THE EFFECT OF EMOTIONAL INTELLIGENCE ON EMPLOYEE PERFORMANCE IN THE PRIVATE SECTOR: A CASE OF KINYARA SUGAR LIMITED

By

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UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

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By

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Fulfillment of the Requirement for the Degree of Masters of Science in Organizational
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UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

FALL 2016
STUDENT’S DECLARATION

I, the undersigned, confirm that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: ___________________________  Date: ______________________

Asilaza Noel (647019)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: ___________________________  Date: ______________________

Dr. Zachary Mosoti

Signed: ___________________________  Date: ______________________

Dean, Chandaria School of Business
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ABSTRACT

The purpose of this study was to analyze the effect of emotional intelligence on employee performance in private sector a case of Kinyara sugar limited in Uganda. The study was guided by four research objectives which sought answers for the effect of emotional intelligence on employee’s performance. The research objectives were: Effect of self-awareness on employee’s performance, the effect of self-management on employee’s performance, Effect of social awareness on employee’s performance and the Effect of relationship management affect employee’s performance.

This study being correlational in nature due to its intent to find the effect of EI on employee performance, adopted the descriptive research design and specifically the correlational research study to make inferences on the population of KSL through a cross functional research. KSL’s population is 2,097 staffs. A stratified random sampling was used to sample 208 respondents who represented the total population of KSL with 95% confidence level and 5% margin of error. Data was collected using structured questionnaires that were hand dropped and picked and analyzed using SPSS after coding and cleaning to eliminate any inadequacies. The reports are represented in the forms of descriptive statistics, frequency distribution, percentages and relationships presented using tables and charts.

Findings from the research questions tested the theory of emotional intelligence and its effect on employee performance. Findings from the research questions benefited Kinyara Sugar limited, other employers, employees, HR practitioners, Policy makers, stakeholders and Scholars in dealing with EI which has captured researchers and employer’s interest. The study also gave appropriate recommendations to the company and others benefiting from the research basing on their findings to the research questions.

In regards to the effect of self-awareness on employee performance, the findings concluded that improved self-awareness of employees leads to improved employee’s performance. Employees who have a well-developed self-awareness abilities recognize that they have made errors and monitor their performance and either correct the mistakes or seek someone with better knowledge to come to their rescue and improve their performance.

In regards to the effect of self-management on employee performance, the study findings discovered that the improved ability of employee’s self-management results into
improved employee’s general performance. Employees rated highly in self-management are more likely to perform very well in their tasks due to their positive attitudes, self-motivation, willingness to learn and ability to adapt and initiate in times of changes.

In relation to the effect of social-awareness, the study findings indicated that employee’s improved social-awareness aspects contribute positively to their general performance. High performance is expected from employees or persons with high social connections with employees or colleagues they work with and this is widely due to the ability for these socially aware to seek for advice about issues concerning their jobs from knowledgeable colleagues and are motivated and look forward to going to work daily thus boosting their performance.

In regards to the effect of relationship management, the study findings showed that there is a positive effect of improved relationship management skills on their general performance. Employees become more functional and perform better when they have high relationship management abilities because they know how to relate with peers and colleagues and benefit from their different skills, competences and knowledge.

The study concluded that well developed and management skills of the four domains of emotional intelligence self-awareness, self-management, social-awareness and relationship management enables employees to understand and manage their abilities and control their short comings in a much better and mature manner while interacting with others and managing their social networks professionally for the purpose of achieving greater performance.

The study recommended that EI domains need to be maximized if KSL is to reap improved employee performance. There is need to focus on employee’s self-awareness to meet the organizational objectives. The management of KSL for every opportunity possible needs to formally recognize and encourage good EI practices that lead to improved employee work performance. Effective emotional intelligence management practices that improve self-awareness, self-management, social-awareness, and relationship management should be used to achieve organization goals and enhance employee performance.
ACKNOWLEDGEMENT

To begin with, I would most importantly like to acknowledge God’s guidance and support in enabling me to finish this project.

