



Research Paper

## Effect of Emotional Intelligence on Employees' Performance in Public Sector Organization in Ethiopia: The Case Study on Kallu Woreda Administrative Office

Abdu Kamil Abdu

E-mail: [abkamil4569@su.edu.et](mailto:abkamil4569@su.edu.et)

Lecturer, Department of Management, Samara University, Samara, Ethiopia

**Abstract:** This study investigates the effect of emotional intelligence on employees' performance in the public sector, with a focus on Kallu Woreda Administrative Office in Ethiopia. Emotional intelligence (EI), the ability to recognize, understand, and manage one's own emotions and those of others, is widely recognized as a critical factor influencing workplace effectiveness. Despite extensive global research, studies examining EI in Ethiopian public organizations remain limited. This research employed an explanatory design and collected primary data from 251 permanent employees using structured questionnaires adapted from previous literature. Data were analyzed using SPSS version 25 through correlation and multiple regression analyses. The findings reveal that all four dimensions of emotional intelligence; self-awareness, self-management, social awareness, and relationship management have positive and statistically significant effects on employee performance. Specifically, relationship management emerged as the strongest predictor, followed by self-management, self-awareness, and social awareness. Correlation results show strong positive associations between each EI dimension and performance, highlighting that employees who are better at managing emotions, understanding others, and maintaining effective relationships perform their tasks more efficiently and collaboratively. The study concludes that emotional intelligence is a key driver of employee performance in public sector organizations. To enhance workforce productivity and effectiveness, the Kallu Woreda Administrative Office should implement training programs focused on emotional intelligence, encourage interpersonal skill development, and facilitate organizational practices that strengthen collaboration and social interaction among employees. These measures are expected to improve both individual performance and overall organizational outcomes.

**Keywords:** Emotional Intelligence, Employees Performance, Self-Awareness, Self-Management, Social-Awareness, and Relationship Management

Received 08 Jan., 2026; Revised 18 Jan., 2026; Accepted 20 Jan., 2026 © The author(s) 2026.

Published with open access at [www.questjournals.org](http://www.questjournals.org)

### I. INTRODUCTION

The term "emotional intelligence" was first used in academic literature in 1990 to describe the capacity to keep track of one's own and other people's feelings and emotions, make distinctions between them, and use this knowledge to inform one's own decisions and actions (Salovey and Mayer, 1990). In 1995, Daniel Goleman popularized the term "emotional intelligence," which he defined as the capacity to manage one's emotions and prevent distress from impairing one's ability to think, empathize with others, delay gratification, and maintain motivation in the face of challenges (Goleman, 1995). A different researcher, Bar-On (1997), developed his model and defined emotional intelligence as a range of non-cognitive abilities, competencies, and skills that influence one's success in coping with environmental demands and pressures. According to Abascal and Diaz (2015), emotional intelligence is the ability to recognize, comprehend, manage, and evaluate emotions. According to numerous studies, emotional intelligence plays a variety of roles between employees and their organizations, contributes to positive outcomes, and affects employees' performance. According to Ismail *et al.*, (2016), emotional intelligence plays a significant role in the prediction of a number of organizational variables, including commitment, organizational citizenship behavior, job performance, and job satisfaction. According to research by Goleman *et al.*, (2002), one's leadership performance, effectiveness, and quality are all positively correlated with their EI.

Emotional intelligence is positively correlated with employee commitment and performance in organizations, according to the most recent studies conducted globally in this area (Shafiq and Rana, 2016). The success of an organization is largely determined by the intelligence and skills of its employees (Frandsen and Morsing, 2021). Strong evidence supports the idea that EI plays a significant role in enhancing work performance (Karimi *et al.*, 2020). Support for emotional intelligence may reduce employee turnover intent, job burnout, and conflict between work and family (Giao *et al.*, 2020). According to statistically significant findings, emotional intelligence is positively correlated with worker empowerment, psychological empowerment, and job engagement (Alotaibi *et al.*, 2020). Employees with high emotional intelligence (EI) are more likely to exhibit organizational citizenship behavior, according to studies done in a variety of organizations and regions (Miao *et al.*, 2020). Emotionally intelligent workers are less likely to become exhausted while working (Martin and Bresó, 2020). High emotional quotient managers have the capacity to comprehend and control both their own emotions and those of others. They are able to establish stronger bonds with their staff, communicate with them more effectively, and solve issues quicker thanks to this skill (Schmitz and Moasa, 2021). As stated by Jing *et al.* (2021), emotional intelligence aids in understanding, acting on and controlling one's internal feelings in a positive way to reduce stress, interact with others skillfully, and successfully resolve issues and conflicts. Employees with high emotional intelligence (EI) were able to maintain high levels of work performance and exhibit lower levels of work stress behaviors despite the stressful work environment brought on by the Covid-19 pandemic. Employees with lower EI, on the other hand, were more likely to experience job stress and engage in unfavorable work habits (Sadovyy *et al.*, 2021). According to Nasir and Mahmood (2022), emotional intelligence is a crucial factor in lowering workplace stress.

Emotional intelligence, according to Gunu and Oladeno (2014), improves employee performance and organizational commitment in the African context. Emotional intelligence has a significant impact on employee performance in Uganda and Cameroon, according to Asilaza and Mosoti (2016) and Vevanje (2020), respectively. Emotional intelligence has a beneficial impact on employees' performance, according to (Shehu and Mohammed, 2017). According to the study's findings, emotional intelligence is essential for providing clients with services in Liberia and Nigeria (Roland and Olalekan, 2020).

