



St. Mary's **ቅድስት ማርያም**
University **የኢኮኖሚ**
Committed to Excellence

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

FACULTY OF BUSINESS

**EFFECT OF EMOTIONAL INTELLIGENCE ON TEAM
PERFORMANCE:**

A CASE OF KIRKOS SUB CITY ADMINISTRATION OFFICE

BY: TIRFESA ROGA

ADVISOR: TEWODROS M. (DR.)

JULY, 2024

ADDIS ABABA ETHIOPIA

**ST. MARY'S UNIVERSITY COLLEGE
SCHOOL OF GRADUATE STUDIES
FACUL TY OF BUSINESS**

**EFFECT OF EMOTIONAL INTELLIGENCE ON TEAM PERFORMANCE
A CASE OF KIRKOS SUB CITY ADMINISTRATION OFFICE**

BY: - TIRFESA ROGA

APPROVED BY BOARD OF EXAMINERS

Dean, Graduate Studies

Signature

Advisor

Signature

External Examiner

Signature

Internal Examiner

Signature

TABLE OF CONTENT

ACKNOWLEDGEMNTS	I
ABBREVAITIONS AND ACRONYMS.....	II
ABSTRACTS	III
LIST OF TABLE.....	III
LIST OF FIGURE	V
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of Study	1
1.2 Statement of the Problem	3
1.3 Research Questions.....	4
1.4 Objectives of the Study.....	4
1.4.1 General objective	4
1.4.2Specific objectives	5
1.5 Significance of the Study.....	5
1.6Scope of the Study	6
1.7 Definition of Terms	6
1.8 Organization of the Study.....	7
CHAPTER TWO	9
REVIEW OF RELATED LITERATURES	9
2.1 Theoretical Literature Review	9
2.1.1 Emotional Intelligence conceptualization	9
2.1.2 Importance of emotional intelligence	11
2.1.3 Self-Awareness	13
2.1.4 Self-Management.....	14

2.1.5 Social Awareness.....	14
2.1.6 Management Relationship	15
2.2 Techniques of development Emotional Intelligence.	15
2.2.1 Emotional Intelligence at Workplace	16
2.2.3 Models of Emotional Intelligence	18
2.2.4. Team performance.....	18
2.2.5 Measurement of Emotional intelligence.....	19
2.2.6 Emotional intelligence and team performance	21
2.3 Empirical Literature Review	25
2.3.1 Self-awareness and team performance	25
2.3.2 Self-Management and Team Performance	25
2.3.3 Social Awareness and Team Performance	27
2.3.4 Management Relationship and Team Performance.....	28
2.3.5 Conceptual Framework.....	29
CHAPTER THREE.....	30
RESEARCH METHODOLOGY.....	30
3.1 Description of the Study Area	30
3.2. Research Approach.....	30
3.3 Research Design	30
3.4 Population and Sample	31
3.5 Sampling Technique	32
3.6. Data source and Type	32
3.7 Data Collection Procedures	33
3.8 Data Collection Instruments	33
3.9 Methods of Data Analysis	33

3.10 Validity and Reliability	34
3.11 Ethical consideration	35
CHAPTER FOUR	36
RESEARCH RESULTS AND DISCUSSION	36
4 .1 Introduction	36
4.2 General Information	37
4.3 Descriptive Analysis on the Level of employee Emotional Intelligence	38
4.4 Correlation Analysis	41
4.5 Multiple linear regression.....	43
4.5.1 Diagnostic Tests	43
4.5.2 Normality test	43
4.5.3 Linearity.....	44
4.6 Regression Analysis	46
CHAPTER FIVE	50
OUTCOMES, CONCLUSIONS AND RECOMMENDATIONS	50
5.1 Summary of Major Outcomes	50
5.2 Conclusions	52
5.3 Recommendations	52
5.4 Limitation of the Study.....	53
5.5. Implication for further study.....	54
6. REFERENCES	55
7. APPENDIX	59

ACKNOWLEDGEMENTS

I want to thank Tewodros M. (Dr.) in particular for his advice, support, and insightful criticism on my research projects. Without his help and friendly demeanor, especially his persistence and perseverance this research would not have been easy. I would be grateful for any expert input. I would like to use this opportunity to express my gratitude to every member of the Kirkos Sub City Administration Office staff. By carefully allocating your limited time and providing prompt responses to the questions, you could actually contribute to the research project. In the end, I want it. I am incredibly appreciative to my friends, family, and coworkers for their encouragement and validation during my research.

Thank you all!

Tirfesa Roga

ABBREVAITONS AND ACRONYMS

EI	Emotional Intelligence/Quotient
TP	Team performance
IQ	Intellectual Intelligence/Quotient
MEIT	Matric Emotional Intelligence Test
KSAO	Kirkos Sub city Administration Office
SPSS	Statistical Package for Social Science
ANOVA	Analysis of Variance
VIF	Variance Inflation Factor
WEIS	Wang and Law emotional intelligence scale

LIST OF TABLE

Table 3.4.1 Population sample.....	31
Table 3.10.1 Cronbach alpha test.....	35
Table 4.1 summarized the response rate from the data collection exercise.....	36
Table 4.3.1 Descriptive Analysis on the Level of employee Emotional Intelligence.....	38
Table 4.3. 2 Descriptive Analysis Level of Team’s Performance	40
Table 4.5.1 Relationships between Dependent and Independent Variables	42
Table 4.4.2 Linearity Tests for self-awareness and Team performance	44
Table 4.4.3 Linearity Tests for social awareness and Team performance.....	44
Table 4.4.4 Linearity Tests for Self-Management and Team performance.....	45
Table 4.4.5 Linearity Tests for Management relationship and Team performance.....	45
Table 4.6.1 Model summary	46
Table 4.6.2 Anova.....	46
Table 4.6.3 Beta Coefficients.....	47

LIST OF FIGURE

Source: - Figure 1. Conceptual framework for EI and TP (adapted from Kaplan and Norton Goleman, (2005)	29
Figure 4. 2.1. Demographic Variable of Respondent	37

ABSTRACTS

The purpose of the study was to examine the effect of emotional intelligence on team performance at Kirkos sub city administration office in Addis Ababa as case study. Four research objectives that sought to understand how emotional intelligence affects a team's performance served as the study's guidelines. To achieve the objective of this study the researcher used a quantitative research approach. Questionnaire was distributed for 175 employees and returned 162 of the questionnaire were filled correctly. And also researcher uses explanatory research design for conducting these research. The data was analyzed by using SPSS version 26 software was adapted to analyze the data. The study randomly selected seven offices, by using the four dimensions of emotional intelligence: self-awareness, self-management, social awareness and relationship management were used. Therefore, the finding of the study regression analysis concluded that, the mean of self-awareness, relationship management, social awareness and self-management had statistically significant effect on team performance at Kirkos sub city administration office Addis Ababa. Finally, the study forwarded the recommendation that Kirkos sub city administration office should focus more on the enhancement of emotional intelligence in the work place. The managers should try to measure the problems encountered by the employees and provide them training in order to overcome the fear of unknown and for the success of organizational performance through different contributions emotionally intelligent employees' deliver to profitability of service.

Keywords: Emotional intelligence, team performance, self-awareness, social awareness, self-management and management relationship.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

The organization is a dynamic and complex system that is changing rapidly on a daily basis with employees who work for these organizations. These changes are attributed to advancement in technology, competition, globalization and the growth in the service industry and improvement in information communication system, this put a lot of pressure on the performance expectations of the employees for workers to be effective in our present day organization, they required to be much more involved in their work, not only physically but also emotionally and mentally (Turner, Barling and Zacharatos, 2002)

Emotional intelligence is the ability to identify, assess and control the emotions of oneself and others in a group (Harms and Crede, 2010). According to Jorfi, Jorfi and Moghadam (2010) emotional intelligence is an essential variable for an organizational performance. Emotional intelligence contributes to work performance as it is seen in remuneration of employees, the ranking of an organization among its contemporaries. Emotional intelligence helps employees to nurture position relationships at work effectively in teams to build social capital (Seibert, Kraime and Liden, 2001)

The application of emotional intelligence in the workplace can be seen in the formation of teams, selection of employees and training and development of employees. Bar- on (2000) opined that the organization must make it a duty to coach their employees on how to improve International Journal of Social Sciences and Management Research IIARD – International Institute of Academic Research and Development interpersonal skills to enable them perform effectively on the job with other workers working in the organization.

Work environment is usually composed of people from various ethnic backgrounds, morals, beliefs, profiles and so on, thus the differences between one employee and other two and also reflecting on our daily work methods and lives (Senyucel, 2009). We all have different personalities, wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness especially if we hope to succeed in life. This is where EI

becomes important. EI is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively thus Emotional intelligence is you can be aware of your own feelings and its impacts on both yourself and others an also feelings of others so as to enable effective interactions (Travis and Jean, 2009).

Team organization and their performance is one of the factors developing and spreading management prospects nowadays. Team performance has obtained a special position in the 21st paradigm. Team activities should be increased in order to see better results from team's activity. Team culture and creating effective leadership is a necessary to increase team effectiveness, determining the roles and responsibilities of team members, to improve their ability to giving the necessary training to team members, ensuring the optimal use of resources within the team, establishing the clear performance goals by a member may be recognized, (Zehir & Özşahin, 2008).

One of the most important things in the main components of the team is the measurement of the team performance. The measurement of team performance, effectiveness, profitability, quality and quality of working life are critical aspects. The performance of the team in business is essential and should be taken into consideration (Sink, 1995).

Emotional Intelligence was assessed using Wong and Law Emotional Intelligence Scale (WLEIS) (2002). This scale consists of 16 items. The WLEIS was designed as a short measure of EI for use in organizational research. It comprises 16 items, responded to on a 5 point Likert scale and measuring four dimensions: 'Self-awareness, social awareness, self-management and relationship managements of. Wong and Law (2002) report good internal consistency reliabilities for their measure. In terms of validity, they present data showing that scores on the WLEIS are related independent variables of emotional intelligence and dependent variables of team performance.

One of the most important points in teamwork is creating a positive synergy with coordinated efforts and ensuring an effort on staff and to increase the overall performance level of the individual entries. Therefore, performance of the team in teamwork is superior to

individual performance (Özkalp, 1997). Companies with team working not only increase employees' motivation, but also strengthen the commitment of employees, communicative disorders work off in organizations and thus improve the performance of personnel in both individual and team, (Özler & Koparan, 2006).

Thus, these researches have been providing light on how emotional intelligence affects team performance in the Kirkos Sub City Administration office in Addis Ababa, Ethiopia.

1.2 Statement of the Problem

Jordan, Peter, Lawrence and Sandra (2011) in a recent study have highlighted that emotional Intelligence is linked to improved team behaviors and team performance. Stough, Saklofske and Parker (2011) recently found that team performance is positively and significantly influenced if a team member is able to recognize emotions of teammates.

Naseer (2011) concluded in a recent study that high emotional intelligent work teams perform at a higher level than low emotionally intelligent teams. It is for this reason that managers have to pay more attention to developing emotional intelligence in their teams if they want to boost the effectiveness of their teams.

Quoidbach and Hansenne (cited in Moore and Mamiseishvili, 2012) in their study to examine the relationship between emotional intelligence and team work performance, found that one member with a low emotional intelligence score can affect their entire team, the same was found to be true for one member with a high score. It is for this reason that managers need to place more emphasis on emotional intelligence when selecting members to join a team. Findings of the study Rahman (2011) revealed that there is strong and significant positive relationship amongst self-awareness, self-management, social awareness, relationship management and organizational commitment. This conforms to the results obtained by Naseer, Chisti, Rahman, and Jumani (2011), although the result negates the findings of Mahmood and Hannafi (2013). This could be attributed to the use of an explanatory model approach of emotional intelligence.

There are many claims regarding the positive effect of EI on team performance and, as noted, previous studies have shown significant and positive relationships between the EI constructs and team performance (Jordan & Troth, 2004). Conversely, studies examining the relationship

Between EI and individual level performance show that the potential benefits of using EI in the workplace may be absent (Naseer 2011). In sum, the relationship between EI and team performance seems to be inconsistent (Joseph & Newman, (2010).

There have been several studies conducted on the relationship between emotional intelligence and team performance in various sectors, but there is limited research specifically on the Kirkos sub-city administration in Ethiopia.

