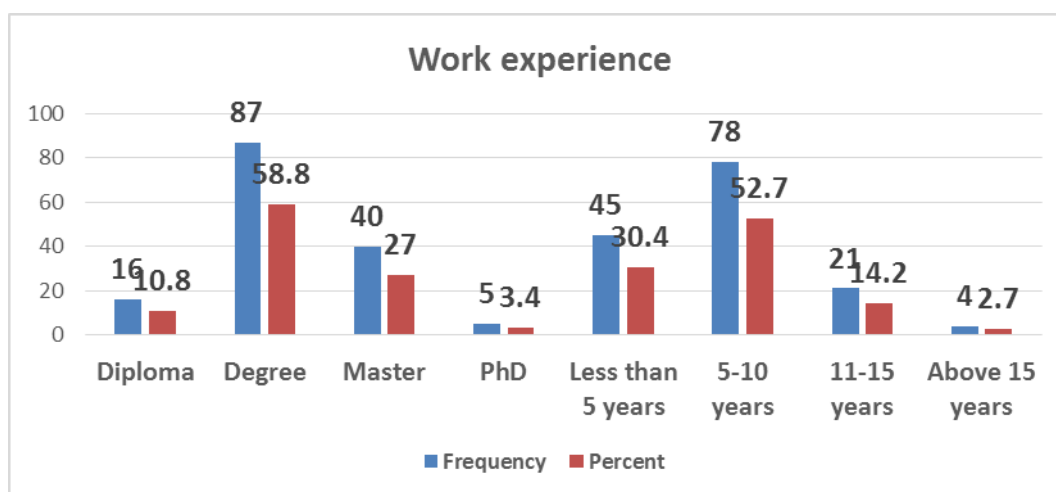


Figure 4.3: Work experience of Respondents

4.3. Descriptive statistics

The mean is measure of central tendency which provides general picture of the data and the result of mean of respondents in each perspective of the measures suggest that how emotional intelligence on employee's performance practices in their prospective view in conducting from Ethiopian Airlines' Head office staff process. In this case, the mean of each item together with their respective dimension overall was calculated in order to conclude the overall emotional intelligence on employee's performance practices. The study sought to determine the emotional intelligence on employee's performance practices Ethiopian Airlines' Head office staff and their implication on the performance of employees. In these regard respondents were asked to indicate the degree their response using a five point likert scale where 5 represents Strongly agree, 4 represent agree, 3 represent Neutral, 2 represent disagreed and 1 represent Strongly disagreed. In addition to this in the analysis the mean value 1-1.5 regarded as strongly disagree, 1.6-2.5 regarded as disagree, 2.6-3.5 regarded as neutral, 3.6-4.5 regarded as agree and 4.6-5 regarded as strongly agree.

4.3.1 Frequency Report on Independent variables

4.3.1.1 Self-Awareness

In this research self-awareness was taken as one of the basic component to undertake emotional intelligence process so the researcher has tried to see that how it determine the self-awareness & easier the performance of employment Ethiopian Airlines' Head office staff. In the questionnaire, this variable contains seven basic self-awareness questions related with basic self-awareness. The response of respondents statistically described under.

Table 4.3 Descriptive Statistics of Self-Awareness

Item	N	Mean	Std. Deviation
I am aware of the connections between my emotions and my thoughts, actions, and words.	148	4.15	0.442
I am always aware of the feelings I am experiencing and why.	148	4.04	0.446
I am aware of how my emotions influences how I perform.	148	4.18	0.477
I am receptive to constructive criticism, fresh viewpoints, continuous learning, and personal growth.	148	4.07	0.525
Despite pressures and uncertainty, I am able to make solid decisions and am decisive.	148	4.16	0.505
I am able show positivity and a positive outlook on myself.	148	4.20	0.436
I was mindful of the outcomes I needed to accomplish in my work.	148	4.16	0.505

Source: Computed by the researcher from the primary data, (2024)

Table 4.3 shows that self-awareness related to emotional intelligence respond about employee performance. Awareness of Emotion-Action Connections (Item 1) mean 4.15 and standard deviation 0.442 it indicate that employees who are aware of how their emotions influence their thoughts, actions, and words tend to perform better. This self-awareness likely helps them manage their behavior effectively. Awareness of Feelings (Item 2) mean 4.04 standard deviation 0.446 employees who are consistently aware of their feelings and understand why they experience certain emotions are likely to have better emotional regulation and decision-making skills.