Only a few studies have been conducted in Ethiopia on this topic. Teachers who are emotionally intelligent can plan effective classroom learning and teaching (Wossenie, 2014). According to Astatke (2018), emotional intelligence significantly and favorably impacted the academic performance of the students. Kebede (2020) investigated how emotional intelligence affected the organizational development of a few chosen public service organizations in Dire Dawa. The result revealed that emotional intelligence and organizational development are significantly correlated. Meaza (2020) investigated the effect of emotional intelligence on workers' performance in the context of 40/60 Housing Construction. The study's findings indicate a strong relationship between employee performance and self-awareness, self-regulation, self-motivation, social awareness, and social skill. The results of a study by Getahun (2021) supported the finding that EI dimensions significantly and favorably affect OCB.

Ciobanu and Androniceanu (2018) define performance as the capacity to produce results in a determined measure about a determined objective. Employee's performance is influenced by their ability to use emotions. EI is the individual and group level input that effects on employees' performance, which in turn effects the organizational performance (Bar-on *et al.*, 2007). EI is one of the significant variables that affect an employee's performance. Studies done in a different part of the world shows that there is a positive relationship between employee's emotional intelligence and their performance (Siddiqui and Hassan, 2013). However, the previous studies were not sufficient to decide emotional intelligence has effect on employee's performance. Consequently, there is a knowledge gap in this area that needs to be filled.

EI is one of the abilities needed for civil servants (Sidek, 2009). Therefore, employees in public sectors are required to have better emotional intelligence or interpersonal skills to be happier in their jobs, serve customers/the community, and have good performance. However, employees in the public sector are usually faced with emotionally intense problems (Lee, 2018). Similarly, based on researcher's observation, the major problems in the study area are; employees are lack of knowing weakness, have not ability to control of their emotions, have not set goals to complete their assigned tasks, not having understood the emotion of others, lack cooperation and empathy rather than bureaucracy, and not going beyond outside of their job description; lead employees to have low levels of performance. Therefore, to fill the gaps and solve the problems identified, the researcher was motivated to investigate the effect of emotional intelligence on employee's performance.

## **II. REVIEW OF RELATED LITERATURES**

Firstly, the concept of emotional intelligence was introduced by Salovey and Mayer in 1990. Emotional intelligence is the ability of monitoring and discriminating the emotions of one's own and others for useful information to guide thinking and action (Salovey and Mayer, 1990). George (2000) explained emotional intelligence as a leadership quality that promotes and enables followers' creativity; leaders with a higher level of emotional intelligence can encourage, support, and awaken creativity among the employees of an organization.

Similarly, employees with higher levels of emotional intelligence abilities have a greater chance to gain success than people with a lower level of emotional intelligence competencies (Anari, 2012).

Other scholars, including Bar On (1997) and Goleman (1995), have derived alternative models of EI; these models define in the sense of personality factors and traits (assertiveness and motivation). Mayer and Salovey criticized the trait model and argued that talent and trait must be separate from EI. The trait is a characteristic of personality or way of behaving whereas talent can be defined as a nonintellectual ability.

Goleman (1995) introduced the importance of emotional quotient (EQ) in the workplace; it has been believed that success at the workplace depends on your level of intelligence or intelligence quotient as reflected in your achievements like academic success, or marks obtained. However, how good one is in recognizing own and others' emotions, in regulating own emotions, and according to others' emotions, is a different way of being emotionally competent. He proposes emotional intelligence is more important than job-specific (technical) skills and knowledge or IQ (intelligent quotient) supporting the idea that IQ has a less influential factor in life success or achievement in a workplace.

### **Emotional Intelligence at Work Place**

The potential tangible benefits of EI for the business world are vast. They include more innovation and creativity in the workplace and better physical and mental health (and thus reduced sick days and healthcare costs), healthier and more satisfactory workplace relationships, boosts in efficiency and productivity (Zulfiqar *et al.*, 2020). For the individual, this means being both more successful and more satisfied. Benefits for the organization include improved morale and higher levels of employee engagement (Al-Shqairat *et al.*, 2020). Further benefits include having happier employees who work harder, have a personal stake in what they do, and facilitate world-class performance. In essence, it is possible that EI, when extended throughout a company, can act as a factor that aligns individual satisfaction and success with success and profits for the company, (Yoke and Panatik, 2016). Therefore, until companies and businesses have adequate reasons to integrate EI into a scheme, measurable economic and bottom-line benefits must be demonstrated. The importance of the employee is always known in the industry only as to what the organization may sell. It will drive companies to profit to the detriment of the well-being of their workers (Al Shraah *et al.*, 2021). Throughout the sense of the enterprise-wide EI, though, the person will profit equally with the business, both in terms of his staff and the consumers he represents (Zafar *et al.*, 2021).

### **Empirical Evidence**

The IQ contributes only 20% to life success, the rest is the result of emotional intelligence, including factors like the ability to motivate oneself, persistence, impulse control, mood regulation, empathy and hope working with emotional intelligence (Goleman, 1998). He states that IQ and emotional intelligence are not opposing competencies but they work separately. He suggests that it is possible to be intellectually brilliant but not emotionally intelligent.