However, a study conducted by Tilahun (2020) focused on emotional intelligence and its effect on team performance in the Ethiopian public sector, but did not specifically look at the Kirkos sub-city administration. The study found that emotional intelligence had a significant positive effect on team performance in the public sector.

In this context, organization in general and public organization in particular may not benefit from the effect of emotional intelligence on team performance. Hence, the study might have contributed to the above review associated with emotional intelligence and team performance specifically in the public sector.

1.3 Research Questions

The following research issues are attempted to be addressed by the study:

1. What is the effect of self-awareness on the team's performance of employees at Kirkos Sub city administration office?
2. What is the influence of self-management on the team's performance of employees at Kirkos Sub city administration office?
3. How does social awareness affect the team's performance of employees at Kirkos Sub city administration office?
4. What is the effect of management relationship on team's performance of employees at Kirkos Sub city administration office?

1.4 Objectives of the Study

1.4.1 General objective

The General objective of the study is to examine the effect of emotional intelligence on team performance in Kirkos sub city administration office, Addis Ababa.

1.4.2 Specific objectives

The following are the specific objectives of the study

1. To study the effect of self-awareness on a team's performance of employees at Kirkos Sub city administration office.
2. To examine the effect of self-management on the team's performance of employees at Kirkos Sub city administration office.
3. To evaluate the effect of social awareness on the team's performance of employees at Kirkos Sub city administration office.
4. To analyze the effect of management relationship on team's performance of employees at Kirkos Sub city administration office

1.5 Significance of the Study

This study enriched knowledge by focusing on the effect of emotional intelligence on team performance in the public sector, a case of Kirkos Sub City Administration office in Addis Ababa. The results of this study will be useful to the following stakeholders:

For Kirkos Sub City Administration Office:-it was helping the organization in implementing the most appropriate and effective recruitment system. Management will be made to understand the role EI will play in order to achieve organizations objectives. The benefit is that the system will help team workers and supervisors to have a cordial relationship and address the issues arising from EI and its impact on performance. Proper recruitment should include testing of employees EI and not only the IQ and qualifications if improved staff performance is to be achieved and maintained. This is a sure and clear way to team workers and maintains the right staff to achieve the desired organizational goals.

In the past, HR professionals have prioritized IQ over EI when it came to staff training and development, but this is no longer the case. Due to the importance of EI, this study will make them aware of the necessity of including it in staff development and training. Additionally, the team of employees in the various public sector companies will benefit from the study. To increase the productivity of their workforce, they will be able to invest in the implementation of Emotional Intelligence (EI) tests and integrate them into their recruitment processes. In the end, it will be utilized by researchers and other researchers.

1.6 Scope of the Study

The scope of the study was delimited to see the effect emotional intelligence on team performance by using the four dimension of emotional intelligence: these are self-awareness, self-management. Social awareness and relationship management adopted from (Gomez and (2005)). Geographically the study focus was on kirkos sub city administration office because it is a sub city with better service delivery and uses a team as a vehicle of efficiency and effectiveness. The study restricted to specific selected office like education office, environmental protection office, trade office, human development office, executive office, finance office and farmer and urban agriculture office as opposed to the entire offices of kirkos sub city administration office. As the method of primary data collection, only questionnaire were used to conduct the study.

1.7 Definition of Terms

Emotional intelligence: means being aware of one's own emotions, managing those emotions towards a positive end, understanding others or social connection emotions and handling social networking or social relations towards welfare of win-win benefit (Goleman, 1995). In this study, emotional intelligence was referred to as the ability of employees to understand their own emotions and feelings of customers, and correctly use information loaded feelings to enhance performance.

Team: Over the years, various authors and researchers have come up with definitions of a team. Smit (2007) defines a team as a small number of employees with complementary competencies who are committed to a common purpose, and are accountable for performing tasks that contribute to achieving an organization's goals

Team performance; refers to the overall effectiveness and productivity of a group of individuals working together towards a common goal. It includes the ability of team members to collaborate, communicate, problem-solve, make decisions, and achieve results collectively.

Self-Awareness: Baloch (2014) stated that self-awareness means being in touch with our own emotions and knowing their impacts on our decision making, actions and behaviors and being

able to be in charge of them while constantly analyzing how we have been acting so as to maintain our confidence levels at a high level.

Self-Management; Karimi (2014) defined self-management as the ability to handle our inner self to the very best in the most effective manner possible to help epitomize only the best feelings while erasing away the emotion that impacts negatively on our actions and end up destroying our ability to perform well in our jobs or the way we interact with other persons we relate with.

Social Awareness; Baloch(2014) states that “social awareness means that one should have the capability to know what is socially acceptable in the society and how a person should act in that manner accordingly.

Relationship Management ; Baloch (2014) states that “relationship management includes a set of competencies such as essential and basic social skills, the ability of analyzing and influencing the emotions and actions of others and also persuading desirable responses in them in return.

1.8 Organization of the Study

There are a total of five chapters in this paper. Chapter one deals with the introductory issues, containing history of the research, problem statement (the basis upon which the study was made), the definition of key terms, the delimitation and importance of the research as well as the objectives of the study and the basic research questions to be addressed. It also summarizes the structure of the study. Chapter two focuses on the descriptions about the relevant literature consulted, it provides a solid academic foundation of emotional intelligence, leadership and its relation with employee satisfaction. When conducting a research it is important to know which approach will be used and why the study will use that particular method. In the research design and methodology chapter (chapter three) of the thesis, the study presents the research approach and methodology used in this study, including research methods, the sample from which the data was collected, as well as the data analysis method. Chapter four presents the results gathered from the questionnaires, drawing out the themes and issues identified in the literature review. Detailed discussions of the findings of the research study are presented with the purpose of answering the research objectives. The last section, chapter five, outlines a summary and

conclusion of the findings in relation to the literature, indicates the study limitations and presents recommendations to the findings of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1 Theoretical Literature Review

2.1.1 Emotional Intelligence conceptualization

Emotional Intelligence is defined as a set of competencies indicating the ability one has to recognize his or her behaviors, moods, and instincts, and to manage them best according to the situation, so that they foster success instead of causing roadblocks. Typically, "emotional intelligence" is considered to involve emotional empathy; attention to, and discrimination of one's emotions; accurate recognition of one's own and others' moods; mood management or control over emotions; response with appropriate (adaptive) emotions and behaviors in various life situations (especially to stress and difficult situations); and balancing of honest expression of emotions against courtesy, consideration, and respect (i.e., possession of good social skills and communication skills). Emotional intelligence is the ability of knowing what feels good, what feels bad, and how to get from bad to good (Hughes, Patterson, and Terrell, 2005)

Studies done at Harvard, Yale and New Hampshire in the USA by Goleman (1995) sought to understand the working of the human mind, its functions and primary stimuli including an analysis of the connection between thoughts, emotions and desires. He defined emotion as a behavior factor or psychological feature of human behavior that many strong and effective leaders show. Further, he theorized emotion as an intelligence whose features are, self-awareness or ability to understand one's own moods, emotions, drives, and their effect on others; self-regulation or the ability to control or redirect disrupting instincts or moods, that is to think before performing; motivation or a passion for work that goes beyond money or status and a propensity to follow goals with energy and determination; and empathy or ability to understand the feelings and views of subordinates and to take those into account when making decisions, and social skills or friendliness with a purpose.

As Zhou and George (2003), stated the EI as the ability which can recommend and allow a subordinate's motivation and encourage those subordinates and make them deliver high

performance for the organization. A study done by Anari (2012), concluded that employees who have a high level of emotional intelligence would achieve more than those who have less emotional intelligence level and they are always conquering any situations and conditions.

According to Chermis (2000), by the early 1990's, there was already in existence long traditions of research on the role of non-cognitive aspects in helping people succeed in the workplace as well as in life in general. In addition, in the field of Organizational Psychology, many of the non-cognitive components measured in assessment centers involved social and emotional competencies such as communication, sensitivity, initiative and interpersonal skills. Research over the years recommends that, emotional intelligence is important in a varied range of sets, including education, business, and accounts and that emotional intelligence is related to success, productivity, leadership, personal health and job performance (Butler & Chinowsky, 2006; Coté & Miners, 2006; Hopkins, O'Neil & Williams, 2007)

Current studies done by Dulewicz, Young and Dulewicz (2005), resulted that EI is closely linked with job performance, and that EI may be a more consistent determinant of job performance related to cognitive ability. Another study done by Coté and Miners (2006), assesses the relationship between EI, Cognitive Insights (CI), and work execution of 175 administrative, authoritative, and proficient full-time representatives of university, resulting in EI being a high predictor of job performance. In this study researchers moreover propose that utilizing CI tests as it were to predict performing job ensnares chance, since representatives with more CI can perform outstandingly on the off chance that they have high EI

Study by Offermann, Bailey, Vasilopoulos, Seal and Sass (2004), investigate the comparative influences of Emotional Intelligence (EI) and Cognitive Ability (CA) on individual and team performance, team-member attitudes and leadership emergence among 425 undergraduate business students, resulted that CA was more related to individual performance, while EI was more related to team performance. Also, individuals who scored higher on the ECI were more likely to become known as team leaders. Such findings imply that emotional intelligence may be equally important for employees in banks, where teamwork is critical in such industries.

2.1.2 Importance of emotional intelligence

EI is an important element that contributes to work performance (Sanchez-Gomez and Bresó 2020) by allowing people to manage their emotions to cope effectively with stress, perform well under pressure, and adjust to organizational change (Lopes 2006)

As such, it proves that those with higher EI levels have higher stress tolerance levels. An individual who possesses a high EI level has the ability to demonstrate this, thus improving in their social and behavioral competency at work. A quantitative study by Vigoda-Gadot and Meisler (2010) examining the relationship between EI and organizational politics, concluded that both rational and emotional elements play an important role in managerial considerations in public administration.

Muir (2006) emphasized incorporating EI in training sessions conducted in the workplace. Freshman and Rubino (2004) focused on health care administration applications to EI components, stressing the role of EI in various customer oriented organizations (Deshpande 2005). The delivery of these services also ensures the provision of increased quality (of service) to the users or customers.

An individual performing a task at the cognitive level does not require EI skills, as opposed to individuals performing in a team setting (Druskat and Wolff 2001; Jordan and Troth 2004; Hess and Bacigalupo 2011). EI peers and managers in an organization have better relationships, specifically in areas related to cooperation and conflict management (Clarke 2010).

According to Sean (2010), workplace full of employees with highly developed EI results in: (1) Every employees' ideas get valued and their potential continually developed; (2) Gossip and other negative behaviors avoided; (3) Everyone encourages and celebrates each other's success; (4) Easier conflict resolution and negotiation methods that come from distinguishing people's emotions and desires and empathizing with their perspective; (5) Effective leadership that recognizes what the needs of his people, so as to meet the need in a way that boosts higher performance and workplace satisfaction; (6) Organization equipped with strategically utilized emotional diversity of their team members that benefit the team as a whole; (7) Valued decisions and teams work at the optimum. Emotional intelligence brings to the workplace not necessarily

more expression of intense emotion, but rather the calming, soothing, yet deeper awareness of the elements of the decision-making process itself. As indicated by Ryback (1998), the emotional openness in the workplace enables individuals to release their feelings about, and build self-confidence in one's ability to complete a task or to - 24 - work productively with others and also provides the authentic support of others as they share productive ideas to be considered in the process of brainstorming. If any intense negative emotions do arise, they are acknowledged honestly but are not typically expressed aggressively.

Besides the benefits emotional intelligence brings at work, Individually, EI can help manage stress, avoid depression and mood swings. A high level of emotional intelligence directly correlates to a positive attitude and happier outlook on life. By understanding and managing our own emotions, there will be better ability to communicate feelings in a more positive way and better relationships can be developed. Overall, higher emotional intelligence helps to create stronger internal motivators, which can reduce procrastination, increase self-confidence, and improve our ability to focus on a goal (Salovey & Mayer, 1990). An emotionally intelligent lifestyle ensures a healthier life, fit body, access to the inner wisdom, considerate family relations, supportive friends, and wiser decision making (Ryback, 1998)

Interpersonal knowledge or the skills of being able to understand, influence, persuade, win over, and motivate other people, is the high level of emotional intelligence. Helping others to control their emotions by lifting their spirits when they are sad, calming them down when they are angry, or alleviating their fears when they are troubled will gain individuals many friends for life too (Yeung, 2009).