Emotional Influence on Performance (Item 3) mean 4.18 standard deviation 0.477 Employees who recognize how their emotions influences their performance can leverage this awareness to enhance their productivity and job satisfaction. Receptivity to Feedback and Learning (Item 4) mean 4.07 standard deviation 0.525 being open to constructive criticism, fresh perspectives, and continuous learning contributes to personal growth and improved performance. Decision-Making under Pressure (Item 5) mean 4.16 standard deviation 0.505 employees who remain decisive even in challenging situations tend to perform well. This skill is crucial for handling work-related pressures effectively. Positivity and Self-Perception (Item 6) mean 4.20 standard deviation 0.436 maintaining a positive outlook and self-image can boost motivation and overall performance. Outcome Focus (Item 7) mean 4.16 standard deviation 0.505 being mindful of desired outcomes helps employees stay on track and achieve their goals.

In summary, self-awareness positively affects employees' performance by influencing their behavior, decision-making, and overall well-being. Organizations can encourage self-awareness through training, feedback, and fostering a supportive work environment.

4.3.1.2 Self-Management

In this research questionnaire self-management was taken as one of the basic component to undertake emotional intelligence factor the researcher has tried to see that how it determine the self-management & easier the performance of employment Ethiopian Airlines' Head office staff. In the questionnaire, this variable contains six basic self-management questions related with basic self-management. The response of respondents statistically described under.

Table 4.4 Descriptive Statistics of Self-Management

Item	N	Mean	Std. Deviation
I am good at controlling my strong emotions and impulsive feelings.	148	4.30	0.462
I acknowledge my own errors and call out unethical behavior in others.	148	4.27	0.461
I am organized and careful in my work	148	4.27	0.461
I consider myself responsible for achieving my goals.	148	4.43	0.565
I manage several requests, changing priorities, and quick changes with ease.	148	4.35	0.532
I earn people's trust by being dependable and sincere.	148	4.22	0.449

Source: Computed by the researcher from the primary data, (2024)

Overview of Descriptive Statistics in table 4.4, we observe descriptive statistics related to self-management behaviors among employees. The data includes responses from 148 individuals. Each item represents a specific aspect of self-management. Here are the key statistics. Controlling Emotions and Impulsivity (Item 1) on average, participants rated themselves at 4.30 in terms of being good at controlling strong emotions and impulsive feelings. The standard deviation (SD) of 0.462 indicates relatively consistent responses across the group. Ethical Behavior (Item 2) participants reported an average score of 4.27 for acknowledging their own errors and calling out unethical behavior in others. Again, the low SD of 0.461 suggests consistency in responses. Organizational Skills (Item 3) Employees rated their organizational skills at an average of 4.27. This indicates that they consider themselves organized and careful in their work.

Goal Achievement (Item 4) Participants expressed a strong sense of responsibility for achieving their goals, with an average score of 4.43. This suggests a proactive attitude toward personal and professional objectives. Adaptability (Item 5) Managing multiple requests, changing priorities, and quick changes is essential in today's dynamic work environment. The average score for adaptability was 4.35, indicating that employees handle such challenges with ease. Trustworthiness (Item 6) earning people's trust is critical. Participants rated themselves at 4.22 mean, emphasizing their dependability and sincerity.

In general, these self-management attributes contribute significantly to overall employee performance. Organizations can leverage these insights to foster a positive work culture and enhance productivity.

4.3 .1.3 Social-Awareness

In this research questionnaire Social-Awareness was taken as one of the basic component to undertake emotional intelligence factor the researcher has tried to see that how it determine the self-management & easier the performance of employment Ethiopian Airlines' Head office staff. In the questionnaire, this variable contains six basic Social-Awareness questions related with basic self-management. The response of respondents statistically described under.