Akhtar *et al.* (2017) studied on the effect of emotional intelligence on employee's job performance: the moderating role of perceived organizational support in Islamabad, Pakistan, with 300 samples. The study included variables such as emotional intelligence; perceived organizational support; job performance using Bi-variate correlation and linear regression analysis. The findings noted that emotional intelligence has a positive effect on job performance. Perceived organizational support moderates the relationship between emotional intelligence and job performance, such that the relationship between emotional intelligence and job performance will be stronger/positive when perceived organizational support (POS) is high.

Mahdinezhad *et al.* (2017) studied the association between emotional intelligence and job performance amongst academic administrators in Malaysia. The data were collected through questionnaires, and the descriptive statistic was employed to investigate the strength of the linear relationship between emotional intelligence and performance. Results obtained from surveying a sample of 196 academic administrators showed that emotional intelligence positively correlated with job performance.

Krishnan *et al.* (2018) examined the influence of emotional intelligence on employee job performance: A Malaysian Case Study. Competency based model (Goleman, 1998) has been used in this study to explain the conceptualization of EI. The study employed a quantitative research method, and has been participated by 110 respondents. Convenience sampling method has been employed to obtain data from the respondents. The research findings showed that self-management tend to be the strongest predictor towards employee job performance.

Chong *et al.* (2019) studied to explore the effect of emotional intelligence employee's performance of Academicians in Malaysia. The study applied a quantitative method approach. The survey involved a sample of 368 higher education institution's academicians with self-administered structured questionnaires through the quota sampling. The results demonstrated that there is a significant effect of emotional intelligence on job performance of academic workers in higher educational institution.

Vevanje (2020) sought to examine the effect of emotional intelligence on employee performance in both public and private hospitals. A study used both descriptive and causal research design. The researcher used both primary and secondary data sources. Quantitative data were presented using templates such as bar graphs and pie charts after analysis. Spearman rank correlation coefficient was applied to determine the relationships between the dependent and independent variables. The study revealed that there is a positive relationship between emotional intelligence and performance of employees.

Kartar and Ahmad (2021) studied to examine the impact of each dimension of emotional intelligence on job performance in Djibouti. The study used a quantitative data, and the participants were employees in the banking sector. Data was collected from 121 respondents. Multiple regression analysis was done to test the hypotheses. The study revealed that the self-awareness and self-management dimensions of emotional intelligence had a positive and significant relationship with performance. However, social awareness and relationship management had an insignificant relationship with job performance.

Malik and Dave (2022) studied to identify the factors of emotional intelligence and analyze their effect on the performances of bank employees in Chhattisgarh, India. The sample size was 120, and the sampling technique that had been applied into it is non-probabilistic convenient sampling. From this study it had been seen that, maximum number of bank employees covered under this study are almost equal for both the male and female category. The result of the study found that self-regulation, and social-skills having a significant effect on employee's performance.

Based on empirical studies demonstrating a positive relationship between emotional intelligence and employee performance across various contexts, this study proposes the following hypotheses:

Ha1: Self-awareness has a significant effect on employee's performance.

Ha2: Self-management has a significant effect on employee's performance.

Ha3: Social-awareness has a significant effect on employee's performance.

Ha4: Relationship management has a significant effect on employee's performance.

### Conceptual Framework

For this study Goleman's four competencies; self-awareness; social awareness; relationship management; and self-management will be taken. The research conceptual framework was derived from the literature and that shows the interaction of independent variables, i.e., self-awareness, self-management, social awareness and relationship management with the dependent variable employee's performance. Their relationships were assumed to have significant relationship between independent and dependent variables. For the purpose of this study, the following conceptual framework is developed.

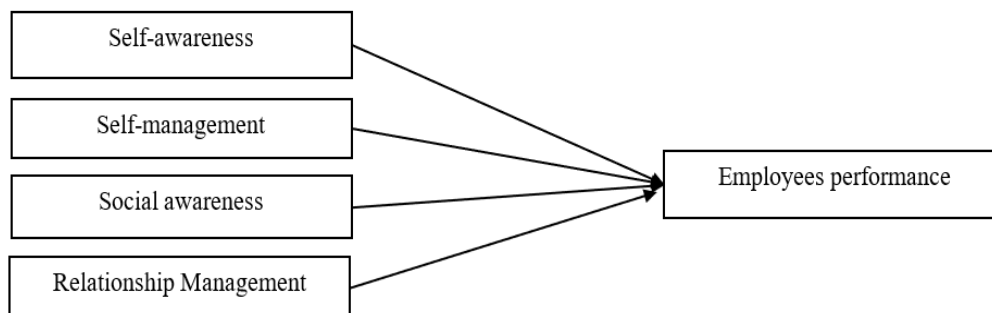


Figure 1: Conceptual framework

### III. RESEARCH METHODOLOGY

In fact, there are different research design categories. There are three most common and useful purposes of research; these are exploratory, descriptive and explanatory. The research designs used for this study was explanatory research design. The study was targeted only permanent employees in Kallu woreda i.e, 788 employees. Out of the target population, 265 samples were selected by using simple random sampling technique. The study was used primary data that collected through five-point Likert scale questionnaires to measure the variables of the study. The collected data through questionnaire were analyzed through SPSS version 25.

To determine the relationship between the independent variables; self-awareness, self-management, social-awareness, and relationship management to the dependent variable employee's performance, and for testing the research hypotheses, the study was applied regression model as below.

$$Y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_i$$

The study has one dependent variable and four independent variables.

