

The role of Employee Well-being the relation between Emotional Intelligence and Job Performance

¹Feven Hailu Tadesse, Department of Business Administration, Cyprus International University.
fevenhailutadess@gmail.com

²Dagnu Haile Tessema, Department of Business Administration, Cyprus International University. dagnu.2017@gmail.com,
ORCID: 0009-0004-0795-1738

³Hannan Ketema Assefa, Department of Nursing, Cyprus International University.
hannan1924@gmail.com, ORCID: 0009-0006-4740-2404

Abstract: This paper aims to examine the influence of emotional intelligence (EI) on job performance (JP) on the basis of the concept of Trait Activation Theory (TAT). This research also attempts to examine the mediation role of employee well-being (EWB) and the link between EI and JP. In this paper, the data was collected from 228 employees of Mekelle University in Ethiopia through a convenience sampling approach. The data was analyzed with SPSS 23 and Smart-PLS 4. The finding of this research indicated that EI has an insignificant effect on JP. Moreover, this study found that EWB has a mediation role the link between EI and JP in Ethiopia higher education context. Mekelle University managers have to think about including EI training in their staff development initiatives. Employees' EI levels may rise as a result, which may eventually improve their general well-being and productivity. The research increases the knowledge of the factors impacting EWB in the workplace, especially within the setting of Mekelle University, by finding a link between EI and EWB. The results might influence organizational policies and interventions that emphasize staff members' development of EI abilities in order to improve EWB. This study expands upon the current body of literature on the relationship between EI and JP by presenting an alternative framework that elucidates the mechanisms and circumstances through which EI impacts JP. Moreover, it enhances our comprehension of the specific contexts in which EI influences JP based on the Trait Activation Theory.

Keywords: Emotional Intelligence, Employee Well-Being, Job performance, Higher education, Job satisfaction

Introduction

Over the last 20 years, academics and professionals in both government and individual owned organizations have come to understand the idea of emotional intelligence in great detail (Bozionelos & Singh, 2017). As explained by researchers, EI is the capability to identify and regulate one's sensations and feelings, which can give motivation for dealing with difficult situations (Zhao et al., 2022). It is said that improving wellbeing has the following benefits: An

emphasis on employee engagement and job performance is a fundamental motivation for wellbeing programs (Lawless et al., 2021). Also, Employees with high EI outperform those with low EI (Tamta & Rao, 2017). However, employee wellbeing and EI of teachers in higher education of emerging economy such as Ethiopia is underestimated.

Ethiopia, located in sub-Saharan Africa, is a nation with a population of over 110 million individuals and a notable historical presence of colleges. Ethiopia's secular higher education system originated in the 1950s with the establishment of two universities (Saint, 2003). Presently, the nation boasts a total of 50 universities, which suffer from a scarcity of skilled personnel and inadequate facilities. Furthermore, it has been observed that university educators in poor nations encounter distinct obstacles (Gemedo & Tynjälä, 2015). Abebe and Woldehanna (2013) observed that Ethiopian higher education teachers face significant problems, including limited opportunities for professional development, inadequate pay, and low teacher motivation. Several studies conducted in Ethiopia have examined the primary obstacles faced by higher education institutions, specifically focusing on the factors contributing to the departure of academic staff from Ethiopian public universities and potential remedies for this issue (Alemayehu & Woldemariam, 2020). Despite the existence of studies on higher institutions in Ethiopia, this study is unique in its examination of the applicability of the unified framework of EI and JP model to contemporary higher education. Collie et al. (2015) identified various characteristics that influence job performance, including stress, motivation, emotional competence, interpersonal interactions, organizational support, weariness, exhaustion, and a pleasant school ecology.