My sincere appreciation goes to my supervisor Professor Zachary Mosoti for giving me the required guidance and wisdom from the beginning of this project till the end. His guidance advice, effective and prompt response at each stage in the preparation and execution of this research paper speeded the process.

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DEDICATION

I dedicate this document to the almighty God for blessing me with an enabling environment for completing this paper.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

Sometimes we are faced with very difficult and challenging situations that we have to decide how we have to handle it in an appropriate manner without hurting any parties involved and leaving us with no regrets later on therefore we are required to go through systematic process of pondering upon the issue and analyzing it for its impacts both positive and negative on self and others who might be affected by the decisions we arrive at hence wise decisions that we are not sure about are a necessity in our daily dealings with several issues hence emotional intelligence entails all the above issues and is a paramount tool in dealing with challenging issues (Marc, Susan, and Salovey, 2011).

The term Emotional Intelligence came to exist way back in the 1990s by Salayo and Mayer (1990) but it started gaining the current attention it has when it was republished by Goleman (1996) where he defined it as an individual’s recognize and deal with their own feelings which is of great importance in later enabling us relate well with others by being in better position to handle others feelings. In reality, emotions control our actions and can therefore impact or redirect our behaviors for good or worse thus the need to handle our emotions and those of others carefully more especially when faced with very challenging situations (Jonas, 2013).

Out of the so many EI models developed over the years, Goleman (2001) improved a model that has been widely adopted and used to date. In his latest publish, Goleman (2002) used this model to define emotional intelligence as the ability to identify and manage our feelings and those we associate with through appropriate ways of dealing and associating with four domains of EI which include; self-awareness, self-management, social awareness, and relationship management which are shared by all the different theories developed by different researchers, scholars and authors about EI even though vocabulary varies from one theory to another (Nwokah and Ahiauzu, 2009). Nwokah and Ahiauzu (2009) stated that many researchers compare social and emotional intelligence by looking at the number of people it involves for example emotional intelligence is mainly individual while social intelligence is more of relationship management.

Work environment is usually comprised of people from various ethnic backgrounds, morals, beliefs, profiles and son on thus the differences between one employee and others
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).

Employee achievements can be so much boosted by improving on EI (Kahtani, 2013). For so long IQ had been the only way of determining suitable persons for hire regardless of the shortcomings they presented afterwards until the when EI become public in 1995 and sparked interest of researchers, it solved the issue of finding the right persons for jobs due to its ability to test general personality traits (Goleman, 2002). As a result, IQ has since been discredited not only as the only source for success but rather EI as a more superior alternative most important aspect that can differentiate the best performers from other employees because it has been believed that EI is a determining factor behind top performers globally (Jonas, 2013). EI affects our daily lives more so how we behave and relate to others, and make individual and group decisions to arrive at desired results (Goleman, 2002). It’s not automatic to know what, where, when and how we feel so only a few are gifted with the ability to know when their emotions occur while the rest are not in position and need to undergo trainings and learning in order to do that hence the possibility of missing on or misunderstanding of unclear emotions which could result in poor decisions, actions and behaviors (Travis and Jean, 2009).

Emotional intelligence has a great effect on our professional prowess for example it’s believed that transformational leadership develops especially when leaders are in better position to understand themselves and manage others (Lam and O’Higgins, 2011). It’s the most recommendable way to direct our energy in in a way that yields the most appropriate outcome and in this pursuit therefore, several EI research have been carried out by scholars about skills necessary for performance and findings indicated that that emotional intelligence has a big effect on performance with a significant percentage of success in jobs of any kind. Our EI plays the role of a foundation for several vital skills and it impacts almost everything including but not listed to what we say and do everyday
day while relating to several job-related outcomes, including job performance (Cheok and Eleanor, 2011, p.150).

Karimi (2014) argues that managers with positive mood or mindsets are more likely to make or respond to challenging issues in a more positive and informed manner than those whose judgments are clouded by negative emotions. Emotional knowledge is necessary to better understanding of the service proposition and more especially how it reflects in emotional response of customers’ understanding which would then guide management in identifying or developing organizational culture (Karimi, 2014). It’s very important for each of us to work towards identifying our emotional intelligence issues and working towards developing it to better levels so as to experience a breakthrough in our conceptual, social and technical skills (Lennick, 2005). The study investigated the effects of emotional intelligence by addressing self-awareness, self-management and relationships management in determining employees’ performance (Lennick, 2005).