Table 4.5 Descriptive Statistics of Social-Awareness

Item	N	Mean	Std. Deviation
I provide help because I am attentive to the needs and emotions of others.	148	4.16	0.548
I perceive things from my customer's point of view and operate as a reliable advisor.	148	4.21	0.484
I value and honor people's accomplishments, growth, and qualities.	148	4.20	0.534
I am well aware of the factors influencing clients' and customers' views and actions.	148	4.24	0.500
I value and get along with people from a variety of backgrounds.	148	4.56	0.586
I assess clients' needs and match them with appropriate services.	148	4.20	0.534

Source: Computed by the researcher from the primary data, (2024)

Table 4.5 shows that social-awareness related to emotional intelligence respond about employee performance. Respondents providing help and emotions of others the mean score for this item is 4.16, which indicates that employees, on average, perceive themselves as being attentive to others' needs and emotions and the standard deviation of 0.548 suggests that there is some variability in responses, but overall, employees tend to agree with this statement. Perceive things from customer's point of view and operate as a reliable advisor the mean score for this item is 4.21, indicating that employees generally view themselves as reliable advisors who consider the customer's perspective and the relatively low standard deviation of 0.484 suggests that there is less variability in responses for this statement.

Valuing Accomplishments the mean score of 4.20 suggests that employees appreciate and recognize the achievements and qualities of others and the standard deviation of 0.534 indicates some variability in responses, but overall, employees tend to agree with this statement. Response on Awareness of Influencing Factors the mean score of 4.24 indicates

that employees perceive themselves as being knowledgeable about the factors that influence clients and customers and the standard deviation of 0.500 suggests moderate variability in responses. Related Diversity and Inclusion the highest mean score in the table (4.56) suggests that employees highly value diversity and are comfortable interacting with people from different backgrounds and the standard deviation of 0.586 indicates some variability, but overall, employees strongly agree with this statement. Matching Needs with Services the mean score of 4.20 indicates that employees perceive themselves as effective in assessing client needs and providing appropriate services and the standard deviation of 0.534 suggests moderate variability in responses.

In summary, these descriptive statistics highlight employees' positive self-perceptions related to social awareness and their ability to interact effectively with others. In addition, social awareness is not only beneficial for staff performance but also crucial for building strong relationships with clients and customers. By prioritizing social awareness, organizations can create a more harmonious and effective work environment.

4.3 .1.4 Relationship Management

In this research questionnaire relationship management was taken as one of the basic component to undertake emotional intelligence factor the researcher has tried to see that how it determine the relationship management & easier the performance of employment Ethiopian Airlines' Head office staff. In the questionnaire, this variable contains seven basic Social-Awareness questions related with basic relationship management. The response of respondents statistically described under.

Table 4.6 Descriptive Statistics of Relationship Management

Item	N	Mean	Std. Deviation
I manage challenging individuals and perplexing circumstances with grace and diplomacy.	148	4.11	0.353
I establish and sustain close personal relations with coworkers.	148	4.08	0.320
I create a balance between relationships and task concentration.	148	4.24	0.500
I collaborate, sharing plans, information, and resources	148	4.05	0.325
I Keep credit with my coworker and maintain their reputation.	148	4.16	0.548
I pay close attention, try to understand others, and am extremely receptive to knowledge sharing.	148	4.20	0.508
Working together with others was really beneficial	148	4.07	0.311

Source: Computed by the researcher from the primary data, (2024)

Table 4.6 shows that relationship management related to emotional intelligence respond about employee performance. Managing Challenging Individuals and Perplexing Circumstances response the mean score for this item is 4.11, indicating that, on average, respondents feel confident in handling difficult situations with grace and diplomacy and the relatively low standard deviation of 0.353 suggests that there is consistency among staff members in their ability to manage challenging interactions. Establishing and Sustaining Close Personal Relations with Coworkers with a mean score of 4.08, employees generally perceive themselves as effective in building and maintaining close relationships with colleagues and the narrow standard deviation of 0.320 implies that there is little variation in how well staff members establish these connections.

Balancing Relationships and Task Concentration the mean score of 4.24 indicates that employees are adept at maintaining a balance between fostering relationships and staying focused on tasks and the moderate standard deviation of 0.500 suggests some variability in how individuals manage this balance. Collaborating and Sharing Plans, Information, and Resources respondents scored an average of 4.05, reflecting their willingness to collaborate and share knowledge and the low standard deviation of 0.325 suggests consistent behavior in this regard. Maintaining Coworkers' Reputation and Giving Credit the mean score of 4.16 indicates that employees actively contribute to maintaining their coworkers' reputation and acknowledge their achievements and the higher standard deviation of 0.548 suggests some variability in how well this behavior is practiced. Paying Close Attention and Being Receptive to Knowledge Sharing with a mean score of 4.20, employees demonstrate attentiveness and openness to learning from other and the standard deviation of 0.508 indicates moderate variability in receptivity. Benefiting from Working Together the mean score of 4.07 suggests that employees perceive collaboration as beneficial for their performance and the low standard deviation of 0.311 indicates consistent agreement on this point.