Where:

- $Y_i$  is dependent variable (employee's performance)
- $X_i$  is independent variables ( $X_1$  is self-awareness,  $X_2$  is self-management,  $X_3$  is social-awareness, and  $X_4$  is relationship-management)
- $\beta_0$  is the intercept or constant;
- $\beta_1, \beta_2, \beta_3$ , and  $\beta_4$  are regression coefficients of each variable
- $\epsilon_i$  is the error term for observation

#### IV. RESULT AND DISCUSSION

**Table 1:** Demographic information

Demographic Categories	Frequency	Valid Percentage
<b>Gender</b>		
Male	166	66.1
Female	85	33.9
<b>Age group</b>		
21 to 30	42	16.7
31 to 40	103	41.0
41 to 50	97	38.6
Above 50	9	3.6
<b>Marital status</b>		
Single	65	25.9
Married	149	59.4
Divorced	25	10.0
Widowed	12	4.8
<b>Educational qualifications</b>		
Diploma	16	6.4
First Degree	232	92.4
Second Degree and above	3	1.2
<b>Work experience</b>		
1 to 5 years	36	14.3
6 to 10 years	126	50.2
11 to 15 years	79	31.5
16 years and above	10	4.0
<b>Total</b>	<b>251</b>	<b>100.0</b>

The demographic results show that male respondents constituted the majority at 66.1 percent, while females accounted for 33.9 percent. Most respondents were within the productive age groups of 31 to 40 years at 41.0 percent and 41 to 50 years at 38.6 percent, indicating a mature workforce.

Married respondents dominated the sample at 59.4 percent, followed by single respondents at 25.9 percent. In terms of education, the vast majority of respondents, 92.4 percent, held a first degree, while only a small proportion had diploma or postgraduate qualifications.

Regarding work experience, most employees were experienced, with 50.2 percent having 6 to 10 years of service and 31.5 percent having 11 to 15 years. Overall, the findings indicate a well-educated, mature, and experienced workforce.

#### **Correlation and Multiple Regression Analysis**

Correlation measures the linear association between two metric variables. Pearson's correlation coefficient ( $r$ ) was used to indicate the significance, strength and direction of relationship of independent and dependent variables.

**Table 2:** Correlation table

	Mean	SD	1	2	3	4	5
1. Self-awareness	3.230	.717	1	-	-	-	-
2. Self-management	3.167	.943	.582**	1	-	-	-
3. Social awareness	3.375	.764	.591**	.603**	1	-	-
4. Relationship Management	3.273	.831	.535**	.576**	.570**	1	-
5. Employee performance	3.00	.737	.654**	.700**	.698**	.689**	1

Note: SD=Standard deviation, N=251

\*\*  $p < .01$ . \*  $p < .05$

The correlation results reveal a strong, positive, and statistically significant association between all dimensions of emotional intelligence and employee performance. Specifically, self-management shows the strongest relationship with employee performance  $r = 0.700$   $p < 0.01$ , followed closely by social awareness  $r = 0.698$   $p < 0.01$ . Relationship management also demonstrates a strong and significant correlation  $r = 0.689$   $p < 0.01$ , while self-awareness exhibits a similarly positive and significant relationship  $r = 0.654$   $p < 0.01$ . These findings clearly indicate that higher levels of emotional intelligence are associated with improved employee performance. The results underscore the critical role of emotional intelligence competencies in enhancing workplace effectiveness. Overall, the study highlights emotional intelligence as a key driver of employee performance. The findings are consistent with prior empirical studies by Sony and Mekoth 2016, Rexhepi and Berisha 2017, Osman and Meryem 2019, and Gaffoor 2020, thereby reinforcing the robustness of the observed relationships.

The model summary shows the overall strength and explanatory power of the regression model, indicating how well the independent variables collectively predict the dependent variable.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	R Square Change
1	.830 <sup>a</sup>	.690	.685	.690

a. Predictors: (Constant), Self-awareness, Self-management, Social awareness, Relationship Management

b. Dependent Variable: Employee performance

The regression model shows a strong relationship between emotional intelligence dimensions and employee performance, with  $R = 0.830$ . About 69 percent of the variation in performance is explained by self-awareness, self-management, social awareness, and relationship management. The adjusted  $R^2$  of 0.685 confirms the model's stability, while the  $R^2$  change of 0.690 highlights the substantial contribution of emotional intelligence to explaining performance. These results indicate that emotional intelligence is a significant predictor of employee performance, supporting Goleman's (1998) findings.

The ANOVA results assess the overall fit of the model, showing whether the set of independent variables collectively explains a significant portion of the variation in the dependent variable.

Table 4: ANOVA model fit

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	50.504	4	12.626	136.678	.000 <sup>b</sup>
Residual	22.725	246	.092		
Total	73.229	250			

a. Predictors: (Constant), Self-awareness, Self-management, Social awareness, Relationship Management

b. Dependent Variable: Employee performance

The ANOVA result shows the overall significance or acceptability of the model from a statistical perspective. As the significance value of F statistics shows a value 136.678 and sig value of .000, which is less than p value  $< 0.05$ , this implies that the model is significant. This indicates that the variation explained by the model is not due to chance, and it can be said that there is a significant relationship between employee's performance and domains of emotional intelligence.

The Coefficients table provides a clear overview of how each independent variable contributes to the dependent variable, indicating the strength, direction, and significance of these relationships within the study.