Kaura (2011) mentions in a study that to improve and increase in sales volumes organizational output in general, there is need to put more emphasis on EI state of organizational employees. This study therefore is intended to find the effect of emotional intelligence on employees’ performance in the most appropriate and effective way. If this is done accurately, the findings will help department heads in the KSL, stake holders, sectors and all beneficiaries of this study such as the academia, HR practitioners and so on to develop and explore the concept of EI to enable improve employees’ performance resulting in improved achievement of organizational and individual goals. Danguah (2014) mentioned that there is a positive relationship between EI and Customer satisfaction which in turn also has a positive relationship with organizational performance. This was done by looking at self-awareness, self-management and relationships management in determining employees’ performance in the organizations. Research has done its part in pointing out whether directly or indirectly the effect of EI on performance of bother employees and organizations (Danguah, 2014).

Hassan, Saeid and Moghadam (2010, p. 63) states that “in this complex scenario, organizations in both public and private sector have to manage change in an effective way because it plays an important role in helping the managers and employees to cope with this dynamic change in the business environment and its application in organizations include the areas like personnel selection, development of employees, teams and the organization”. Hassan et al (2010) states that it’s a necessity for employees need to
towards improving their emotional intelligence skills, besides technical skills, which in turn will boost their productivity on the job and wellbeing. Management of emotional intelligence by the team members will help in developing interpersonal skills of the team members (Hassan et al, 2010).

Baloch, Saleem, Zaman and Fida (2014) states that in order do some jobs need us to feel proud of ourselves by doing it, wake up and go to work with a smile in order to have the best days of our lives and come back home satisfied person due to the results of what we did at work but it’s only possible if our EI is developed and built to the heights levels and jobs such as dealing with customers, dealing with conflicts hence the call for the improvement of the specific domains of social awareness and relationship management therefore the need for people in such profession and the rest to take it upon themselves to learn and improve their EI since the abilities of EI can be learned and improved. Social Awareness or relationship management domains do not mean that we are masters at handling customers or resolving conflict issues but rather we are in the process of becoming better at dealing and interacting with others.

Conflicts can be eliminated, production boosted and organizational output can sky rocket once proper investment in EI development is done (Baloch, Saleem, Zaman and Fida, 2014). Most organizations in East Africa have been so much engulfed in trying to beat the harsh competitive market. So they have invested heavily on improving their customer satisfaction, building their human resource capacity, technology, efficiency with which to serve their customer and produce, quality and quantity of products and lately have also been so hooked up in CSR. As a result they have ignored the aspect of developing and improving the EI of their employees which has cost them a lot without their knowledge. However, as mentioned by Kahtani (2013), Emotional intelligence allows a person to improve a positive relationship at work, work well in teams, and build social capital. EI also contributes to the performance of a person to enable someone to set their emotions in order to cope with stress and perform well under pressure, and it also can help someone to adapt with organizational change.

A lot of research has been done to find out the impact of EI on employee performance. But a bigger percentage of this research has been done in the developed countries and thus the findings have been implemented which leaves a smaller percentage to the developing countries and even then the findings have never been taken seriously. Employee performance is expected to soar in times of good relations with management
but quite the opposite if work environment consists of rancher tension and anxiety leading to withdrawal (Jonas, 2013).

1.2 Statement of the Problem

The world over, several studies have been carried out in areas of emotional intelligence to find its impact on several areas and several issues have been identified but very few have been done on general employee performance especially in the private sector in Ugandan. Kahtani (2013) carried out research on employee Emotional Intelligence and Employee Performance in the Higher Education Institutions in Saudi Arabia and the study was specifically interested in higher education which could have a profound difference from its effect on private sectors such as companies which this study is trying to determine. Emotional Intelligence and Employee Performance as an Indicator for Promotion, a Study of Automobile Industry in the City of Belgaum, Karnataka, India was another study on EI done by (Kulkarni, Janakiram and Kumar, 2009) to proof the influence of EI on Promotion specifically and found level of emotional intelligence of managers and supervisors has a direct impact on their suitability for promotion but did not duel so much on the influence of EI on employee performance.