In summary, these relationship management behaviors positively influence staff performance. Consistent practices in maintaining relationships, collaboration, and knowledge sharing contribute to a productive work environment.

4.3.2 Frequency Report on dependent variables

The performance of employment is the dependent variable of the study. Respondents were asked to rate the points mentioned under the four questions of performance objectives which

is emotional intelligent to minimize employment performance each of the dependent variable questions related with each independent factors. The response of the respondents results are as seen in Table 4.7 and social awareness the first item in the table pertains to the belief in the importance of social awareness in day-to-day work activities mean score of 4.11 suggests that, on average, employees recognize the significance of social awareness. This indicates that they understand the impact of their interactions with colleagues and external stakeholders. The relatively low standard deviation (0.439) implies that there is consistency in this perception across the sample of 148 employees. self-awareness and decision-making the second item focuses on self-awareness and its contribution to decision-making processes in the workplace. With a mean score of 4.06, employees generally acknowledge that self-awareness plays a significant role in their decision-making. The standard deviation of 0.424 indicates moderate variability in this perception among employees.

Empathy and Emotional Intelligence the third item explores the demonstration of empathy and emotional intelligence during interactions with colleagues. The mean of 4.10 suggests that employees recognize the importance of empathy for better performance. The standard deviation of 0.448 indicates some variability in how individuals perceive and exhibit empathy. Task Completion Efficiency the final item assesses employees' ability to complete tasks effectively even with limited time and effort. The mean score of 4.11 indicates that employees generally feel confident in their task completion abilities. The relatively low standard deviation (0.413) suggests consistency in this perception.

Table 4.7 Descriptive Statistics of Employees' performance

Item	N	Mean	Std. Deviation
I believe social awareness is important in my day-to-day work activities	148	4.11	0.439
Self-awareness significantly contributes to my decision-making process in the work place..	148	4.06	0.424
I demonstrate empathy and emotional intelligence in my interactions with colleagues for better performance.	148	4.10	0.448
Even with limited time and effort, I was able to complete my task effectively.	148	4.11	0.413

Source: Computed by the researcher from the primary data, (2024)

In general, this analysis highlights the positive relationship between emotional intelligence and employees' performance. Organizations that foster emotional intelligence may benefit from improved decision-making, better interpersonal interactions, and efficient task completion. However, it is essential to continue monitoring and developing emotional intelligence skills to enhance overall performance in the workplace

4.5. Correlation Analysis

Correlation is the degree of relationship between dependent & independent variables & it has a value ranging from -1 to 1. Therefore, on this research, Pearson Correlation analysis is conducted to determine the relationship between the Independent variable, Self-Awareness, Self-Management, Social-Awareness & Relationship Management and the Dependent variable, Employees' performance.

Table 4.8 Correlations analysis

		Self-Awareness	Self-Management	Social-Awareness	Relationship Management	Employees' performance
Self-Awareness	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	148				
Self-Management	Pearson Correlation	.370**	1			
	Sig. (2-tailed)	.000				
	N	148	148			
Social-Awareness	Pearson Correlation	.640**	.520**	1		
	Sig. (2-tailed)	.000	.000			
	N	148	148	148		
Relationship Management	Pearson Correlation	.321**	.548	.410	1	
	Sig. (2-tailed)	.002	.000	.001		
	N	148	148	148	148	
Employees' performance	Pearson Correlation	.380**	.356**	.370**	.570**	1
	Sig. (2-tailed)	.000	.000	.001	.000	
	N	148	148	148	148	148

Source: Computed by the researcher from the primary data, (2024)

As it can be seen at the above table, it was clear that among all the variables there were positive correlation. The correlation value for between self-awareness and employees' performance is 0.86 (which means a perfect positive correlation) and highly significant. The correlation coefficient between self-management and employees' performance is 0.370 (a positive correlation) and the significance level (two-tailed) is 0.000 (highly significant). The correlation coefficient between social-awareness and employees' performance is 0.640 (a strong positive correlation) and the significance level (two-tailed) is 0.000 (highly significant). The correlation coefficient between relationship management and employees' performance is 0.570 (a strong positive correlation) and the significance level (two-tailed) is 0.000 (highly significant).