According to Ahmed (2014), emotional intelligence is still not wholly understood. However, emotions play a very critical role in the overall excellence of personal and professional lives of every individual. Technology and tools can help in learning and mastering information. Nevertheless, nothing can replace an individual's ability to learn, manage, and master their own emotions and the emotions of others.

Emotions are powerful things. Like it or not, emotions are involved in every single decision and action we take. As indicated by Goleman (1998), managing emotions is to express them in the

right manner and at the right time and not let them run out of control. The goal is balance, not emotional suppression; every feeling has its value and significance. For example, if not alleviated with reason, uncontrolled anger can cause rage and violence. In this world, anger, sadness or depression are unavoidable, however, the consequences differ depending on the response to those situations.

2.1.3 Self-Awareness

Victoroff and Boyatzis (2012) mentioned that Self-awareness knows one's internal state, preference, resources and intuition. It's not automatic to have the ability to recognize our personal moods and reactions when in the spotlight, privately and still be able to remain conscious afterward whether in teams or individually (Goleman 2002). "Self-awareness also involves having a realistic assessment of one's abilities. People who have this strength are aware of their strengths and weaknesses, open to candid feedback from others, and willing to learn from past experiences. This courage comes from certainty, through self-awareness, about our capabilities, values and goals"" as cited by (Fatt, 2000). Self-aware people have the ability to accurately perceive their own emotions and stay aware of them as they happen. This includes keeping on top of how one tends to respond to specific situations and people as quoted in Cheek and O'Higgins (2011).

Self-awareness is way beyond simply having adequate knowledge about ourselves but rather extends to being in position to interpret this knowledge for the purpose of learning more about ourselves (Dirette, 2010). As discussed by Dirette (2010), self-awareness is broken down into four levels of Arousal and attention, Sensory and motor, Cognitive and lastly Psychosocial. To them at the arousal and attention, attention to ideas developed or any arousal is either very slow or poor due to our inability to pay attention or respond with close concentration as a result of distracting surrounding us. The sensory and motor stage is where we are able to explain our sense of feeling such as movement, fatigue, satisfaction and even more advanced skills of processing our perceptions due to our developed competence to pay attention, comprehend and memorize.

As discussed by Dirette (2010), the cognitive stage requires attention, comprehension and memory are key for people in this stage to function and "abstract reasoning, conceptualization

and problem solving are necessary to comprehend the more abstract nature of these abilities. At this level, the information provided at the lower levels is integrated to form a model that integrates knowledge with skills. Lastly, as discussed by Dorette (2010), the psychosocial stage of self-awareness involves constantly recognizing the world as it is in relation to our abilities and is the stage where we are able to observe and rate our performances against other work colleagues. Self-awareness is enhanced through a good therapeutic alliance, brain education and participation in familiar occupations, with process-focused feedback and compensatory strategy training (Dorette, 2010)

2.1.4 Self-Management

This refers to the continuous process of managing, evaluating and reinforcing our actions, thoughts and emotions to have appropriate behaviors or performance in relation to our surroundings and environment through constantly reminding ourselves of our norms and values (Goleman 2002). Instead of the usual blame others for mistakes we make or constantly defending ourselves, we should be able to take responsibility for our own behaviors, did, mistakes and in general emotions and how they impact our behaviors and daily lives such as the so many decisions that we have to make in our lives (McPheat, 2010). Gerhardt, Ashen Baum and Newman (2009) states that self-management consists of a set of behavioral and cognitive strategies that assist individuals in structuring their environment work or elsewhere), establishing self-motivation, and facilitating behaviors appropriate for obtaining performance standards. Gerhardt et al (2009) further mentions that we improve self- management through the influence we exert over ourselves to help us achieve self-motivation and self-direction we need to behave in desirable ways.

2.1.5 Social Awareness

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).Victoroff and Boyatzis (2012) states that social awareness simply relates to how persons handle relationships and others feelings, needs and wants after they have gained full knowledge of them.

2.1.6 Management Relationship

This refers to evaluating our values and norms in relation to those of other people around us for its impact. Our behaviors, actions, decisions and words on the people we leave and work with could either make or destroy our relationship with them (Goleman 2002). Cheok and O'Higgins (2011,) discuss relationships as the ability to use awareness of one's own emotions and the emotions of others to manage interactions successfully. This includes clear communication and effectively handling conflict. Successful relationship building sets a safe backdrop for emotions and feelings to be aired and explored between workers and service users (Ingram, 2013). Since social awareness is about understanding others, relationship management is the means of relating with others in order to improve their performance and life (McPheat, 2010). Dakin and Taplin (2014) state that having people to talk to is very good – you can learn from colleagues.

2.2 Techniques of development Emotional Intelligence.

The concept of Emotional Intelligence (EI) has a history that spans several decades and has evolved through various stages of research, development, and understanding. Here's a brief overview of the historical background and evolution of Emotional Intelligence:

Early Psychological Theories (Early 20th Century): The idea of emotions playing a crucial role in human behavior has been present in psychology for a long time. Early psychological theories by researchers like William James and John Dewey emphasized the importance of emotions in shaping thought and behavior.

Emotional Intelligence as a Concept (1970s - 1980s): The term "Emotional Intelligence" began to take shape in the 1970s and 1980s. Psychologists such as Howard Gardner introduced the notion of multiple intelligences, which included intrapersonal and interpersonal intelligences, touching on aspects that later became part of the Emotional Intelligence framework.

Mayer and Salovey's Model (1990): In 1990, psychologists Peter Salovey and John Mayer published a ground-breaking paper that defined Emotional Intelligence as the ability to perceive, understand, manage, and use emotions to facilitate thinking. They introduced the concept of EI as a distinct form of intelligence, separate from traditional cognitive intelligence.

Daniel Goleman's Popularization (1995): Daniel Goleman's book "Emotional Intelligence" published in 1995 brought the concept of EI to mainstream audiences. Goleman expanded on the ideas of Mayer and Salovey, emphasizing the practical implications of EI in various life domains, including personal relationships and professional success.

Development of EI Models (Late 1990s - 2000s): Researchers continued to develop various models and frameworks for understanding and measuring Emotional Intelligence. Some models focused on specific aspects of EI, while others aimed to provide comprehensive frameworks covering multiple dimensions of emotional competence.

Assessment Tools and Instruments (2000s - Present): As the interest in Emotional Intelligence grew, researchers and psychologists developed assessment tools to measure EI. These tools are used to assess an individual's self-awareness, self-regulation, social awareness, and relationship management skills.

2.2.1 Emotional Intelligence at Workplace

If people will stop for a moment and put themselves in another person's shoes it will help them modify their own behavior. It will help them develop relationships with those people. According to Team FME (2014), previously organizations used to focus only on the IQ of new employees and the universities where they have been educated. However, nowadays it is studied that IQ alone will not make an individual successful. The way people behave, express themselves, and the way they interact with others are all as important if not more crucial than the person's score on an IQ test. Individuals with a less developed EI tend to get stopped by obstacles; they either can't pass different challenges, or they struggle for a long period of time. Such individuals may take things personally and react negatively to the other people involved, which results in enmity and difficulty in being productive. Such situations hinders from being successful in the workplace.

As indicated by Stein (2007), an emotionally intelligent workplace is an organization that is able to successfully accomplish its goals by coping with change effectively, while being responsible and thoughtful to its people, customers, suppliers, and society. The Emotionally Intelligent Organization promotes a culture of honesty, transparency and respectful assertiveness.

Furthermore, it encourages diversity, tolerates positive disagreement, and values flexibility and multi-directional communication (Stein, 2007).

Most of the studies on emotional intelligence at work focused on the correlation between employee's emotional intelligence and their job performance, satisfaction and quality of work life. Various studies show a correlation between high levels of EQ and high levels of performance. Yet the benefit doesn't end here, people with high EQ are more grounded, more resilient and more satisfied at work (Cote and Miners, 2006), (Orhan and Dincer, 2012), (Gunavathy and Answarya, 2011). In his study of Emotional Intelligence at the workplace, Dr. Allam made a psychological review of the importance of emotional intelligence at the workplace. With the findings, Dr. Allam suggested that employers are required to obtain a sense of their emotional wellbeing. He also indicated that, as emotional intelligence has both innate and learned aspects, there are more improvements possible throughout life (Allam, 2011).

On the other side, on a study made by Downey (2011), to assess the reliability of a new measure of emotional intelligence, the workplace culture version of the Swinburne University Emotional Intelligence Test (SUEIT) which was designed to measure EI at a group level; it was confirmed that emotionally intelligent culture has a powerful effect on group member levels of job satisfaction and organizational commitment.

The culture created by the leader directly affects employee satisfaction, retention, creativity, and innovation. One of management's fundamental tasks is to provide the environment and methods that encourage employee initiative. Climate also affects coworkers' moods and attitudes, with positive mood increasing worker effectiveness and retention (Lynn, 2008).

Ashkanasy and Daus (2002) identified four preventive and three restorative techniques, addressing both individual and collective issues that managers can utilize to transform an emotionally unhealthy organizational environment into one that is emotionally healthy.

Preventive Techniques: (1) Assess the emotional impact of jobs; (2) Create a positive and friendly emotional surrounding; (3) Encourage a positive emotional climate through rewards and compensations; (4) Select employees and teams based, in part, on a positive emotional attitude; (5) Train employees in emotional intelligence skills. Restorative Techniques: (1) Individual

change through training, punishment, re-assignment, or firing; (2) Culture change; (3) Environmental and job change through job redesign.

2.2.3 Models of Emotional Intelligence

Presently, there are three models of EI, The Ability EI model, the Trait EI model, and the Mixed EI model. In the Ability EI model emotions are a means of information that is useful in interacting in social relationships. However, not all individuals have the same ability to process emotional information and then to relate that to overall cognitive processes. The model offers four main types of emotional skills: emotional perception, emotional use, emotional understanding and emotional management. This model has been challenged with some criticism because it is modeled on the IQ test. For instance Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) is one of the ability base tests of emotional intelligence (Team FME, 2014). Their test is designed as an ability measure with the objective of right and wrong answers in contrast with the more subjective competency measure that depends on self-report (Hughes, Patterson, and Terrell, 2005). For this research purpose Goleman's Competency Model (1995) has been utilized.

The Trait model proposes that people have as part of their personalities, a number of emotional self-perceptions and emotional traits. This model, distinct from the others, hypothesizes that EI is brain based ability, not an environmental aspect of personality (Team FME, 2014).

According to (Team FME, 2014), mixed model of EI was most notably described by Daniel Goleman, and is today the most widely accepted and used model for EI. The assessment measures personal competence (how people manage themselves) and social competence (how people manage relationships). It is composed of four domains, each of which has associated competencies. These competencies are: Self Awareness, Self-Management, Social Awareness and Relationship management (Hughes, Patterson, and Terrell, 2005).

2.2.4. Team performance

Team's organization and their performance is one of the factors developing and spreading management prospects nowadays. Team performance has obtained a special position in the 21st paradigm. In the literature, we can find much definition about teamwork;

Team is a group of individual's namely independent performance of the duties, sharing responsibility, in one or more social systems that can be seen by themselves or others and carrying out their relations within the framework of organizational boundaries. (Cohen & Bailey, 1997).

Team could be described as a group of people with common and worthwhile goal, objectives and dynamics for mission interdependent and acting together in a harmonious way; charged with specific roles or process for each one to make and a limited time for their memberships (Salas 1999)

Teams bring together complementary skills and capabilities that have people with different skills and experience. This skills and knowledge on how to do business combination in a broad base; makes it easier to cope with, such as renewal of team, quality and customer service with multiple challenges.

Teams provide communication which lead to an initiative and real time solutions with the precise objectives and approaches that are developed together. Teams are welcoming to changes and to demands as they are more flexible for new information and are more accurate, faster and more adapted effectively. Team performance can become an entertainment for them. Team success increase the memberships motivation and commitment

Team activities should be increased in order to see better results from team's activity. Team culture and creating effective leadership is a necessary to increase team effectiveness, determining the roles and responsibilities of team members, to improve their ability to giving the necessary training to team members, ensuring the optimal use of resources within the team, establishing the clear performance goals by a member may be recognized,(Zehir & Özşahin, 2008).