There is a robust business rationale for improving EWB from an organizational standpoint since it is favorably connected with higher productivity and company success (Krekel et al., 2019). EWB concerns in human resource management practice, paired with resource packages designed to enable workers' self-management of well-being (Wallace, 2022). EI approaches, measures, and utilization has resulted in a continuous discussion regarding EI rationality (Schlaegel et al., 2022). Given the rapid development of various businesses there is a competitive atmosphere in the world today. Due to this companies are beneficial when the turnover percentage is low and when the employee retention is high. In such an environment the employees are required to attain their well-being, and the companies are benefiting from the increased JP. Therefore, the main aim of this research is to analyze problems which hinder employee well-being and reduce job performance. Moreover, the influence of EI on the JP of higher education

employees will fill the gap in the literature regarding the link between EI, EWB, and JP in the context of higher education in emerging economies such as Ethiopia.

Moreover, the main significance of this study is to add to the body of knowledge existing in more depth and from a different point of view since the dimensions of EI have had little coverage in regards to the wellbeing and job performance of an employee, and it will shine a light on the matter by conducting a rigorous assessment. Moreover, this research has practical implications for managers in policymaking and the decision-making process.

The structure of the paper is as follows: Initially, an assessment is undertaken to examine the theoretical underpinnings of EI, with a specific emphasis on its impact on the EWB and JP. Following this, we will proceed to present our model and methods. Subsequently, the paper presents the empirical findings and significant contributions, accompanied by an analysis of the theoretical and managerial implications, limitations, and potential avenues for further research. Finally, a conclusion is provided in relation to the findings.

Literature review and hypotheses development

Trait EI theory

Trait EI theory associated with Petrides (2001) refers to individuals' self-perceptions of their emotional talents. Emotional self-perceptions at the lowest levels of personality hierarchies constitute Trait EI. Petrides refers to this concept as emotional self-efficacy. Emotions are subjective, and EI refers to an individual's personal judgment of their own capacity to manage emotions (Bru-Luna et al., 2021). Petrides argues that there is no universally defined set of characteristics for an emotionally intelligent human. This is because certain features can be advantageous, effective, and beneficial in certain circumstances, while those same traits may hinder people in different situations. The characteristic model of EI centers on specific personality traits that are beneficial for identifying and managing emotions (Gao et al., 2023).

EI emphasizes the significance of an individual's emotional self-perceptions and emotional attributes in their personality development. Trait EI is a reliable indicator of significant results in the professional environment. Petrides and Furnham (2006) have shown that individuals with high trait EI experience reduced stress levels and increased levels of perceived job control, job satisfaction (JS), and job commitment, based on their study of employed adults. Individuals with high trait EI perceive themselves as very adaptive, flexible, and capable of maintaining solid control over their emotional responses (Santa et al., 2023). Studies (such as Sy et al., 2006; Law et al., 2008; Sacramento, 2023) also found a favourable correlation between trait EI and organizational commitment, satisfaction, and performance.

Emotional intelligence and job performance

EI is the ability to successfully manage one's own emotions and understand the emotions of others (Chung et al., 2023). Empathy, motivation, self-regulation, self-awareness, and social skills are the five key elements of EI. People with a high level of emotional intelligence possess the capacity to identify and comprehend their own feelings, assess the importance of those emotions, and understand how their emotional state impacts their behavior and, consequently, the responses of others (Dhani & Sharma, 2016). It is more difficult to regulate the emotions of other people when you lack authority over their feelings or behaviors. Nevertheless, by perceiving the fundamental emotions that motivate their behaviors, individuals can get a more thorough understanding of their viewpoint and become more proficient in engaging with them successfully (Li et al., 2020).

Salovey and Mayer (1990) put out a complete theory of EI, whereby they outlined EI as the ability to effectively screen and manage one's own and other's emotions and to apply emotions as a guide for cognition and behavior (George et al., 2023). According to Şahin and Kanbur (2022), JP is the combination of quantitative and qualitative measures of what workers can do or offer in relation to their whole work-related behavior and attitude. According to scholarly research, the correlation between EI and work satisfaction has a robust and favorable association between these two categories (Randhawa, 2019). The assessment of EI can be approached through different methods, depending on the conceptualization being used (Winardi et al., 2022).