In summary, emotional intelligence has a significant impact on employees' performance. It influences individual opportunities and overall corporate outcomes.

Additionally, studies have shown that emotional intelligence is the strongest predictor of workplace success, explaining 58% of performance across various job types. Emotionally intelligent individuals tend to receive better ratings and hold higher company ranks. Therefore, fostering emotional intelligence can lead to improved team performance and organizational effectiveness.

<https://www.fastcompany.com/90729808/why-emotional-intelligence-is-vital-for-team-performance-growth>

4.6. Regression Analysis

Regression is a technique that can be used to investigate the effect of one or more determinant (independent) variables on dependent variable. The adjusted R Square value represents the correlation coefficient between the dependent variable (employee performance) and the independent variable (self-awareness, relationship management, social awareness, and self-management) also known as emotional intelligence components that taken together. The regression effect between the dependent variable and the four independent variables together were the strong one in this study, and have a positive regression.

Table 4.9 ANOVAANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	754.983	4	125.830	12.539	.000b
Residual	1123.891	143	10.035		
Total	1878.874	147			

Source: Computed by the researcher from the primary data, (2024)

Table 4.10 shows the ANOVA results of the multiple regression analysis. The p value denoted as “Sig.” in the ANOVA table tests whether the independent variables are statistically significant to predict the dependent variable. If p value is > 0.05 the model is statistically insignificant, but if p value is < 0.05 the model is statistically significant. Hence the above ANOVA table shows the regression model is a good fit of the data. ($p=0.000$, which is < 0.05).

Table 4.10 Significance and Distribution of CoefficientsCoefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.419	0.168		2.110	.000
Self-Awareness (SA)	0.248	0.060	0.247	2.534	.013
Self-Management (SM)	0.532	0.075	0.038	2.430	.021
Social-Awareness (SoA)	0.332	0.025	0.165	2.012	.016
Relationship Management(RM)	0.473	0.012	0.135	1.401	.022

a. Dependent Variable: Employees' performance

Source: Computed by the researcher from the primary data, (2024)

From the above table 4.11, Self-Awareness has a positive relationship with Employees' performance and the relationship is statistically significant at the 5% significance level ($\beta = 0.248$; $p = .013 < .05$). Self-Management has a positive relationship with Employees' performance and the relationship is statistically significant at the 5% significance level ($\beta = 0.532$; $p = .021 < .05$). Social-Awareness has a positive relationship with employees' performance which is statistically significant at the 5% significance level ($\beta = 0.332$; $p = .016 < .05$). Relationship Management also has a positive relationship with employees' performance which is statistically significant at the 5% significant level ($\beta = 0.473$; $p = .022 < .05$).

Unstandardized coefficient denotes the change in the dependent variable with a unit change in the independent variable. But they are not comparable in terms of impact on the dependent variable. As stated in chapter three, the study used the following multiple regression model to establish the statistical significance of the independent variables on the dependent variable.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where; Y = Employee Performance,

X_1 = Self-awareness

X_2 = Self-awareness

X_3 = social awareness

X_4 = Relationship management

In the model, β_0 = Constant, β_1 to β_4 = Regression coefficients represent the mean change in the dependent variable for one unit of change in the independent variable while holding other independent variables in the model constant and ϵ = Error term which captures the unexplained variation in the model.

The regression model found is;

$$Y = 2.419 + 0.248SA + 0.532 SM + 0.332 SoA + 0.473 RM$$

The constant value ($\beta_0 = 2.419$) shows that employee performance of Ethiopian airline would be 2.419 if other variables of the model were zero. Similarly, a beta coefficient of 0.248 indicates that when respondents became self-awareness a change in the employee performance 0.248. In addition, the Error term (ϵ) estimate was assumed zero. Also unit change of the self-managing, social-awareness and relationship management a change in the employee performance would be 0.532, 0.332 and 0.473 respectively.

It is observed from the above finding, that all the coefficients are positive meaning that a change in any one of independent factors affects the employees' performance in the same direction. Overall, the consistency of regression coefficients on the selected emotional intelligent area suggests that these variables are important factors influencing employees' performance efficiency at different degrees t and all of the independent variables were significant predictors of employees' performance.

This indicates that an increase in these variables results in an increase in the employee performance.

4.7 Hypothesis Testing

According to the standardized coefficient of beta and p-value, the hypotheses of the study were tested, and the results of the study presented below.