Table 5: The coefficient table of the regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.185	.124		1.490	.137
Self-awareness	.170	.042	.194	4.044	.000
Self-management	.209	.039	.263	5.321	.000
Social-awareness	.238	.045	.263	5.306	.000
Relationship management	.246	.041	.283	5.996	.000

Dependent Variable: Employee's performance

Table 5 demonstrated the coefficients of emotional intelligence variables that influence employee's performance represented by B. Thus, the model of prediction for emotional intelligence variables that significantly influence employee's performance represented with the following equation.

#### **Ha1: Self-awareness has significant effect on employee's performance.**

The regression coefficient result of self-awareness dimension was indicated as  $\beta = .170$ ,  $P < 0.01$  as sig.000. This implies that 0.170 units of increase in employee's performance is due to the change of a one-unit of self-awareness, assumed all other variables are being constant. Therefore, it entails that self-awareness has positive

and significant effect on employee's performance, and the hypothesis is accepted. This finding is connected with the previous finding of Ahmed *et al.* (2016) and Vijitharan *et al.* (2019). Self-awareness is all about knowing one's personality, strengths and weaknesses crucially. The finding implies that when employees are aware of themselves, they would possibly perform better their task. This is because the study shows a significant influence of self-awareness on employees' performance. The high performance by employees who are aware of themselves indicates that practicing mindfulness is an effective and efficient technique for improving cognitive function resulting in increased job performance. It also indicates that when employees focus attention on themselves, they compare themselves with standards, try harder to meet standards, and show stronger emotional responses to meeting or failing to meet a standard. It also reveals that employees being able to focus on something positive when in a negative situation, recognizing main issues from side issues, come up with creative solutions and the effects it can have on their performance. Moreover, employees who have good self-awareness skills in the workplace helps with not only interpersonal interactions and relationships, but also improve their performance. It can conclude that the improved self-awareness of employees leads to improved employee's performance. Therefore, employees should be encouraged to assess their own intrapersonal strengths and weaknesses while being confident, and also learn from their own experiences.

**Ha2: Self-management has significant effect on employee's performance.**

The regression coefficient result of self-management dimension was indicated as ( $\beta=.209$ ,  $P<0.01$  as sig.000), which implies that self-management is increased by one unit, employee's performance is raised by 0.209, assumed all other variables are being constant. Therefore, it infers that self-management has positive and significant effect on employee's performance, and therefore, the hypothesis is accepted. The results of this study explain that self-management contributes for the success of employee's performance in a positive way. This finding is in line with the finding of Malik and Dave (2022). Self-management is a combination of behaviors that focus on how people manage themselves in their work and their life. Developing self-management skills is one of management best practices for those employees who have decided to become more productive at workplace. Self-management is critical not only for professional growth but also for the overall development of employee's personality. It is the process through which employees realize their potential to achieve their goals. Therefore, based on the result of the finding, if employees with good self-management skills, they will maximize their productivity, improve their performance and efficiently achieve professional goals. On the other word, employees with well-developed self-management skills will help them to manage their plan, take extra responsibilities, and efficiently do their jobs. It can conclude that when employees improve their self-management skills can help them to increase their performances. Therefore, employees should control their emotions or feelings in any situation, plan and persistent challenging goals, and carry out their responsibilities.

**Ha3: Social-awareness has significant effect on employee's performance.**

Furthermore, table 5 demonstrated that social-awareness for employee's performance is statistically significant at  $\beta=.238$ ,  $P<0.01$  as sig .001. This revealed that, if there is a one unit increase on social-awareness, there will be 0.238 units increase on employee's performance other variables remain constant. Therefore, social-awareness has a positive and significant effect on employee's performance, and the hypothesis leads to accepted. This finding is agreed with the previous finding of Shahzad *et al.* (2011). Social-awareness is recognizing and understanding the emotion of others feelings and perspectives. In other meaning that, it is how people handle relationships and awareness of others' feelings, needs and concern. The findings from the regression analysis show that employees with strong social awareness have the more performance. Moreover, the result implies that socially-awareness skilled individuals can do more challenging work tasks. The finding also indicates that employees who are high in social-awareness, they will have good performance. This is because the study shows that there is a significant influence of social awareness on employees' performance. Generally, employees who are more engaged in socials awareness skills will likely be done their job and have good performance. Therefore, employees should build empathy, cooperation and listening skills for better performance.

**Ha4: Relationship management has significant effect on employee's performance.**

The other important factor exhibited by the regression analysis is relationship management which is statistically significant with  $B=.246$ ,  $p\text{-value}<.000$ . This implies that employee's performance increases by 0.246 units for every increase relationship management by one unit. Relationship-management is the most predictor of employee's performance compared to other domains of EI. Therefore, relationship-management has a positive and significant effect on employee's performance, and the hypothesis is going to be accepted. This finding is agreed with the study of Krishnan *et al.* (2018). Relationship management is the ability to communicate in clear and convincing way. It is being able to manage social interaction with others successfully. The finding from the analysis shows that relationship management has significant effect on employee's performance, and it is one of the most predictor of employee's performance. This implies that employees with greater relationship management have better performance. On specifically, employees with ability to manage conflict effectively,

collaborate each other and have mutually understanding can come up with win-win solutions for problems, take additional responsibilities and perform their work well. Therefore, employees should develop and maintain relationships, communicate clearly, inspire and motivate others, work well in a team and manage conflict. Generally, on the basis of the findings of this study, it is concluded that there is a positive and significant effect of self-awareness, self-management, social awareness and relationship management on employee's performance in Kallu Woreda.