2.2.5 Measurement of Emotional intelligence

To assess team processes and intervene to improve them, team processes must be measured. Team process factors such as making a contribution to the team's work, keeping the team on track, and appropriately interacting with teammates have traditionally been measured through

Self or peer reports of team members (Loughry, Ohland, and Moore, 2007; Ohland 2012).

Instruments relying on behavioral observation scales and ratings of trained judges have also been used to measure processes associated with collaborative problem solving and conflict resolution as well as self-management processes such as planning and task coordination (Taggar and Brown, 2001). Brannick (1995) evaluated judges' ratings of processes of assertiveness, decision making/mission analysis, adaptability/flexibility, situation awareness, leadership, and communication. The ratings were found to be psychometrically sound and with reasonable discriminant validity, though the importance of task context was also noted: that is, process needs to be assessed in relation to the on-going task. "Team dimensional training" was developed to measure a set of core team processes of action teams (Smith-Jentsch 1998) and has since been validated in numerous settings (Smith-Jentsch 2008). Another approach that provides for context is the use of checklists of specific processes that are targeted for observation (Fowlkes 1994).

Researchers have measured cognitive processes somewhat differently, relying typically on indirect knowledge elicitation methods such as card sorting to identify team mental models (Mohammed, Klimoski, and Rentsch, 2000) and assess their accuracy (Smith-Jentsch 2009). In addition, concept maps corresponding to team member mental models have been developed by instructing participants to directly create them (Marks, Zaccaro, and Mathieu, 2000; Mathieu 2000) or by indirectly creating them through similarity ratings of pairs of concepts analyzed using graphical techniques such as Pathfinder (Schvaneveldt, 1990). Transactive memory systems focusing on team members' knowledge of what each member knows have been measured both via self-assessment (Lewis, 2003) and via communications coding (Hollingshead, 1998; Ellis, 2006). Cooke (2000) reviewed different measurement approaches for measuring team mental models (including process tracing and conceptual methods), pointing out challenges related to knowledge similarity for heterogeneous team members and methods of aggregation.

Recent work in this area has focused on developing measures effect of emotional intelligence by using WLST Daniel 1995, 1998) of team interaction (Cooke, Gorman, and Kiekel, 2008; Cooke and Gorman, 2009). This research has identified changes in patterns of simple communication flow (who talks to whom) that are associated with changes in the state of the team (such as loss

of situational awareness or conflict). These continuous methods provide a rich view of the team process, not captured by static snapshots in time.

2.2.6 Emotional intelligence and team performance

With the passage of time the focus of organizations is shifting from individual jobs to team based work units. Teams are said to be necessary for organizational effectiveness. To extract maximum performance from a team it requires the selection of people with suitable and adequate skills and knowledge who can understand and cater to team needs. These required skills must include the EI skill set because EI accounts for eighty percent of success of an individual (Goleman, 1995).

The management and academic press increasingly emphasizes the importance of teams for organizational success in the modern economy. Numerous books and articles have been written about how to design empowered or self-directed work teams, parallel learning teams, cross-functional project teams, executive teams and team-based organizations (Jordan, & Troth, 2004). “The use of teams has expanded dramatically in response to competitive challenges. The employees in the production have found that one of the most common skills required by new work practices is the ability to work as a team”. Academics have increasingly selected teams and team effectiveness as important areas for research in response to the increased use of teams in organizations (Goleman, 2005)

For a large part of work done in the organizations, teams are responsible for carrying it out. Nowadays every employee or employer is a part of a team. Apart from teams being dominant in different kinds of settings, they are of hypothetical importance to the scholars. Teams have been analyzed from many viewpoints i.e. analyzing the team members working in a team from a psychological view, the processes within the team, and the background in which the team is formed. With Ancona’s idea of ‘boundary management’ activities, relations of teams with the outside parties have also been studied in which activities across the team boundary include representing the team to outside parties, defending the team from outside pressures, and obtaining information and providing it to the team (Ancona, 1990).

Before the importance of EI was realized in organizations IQ was supposed to be sufficient for good human performance. Workers were indeed advised to put away their emotions at their

homes before coming to work. But it is unrealistic to suppose that emotions can be left home or set aside when you arrive at work. Some people may assume, for a variety of reasons, that emotional neutrality is an ideal, but it is usually not good for an organization for it can hinder people from moving into management roles. As, emotional intelligence is critical to high performance, a person who knows how to stay motivated under stress, motivate others, manage complex interpersonal relationships, inspire others and build teams who are recognized specialists on a product or service are likely to get will get better results (Goleman, 2005)

The significance of emotions in work settings has been well-known. Emotional intelligence is a multi-dimensional concept that links emotion and cognition to improve human interactions. It has been linked to improved workplace behavior and specifically team behavior and team performance. (Jordan, Peter, Lawrence, Sandra, 2009).

Studies done at Harvard, Yale and New Hampshire in the USA by Goleman (1995) sought to understand the working of the human mind, its functions and primary stimuli including an analysis of the connection between thoughts, emotions and desires. He defined emotion as a behavior factor or psychological feature of human behavior that many strong and effective leaders show. Further, he theorized emotion as an intelligence whose features are, self-awareness or ability to understand one's own moods, emotions, drives, and their effect on others; self-regulation or the ability to control or redirect disrupting instincts or moods, that is to think before performing; motivation or a passion for work that goes beyond money or status and a propensity to follow goals with energy and determination; and empathy or ability to understand the feelings and views of subordinates and to take those into account when making decisions, and social skills or friendliness with a purpose.

According to Chermis (2000), by the early 1990's, there was already in existence long traditions of research on the role of non-cognitive aspects in helping people succeed in the workplace as well as in life in general. In addition, in the field of Organizational Psychology, many of the noncognitive components measured in assessment centers involved social and emotional competencies such as communication, sensitivity, initiative and interpersonal skills. Research over the years recommends that, emotional intelligence is important in a varied range of sets, including education, business, and accounts and that emotional intelligence is related to success,

productivity, leadership, personal health and job performance (Butler & Chinowsky, 2006; Coté & Miners, 2006; Hopkins, O'Neil & Williams, 2007).

Current studies done by Dulewicz, Young and Dulewicz (2005), resulted that EI is closely linked with job performance, and that EI may be a more consistent determinant of team performance related to cognitive ability. Another study done by Coté and Miners (2006), assess the relationship between EI, Cognitive Insights (CI), and work execution of 175 administrative, authoritative, and proficient full-time representatives of university, resulted in EI being a high predictor of job performance. In this study researchers moreover propose that utilizing CI tests as it were to predict performing job ensnares chance, since representatives with more CI can perform outstandingly on the off chance that they have high EI.

Study by Offermann, Bailey, Vasilopoulos, Seal and Sass (2004), investigate the comparative influences of Emotional Intelligence (EI) and Cognitive Ability (CA) on individual and team performance, team-member attitudes and leadership emergence among 425 undergraduate business students, resulted that CA was more related to individual performance, while EI was more related to team performance. Also, individuals who scored higher on the ECI were more likely to become known as team leaders. Such findings imply that emotional intelligence may be equally important for employees in the public sector, where teamwork is critical in such industries.

Team effectiveness refers to the system of getting people in a company or institution to work together effectively. The idea behind team effectiveness is that a group of people together can achieve much more than if the individuals of the team are working on their own. The study provides an appraisal of the team effectiveness and problems of the organizations present in Islamabad. The study investigates the effect of emotional intelligence on team effectiveness". Each of these organizations has a major role in their industry. "The study will prove extreme usefulness to the selected organizations. Through, these organizations will be further enlightened about the current motivation level of their employees working in teams (Jordan, Ashkanasy, Hartel & Hooper, 2002).According firstly the organizations will become aware of the existence or absence of the concept of team effectiveness .Secondly, the degree of importance which employees attach to team effectiveness will also be revealed. "Therefore, the organizations will

know whether or not its employees are provided with the required amount of inspiration in teams” (Sy, Tram & O’Hara, 2006). “Whether they are appreciated to work in teams or there is an individualistic style prevailing in the organizations. In short it depicts exactly about behaving differently in different situations while working in teams. This will be very beneficial to management as they may utilize the findings of the study and basically be able to prove about controlling emotions intelligently in order to increase cooperation and reduce conflicts while working in teams and surely employees will be willing to work in teams to achieve synergy (Jordan & Lawrence, 2009)

Emotional intelligence is critical to high team performance and it reflects the understanding and regulation of one's emotions as well as other's emotions (Baruch and Lin, 2012). A person with high emotional intelligence knows how to stay motivated under stress, motivate others and manage complex interpersonal relationships (Naseer 2011). If there are employees with high emotional intelligence in a team, it ensures the success of knowledge sharing as they have mutual understanding among the team members which encourage distributing their knowledge to each other (Baruch and Lin, 2012

According to Jordan, Peter, Lawrence and Sandra (2009), emotional intelligence is a multi-dimensional concept that links emotion and cognition together in order to improve human interactions, and improve workplace behavior, specifically team behavior and team performance. It was also found that if the team is able to recognize emotions of teammates, team performance is positively and significantly influenced (Naseer 2011)

Since emotional intelligence is essential to high performance, an individual who can stay motivated under stress while motivate others and manage complex interpersonal relationships between themselves and others to create teams that are known as specialist towards a product or service are expected to get better outcomes (Naseer 2011). According to Jordan and Lawrence (2009), emotional intelligence is a multi-dimensional model that combines emotion and cognitive intelligence to develop human interactions such as workplace behavior, specifically team behavior and team performance.

Boston (1990) also reported that untrained teams with high emotional intelligence perform the

same as trained team members with low emotional intelligence. Naseer, Chishti, Rahman and Jumani (2011) argued that the work team with high emotional intelligence members performs higher level than team with low emotional intelligence members

Team leaders as well as other team members with high emotional intelligence affect all members in a team. Whole team's emotional intelligence improves because of presence of one or a few team members with good emotional intelligence Naseer (2011) argued that a work team with high emotional intelligent members performs higher level of performance than a team with low emotional intelligent members. It is because the people with high emotional intelligence adjust themselves very soon with any situation and understand team purpose and act accordingly and a team member adjusting with situation is essential for better results (Gonzalez, 2012)

2.3 Empirical Literature Review

2.3.1 Self-awareness and team performance

Numerous studies have investigated the effect of self-awareness on team performance, with consistent finding suggesting a positive relationship between the two. The followings are the empirical findings;

Improved team communication; A study by Druskat and Wolff (2001) found that team with high self-awareness member exhibit better communication pattern including more open and honest feedback, which led to improved team performance.

Improved conflict resolution; Research by De Dreu and Weingart (2003) found that teams with high self awareness members were better equipped to resolve conflict as they were more likely to engage in constructive conflict behavior.

A meta-analysis by Stewart (2017) examines relationship between self-awareness and team performance across 22 studies. The result indicated a significant positive correlation between self-awareness and team performance.

2.3.2 Self-Management and Team Performance

According to study of (Victoroff and Boyatzis (2012), Persons who show high rate in self-management are more likely to realize exceptionally well in their occupations owing to their

positive states of mind, self-motivation, eagerness to remember and capacity to familiarize and start in times of changes and in this manner it's devastating to center and progress on self-management sometime recently considering of connections. They states that it is exceptionally vital to know that keeping the accomplishment introduction and honesty competences have the restriction of over centered or decided on jobs with the purposeful of accomplishing it which in turn devours a part of time for the flawlessness prepare while others simply to it to the adequate level

Study by Hoffman (2013), states that people with tall principles are more likely to have way better implementation by teaching their individual characteristics to the assignments at hand and select the correct minutes for dealing with them. He added it is dynamic to note that work execution is extraordinary and moved forward within the early stages of a work occupation due to the got to think one's focus and vitality to attain a certain level of fulfillment be that as it may, the hindering side is that the more time went through on achieving employments or at the same out of work, the less and less the impact of proactive identity hence care has to be taken by bosses to ensure that this issue contains an arrangement in case they are to preserve staff productivity and control turnover rate. Gerhardt et al (2009), inspects that self-management behaviors are generally and more regularly utilized by proactive identities and calls for directors to treat both additionally and coordinate these behaviors towards accomplishing organizational objectives and goals. They further state that as management, more effort should be put on how employees achieve their practical and intellectual activities and guide them especially on aspects they either have little or no control over and allowing them continue management aspects they have total control over the final purpose of incoming at intended performances.