In a research carried out by Kulkarni, Janakiram and Kumar (2009), it advised that companies need to continuously diversify and improve their technical and soft skills to boost their performance on the job and managers with low EI levels in key areas such as achievement drive, teambuilding, flexibility and adaptability, are more likely to perform poorly since these factors are unavoidable in becoming successful at our jobs thus the necessity for organizations to arrange and include for further EI training programs in their strategies so that managers include EI on the job for higher managerial positions in order to boost their general performance which is only appropriate and possible after identifying the key EI gaps. An exploration of emotional intelligence across career arenas was a research carried where emotional intelligence of leaders in the different sectors and concluded that leaders in the nonprofit sector and human service arenas are more emotionally intelligence than the leaders in business arena (Morehouse, 2006). The results of the study validate the instruments on emotional intelligence and the earlier instruments for marketing effectiveness and found a strong association between emotional intelligence and marketing effectiveness of corporate organizations in the Nigerian context but did not touch on the issue of EI influence on general employee performance.
regardless of the profession. The main finding is that emotional intelligence leads to marketing effectiveness in corporate organizations in Nigeria (Nwokah, 2009).

A lot of mental issues are seen and experienced from work places due to the high level of work related pressures and lack of abilities to handle them with efficiency thus the various studies and recommendations from various experts and governmental studies is that it’s up to each company and its stake holders to jointly come out of this these debilitating problems at work and improve it because investing the development of employees who really need it is moral necessity and financially wise (Kyriazoglou, 2015). Most organizations aspire for success and efficiency but doing very minimal on the training and development of personnel which is a big mistake therefore there is a greater need to find the relationship status between EI and employee’s performance to prove this point (Kyriazoglou, 2015). Particularly these days when the processes of techniques of management above have become quite complicated, there is a great need in management for arranging training and development of its personnel’s EI and not just the traditional IQ focus (Joshi, 2013).

The effect of work related stressors on employee performance in non-governmental organizations in Kenya (Mwangi, 2015) is one of the few studies closer to the impact of EI on performance done within Kenya hence there is more need to do studies on all the domains of EI on employee performance. Emmerling and Goleman (2003) stated that the influence of emotional intelligence on popular culture and the academic community has been rapid and widespread. As a result, a surprising number or research initiatives across a wide range of domains within psychology has sprung up, the concept of emotional intelligence has picked up in such a great speed resulted to the gap between what we know and what we need to know thus requires for further investigation into the effect of EI on employee performance something that isn’t so much considered in the private sector in Uganda and yet could be the missing puzzle to taking employee’s and in general organizational performance to un imaginable heights.

In a study done by Abraham, Meyrav and Weisberg (2009) on the relationship between emotional intelligence and psychological wellbeing, which set out to proof the theory level of emotional intelligence influences and found out that there is a positive relationship between the two variables, it was concentrated on a specific field of
profession and thus not enough to conclude on the influence of EI on general employee performance regardless of profession which this study aims to examine. Developing countries like Uganda are in need of serious research on EI (Jorfi, Jorfi and Moghadam, 2010 p. 72).

1.3 Purpose of the Study

The general purpose of the study was to examine the effect of emotional intelligence on employee’s performance in the private sector.

1.4 Research Questions

The study was guided by the following research questions:

1.4.1 What is the effect of self-awareness on employee’s performance?
1.4.2 What is the effect of self-management on employee’s performance?
1.4.3 What is the effect of social awareness on employee’s performance?
1.4.4 What is the effect of social management on employee’s performance?

1.5 Significance of the Study

This study enriched knowledge by focusing on the effect of emotional intelligence on employee performance in the private sector a case of Kinyara Sugar Limited a private company in Uganda. The results of this study will be useful to the following stakeholders:

1.5.1 Kinyara Sugar Limited

This study will help the Company 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 employees 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 employ and maintain the right staff to achieve the desired organizational goals.
1.5.2 Policy Regulators

Policy regulators world over, Africa and east Africa in particular will benefit from the findings of this study and be able to incorporate it in their various policies. This will then be able to flow downwards to the implementers.