## **V. CONCLUSION**

The main aim of this study was to examine the effect of emotional intelligence on employee's performance in Kallu Woreda. The descriptive part of this study reveals emotional intelligence survey profile with regard to the four components of emotional intelligence and employee's performance. Accordingly, they are relatively lower in their self-awareness and self-management in comparison to the other two components; social-awareness and relationship management. The study is also depicted that employee's performance was low. The correlation result of the findings showed that the four components of emotional intelligence skills were positively and significantly related with employee's performance. Hence, the researcher concluded that relationship management is the most significant independent variable which has a significant statistical contribution to employee's performance. Next to relationship management, self-management is a significant predictor of employee's performance, and has a significant contribution. Self-awareness is the third most significant predictor of employee's performance in the case of Kallu Woreda. Finally, social-awareness had a positive significant contribution to employee's performance. The regression results of the respondents revealed that all components or domains of emotional intelligence have positive and significant effect on employee's performance. Out of these domains, relationship management is most predictors of employee's performance. Next to relationship management, self-management was the second influential variable to employee's performance. Self-awareness and social-awareness have positive and significant effect on employee's performance.

## **VI. RECOMMENDATIONS**

Based on the findings and conclusions reached, organization should take initiatives to improve the emotional intelligence competencies of its employees as it plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the organization, and improve employee's performance which is an essential for better performance and growth of organizations, can be achieved through an in-depth understanding of the four components of emotional intelligence skills.

### **Limitation and further Study**

The study has several limitations. Other factors affecting employee performance were not examined. Measuring emotional intelligence was also challenging since it includes both personality traits and abilities. Future research should address these gaps by studying emotional intelligence in other organizations and by applying models beyond Goleman's framework.

**Conflict of Interest:** The author declares no conflict of interest.

**Availability of Data and Materials:** The datasets used and analyzed during the study are available from the author upon reasonable request.

**Competing Interests:** The author confirms that there are no competing interests.

### **Acknowledgments**

I would like to thank anonymous survey employees of Kallu Woreda administrative office for their welcomed responses, contribution of invaluable time and providing me with necessary data for the study.

### **List of Abbreviations**

EI	Emotional Intelligence
EQ	Emotional Quotient
IQ	Intelligence Quotient
SPSS	Statistical Package for Social Sciences
ANOVA	Analysis of Variance
POS	Perceived Organizational Support
OCB	Organizational Citizenship Behavior
CEO	Chief Executive Officer