1. Self-awareness has a positive effect on the performance of employees at Ethiopian Airlines Head office.
2. Self-management has a positive effect on the performance of employees at Ethiopian Airlines Head office;
3. Social awareness has a positive effect on the performance of employees at Ethiopian Airlines Head office; and
4. Relationship management has a positive effect on the performance of employees at Ethiopian Airlines Head office.

Hypothesis One

- ❖ There is a significant positive effect between self-awareness and employee's performance at Ethiopian airlines Head office.

The findings of this study confirmed that, the effect of self-awareness on employees' performance. Self-awareness has a positive and significant effect on employees' performance Hence, the hypothesis is fully supported.

Hypothesis Two

- ❖ There is a significant positive effect between self-management and employee's performance at Ethiopian Airlines,head office..

The findings of the analysis is stated that, the results of the effect of self-management on employees' performance. Self-management has a positive and strong significant effect on employees' performance . Therefore, the hypothesis is fully supported.

Hypothesis Three

- ❖ There is a significant positive effect between social awareness and employee's performance at Ethiopian airline, Head office.

The findings of this study approved that, the effect of social awareness on employee's performance. Social awareness has a positive and strong significant effect on employee's performance . Therefore, the hypothesis is fully supported.

Hypothesis Four

- ❖ There is a significant positive effect between relationship management and employee's performance at Ethiopian airlines, head office.

The obtained result indicated the findings of the effect of relationship management on employee's performance. Relationship management has a positive and strong significant effect on employee's performance. Therefore, this hypothesis is fully supported.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher presented summary of the major findings, conclusions and recommendations based on the research findings.

5.1. Summary of major findings

The main purpose of this study was tried to identify the impact of Emotional intelligence on project teams' employees' performance at Ethiopian airlines head office. Then based on research specific objectives research questions were developed with the purpose of leading and constructing this study. For answering those, research questions a questionnaire was employed. Respondents who are employee of Ethiopian airlines head office who are best performance of the organization participated in the study. Data analysis was conducted by using descriptive and multiple regression methods, with employment of frequencies and percentages and tables presentation analysis.

The study used the four measures to assess the emotional intelligent of employment in Ethiopian airlines head office & to see their implication on the performance of employee. These criteria were Self-Awareness, Self-Management, Social-Awareness and Relationship Management. Based on the discussion of data, the following summaries of findings were drawn:

- ✓ The result indicate that, self-awareness is one of emotional intelligent practice with a cumulative mean value of 4.14 which is nearest to agreed level. Therefor, self-awareness plays a significant role in employees' performance. Organizations can benefit by promoting self-awareness through training, feedback, and creating supportive environments. Encouraging employees to reflect on their emotions, embrace feedback, and maintain a positive mindset can contribute to overall success
- ✓ The result of the study also showed that there is self-management emotional intelligent practice which is shown by cumulative mean score value of 4.31 which is agreed level and there is a positive practice of self-management have great contribution on the employee performance . Therefore, those self-management behaviors play a crucial role in employees' performance. Organizations can

encourage self-awareness, goal-setting and effective time management to enhance overall productivity and job satisfaction.

- ✓ In addition to this, the result presented that the social-awareness is shown by cumulative mean score value of 4.34 which is also strongly agreed its effect on the employee performance. These shows, employees' positive self-perceptions related to social awareness and their ability to interact effectively with others. In addition, social awareness is not only beneficial for staff performance but also crucial for building strong relationships with clients and customers. By prioritizing social awareness, organizations can create a more harmonious and effective work environment.
- ✓ Beside this, the result indicated that there is relationship management which is shown by cumulative mean score value of 4.32 which is strongly agreed on the employee performance. These relationship management behaviors positively influence staff performance. Consistent practices in maintaining relationships, collaboration, and knowledge sharing contribute to a productive work environment.

These findings indicated that all the independent variables have a mean values which is near to agreed value and there is a great influence emotional intelligent to the employee performance.

Beside this the dependent variable which is the employee performance had a cumulative mean of 4.09 which is also agreed level. This finding indicated emotional intelligent had great contribution effect on employee performance and there was positive relationship between the employee performance and emotional intelligent. In general, this analysis highlights the positive relationship between emotional intelligence and employees' performance. Organizations that foster emotional intelligence may benefit from improved decision-making, better interpersonal interactions, and efficient task completion. However, it is essential to continue monitoring and developing emotional intelligence skills to enhance overall performance in the workplace

The correlation analysis had shown that, the four independent variables (self-awareness, self-management, social-awareness and relationship management) have a positive correlation with the dependent variable (employee performance) at 0.01 p-value 2-tailed, by scoring a Pearson Correlation Coefficient value of 0.380**, 0.356**, 0.370** and 0.570** respectively.