Researchers have done multiple studies to identify emotional intelligence. Choi et al. (2019) and Wen et al. (2019) have demonstrated that a higher level of EI is a more precise indicator of job performance. Furthermore, Prentice (2019) has found a direct correlation between EI and the performance of services. However, there remains a lack of comprehensive understanding of the degree to which the connections between EI and JP are present (Schlaegel et al., 2022). Prior studies conducted by Chirasha et al. (2017) and Purnama (2017) has demonstrated a significant association between the EI of managers and its impact on employee performance. The studies by Rexhepi & Berisha (2017), Wulansari et al. (2019), and Zhang & Zhu (2019) revealed a statistically significant and positive association between EI and JP.

Trait Activation Theory (TAT) refers to a psychological framework that explores how individuals' personality traits might be activated and influence their behavior and job performance in certain situations (Miao et al., 2020). The context-based perspective on EI posits that the accuracy and relevance of EI may depend on certain contextual factors. The expression of EI is likely to happen

in situations with important trait-relevant signals. This may make the link between EI and workplace outcomes stronger. The aforementioned method, which is focused on context, aligns with trait activation theory, a theoretical framework proposing that characteristics have more predictive power in influencing EWB and JP (Farh et al., 2012). Thus, EI will increase their employees' JP based on trait activation theory. Thus, based on the literature review and TAT the following hypothesis is constructed:

H1: Emotional intelligence positively affects employee job performance.

The relationship between EI and EWB

According to Sudibjo & Sutarji (2020), there is a positive influence of employee well-being on EI. This result demonstrates that EWB and EI have a moderate and positive relationship. It is also proven by the research done by Mehmood & Gulzar (2014), which specified that there is an association between EWB and EI. Multiple studies have demonstrated an inverse relationship between EI and the experience of emotional tiredness or fatigue (Randhawa, 2019). The study by Clarke & Mahadi (2017) and Mitala (2019) found that EI has a significant and favorable effect on EWB. Another research also found that the EI level of banking sector employees in Islamabad affects their engagement and well-being (Akhtar et al., 2017).

Thus, the review of the literature leads to the following hypothesis:

H2: EI has a positive and significant influence on EWB

The relationship between EWB and JP

The success of a company in a competitive work environment is contingent upon the competence and effectiveness of its workforce. The study conducted by Ali and Farooq (2014) showed a negative correlation between work overload and employee performance, resulting in a subsequent decline in employee job satisfaction. Employees who experience dissatisfaction with their work often demonstrate subpar performance in the workplace. However, the study of Yulianti & Fitdiarini (2023) indicated that psychological wellbeing and employee performance have negative relationship. Other studies by Huo & Jiang (2023) and Zemo et al. (2023) found that employee wellbeing positively and significantly influences employee performance. Moreover, Teimouri et al. (2018) and Dewi et al. (2024) stated that the higher the well-being, the higher the improved JP. Thus, based on the review the following hypothesis is developed:

H3: EWB has a positive and significant influence on JP

The mediation role of EWB the relationship between EI and JB

In recent years, researchers have shown considerable curiosity regarding the subject of employee well-being (Schaufeli, 2015) due to its ability to predict JP, turnover intentions, absences from work, and a number of other employment-related actions. Affective well-being is considered the most significant indicator among the several dimensions of psychological well-being (Warr & Nielsen, 2018). According to Devonish's (2016) research, JS and work-related depression had an impact on the relationship between EI and task performance. The finding indicated that the EI of the employees can affect JP through EWB, in which work-related depression is one of the EWB factors. This finding suggests that people with high EI have control over emotions and are thus more satisfied; satisfaction from their jobs drives them to perform better.