## REFERENCES

- [1]. Ahmed, Z., Sabi, S., Rehman, Z., Khan, M. (2016). The Impact of Emotional Intelligence on Employee's Performance in Public and Private Higher Educational Institutions of Pakistan. *Journal of Business and Management*. 18(11) 63-71 doi:10.9790/487X-1811056371
- [2]. Akhtar, W., Husnain, G. H., & Shahid, A. (2017). The Effect of Emotional Intelligence on Employee's Job Performance: The Moderating Role of Perceived Organizational Support. *Journal of accounting and marketing*, 6(3), 243. doi:10.4172/2168-9601.1000243
- [3]. Al Shraah, A., Abu-Rumman, A., Al Madi, F., Alhammad, F. A., & Al Jboor, A. (2021). The impact of quality management practices on knowledge management processes: a study of a social security corporation in Jordan. *The TQM Journal*. doi:10.1108/TQM-08-2020-0183
- [4]. Alotaibi, S. M., Amin, M., & Winterton, J. (2020). Does emotional intelligence and empowering leadership affect psychological empowerment and work engagement? *Leadersh Org Dev J*, 41(8), 971–91.
- [5]. Al-Shqairat, Z., AL Shraah, A. E., & Abu-Rumman, A. (2020). The role of critical success factors of knowledge stations in the development of local communities in Jordan: A managerial perspective. *Journal of management Information and Decision Sciences*, 23(5), 510-526.
- [6]. Anari, N. N. (2012). Teachers: Emotional Intelligence, Job Satisfaction, and Organizational Commitment. *Journal of Workplace Learning*, 24(4), 256-269. doi:10.1108/13665621211223379
- [7]. Asilaza, N., & Mosoti, Z. (2016). The Effect of Emotional Intelligence on Employees' performance in Private Sector: A case of Kinyara Sugar Limited. *Journal of Business and Management*, 18(12), 1-10. doi:10.9790/487X-1812030110
- [8]. Astatke, M. (2018). First-Year College Students' Emotional Intelligence and Help-Seeking Behaviours as Correlates of their Academic Achievement. *Journal of Student Affairs in Africa*, 6(2), 29–50. doi:10.24085/jsaa.v6i2.2515
- [9]. Bar-on, & Parker. (2000). *The hand book of Emotional Intelligence*. San Fransisco.
- [10]. Bar-On, R. (1997). *The Emotional Quotient Inventory (EQ-I): A test of Emotional Intelligence*. Toronto: Multi-Health Systems.
- [11]. Bar-on, R., Maree, J. G., & Elias, M. J. (2007). *Educating People to be Emotionally Intelligent*. Greenwood Publishing Group.
- [12]. Chong, C. S., Falahat, M., & Lee, Y. S. (2019). Emotional Intelligence and Job Performance of Academicians in Malaysia. *International Journal of Higher Education*, 9(1), 69-80. doi:10.5430/ijhe.v9n1p6
- [13]. Ciobanu, A., & Androniceanu, A. (2018). Integrated human resources activities the solution for performance improvement in Romanian public sector institutions. *Management Research and Practice*, 10(3), 60-79.
- [14]. Abascal, E. G., & Diaz, M. D. (2015). Dimensions of emotional intelligence related to physical and mental health and to health behaviors. *Frontiers in Psychology*, 6(317), 1-14. doi:10.3389/fpsyg.2015.000317
- [15]. Frandsen, S., & Morsing, M. (2021). Behind the stigma shield: Frontline employees' emotional response to organizational event stigma at work and at home. *Journal of Management Studies*, Early access.
- [16]. George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*. 53(8), 1027-1055.
- [17]. Gaffoor, S. (2020). Impact of Emotional Intelligence on Job Performance of Academic Heads with Special Reference to State Universities in Eastern Province of Sri Lanka. *Test Engineering and Management* 82. 13173 -13194.
- [18]. Getahun, A. D. (2021). Confirmatory Factor Analysis in Studying Emotional Intelligence and Organizational Citizenship Behavior in Commercial Bank of Ethiopia, Gondar city branches. *European Online Journal of Natural and Social Sciences*, 10(3), 463-476. doi:http://www.european-science.com
- [19]. Giao, N., Vuong, B., Huan, D., Tushar, H., & Quan, T. (2020). The Effect of Emotional Intelligence on Turnover Intention and the Moderating Role of Perceived Organizational Support: Evidence from the Banking Industry of Vietnam. *Sustainability*, 12, 1-26. doi:10.3390/su12051857
- [20]. Goleman, D. (1995). *Emotional Intelligence and why it matter more than IQ*. New York: Bantam Books.
- [21]. Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- [22]. Goleman, D., Boyatzis, R., & McKee, A. (2002). The Emotional Reality of Teams. *Journal of Organizational Excellence*, 21(2), 55-65. doi:10.1002/npr.10020
- [23]. Gunu, U., & Oladepo, R. O. (2014). Impact of Emotional Intelligence on Employees' Performance and Organizational Commitment: A Case Study of Dangote Flour Mills Workers. *University of Mauritius Research Journal*, 20, 1-32.
- [24]. Ismail, A., Yao, A., Yeo, E., Lai-Kuan, K., & Soon-Yew, J. (2016). Occupational Stress Features, Emotional Intelligence and Job Satisfaction: An Empirical Study in Private Institutions of Higher Learning. *Revista Científica Electrónica Ciencias Gerenciales*, 16, 5-33. Retrieved from <https://www.revistanegotium.org.ve>
- [25]. Jing, Z., Zheng, H., Qin, C., Wang, Z., Vijayashree, J., & Jayashree, J. (2021). Moderating role in the relationship between job stress and deviant emotional intelligence in education, Aggression and Violent Behavior. 101626, ISSN 1359-1789. doi:10.1016/j.avb.2021.101626
- [26]. Karimi, L., Leggat, S. G., Bartram, T., & Rada, J. (2020). The effects of emotional intelligence training on the job performance of Australian aged care workers. *Health Care Manage Rev*, 45(1), 41–51.
- [27]. Kartar, J., & Ahmad, N. B. (2021). Dimensional impact of emotional intelligence on employee performance: an empirical study of the banking sector in Djibouti. *Middle East Journal of Management*, 8(2).
- [28]. Kebede, B. D. (2020). Empirical Study Impact of Emotional Intelligence on Organizational Development Some Selected Public Service Organizations in Dire Dawa, Ethiopia. *Public Policy and Administration Research*, 10(4), 1-13. doi:10.7176/PPAR/10-4-01
- [29]. Krishnan, R., Mahphoth, M. H., Ahmad, N. A., & A'yudin, N. A. (2018). The Influence of Emotional Intelligence on Employee Job Performance: A Malaysian Case Study. *International Journal of Academic Research in Business and Social Sciences*, 8(5), 233–245. doi:10.6007/IJARBS/v8-i5/4097
- [30]. Lee, H. J. (2018). How Emotional Intelligence Relates to Job Satisfaction and Burnout in Public Service Jobs. *International Review of Administrative Sciences*, 84(4), 729–745. doi:10.1177/0020852316670489
- [31]. Mahdinezhad, M., Shahhosseini, M., Kotamjani, S. S., Bing, W. K., & Hashim. (2017). Emotional Intelligence and Job Performance: A Study among Malaysian Administrators. *International Journal of Academic Research in Business and Social Science*, 7(6), 953-966. doi:10.6007/IJARBS/v7-i6/3055
- [32]. Malik, S., & Dave, S. (2022). Analyzing Influence of Emotional Intelligence on Performance Management of Banks Employees in the State of Chhattisgarh (India). *Journal of Positive School Psychology*, 6(2), 527 – 1534.
- [33]. Martin, S.G., & Bresio, E. (2020). In Pursuit of Work Performance: Testing the Contribution of Emotional Intelligence and Burnout. *International Journal of Environmental Research and Public Health*, 17(15), 5373. doi:10.3390/ijerph17155373
- [34]. Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter Emotional development and emotional intelligence: Implications for educators. 3-31.