Hoffman (2013) also states that management has the responsibility of recognizing and examining the views of staff and how they frame their response to aspects such as feedback, criticism, and recognition and in general appraisal results since different people respond and observe differently contingent on the level of self-efficacy thus the need to identify the existing gaps and find solutions to link the gaps. At the start of new, confusing and boring work, it's important for supervisors or superiors to guide new members on how to go to achieve them in order to help them shape their self-reliance and further worry and hesitation could be decrease but making tasks technical and routine so that staff continuous checking and guidance is reduce and staff are

left to fend for themselves and yet still achieve anticipated organizational goals and objectives (Hampshire, Butera and Bellini, 2015).

H2= There exists an important positive relationship between employees **Self-management** and Team performance.

2.3.3 Social Awareness and Team Performance

As Victoroff and Boyatzis (2012), examines that team performance and social awareness be contingent on the span of time that the people thorny have for communication in order to have way better attentive of who they are managing with, how they got to line particular circumstances or individuals, movement analysis and so on hence and so on subsequently the more time went through on prepare setup the way better and improved employee performance else relationship is bound to be task oriented.

According to Treadway, Breland, Williams, Cho, Yang and Ferris (2013), investigation high performance is made-up to only exist among representatives or people with exceptionally tall social linkages among the fellow employees of co-workers they work with as compared to the exceptionally calm and the so called anti-social bunches and this is widely believed to be due to the ability for these socially aware to seek for advice about issues about their jobs from experienced colleagues and are also encouraged and look forward to going to work every day and socialize with co-workers hence enhancing their very own performance as compared to the anti-social colleagues.

In addition according to the study of Wang, Burlacu, Truxillo, Keith and Yao (2015), for performance improvement among organizational teams, management must improve their ways of dealing with feedback delivery among the different staff and factors such as age, timing, and mode of communication and then the content of feedback is dominant. They also states that supervisors can increase employee performance by enhancing moderate helping behaviors to co-workers at work and by doing so they are likely to improve the team working relationships among themselves and building a working situation where staff are free to talk to each other and consult about work related issues amongst themselves thus improving performance but this has to be carefully monitored to be carefully monitored to ensure that there isn't over dependence by

some staff on the helping staff which could kill the performance thus working against its main purpose.

H3=There exists an important positive relationship between employees **Social-awareness** and Team performance.

2.3.4 Management Relationship and Team Performance

According to study by Victor off and Boyatzis (2012), people with made strides relationship administration are able to turn around from destitute execution to needed one by coaching through wide and positive influence of administration, bunches and all stakeholders which at that point empower them to have all the fundamental assets at their dumping to change their yield. They further stated that the more seniors, experienced staff and colleagues are in superior locus to direct, arrange, coordinate and drag their youngsters and coworkers in need of help.

Therefore this calls for the shrewdness to read both people and situations to analyze and understand them in order to give us progress on how to approach and influence people and the situations that surround us in a more acceptable and effective manner (Treadway 2013). Job performance can be offered and used in such a way that it can end up persuading the followers to improve their view and insight of achievement and their impression of hard work in line with the organization's strategy (Treadway 2013). Therefore there is a need to persistently posture, present, and leverage performance information in effective ways that lead to interpersonal power acquisition for the purpose of improving employee performance and achieving improved staff motivations (Treadway 2013).

According to Agnes, Christine and Darryn (2013), good relations with business, stakeholders and coworkers result in improved business earnings, employee satisfaction and happy stakeholders which in turn boost the reputation of the organization and enhance competitive advantage.

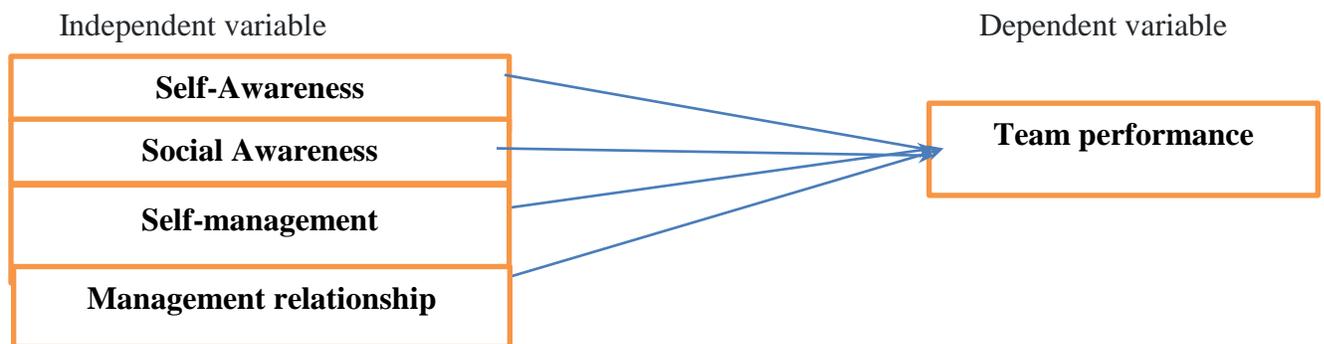
H4=There exists important positive relationship between team's **Relationship management** and team performance.

From the above empirical review it might be analyzed that the researcher have done many research on the effect of emotional intelligence on team performance in different country but,

still now there is no enough study that analysis the effect of emotional intelligence on team performance in Ethiopia context and in Addis Ababa city administration in particular.

2.3.5 Conceptual Framework

From the literature works the researcher creates the taking after conceptual system, which directs almost all the autonomous factors such as self-awareness, self-management, social awareness and management relationship.



Source: - Figure 1. Conceptual framework for EI and TP (adapted from Kaplan and Norton Goleman, (2005)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Description of the Study Area

The study was conducted at Addis Ababa city Administration kirkos sub city which is a service providing government institution located in the center of Addis Ababa, the capital city of Ethiopia. The office is situated next to the Marriott Hotel and below Stephen's Church. As one of the 11 sub-cities in Addis Ababa, Kirkos Sub-City Administration office was randomly selected for research purpose and it's responsible for providing services to its population, which are estimated to be 235441 as of 2011.

The sub-city is divided into 10 woredas (administrative units) and is located in the city center, bordering with the districts of Arada, Yeka, Bole, Nifas Silk-Lafto, and Lideta. The office is committed to ensuring good governance, improving internal and external relations, enhancing the city's appearance, and monitoring and evaluating the performance of institutions based on results. The office also aims to implement cabinet decisions that ensure the universal benefit of the people and establish fair, transparent, and accountable service delivery.

3.2. Research Approach

The study uses a quantitative approach, which is a method of determining the relationships between variables (Hopkins, 1998). The very aim of this study is assessing the effect of emotional intelligence on team performance.

3.3 Research Design

The study uses an explanatory research design. Since the goal is to explore the effect of emotional intelligence on Team performance at Kirkos Sub City Administration office. An illustrative inquiry about the plan was utilized to achieve the objective of this ponder. Since informative inquiry makes a difference to associate thoughts, to have the result of cause and effect, meaning researchers need to clarify what is going on.

3.4 Population and Sample

The personnel involved in this study were from the Kirkos Sub City Administration office. Along with other factors like location and information accessibility, the sub city's diverse workforce was a major factor in the decision to choose it; however, the main motivator was the research topic, and the convenience of researcher who work well in team members and are relevant to the study's goals. Therefore, random sampling approaches were used to choose the study population.

The research comprises management, team leader, and employee representatives chosen among sub city administration office. From the sub city administration seven offices were selected by using random sampling technique which consists of different job categories of the target population for the study. The chosen seven offices of employees have added up to 312. I.e. manager, 7 team leader 35 and subordinate of 270 employees

By using simple Taro Yamane's formula of $n=N/ [1+N (e^2)]$ the sample size will be about 175

1. I.e. n= sample size
2. N= population size
3. e = Level of precision or acceptable sampling error (**0.05**)

Table 3.4.1 Population sample

Se.no	Staffs name	No manager	No team leader	Number of employees	Proportional sampling
1	Education office	1	6	40	26
2	Environmental protection office	1	6	31	21
3	Trade office	1	5	39	25
4	Human development office	1	5	42	27

5	Executive office	1	4	45	29
6	Finance office	1	7	33	21
7	Farmer and urban agriculture	1	2	40	26
	Total	7	35	270	175

Source: human resource and development as 2024 G.C

3.5 Sampling Technique

Probability sampling technique was used for the study. By using stratified samples the researcher obtains the sample size by separating the population into mutually exclusive sets, or strata, and then drawing simple random samples from each stratum. The employees are divided as managerial, team leader, and subordinate/employees.

3.6. Data source and Type

Primary as well as secondary data sources were employed in the investigation. Forms are produced with questions for the team manager, team leader, and team members. Surveys with a five-point Likert scale were used to identify the study's factors. Books, journal articles, the internet, and other distributions were used to gather auxiliary data from distributed and unpublished hypothetical literary works and observational studies.

Data worth undertaking this study was primarily collected from teamwork of employees of the Kirkos Sub city Administration office from the selected staff located at sub city through questionnaires designed for the purpose. In this research quantitative data was used. Essential information was being collected from the target populace that was inspected through surveys outlined for the point of the think about. Auxiliary information was collected from websites of the sub city and other related literature works.

3.7 Data Collection Procedures

Data was gathered by distributing questionnaires to the chosen population sample group. Additionally, with assistance from the human resources staff of the chosen office, questionnaires were sent to respondents who were picked at random within the framework of a stratified arbitrary examination technique. Since he is acquainted with the majority of the workers and works for the chosen company, the researcher faces little difficulty in distributing the survey. Other relevant data was obtained from the internet and library, and the secondary data was obtained both physically and electronically from the firm archive.

3.8 Data Collection Instruments

The primary means of gathering data for this study is through structured surveys that are divided into three main sections. Data on the respondent's statistical highlights, including age, education level, work experience, work category, and marital status, will be included in portion 1. Section 2 of the survey consists of structured five-point Likert scale questions pertaining to four assessments of employees' emotional intelligence. Portion 3 also includes unique explanations that include five-point Likert scale address articulations that correspond to the level of their team performance.

The appendix's Likert scale, which ranges from strongly disagree to strongly agree, can also be used to rate team performance on a scale of 1 to 5. A score ranging from 1 to 5 was used to determine the emotional intelligence level of each employee in each dimension. The tools that were used in this study were borrowed. The employee and team performance checklist developed by Lam and O'Higgins (2014) and the Wang and Law emotional intelligence scale (WLEIS) (Wang and Law, 2002).

3.9 Methods of Data Analysis

The statistical software package for social sciences, or SPSS 26, was utilized for computations and data processing. A five-point Likert scale was used to categorize the respondents' answers to the questions about the emotional intelligence of the managers, team leadership, and employee happiness: 1 stood for "strongly agree," 2 for "agree," 3 for "neutral," 4 for "disagree," and 5 for "strongly disagree."

The investigation of the data was conducted using SPSS adaptation 26. When considering centers on the impact of free variables (emotional intelligence) on the performance of teams, a range of quantifiable studies that appear to demonstrate the relationships between the two have been employed. Factual tactics, such as clear and inferential analysis, are used to quantitatively examine data. On a five-point Likert scale, the subordinates' answers to the questions on the emotional intelligence of the managers and the performance of the employee team were categorized.

To depict the profile of respondents, employees' emotional intelligence levels, and teamwork performance, clear examination, crucial frequencies, and standard deviation are used. To determine the kind, direction, and significance of the association between the degree of team performance and the enthusiastic insights of the employees, the Pearson correlation test was also employed.

The type, direction, and significance of the association between an employee's emotional intelligence and team performance were ascertained using the Pearson correlation test. To determine whether to accept or reject the question statements on the questionnaire, multiple linear analyses were performed to assess the study's suitability.

3.10 Validity and Reliability

The validity and substance of the study were verified in order to ensure the high caliber of the investigation strategy. The survey was obtained by a review of published studies. Several academic analysts and experts from the previous research conducted tested the validity of the poll. Wang and Law devised the Wang and Law Emotional Intelligence Scale (WLEIS) in 2002. The scale was first developed in the Far East, namely in Hong Kong, China.