The research of Naz et al. (2019) found that JS, which is one actor of well-being, partially mediates the relationship between EI and JP. Previously, both were directly proportional to each other; an increase in any one of them would positively affect the other component (Rey et al., 2017; Sánchez-Álvarez et al., 2019; Wang et al., 2018). A separate investigation conducted by Abebe et al. (2023) revealed that the job satisfaction of academic staff did not serve as a mediator in the association between EI and JP within the setting of higher education in Ethiopia. In a study by Abebe (2023), there was a noticeable and statistically significant correlation between EI, JP, and job satisfaction. Thus, based on the review the following hypothesis is constructed:

H4: EWB has a mediating role the relationship between EI and JP

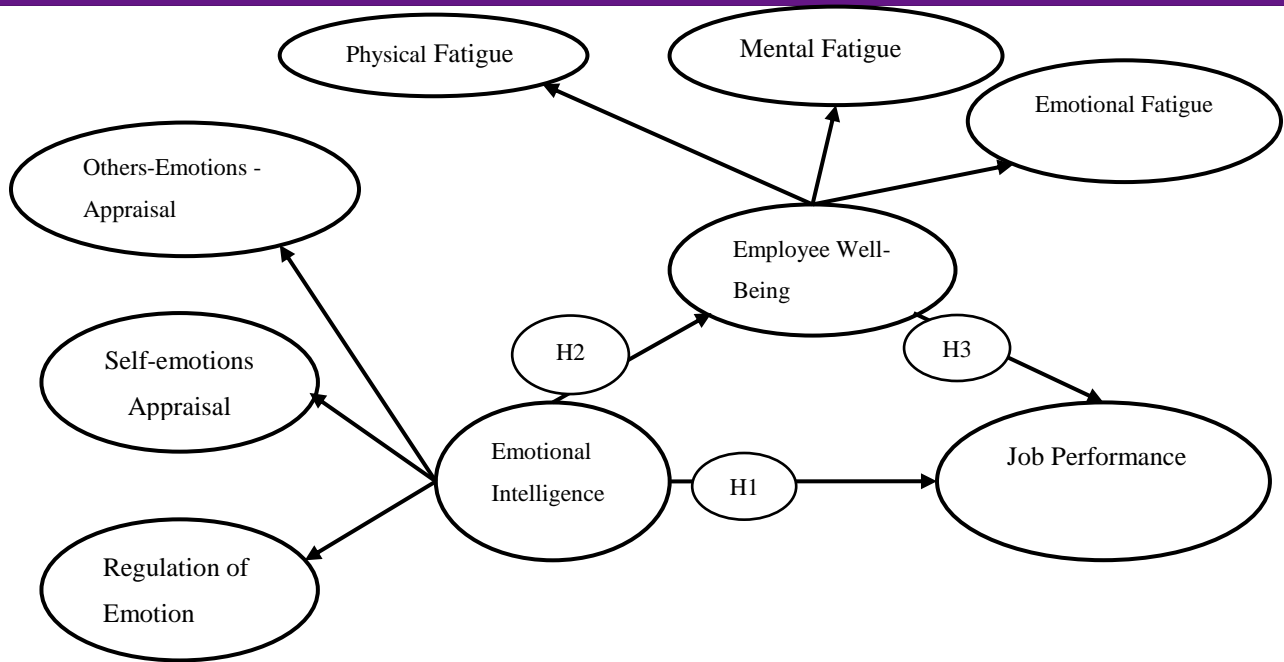


Figure 1. Theoretical model

Methodology

Study Population and Sample

The research focused on employees of a higher education institution, Mekelle University, Mekelle, Ethiopia. The target audience included both male and female employees who were over 18 years old, as this demographic was selected for the research. The online distribution of questionnaires to the participants in the data collection, who are the men and women workers of the chosen Mekelle University, Ethiopia, in this data collection, the necessary sampling method is applied. The university contains around 8000 employees across 7 campuses in Mekelle, Tigray region, Ethiopia (Mekelle University, 2023). So, in order to have a 95% confidence level where the true value is within $\pm 5\%$ of the measured or surveyed value, 367 surveys are required, and the collected response was 228, which is a 62% response rate.

Data Collection

A study employed a cross-sectional approach. The structured questionnaires were distributed to employees of Mekelle University through the convenience sampling method. Moreover, a consent form was included with the questionnaires, which seeks the respondent's agreement to partake in answering the questionnaires.