From regression analysis of four independent variables with the employee performance, all the four independent variables contribute to statistically significant at p-value < 0.05. The

score of the R square was 0.645 which means 64.5%. This also means that the remaining 35.5% is explained by other variables which are not in the model.

5.2 Conclusion

The primary objective of this study was to investigate the influence of emotional intelligence (EI) on the performance of employees at Ethiopian Airlines head office. And based on the study, it can be concluded that out of the four independent variables self-awareness, self-management, social-awareness and relationship management plays a significant role in employee performance. The findings affirm that emotional intelligence has a substantial impact on employee performance. The ability to understand and manage emotions positively influences work outcomes. Organizations should prioritize enhancing emotional intelligence among employees. Strengthening EI can lead to improved services and increased overall employee performance. Therefore, this study underscores the importance of emotional intelligence in the workplace. By fostering self-awareness, effective self-management, social awareness, and strong relationship management, organizations can elevate employee performance and achieve better outcomes. The study found that emotional intelligence has a significant positive effect on project team employee performance at Ethiopian Airlines. The four components of emotional intelligence - self-awareness, self-management, social awareness, and relationship management - were all shown to have statistically significant relationships with employee performance. The findings of this study highlight the critical role that emotional intelligence plays in enabling project team members to work cohesively, communicate efficiently, and deliver superior results. Organizations like Ethiopian Airlines should therefore prioritize the development of emotional intelligence competencies through training and talent management initiatives. By cultivating emotionally intelligent project teams, organizations can enhance employee performance and ultimately improve project outcomes and organizational success.

5.3. Recommendation

Based on the study findings the following recommendations are forwarded to help and improve the employee performance of Ethiopian Airlines. Organizations can enhance employee performance by fostering emotional intelligence skills, which play a crucial role in effective work environments. So that an emotional intelligent will be given for their employee performance will be positively affected.

- ✓ To enhance employee performance the organization emphasize emotional intelligence (EI) training: implement training programs to enhance employees' emotional intelligence. Focus on self-awareness, self-management, social awareness, and relationship management skills. Provide workshops, coaching, and resources to help employees recognize and regulate their emotions effectively.
- ✓ Ethiopian airlines have to work on promote self-management practices:
Encourage employees to practice self-management techniques such as time management, stress reduction, and maintaining a positive work-life balance. Foster a supportive work environment where employees can prioritize tasks, set goals, and handle stress effectively.
- ✓ To Strengthen Social Awareness of Ethiopian airlines : Create opportunities for employees to develop empathy and understanding of others' emotions and Encourage active listening, perspective-taking, and collaboration among team members.
- ✓ To Enhance Relationship Management of Ethiopian airlines: Train employees in conflict resolution, negotiation, and effective communication and foster positive relationships within teams and across departments to improve overall organizational performance.
- ✓ In order to Measure and Monitor EI Progress: Implement regular assessments or surveys to gauge employees' emotional intelligence levels and use the data to tailor training programs and track improvements over time.
- ✓ In order to improve leadership role modeling: Leaders should exemplify high emotional intelligence behaviors and encourage managers and supervisors to demonstrate empathy, active listening, and effective communication.
- ✓ To improve the integrate EI into performance Appraisals: include EI competencies as part of performance evaluations, recognize, and reward employees who exhibit strong emotional intelligence skills.

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APPENDIX- QUESTIONNAIRE

St.Mary university

School Of Graduate Studies

Project Management Department

Dear respondent, This questionnaire is intended to collect data on the: The effect of emotional intelligence on project team employees performance; The case of ETHIOPIAN AIRLINES as a partial fulfillment for the requirement of the successful completion of the Master's Degree in project management.

The questionnaire was used to collect the primary data needed for a research study. Therefore, I seek your assistance to be as open, fair, and honest in terms of responding to your response to each question as much as possible you can. The researcher assures you that no individuals will be identified from their responses and there are no requests for confidential information included in the questionnaire. The results of the analysis will be strictly used by the researchers for study purposes only.