The WLEIS was specifically designed for the organizational research (Law et al., 2004; Wang and Law, 2002) due to its findings that it was "distant better; a much better; a higher; a stronger; an improved". Additionally, the WLEIS may be a 16-item self-report scale. Items were answered on a 5-point Likert scale that goes from 1 for "strongly agree" to 5 for "strongly disagree." A fourteen-item scale was also produced (Lamb and O'Higgins, 2011) and used to measure general employee performance. The four emotional intelligence characteristics and questions on team performance are included in the questionnaire to gauge an employee's emotional intelligence level. To increase the questionnaire's accuracy and get feedback, the research ran a pilot test

before distributing it to every respondent. The validity and reliability of the questionnaire will be assessed using Cronbach's alpha

Table 3.10.1 Cronbach alpha test

Cronbach's alpha test				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Self-Awareness	8.19	3.777	.669	.805
Social Awareness	7.93	3.874	.684	.799
Self-Management	8.22	4.524	.529	.839
Relationship Management	8.09	4.587	.550	.834
Team performance	8.10	3.750	.821	.760

Source: survey data/SPSS, 26

3.11 Ethical consideration

In addition to adhering to ethical guidelines that forbid copying, fabricating, or falsifying data, research methods, or data analysis regarding the study and the kinds of tasks research participants will be expected to complete, the research was conducted with consideration for the rights of research participants, particularly their right to information confidentiality and their respective positions right to be informed about the nature of the study.

Before the questionnaire was sent out, the researcher informed the sample participants about the study and got their consent. Another guarantee provided to the participants is the privacy of the data.

CHAPTER FOUR

RESEARCH RESULTS AND DISCUSSION

4.1 Introduction

The data gathered, conclusions, analysis, and interpretation of the research findings were all covered in Chapter 4. The study's main goal was to ascertain how emotional intelligence affects team performance in the public sector using the Kirkos sub-city Administration office as a case study. The following were the research objectives of the study: The purpose of this research project is to investigate the relationship between management and team performance among employees at the Kirkos Sub city administration office. Other areas of interest include the effects of social awareness, self-management, and self-awareness on team performance.

An examination of the data in the administered questionnaires' order was offered in this chapter. The questionnaire was divided into two main components, A and B. The respondents' general bio data was included in Section A. The second section, B, was further divided into five subsections that addressed the specific research objectives. These subsections covered the impact of social awareness, relationship management, self-awareness, and self-management on team performance, as well as the effect of self-awareness on team performance. The final section consisted of questions regarding the company's overall perception of team performance.

Questionnaires were used to gather data for the research project, and tables and charts were used to show the results. 162 out of the 175 sample sizes completed the questionnaire; this indicates a 92.6% response rate, which is statistically adequate for drawing conclusions about the Kirkos sub-city Administration office's general population. The data collected from the Kirkos sub-city Administration office yielded sufficient responses to meet the study's research objectives.

Table 4.1 summarized the response rate from the data collection exercise.

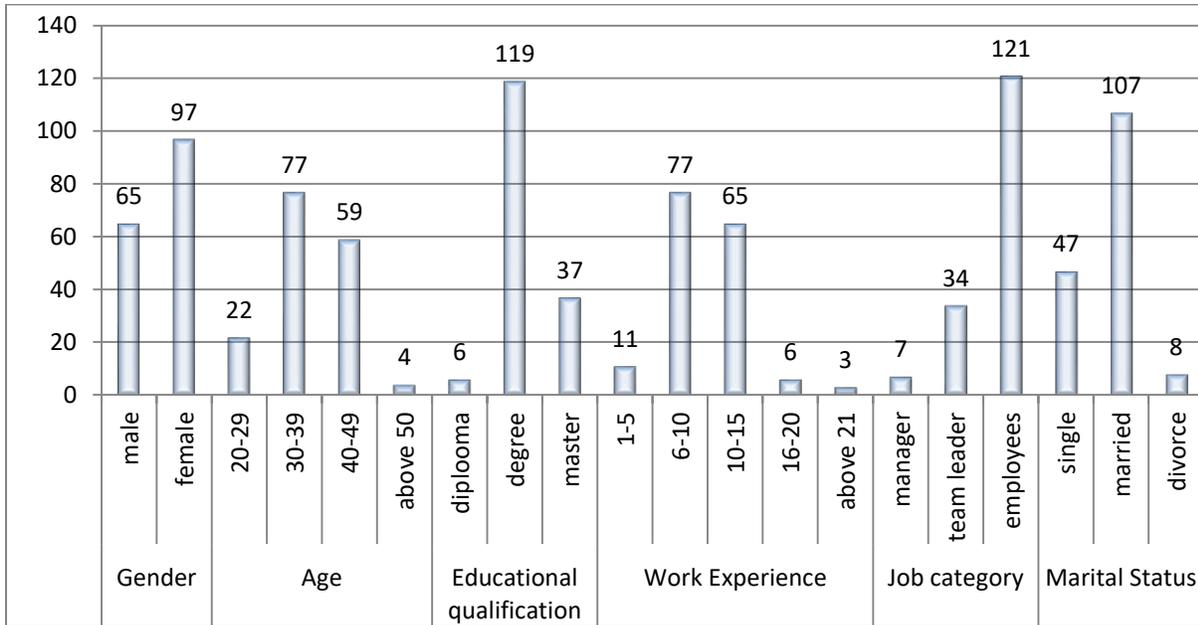
Description	Target population	Response No	Response Rate (%)
Respondents	175	162	92.6%
Total	175	162	92.6%

Source: survey data/SPSS, 26

4.2 General Information

The general information for the study consisted of the following demographic variables of the respondents, like; their age bracket, Educational qualification, their job categories, marital status, and work experience in current organization.

Figure 4. 2.1. Demographic Variable of Respondent



Source: survey data/SPSS, 26

Analyzing the descriptive data for the demographic traits of the research study participants was necessary. According to the results displayed in Figure 1 above, 65 male respondents and 97 female respondents made up the total number of respondents. During the data collecting process, respondents ranging in age from 20 to over 50 participated, and the majority of the employees are in the 30- to 39-year-old age range. Figure 1 displays the study outcomes. The aforementioned analysis also revealed that 119 of the respondents with degree-holding backgrounds and 77 of the total respondents had between six and ten years of job experience. Additionally determines the target area employment type; as a result, more than half of the responses (121 in total) were other employees, 35 of whom were team leaders, and 7 of whom were managerial staff. Given that the majority of the employees are employees (officers), as can be inferred from the figure, the target research organization should have concentrated on helping these target groups build their emotional intelligence as they are service-giving organizations.

Based on figure 4.2. It is evident that 47 of them were unmarried, 107 were married, and 8 were divorced

4.3 Descriptive Analysis on the Level of employee Emotional Intelligence

Table 4.3.1 Descriptive Analysis on the Level of employee Emotional Intelligence

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Self-Awareness Dimension					
I have good sense of why I have certain feelings most of the time	162	1	5	2.01	.956
I have good understanding of my own emotions	162	1	5	1.84	.870
I really understand what I feel	162	1	5	1.82	.826
I always know whether or not I am happy	162	1	5	2.10	.943
Self-awareness aggregate result				7.77	3.595
Social Awareness Dimension				Mean	Std. deviation
I always know my friends emotions from their behavior	162	1	5	2.36	.910
I am a good observer of other emotions	162	1	5	2.23	.845
I am sensitive to the feelings and emotions of others	162	1	5	2.09	.901
I have good understanding of the emotions of people around me	162	1	5	2.14	.870
Social awareness aggregate result				8.82	3.526
Self-Management Dimension				Mean	Std. deviation
I always set goals for myself and then try my best to achieve them	162	1	5	2.06	.907

I always tell myself I am a competent person	162	1	4	1.89	.772
I am a self-motivated person	162	1	4	1.84	.695
I would always encourage myself to try my best	162	1	5	1.87	.797
Self-management aggregate result				7.66	3.169
Relationship Management dimension				Mean	Std. deviation
I am able to control my temper and handle difficulties rationally	162	1	5	2.17	.785
I am quite capable of controlling my own emotions	162	1	3	2.02	.704
I can always calm down quickly when I am very angry	162	1	4	2.11	.912
I have good control of my own emotions	162	1	3	1.86	.683
Relationship management aggregate result				8.16	3.087

Source: survey data/SPSS, 26

According to Table 4.3.1, the emotional intelligence dimensions of social awareness and relationship management similarly show high means ($M = 8.82$, $SD = 3.526$ and $M = 8.16$, $SD = 3.087$). As a result, workers are very aware of their surroundings and coworkers. The majorities of responders is keen observers, emotionally and behaviorally aware, and have a deep comprehension of the feelings of those around them. They also know their companions' moods from their conduct. Additionally, when it comes to relationship management, staff members are adept at managing their emotions, have great control over their own feelings, can quickly cool down when they become angry, and are intelligent in controlling their mood and handling obstacles in a normal manner.

The mean score for self-awareness and self-management is high ($M = 7.77$, $SD = 3.395$, and $M = 7.76$, $SD = 3.169$ as table 2 above illustrates.

This demonstrates that the majority of the organization's staff members are knowledgeable on how to control their emotions. This suggests that the majority of respondents firmly agree that they establish goals for themselves and make every effort to achieve them; they also tell themselves they are capable and self-motivated, and they inspire themselves to do their best. Along with the self-management dimension variable with a high mean, the self-awareness variable suggests that the majority of them agree that they have a good understanding of why they feel a certain way most of the time, that they truly understand what they feel, and that they can tell whether or not they are feeling optimistic. Finally, we can infer from the cruel values of the four EI measurements that the administration office personnel in Kirkos Sub City have a high level of EI, since their cruelty is (8.1275, SD=3.3444) that of the five Likert scale measuring explanations.

Table 4.3. 2 Descriptive Analysis Level of Team’s Performance

	N	Minimum	Maximum	Mean	Std. Deviation
Team performance checklist					
The leader of team, encourages everyone at team about clear and honest even if not they are not have the same opinion	162	1	5	1.78	.944
Team’s member, work for get the same goal	162	1	5	1.88	.931
If somebody from outside wants to describe our team they use terms like honest, well-timed, proper and bi-directional	162	1	5	1.86	.877
Each of team members’ have power to influence the decision and express opinion which affecting their business	162	1	5	2.36	.910
Leader of team believe that contribute which worthwhile things like	162	1	5	2.23	.845

information, ability and talent for everyone in team					
We knows what's going on in organization as team as much as team leader, because our team leader permanently transfuses developments to member of team	162	1	5	2.09	.901
Aggregate Result of Team Performance				2.033	0.901

Source: survey data/SPSS, 26

As shown on table 4.3.2, the mean for team job performance is (M= 2.033, SD=0.901), this indicates that most of the respondents most likely agree with the under-listed measuring statements of team performance.

At long last, we may conclude that team members of kirkos sub city administration office have low level of work execution, since their cruelty is underneath 4 for 5 Likert scale measurement and needs improvement.

4.4 Correlation Analysis

Regression analysis and inferential insights from relationship studies have been used as a result, and the results are displayed in the sections that follow. The concentration of the relationship (from -1.0 to +1.0) as well as the amount and order of connections (positive or negative) are revealed by Pearson correlation coefficients. Perhaps the most important and fundamental degree of association between two or more components is a correlation (Marczyk, Dematteo & Festinger, 2005). Links between.01 and.30 are regarded as minor, links between.30 and.70 as big, correlations between.70 and.90 as huge, and relationships between.90 and 1.00 as extraordinarily huge, according to Marczyk, Dematteo, and Festinger (2005).