Data Analysis

In order to evaluate the research hypothesis, the collected data were subjected to analysis using SPSS and Smart-PLS 4. The responses were classified, and a framework was constructed prior to any statistical hypothesis testing. After Cronbach's alpha, average variance extracted (AVE), and composite reliability (CR) were analyzed, the model fit and hypotheses were looked at.

Measurement

We employed a 5-point Likert-type scale to measure all construct elements, with 1 representing "strongly disagree" and 5 representing "strongly agree." This section describes how the construct was adapted from various sources, where EI, the independent variable, affects EWB and JP, the dependent variable. The construct contains 32 items. The independent variable in this study is EI, which was calculated by using 11 items on the modified Wong and Law Emotional Intelligence Scale (WLEIS) based on the ability model of EI (Law et al., 2004). EI was measured with three dimensions: self-emotion appraisal (SEA), others' emotional appraisal (OEA), and regulation of emotions (ROE) with each of the four items. The modified Three-Dimensional Work Fatigue Inventory (3D-WFI) is used for employees' well-being (Michael R. Frone, 2015), which includes physical (3 items) fatigue, mental (5 items) fatigue, and emotional (3 items). Finally, job performance was measured with 10 items modified from Ramos-Villagrana et al. (2019).

Data analysis and results

Measurement model assessment

The study model's reliability and validity were assessed using the PLS-SEM methodology, as shown in Table 1. We checked for convergent validity with outer loadings and average variance extracted (AVE), and we checked for multicollinearity with the variance inflation factor (VIF). Cronbach's alpha (α) and composite reliability (CR) were both used to evaluate internal consistency. Table 1 exhibits external loadings that are above the threshold of 0.70, although the VIF value falls below the established maximum of 5.0. According to Hair et al. (2017), it is recommended that the Cronbach's alpha value should exceed 0.70. The CR value is within an acceptable range, exceeding 0.70. The AVE value is over 0.50, suggesting there are no convergent validity concerns (Hair et al., 2021). However, others' emotional appraisal, item 1, regulation of emotion, item 3, and job performance, item 2, are deleted due to a less than 0.70 outer-loading value. The data demonstrates internal consistency and reliability.

Table 1. Internal Consistency and Reliability

Construct	CA	Item	Outer-Loading	VIF	CR	AVE
Others' Emotions Appraisal	0.902	OEA2	0.906	2.724	0.938	0.836
		OEA3	0.902	2.683		
		OEA4	0.934	3.433		
Regulation Of Emotion	0.858	ROE1	0.878	2.084	0.913	0.778
		ROE2	0.886	2.172		
		ROE4	0.883	2.197		
Self-Emotions Appraisal	0.765	SEA1	0.848	1.554	0.864	0.679
		SEA2	0.846	1.763		
		SEA3	0.777	1.471		
Emotional Fatigue	0.864	EF1	0.915	3.485	0.917	0.788
		EF2	0.822	1.644		
		EF3	0.923	3.650		
Mental Fatigue	0.921	MF1	0.843	2.460	0.941	0.760
		MF2	0.864	2.729		
		MF3	0.885	3.002		
		MF4	0.886	3.106		
		MF5	0.881	2.861		
Physical Fatigue	0.901	PF1	0.910	2.681	0.936	0.830
		PF2	0.919	2.821		
		PF3	0.904	2.743		
Job Performance	0.914	JP1	0.783	2.529	0.926	0.582
		JP3	0.705	2.541		
		JP4	0.758	2.660		
		JP5	0.769	2.482		
		JP6	0.777	2.311		
		JP7	0.839	2.230		
		JP8	0.789	2.326		
		JP9	0.703	2.321		
		JP10	0.743	2.320		

Note: n=228. CA, Cronbach's alpha; CR, Composite reliability; AVE, Average variance extracted.

Based on the result (see Table 2), there is no discriminant validity issue with HTMT, and the Fornell and Larcker criteria met acceptable criteria. The HTMT value is within an acceptable range below 0.90 and the Fornell and Larcker criterion is also met (Henseler et al., 2015).