- [35]. Meaza, A. (2020). *The impact of emotional intelligence on employees' performance in case of 40/60 Housing Construction*. Adiss Ababa.
- [36]. Miao, C., Humphrey, R. H., & Qian, S. (2020). The cross- cultural moderators of the influence of emotional intelligence on organizational citizenship behavior and counterproductive work behavior. *Human resource development quarterly*, 1-21. doi:10.1002/hrdq.21385
- [37]. Mičieta, B., Biňasová, V., Furmannová, B., Gabajová, G., and, & Kasajová, M. (2021). Emotional intelligence as an aspect in the performance of the work of a global manager. *Globalization and its Socio-Economic Consequences*, 129. doi:10.1051/shsconf/202112912002
- [38]. Nasir, S., & Mahmood, N. (2022). The Relationship Between Employees' Perceived Emotional Intelligence and Job Stress in Higher Education Sector in the Kingdom of Saudi Arabia. *European Journal of Business and Management*, 14(4), 33-41. doi:10.7176/EJBM/14-4-04
- [39]. Osman U. & Meryem U. (2019). The Impact of Emotional Intelligence on Employees' Attitudes. *Journal of Applied Management and Investment*. Vol. 8(1) 32-43
- [40]. Rexhepi, G. & Berisha, B. (2017). The effects of emotional intelligence in employee's performance. *International Journal of Business and Globalization*. Vol. 18(4), 467-479
- [41]. Roland, S. F., & Olalekan, A. J. (2020). Employees' emotional intelligence and service delivery to customers: A comparative study of selected deposit money banks in Nigeria and Liberia. *The Business and Management Review*, 11(1), 269-278.
- [42]. Sadovyy, E., Gómez, M., & Bresó, E. (2021). COVID-19: How the Stress Generated by the Pandemic May Affec Work Performance through the Moderating Role of Emotional Intelligence. *Personality and Individual Differences*, 180.
- [43]. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*. 9, 185-211.
- [44]. Schmitz, L. M., & Moasa, H. (2021). The impact of Emotional Intelligence on Organizational Climate. 14(63). doi:10.31926/but.ssl.2021.14.63.1.9
- [45]. Shafiq, M., & Rana, A. R. (2016). Relationship of Emotional Intelligence to Organizational Commitment of College Teachers in Pakistan. *Eurasian Journal of Educational Research*(62), 1-14. doi:1014689/ejer.2026.62.1
- [46]. Shahzad, K., Sarmad, M., Abbas, M., & Khan, A. (2011). Impact of Emotional Intelligence (EI) on employee's performance in telecom sector of Pakistan. *African Journal of Business Management*. 5 (4),1225-1231. doi: 10.5897/AJBM10.592
- [47]. Shehu, L., & Mohammed, K. (2017). The Effect of Emotional Intelligence on Employees' Performance. *Review of Public Administration Management*, 6(12), 22-32. doi:10.12816/0043957
- [48]. Siddiqui, R. S., & Hassan, A. (2013). Impact of emotional intelligence on employees' turnover rate in FMCG organizations. *Pakistan Journal of Commerce and Social Sciences*, 7(2), 394-404.
- [49]. Sidek, H. (2009). Public services: People first, performance now. Public Service Commission Malaysia-12. Le Meridien Kota Kinabalu, Sabah. 10-13 August
- [50]. Sony, M. & Mekoth, N. (2016). The relationship between emotional intelligence, frontline employee adaptability, job satisfaction and job performance. *Journal of Retailing and Consumer Services*, 30, 20-32.
- [51]. Spencer, L., & Spencer, S. (1993). *Competence at work: Models for superior Performance*. New york: John Wiley and Sons.
- [52]. Vevanje, E. (2020). Emotional Intelligence and Employee Performance in Healthcare Organizations: The Case of Selected Hospitals in Cameroon's Fako Division. *the International Journal of Business & Management*, 8(8), 91-98. doi:10.24940/theijbm/2020/v8/i8/BM2008-023
- [53]. Vijitharan, H., Harikaran, S., & Nanthagopan, Y. (2019). The Impact of Emotional Intelligence on Job Performance: A Comparative Study between Primary and Secondary Level School Teachers in Jaffna Zone, Sri Lanka. *Journal of Management*. 14(2) 59-68
- [54]. Wossenie, W. (2014). Teachers' Emotional Intelligence and Sense of Self-efficacy Beliefs: A study on Second Cycle Public Primary School EFL Teachers in Bahir Dar Town, Ethiopia. *Science Technology and Arts Research Journal*, 3(2), 213-220. doi:10.4314/star.v3i2.28
- [55]. Yoke, L. B., & Panatik, S. A. (2016). Emotional Intelligence and Job Performance. *International Business Management*, 10(6), 806-812.
- [56]. Zafar, S. Z., Zhilin, Q., Malik, H., Abu-Rumman, A., Al Shraah, A., Al-Madi, F., & Alfalah, T. F. (2021). Spatial spillover effects of technological innovation on total factor energy efficiency: taking government environment regulations into account for three continents. *Business Process Management Journal*, 27(6), 1874-1891.
- [57]. Zulfiqar, U., Mohy-Ul-Din, S., Abu-Rumman, A., Al-Shra'ah, A. E., & Ahmed, I. (2020). Insurance-Growth Nexus: Aggregation and Disaggregation. *Journal of Asian Finance, Economics and Business*, 7, 665-675.