Table 4.5.1 Relationships between Dependent and Independent Variables

Correlation

		team performanc e	Self- Awarenes s	Social Awareness	Self- Managem ent	Relationshi p Managem ent
Team performance	Pearson Correlatio n	1				
	Sig. (2- tailed)					
	N	162				
Self- Awareness	Pearson Correlatio n	.737**	1			
	Sig. (2- tailed)	.000				
	N	162	162			
Social Awareness	Pearson Correlatio n	.830**	.506**	1		
	Sig. (2- tailed)	.000	.000			
	N	162	162	162		
Self- Management	Pearson Correlatio n	.412**	.505**	.334**	1	
	Sig. (2- tailed)	.000	.000	.000		
	N	162	162	162	162	
Relationship Management	Pearson Correlatio n	.472**	.360**	.483**	.504**	1
	Sig. (2- tailed)	.000	.000	.000	.000	
	N	162	162	162	162	162

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

* . Correlation is significant at the 0.05 level (2-tailed)

Source: survey data/SPSS, 26

The association links among the components were determined to be within the planning slant for the majority of the connections. Furthermore, there is a significant positive correlation between social awareness and team performance ($r=.830$, $p=0001$), a significant positive correlation between self-management and team performance ($r=.412$, $p=0001$), a significant positive correlation between relationship management and team performance ($r=.472$, $p=0001$), and, based on the data analysis, a strong positive correlation between self-awareness and team performance ($r=.737$, $p=.001$)

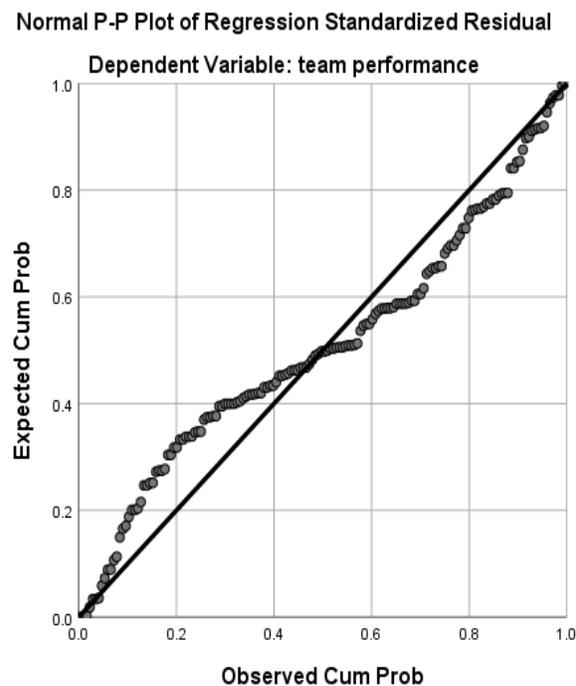
4.5 Multiple linear regressions

4.5.1 Diagnostic Tests

The researcher should perform diagnostic tests prior to inferential statistics analysis. These tests are crucial in determining whether correlation and regression analysis of the acquired data should be the next course of action.

4.5.2 Normality test

Figure 4.2 Normal P-P Plot regression graph



The accompanying graphic illustrates how excellent the normalcy is based on the real numbers. It demonstrates the normal distribution of the residuals

4.5.3 Linearity

Table 4.4.2 Linearity Tests for self-awareness and Team performance

			Sum of Squares	Df	Mean Square	F	Sig.
Team performance * Self Awareness	Between Groups	(Combined)	42.813	13	3.293	22.312	.000
		Linearity	35.085	1	35.085	237.699	.000
		Deviation from Linearity	7.728	12	.644	4.363	.000
	Within Groups		21.845	148	.148		
	Total		64.658	161			

Source: survey data/SPSS, 26

Table 4.4.2 above illustrates that self-awareness and team performance exhibit a linear relationship at a significant level of.000, with a deviation of less than 0.05, indicating a linear relationship.

Table 4.4.3 Linearity Tests for social awareness and Team performance

			Sum of Squares	Df	Mean Square	F	Sig.
Team performance * Social Awareness	Between Groups	(Combined)	48.138	12	4.011	36.181	.000
		Linearity	44.508	1	44.508	401.436	.000
		Deviation from Linearity	3.630	11	.330	2.976	.001
	Within Groups		16.520	149	.111		
	Total		64.658	161			

Source: survey data/SPSS, 26

Table 4.4.3 shows that social awareness and team performance have a linear relationship at a significant level. Their divergence is at.001, indicating that the p-value, or level of significance, is less than 0.05.

Table 4.4.4 Linearity Tests for Self-Management and Team performance

			Sum of Squares	Df	Mean Square	F	Sig.
Team performance * Self-Management	Between Groups	(Combined)	17.844	11	1.622	5.198	.000
		Linearity	10.971	1	10.971	35.155	.000
		Deviation from Linearity	6.873	10	.687	2.202	.020
	Within Groups		46.813	150	.312		
	Total		64.658	161			

Source: survey data/SPSS, 26

As we observe from table 4.4.4 self-management and team performance are related in a perfect linear relationship. Hence we can say that the assumption is fulfilled.

Table 4.4.5 Linearity Tests for Management relationship and Team performance

			Sum of Squares	Df	Mean Square	F	Sig.
Team performance * Relationship Management	Between Groups	(Combined)	17.243	9	1.916	6.142	.000
		Linearity	14.376	1	14.376	46.087	.000
		Deviation from Linearity	2.866	8	.358	1.149	.334
	Within Groups		47.415	152	.312		
	Total		64.658	161			

Source: survey data/SPSS, 26

Table 4.4.5 shows that relationship management and team performance have a linear relationship at a perfect significant level, but that their divergence from linearity is not significant because in this instance the p value is not less than 0.05.

4.6 Regression Analysis

Regression analysis aims to infer a conclusion about a dependent variable by using information about independent variables. A researcher's goal is frequently to forecast the value of a dependent variable that would arise from a single observation at a given independent variable value.

4.6.1 Regression Result of Emotional Intelligence on Team Performance

Table 4.6.1 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.908 ^a	.824	.820	.269

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

b. Dependent Variable: team performance

Using normal multiple regression analysis, the connection among emotional intelligence and team job performance was determined. We can determine how much of the variance in team performance is explained by the chosen emotional intelligence by looking at the regression model. Table 4.6.1 above shows that emotional intelligence accounts for 82.4% of the variation in team performance (R square =.824 and modified R square =.820). The remaining discrepancies may be the result of other variables or causes not accounted for in the study. Consequently, the independent variables 82% of the variances in team performance may be explained by emotional intelligence, which involves awareness of oneself, self-management, social awareness, and managing relationships.

Table 4.6.2 Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	53.307	4	13.327	184.323	.000 ^b
	Residual	11.351	157	.072		
	Total	64.658	161			

Source: survey data/SPSS, 26

1. Dependent Variable: team performance
2. Predictors: (Constant), Relationship Management, Self Awareness, Social Awareness, Self-Management

From a statistical standpoint, the model's overall significance and acceptability are displayed in Table 4.6.2, the ANOVA table. Given that the F statistical significance value is .000, which is less than $p < 0.05$, it can be concluded that the model is significant. This suggests that the model's explanation of the variation is not the result of chance.

Table 4.6.3 Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.020	.095		.215	.830
	Self-Awareness	.380	.037	.432	10.142	.000
	Social Awareness	.561	.039	.601	14.367	.000
	Self-Management	-.029	.046	-.027	-.630	.020
	Relationship Management	.046	.049	.039	.935	.010

a. Dependent Variable: Team Performance

Source: survey data/SPSS, 26

The purpose of this study is to determine how independent variables affect the dependent variable, as was said previously in the first chapter. An unstandardized Beta coefficient can therefore be used to examine the degree to which each predictor (independent) variable influences the criterion (dependent) variable. Therefore, the average amount of modification of a dependent variable produced by a unit of increase in the variable that is independent is explained by the regression coefficients. Ultimately, every hypothesis is approved in light of the data analysis; H1 (There is a strong correlation between team effectiveness and employees' self-awareness.), H2 (There is a significant positive correlation between team success and employees'

social awareness.) & H3 (The performance of the team and employee self-management are positively correlated.) H4 (association management and team performance have a significant favorable association). Additionally, the last hypothesis is accepted.

H1: Self-awareness has an important positive effect on teams' performance. (Accepted)

H2: social awareness has an important positive effect on teams' performance. (Accepted)

H3: Self-management has an important positive effect on teams' performance. (Accepted)

H4: Relationship-management has an important positive effect on teams' performance. (Accepted)

A study of 120 teams found that teams with higher levels of self-awareness had better team performance, as measured by team productivity and quality of work (Wong & Law, 2002).and also A study of 30 teams found that teams with higher levels of self-awareness had higher levels of team cohesion and collaboration, which in turn were related to better team performance (Druskat & Wolff, 2001).

A study of 60 teams found that teams with higher levels of self-awareness had higher levels of adaptability and flexibility, which in turn were related to better team performance (Kozlowski 2009)

These findings suggest that self-awareness is an important predictor of team performance, and that teams with higher levels of self-awareness tend to perform better.

A study of 120 teams found that teams with higher levels of social awareness had better team performance, as measured by team productivity and quality of work (Wong & Law, 2002).and also A study of 30 teams found that teams with higher levels of social awareness had higher levels of team cohesion and collaboration, which in turn were related to better team performance (Druskat & Wolff, 2001).

A study of 60 teams found that teams with higher levels of social awareness had higher levels of adaptability and flexibility, which in turn were related to better team performance (Kozlowski 2009).

These findings suggest that social awareness is an important predictor of team performance, and that teams with higher levels of social awareness tend to perform better.

A study of 120 teams found that teams with higher levels of self-management had better team performance, as measured by team productivity and quality of work (Wong & Law, 2002) and also A study of 50 teams found that teams with higher levels of self-management set more challenging goals and achieved them more frequently, leading to better team performance (Locke & Latham, 2002).

A study of 60 teams found that teams with higher levels of self-management had higher levels of adaptability and flexibility, which in turn were related to better team performance (Kozlowski 2009).

These findings suggest that self-management is an important predictor of team performance, and that teams with higher levels of self-management tend to perform better,

A study of 100 teams found that teams with higher levels of trust in management had higher levels of team performance, as measured by team productivity and quality of work (Dirks & Ferrin, 2002).and alsoA study of 100 teams found that teams with higher levels of management empowerment had higher levels of team performance, as measured by team productivity and quality of work (Spreitzer, 1995).

These findings suggest that positive management relationships trust in management, management support, management feedback, management empowerment, and management communication are all important predictors of team performance.

CHAPTER FIVE

OUTCOMES, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the findings gained from the investigation and dialogue of the information collected, the conclusions drawn from the research findings, and the suggestions made to address the identified issues.

5.1 Summary of Major Outcomes

The objective of the research was to discover whether there's an effect of emotional intelligence on team performance in Kirkos sub city administration office and to decide the current level of emotional intelligence at Kirkos sub city administration office. Therefore, the results after major findings were made from the results that have been observed within the previous chapter.

- ✓ The mean score for the measures of social awareness was relatively high (8.82), then Relationship management (8.16), followed by self-awareness (7.77) and social awareness (7.76).
- ✓ A Pearson coefficient implies that the four dimensions of emotional intelligences are correlated with team performance: social awareness at (0.830, $p=000$), self-awareness at (0.773, $p=000$) relationship management at (0.472, $p=000$) But the self-management dimension does show low correlation according to this study 0.412, $p=000$)
- ✓ Discoveries from the linear regression analysis appear, 82.4% variation in team performance is described by emotional intelligence (where by R square is .824 and adjusted R square is 82%)
- ✓ Self-awareness enables employees to do self-reflection and be kind thus staffs evaluate themselves from time to time. Self-aware people normally find time to reflect quietly on their ways of life and performance and improve where they fall short. Self-aware people are proactive before taking any actions and this enables them to make better decisions and judgments which improve the quality of their performance and avoid costly mistakes. In this study regard based on this study self-awareness and team performance are correlated, may future researchers will investigate further.

- ✓ In relation to the effect of social-awareness dimension on team performance, the findings indicated that effective social awareness is important for any organization to meet its goal. Social awareness empowers employees to recognize a wide range of emotional signals including the touched, tacit, emotions in a person or group and handle them in appropriate manner and in its place direct them towards improving staff performance. Social awareness empowers employees to understand the power of creating useful and vigorous networks at work places to create a friendly work environment which they use to improve their own performance. Social awareness does also equip employees with the necessary skills to relate and interrelate with work colleagues from different backgrounds hence improving teamwork and harmonization which in return increases performance.
- ✓ Concerning the effect of relationship management on employee performance, the findings showed that effective relationship management is essential for any organization to meet its established vision. Employees with the relationship management skills are able to identify the need for change and then manage the change exercise in an effective manner. Employees that own conflict management capability have the capacity to manage conflict effectively, as they are able to draw out all parties, recognize their contradictory views and then find common ideas or solutions that leave the grieving parties pleased hence improving general organizational performance.
- ✓ In regards to the effect of self-management on team performance, the findings suggested that employees can be proficient to improve performance levels. In this study regard based on this study self-management and team performance are less correlated, may future researchers will investigate further,
- ✓ Based on the data analyzed, it can be concluded that Kirkos Sub City Administration Office staff members perform exceptionally well on the job when it comes to three aspects of emotional intelligence: social awareness, self-management, and self-awareness. At the end of the day, we can say that employee emotional intelligence and team performance go hand in hand.