Table 2. Discriminant validity

Heterotrait-Monotrait ratio (HTMT)							Fornell-Larcker criterion								
	EF	JP	MF	OEA	PF	ROE	SEA		EF	JP	MF	OEA	PF	ROE	SEA
EF								EF	0.888						
JP	0.071							JP	0.034	0.763					
MF	0.484	0.191						MF	0.433	0.206	0.872				
OEA	0.324	0.096	0.613					OEA	0.286	0.121	0.56	0.914			
PF	0.526	0.134	0.448	0.422				PF	0.464	0.132	0.411	0.381	0.911		
ROE	0.450	0.111	0.509	0.582	0.484			ROE	0.387	0.118	0.455	0.512	0.426	0.882	
SEA	0.094	0.092	0.137	0.325	0.224	0.095		SEA	0.077	0.067	0.095	0.273	0.194	0.082	0.824

Structural Model Assessment

The PLS-SEM algorithm and bootstrapping method were utilized to assess the structural model (see Table 3 and Figure 2). Hypothesis 1 posited that EI has a positive and significant influence on JP. Nevertheless, the findings lack statistical significance, and the hypothesis H1 was not supported ($\beta = 0.065$; t -value = 0.834; $P = 0.202$). Hypothesis 2 proposes that EI has a positive and significant influence on EWB ($\beta = 0.621$; $t = 10.821$; $P = 0.000$). As a result, hypothesis 2 is supported. The findings of Hypothesis 3 suggest that there is a significant and positive relationship between EWB and JP ($\beta = 0.314$; $t = 1.711$; $P = 0.044$). Consequently, H3 is supported. Finally, it is posited by Hypothesis 4 that EWB plays a mediating function in the association between EI and JP. Our findings indicate that the ($\beta = 0.083$; $t = 1.642$; $P = 0.044$; $P = 0.050$). Consequently, hypothesis 4 is confirmed.

Table 3. Hypotheses test

Hypotheses	Path	β	Mean	Standard deviation	t-value	P values	Decision
H1	EI -> JP	0.065	0.063	0.078	0.834	0.202	Rejected
H2	EI -> EWB	0.621	0.624	0.057	10.821	0.000	Supported
H3	EWB -> JP	0.134	0.134	0.079	1.711	0.044	Supported
Mediation Effect							
H4	EI -> EWB -> JP	0.083	0.084	0.051	1.642	0.050	Full-mediation

The estimated model's SRMR value of 0.054 is below the recommended threshold of 0.08 for model fit indices, indicating a good fit between the model and the data (Goretzko & Sterner, 2024). With a value of 0.862, the NIF is higher than the minimum requirement of 0.8 (Hooper et al., 2008). The writers suggest using two numbers, R-squared (R^2) and Q-squared (Q^2), to check how well the endogenous construct can explain and how useful it is for making predictions (Hair et al., 2019). Consequently, the R^2 value cutoff has been segmented into three specific thresholds: 0.25, 0.50, and 0.75. These thresholds correspond to different levels of significance, ranging from weak to moderate and considerable, respectively (Hair et al., 2019). The variables EWB and JP are important dependent variables in the structural model. The corresponding R^2 values for these variables are 0.800 and 0.442, respectively. Consequently, the endogenous concept accounts for 80% and 44.2% of the significant variance in EWB and JP, respectively.

Several recent empirical investigations, published in a prominent international journal, have also used the Q^2 value to evaluate the PLS-SEM model (Raza et al., 2020). A blindfolding assessment applied to check the quality of the study's structural model. Specifically, Q-squared was used to measure the model's predictive relevance. According to Hair et al. (2019), an Q^2 value above zero is suggested for an endogenous construct that reflects, which means that exogenous factors can be used to predict this construct. The Q^2 values for EWB and JP are 0.368 and 0.012, respectively. These findings imply that the model has predictive relevance.