The questionnaire comprises three parts:

- ❖ Part one: General information questionnaire
- ❖ Part two: Emotional Intelligence questionnaire and
- ❖ Part three: Employee performance questionnaire

Instructions: Kindly please spare few minutes of your time and respond to the questions below as honestly as you can. Please note that this survey is for academic purposes only; your responses will be strictly confidential and the data will only be used as an aggregate. (N.B: No need of writing your name). Please select the statement that most accurately characterizes you from each set of statements. Avoid over analyzing the questions or attempting to come up with "exceptions to the rule." Select the statement that most accurately describes who you are, then act on it.

“True information is crucial to the correct outcome”

Part one: General information questionnaire

Instructions: Make a "√" in the appropriate box.

1. Sex

Male ☐ Female ☐

2. Age

18 to 30 years ☐ 31 to 40 years ☐ 41 to 50 years ☐

51 and above ☐

3. Educational Level

Diploma ☐ Degree ☐ Master ☐ PhD ☐

4. Work experience

Less than 5 years ☐ 5-10 years ☐ 11-15 years ☐ above 15 years ☐

5. Marital status

Single ☐ Married ☐ Divorced ☐ Others ☐

PART TWO: EMOTIONAL INTELLIGENCE QUESTIONNAIRE

Kindly indicate the extent to which you agree with the following statements by using a scale of 5=strongly agree, 4=agree, 3=neutral, 2=disagree and 1=strongly disagree. Circle the box which best describes your opinion of the statement.

Self-Awareness	SD	D	N	A	SA
1. I'm aware of the connections between my emotions and my thoughts, actions, and words.	1	2	3	4	5
2. I'm always aware of the feelings I'm experiencing and why.	1	2	3	4	5
3. I'm aware of how my emotions impact how I perform.	1	2	3	4	5
4. I'm receptive to constructive criticism, fresh viewpoints, continuous learning, and personal growth.	1	2	3	4	5
5. Despite pressures and uncertainty, I am able to make solid decisions and am decisive.	1	2	3	4	5
6. I am able show positivity and a positive outlook on myself.	1	2	3	4	5
7. I was mindful of the outcomes I needed to accomplish in my work.					
Self-Management	SD	D	N	A	SA
1. I'm good at controlling my strong emotions and impulsive feelings.	1	2	3	4	5
2. I acknowledge my own errors and call out unethical behavior in others.	1	2	3	4	5
3. I am organized and careful in my work	1	2	3	4	5
4. I consider myself responsible for achieving my goals.	1	2	3	4	5
5. I manage several requests, changing priorities, and quick changes with ease.	1	2	3	4	5
6. I earn people's trust by being dependable and sincere.	1	2	3	4	5
Social-Awareness	SD	D	N	A	SA
1. I provide help because I am attentive to the needs and emotions of others.	1	2	3	4	5
2. I perceive things from my customer's point of view and operate as a reliable advisor.	1	2	3	4	5
3. I value and honor people's accomplishments, growth, and qualities.	1	2	3	4	5
4. I am well-aware of the factors influencing clients' and customers' views and actions.	1	2	3	4	5
5. I value and get along with people from a variety of backgrounds.	1	2	3	4	5
6. I assess clients' needs and match them with appropriate services.	1	2	3	4	5
Relationship Management	SD	D	N	A	SA
1. I manage challenging individuals and perplexing					

circumstances with grace and diplomacy.	1	2	3	4	5
2. I establish and sustain close personal relations with coworkers.	1	2	3	4	5
3. I create a balance between relationships and task concentration.	1	2	3	4	5
4. I collaborate, sharing plans, information, and resources	1	2	3	4	5
5. I Keep credit with my coworker and maintain their reputation.	1	2	3	4	5
6. I pay close attention, try to understand others, and am extremely receptive to knowledge sharing.	1	2	3	4	5
7. Working together with others was really beneficial	1	2	3	4	5

PART THREE; EMPLOYEE PERFORMANCE QUESTIONNAIRE

Employees' performance	SD	D	N	A	SA
1. I believe social awareness is important in my day-to-day work activities	1	2	3	4	5
2. Self awareness significantly contributes to my decision-making process in the work place..	1	2	3	4	5
3. I demonstrate empathy and emotional intelligence in my interactions with colleagues for better performance.	1	2	3	4	5
4. Even with limited time and effort, I was able to complete my task effectively.	1	2	3	4	5

Thank you very much for your time and support.