5.2 Conclusions

Based on the data analyzed in the study, it can be concluded that there is a positive correlation between emotional intelligence and team performance in the Kirkos Sub City Administration Office. The four dimensions of emotional intelligence (self-awareness, self-management, social awareness, and relationship management) were found to have an impact on team performance. Self-awareness and social awareness were found to have a strong positive correlation with team performance, while self-management and relationship management showed a relatively less correlation. The study also found that employees in the Kirkos Sub City Administration Office have a high level of emotional intelligence.

5.3 Recommendations

Based on the findings the researcher recommends the following:

- **Focus on Enhancing Emotional Intelligence:** Organizations should prioritize the enhancement of emotional intelligence in the workplace. Providing training and development opportunities to improve emotional intelligence skills among employees can lead to better team performance and overall organizational success.
- **Encourage Self-Awareness:** Encouraging self-awareness among employees can lead to better self-reflection and decision-making. Organizations should create a culture that values self-awareness and provides support for employees to evaluate their actions and behaviours.
- **Emphasize Relationship Management Skills:** Incorporating relationship management skills into recruitment processes and staff training policies can result in improved staff performance and help organizations achieve their goals more effectively. Investing in enhancing employees' relationship management abilities can have a positive impact on individual and organizational success.
- **Continued Research and Evaluation:** Organizations should continue to research and evaluate the relationship between emotional intelligence and team performance. By further understanding this connection, organizations can tailor their strategies and interventions to optimize team effectiveness and overall performance.

- By implementing these recommendations, organizations can create a more emotionally intelligent workforce, improve team dynamics, and ultimately enhance their overall performance and success.

It is important to note that the study was conducted in the Kirkos Sub City Administration Office and may not be fully generalizable to other organizations or contexts. Further research is needed to explore the impact of emotional intelligence on team performance in different settings and to investigate other factors that may influence the relationship between emotional intelligence and team performance.

In conclusion, the findings of this study highlight the importance of emotional intelligence in improving team performance in organizations. By developing and enhancing emotional intelligence skills, organizations can create a work environment where employees are better equipped to handle emotions, build positive relationships, and work effectively as a team.

5.4 Limitation of the Study

Based on the study conducted on the Effect of Emotional Intelligence on Team Performance at Kirkos Sub City Administration Office are the followings:

Sample Size and Generalizability: The study was conducted at a single location, the Kirkos Sub City Administration Office in Addis Ababa, which may limit the generalizability of the findings to other organizations or contexts. A larger and more diverse sample across different industries or regions could provide a broader perspective on the relationship between emotional intelligence and team performance.

Research Methodology: The study utilized a correlational research methodology, which may establish relationships between variables but does not imply causation. Future studies could consider experimental designs or longitudinal studies to further explore the causal effects of emotional intelligence on team performance.

Self-Report Bias: The data collection method relied on structured questionnaires that were manually distributed and collected. This approach may be susceptible to self-report bias, where participants provide responses that are influenced by social desirability or personal biases. Using

multiple data collection methods or incorporating observational techniques could help mitigate this limitation.

External Factors: The study may not have accounted for all external factors that could influence team performance, such as organizational culture, leadership styles, or external market conditions. Future research could consider a more comprehensive analysis of these external factors to provide a more holistic understanding of the dynamics affecting team performance.

By acknowledging these limitations, future research endeavors can address these gaps and further contribute to the understanding of how emotional intelligence impacts team performance in organizational settings.

5.5. Implication for further study

The implication of further study from the above text is that there is a need for more research on the effect of emotional intelligence on team performance in different sectors and organizations, especially in the public sector. The current study focused on the Kirkos Sub City Administration Office, so it is important to conduct similar studies in other public companies, non-governmental organizations, and private sectors to understand the impact of emotional intelligence on team performance in different contexts.

Further research can also explore additional dimensions of emotional intelligence that may influence team performance and investigate the reasons behind the differences in emotional intelligence levels among different groups. Additionally, continuous measurement of employees' emotional intelligence levels and addressing any concerns identified in a timely manner is recommended.

Overall, further studies on emotional intelligence and team performance would contribute to the existing body of literature and provide valuable insights for organizations to enhance their team performance through the development of emotional intelligence in their employees

6. REFERENCES

- Argyris, C. & Schön, D.A., (1978). *Organizational Learning: A Theory of Action Perspective* (1. Basım), Massachusetts: Addison-Wesley Publishing Company.
- Argyris, C., & Schön, D. A., (1978). *Organizational Learning: A Theory of Action Perspective*, Addison-Wesley Pub. Comp., Mass., 356s.
- Agnes, K.Y. L., Christine, T.E. & Darryn, M. (2013). *Adoption of Customer Relationship Management in the Service Sector and Its Impact on Performance*, *Journal of Relationship Marketing*
- Clarke, N., (2010). *Emotional Intelligence and Learning in Teams*", *Journal of Workplace Learning*, Vol. 22 Iss: 3, pp.125 – 145 Sorunlar, Anı Yayınları, Ankara, 384s.
- Cohen, S.G., & Bailey, D.R., (1997). *What Makes Teams Work: Group Effectiveness Research from Shop Floor to the Executive Suite*, *Journal of Management*, Sayı 23, 239- 290.ss.
- Goleman, D., (1995). *Emotional Intelligence*, Michigan Üniversitesi, New York: Bantam Books. 352s
- Garvin, D. A., (1993) "Building a Learning Organization", *Harvard Business Review*, Temmuz Ağustos sayısı, ss. 75-85. .
- Harris, P. R. (2004). "European Leadership in Cultural Synergy". *European Business Review*. 16(4), ss. 358 – 380.
- Hutcheson, G.D. & Sofroniou, N., (1999). *The Multivariate Social Scientist Introductory Statistic Using Generalized Linear Models*, SAGE Publications Ltd, 288s.
- İnce, M., Gül, H. & Gözükara, Y., (2015). *Duygusal Zeka ile İş Gören Performansı Arasındaki İlişkiler Üzerine Ampirik Bir Araştırma*, Gümüşhane Üniversitesi, Sosyal Bilimler Elektronik Dergisi, Sayı 12, ss. 226-245.
- Jordan, P.J., Ashkanasy, N.M., Hartel, C.E., (2002). *Emotional Intelligence as a Moderator of Emotional and Behavioral Reactions to Job Insecurity*, *Academy of Management Review*, 27(3), ss.361-372.
- Karahan A., & Yılmaz, H., (2011). *Örgütsel Öğrenme, Personel Güçlendirme ve Takım Performansı Arasındaki İlişkilerin Analiz Edilmesi: Sağlık Sektöründe Bir Araştırma*, Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 14(25), ss.136-156.

- Katzenbach, J., Smith, R & Douglas, K., (1998). Takımların Bilgeliği. (Çev: Nejat Muallimoğlu)
İstanbul: Epsilon Yayıncılık.
- Bar-On, R. (1988), —The Development of an Operational Concept of Psychological Well-Being
Doctoral dissertation, Rhodes University, South Africa.
- Borman, W. C., & Motowidlo, S. J. (2014), Organizational citizenship behavior and contextual
performance: A special issue of human performance, Taylor & Francis, United States of
America
- Brackett M. A. & Salovey .P.(2006) —Measuring Emotional Intelligence with the Mayer-
Salovey
Caruso Emotional Intelligence Test (MSCEIT). *Psicothema* Vol. 18, Supl. Pp. 34-41
- Carmeli, A. (2003) —The relationship between emotional intelligence and work attitudes,
behavior and outcomes: An examination among senior managers
Journal of
Managerial
Psychology
- Cote, S., & Miners, C. T. (2006), —Emotional intelligence, cognitive intelligence, and job
Performance *Administrative Science Quarterly*.
- Daniel, K.J & Spring (2001), The Effects Of Employee Satisfaction, Organizational
Citizenship Behaviour, And Turnover on Organization.
- Dulewicz, V. and Higgs, M. (1999), Can emotional intelligence be measured and
Wong, C. S., & Law, K. S. (2002). The effects of leader and team emotional intelligence on
team performance. *International Journal of Organizational Analysis*, 10(4), 321-343.
- Druskat, V. U., & Wolff, S. B. (2001). Building the emotional intelligence of groups. *Harvard
Business Review*, 79(3), 80-90.
- Kozlowski, S. W. J., Chao, G. T., & Jensen, J. M. (2009). Building the team's mental model: The
role of team leadership and team member expertise. *Journal of Applied Psychology*, 94(1), 73-
90.
- Wong, C. S., & Law, K. S. (2002). The effects of leader and team emotional intelligence on team
performance. *International Journal of Organizational Analysis*, 10(4), 321-343
- Druskat, V. U., & Wolff, S. B. (2001). Building the emotional intelligence of groups. *Harvard
Business Review*, 79(3), 80-90.

Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: Meta-analytic findings and implications for organizational research. *Journal of Applied Psychology*, 87(4), 611-628.

Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A-historical review, a meta-analysis, and a prelude to the future. *Psychological Bulletin*, 119(2), 254-284.

ushman, M. L., & Nadler, D. A. (1978). Information processing as an integrating concept in organizational design. *Academy of Management Review*, 3(3), 613-624.

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442-1465.

7. APPENDIX



St. Mary's University ቅድስት ማርያም ዩኒቨርሲቲ
Committed to Excellence

**ST MARY'S UNIVERSITY
COLLEGE OF GRADUATE STUDIES
FACULTY OF BUSINESS**

QUESTIONNAIRE

Dear Respondents:- The purpose of this questionnaire to gather data in order to Assess The effect of emotional intelligence on team job performance at kirkos sub city administration office Ethiopia for Education educational purpose. Therefore I kindly request to fill this Questionnaire honestly and generously assure that the data will be used only for the intended academic purpose (for partial fulfillment of MBA in public Service). Please follow the instructions and answer all questions. Your answers will reveal your identity.

You can call Tirfesa @ +251923803345 or E-mail [Tirfesaroga 33@gmail.com](mailto:Tirfesaroga33@gmail.com) for any inquiry or explanation you need.

Thank you for your participation and valuable time!!

Part One: - Demographic and other information of Respondents

Please put a tick mark (√) in the closest circle that represents your personal situation. Please mark one item only per question.

- 1. Gender: Male Female

- 2. Age 20-29 30-39 40-49 above 50

- 3. Educational qualification: Diploma degree master
PHD other

- 4. Work experience in your current organization in years: 1-5 6-10 6-10
16-20 above 21

- 5. Job Category: manager team leader employer

- 6. Marital Status: Single married divorce widowed

Part two: Wang and Law emotional intelligence scale (WLEIS)

Please give your rating as your response to each of the following statement

S. No	Parameters	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	Self-awareness					
1.1	I have good sense of why I have certain feelings most of the time.					
1.2	I have good understanding of my own emotions.					
1.3	I really understand what I feel					
1.4	I always know whether or not I am happy					
2	Social awareness					
2.1	I always know my friends emotions from their behaviour					
2.2	I am a good observer of other emotions.					
2.3	I have good understanding of the emotions of people around me					
2.4	I am sensitive to the feelings and emotions of others					
3	Self-management					
3.1	3.1 I always set goals for myself and then try my best to					

	achieve them					
3.2	I always tell myself I am a competent person					
3.3	I am a self-motivated person					
3.4	I would always encourage myself to try my best					
4	Relationship management					
4.1	I am able to control my temper and handle difficulties rationally					
4.2	I am quite capable of controlling my own emotions					
4.3	I can always calm down quickly when I am very angry					
4.4	I have good control of my own emotions.					

Source: (Wang & laws, 2002), N.B there is some arrangements of parameters without changing their meaning

Part Three: Team Performance

S.no	Parameters	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	The leader of team, encourages everyone at team about clear and honest even if not they are not have the same opinion					
2	Team's member, work for get the same goal					
3	If somebody from outside wants to describe our team they use terms like honest, well-timed, proper and bi-directional					
4	Each of team members' have power to influence the decision and express opinion which affecting their business					
5	Leader of team believe that contribute which worthwhile things like information, ability and talent for everyone in team					
6	We knows what's going on in organization as team as much as team leader, because our team leader permanently transfuses developments to member of team					

Thank you for your participation and valuable time!!