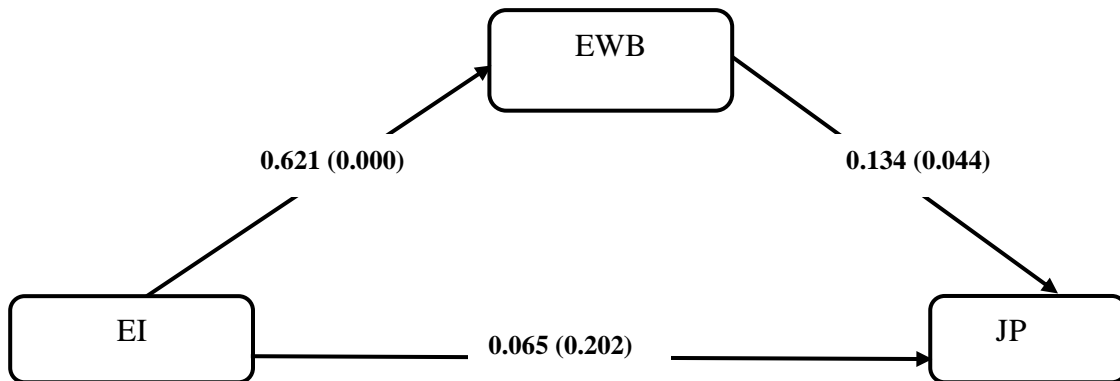


Figure.2. Structural model assessment. **Note:** The number outside the bracket indicates standardized coefficients, and the one in the bracket indicates the P-value.

Discussion

Emotional intelligence and Job performance

The finding of Hypothesis 1 in our research indicated that EI hasn't had a direct influence on employee JP in higher education settings in Mekelle, Ethiopia. Thus, our hypothesis 1 is unsupported. The findings of our research imply that there are other factors that can enhance EI to increase JP, such as employee satisfaction, work stress rewards or incentives, and organizational culture. The finding of hypothesis 1 is consistent with prior research (Pekaar et al., 2017). However, most of the previous research found a positive and significant relationship between EI and JP (Chirasha et al., 2017; Purnama, 2017; Wulansari et al., 2019; Zhang & Zhu, 2019).

Moreover, certain studies have documented positive associations between EI and job satisfaction or subjective performance; alternative research has yielded inconclusive findings about its influence on objective job performance. The variety observed can be attributed to the intricate nature of human behavior, the presence of individual variances, and the influence of surrounding circumstances. It is essential to keep in mind EI is a complex concept that encompasses various dimensions, such as self-awareness, empathy, and emotion management. The impact of these dimensions on various facets of JP may vary. Furthermore, the contribution of work positions, corporate culture, and individual job duties should also be considered.

Emotional intelligence and employee well-being

The findings of our research imply that EI has a positive and significant influence on EWB. Thus, Hypothesis 2 is supported. The finding of hypothesis 2 is consistent with prior findings (Clarke & Mahadi 2017; Mitala 2019). The possible explanation is that employees with high EI can have good well-being based on their work characteristics. For instance, one measurement of employee wellbeing is job satisfaction, and employees with high EI can foster job satisfaction. However, high EI doesn't mean high employee well-being; the rules and regulations, organizational culture, and type of work can hinder the well-being of the employee.

Employee well-being and job performance

The finding of Hypothesis 3 indicated that employee well-being has a positive and significant influence on JP. Thus, hypothesis 3 is supported. The possible explanation is that employees who are satisfied with the job and have high job satisfaction without fatigue can have better performance, which leads to better job performance or increases employee performance. The finding of hypothesis 3 is consistent with the prior research of (Huo & Jiang 2023; Zemo et al. 2023). In short, job satisfaction, lack of stress, and fatigue can enhance the job performance of employees.

The mediating role of EWB the link between EI and JP

The finding of hypothesis 4 implies that employee well-being has a mediation role the link between EI and JP. EI has influence on job performance of employee through employee well-being. The finding indicates that EI can influence the performance of employee of Mekelle university when employee well-being is achieved by less stress, fatigue and high job satisfaction. Our finding is consistent with prior finding of (Naz et al., 2019). Naz et al. (2019) found that job satisfaction which is one actor of well-being partially mediate the relationship between EI and JP.

Theoretical Implication

This research adds to the body of knowledge on EI and lends credibility to the notion that developing an individual's EI may benefit their general well-being. The research increases the knowledge of the factors impacting EWB in the workplace, especially within the setting of Mekelle University, by finding a link between EI and EWB. The results might influence

organizational policies and interventions that emphasize staff members' development of EI abilities in order to improve EWB. The confirmation of Hypothesis 2, which demonstrates that EI has a significant impact on employee JP, broadens our understanding of the factors influencing work performance. This bolsters the notion that EI is important for both personal and professional success, as well as productivity and work performance.

The study offers Mekelle University useful information by indicating that funding projects and programs that raise employees' EI may result in gains in EWB and JP. To promote a healthy work atmosphere and maybe increase overall organizational effectiveness, the institution should think about including EI training in professional.

Managerial Implication

Mekelle University managers have to think about including EI training in their staff development initiatives. Employees' EI levels may rise as a result, which may eventually improve their general well-being and productivity. It is possible to modify performance appraisal methods to incorporate an assessment of EI abilities. Giving employees positive comments on their EI abilities can help them grow and progress in both their personal and professional lives. Emotionally intelligent leaders are likely to foster a favorable work atmosphere and have a beneficial impact on their teams' productivity and well-being.

Complementing the growth of EI might be the implementation of well-being-focused initiatives for employees, such as mindfulness programs or stress management courses. The staff may be healthier and more engaged as a result of an all-encompassing strategy. Systems of rewards and recognition can be matched to EI abilities. Rewarding and recognizing staff members who exhibit strong EI might inspire others to acquire similar abilities and make constructive contributions to the workplace. To summarize, managerial implications imply that Mekelle University employees' work performance and well-being may be enhanced by incorporating EI into a variety of organizational and management procedures. Accepting these ramifications might help create a more productive and happier workplace.

Limitation and future research direction

The research conclusions could only apply to Mekelle University in Ethiopia. It could be difficult to extend the findings to other sectors of the economy, places, or cultural contexts. As a result, care should be taken when using the findings outside of the research setting. Furthermore, if the study used a cross-sectional design, it could make it more difficult to prove a connection. Stronger proof of the causal links between EI, EWB, and JP would come from longitudinal research or experimental designs. Response bias may be introduced by using self-report measures to assess EI, EWB, and JP. Individuals could give answers that are socially acceptable or might not evaluate their own EI or work performance honestly. The breadth and depth of the insights gathered may be limited if the study primarily relied on surveys or interviews as a means of data collection. An enhanced comprehension of the phenomenon may be possible through the use of a variety of methodologies, including qualitative ones.

Future studies might examine cultural differences in the link between EI, EWB, and JP in order to improve the generalizability of the results. This is especially important in cross-cultural environments such as Ethiopia. Researchers might investigate the relationship between changes in EI and changes in EWB and JP over time by conducting longitudinal studies. This could shed light on how dynamic these interactions are. The validity of the findings can be increased by combining self-report measures with objective evaluations of EI and JP, such as performance reviews or supervisor assessments. Examining plausible mediating factors among EI, EWB, and JP may yield a more refined comprehension of the fundamental processes.

Conclusion

The next part is a comprehensive summary of the investigation and the outcomes according to the hypotheses posited in this research. This study has demonstrated that EI has a significant impact on EWB and JP among higher education employees. The study found support for a mediating model and established a significant relationship between EI and JP. Nevertheless, our research indicates that EI does not have a direct impact on JP but rather influences JP through the mediating effect of EWB. The results validate the notion that both principals and other accountable managers bear significant obligations with regards to the job conduct and emotional well-being of workers. The absence of a conducive climate and a positive working environment within the institution would inevitably lead to a decline in staff performance due to diminished job satisfaction and overall employee well-being.

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