1.5.3 Human Resource Practitioners

Human resource practitioners have over period of time been bent on IQ and ignored EI in the training and development of their staff but no more. This study will bring to their attention the need to incorporate EI in staff training and development due to its significance.

1.5.4 Employers

This research will be so much beneficial to employers in the three difference sectors of public, private and Non-governmental organizations. They will be able to incorporate EI tests in their recruitment processes and also invest in its implementations in their strategies so as to boost their employee’s output.

1.5.5 The Academia

The study will benefit the academia fraternity since it will suggest more areas for further research. And findings will even prompt them to dig deeper through test of hypothesis.

1.6 Scope of the Study

The study specifically focused on the effect of self-awareness, self-management, social awareness and relationship management on employee performance. The study will be limited to Kinyara Sugar Limited (KSL) a private sector in Uganda. The company has a population of 2,097 employees from which we will select the necessary sample we believe will provide us with the necessary information on our research questions. The study will be conducted for a period of six months between February and August 2016. The study will target employees in various positions ranging from top level management, middle management to the lower level management.

1.7 Definition of Terms

1.7.1 Emotional Intelligence

Jonas (2013) defined EI as the ability to know what’s going on within us emotionally and be in better position to control it and be able to influence the feelings of others hence we
need to remain alert that emotions control behaviors and can impact people either positively or negatively. This then calls for finding ways to manage those emotions within us and in those around us.

1.7.2 Performance

Kahtani (2013) stated that job performance is outcome of work that is achieved by a person or group of people with the authority and responsibility in their respective efforts to achieve company goals legally and ethically.

1.7.3 Employee Performance

Kahtani (2013) concluded that employee performance refers to the endless or series of activities undergone by employees to achieve the objectives. Employee performance could also mean the general measurement to see if employees are achieving their set targets by accomplishing targets they have been assigned in a desired manner by the assigning authority and this can be measured in terms of quality, timeliness, quantity and efficiency with which it’s completed.

1.7.4 Self Awareness

Baloch et al (2014) stated that self-aware 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-awareness also refers to understanding of both the inner and external self and being able constantly evaluate the effects of this self on persons around us (Danguah, 2014).

1.7.5 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.

1.7.6 Social Awareness

Baloch et al (2014, p. 216) 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. An empathic person is the one who is socially conscious of
the emotions and concerns of other people. In business environment, the communication among the people is a tough job because it requires that only those persons can interact well who are empathetic in interactions to achieve better performance in return”.

1.7.7 Relationship Management

Baloch et al (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” (p. 216). When we are able to interact with work colleagues in a more mature manner by being sensitive to their feelings then we are in position to fit ourselves in their shoes while making decisions that are expected to affect in one way to another affect the people we work or relate with to avoid issues such as conflicts and manage change in an organization the best way possible (Karimi, 2014).

1.8 Chapter Summary

This chapter talked about the background of the study in line with the effect of emotional intelligence on employee performance. The chapter was split into different sections such as the problem statement, general and specific objectives of the study, significance, scope of the study and then lastly definition of terms used in the chapter. Chapter two looked at the literature review in regards to research objectives. Chapter three will outline the research methodology, steps that will be used to gather necessary data for this research and the data analysis tools. Whereas Chapter four will present study findings and the last chapter of the research, chapter five presents the discussion, conclusions and the recommendations for further consideration for future research on this subject.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Chapter two examined the literature on the effect of emotional intelligence on employee performance in private institutions with a case of Kinyara sugar limited in Uganda. The first section determined the effect of self-awareness on employee performance. The second section examined the effect of self-management on employee performance. The third section looked at the effect of social awareness on employee performance and the fourth section will looked at the influence of relationship management on employee performance. Summary of literature review was the last part of this chapter.

2.2 Effect of Self-Awareness on Employee Performance

2.2.1 Self-Awareness

Victoroff and Boyatzis (2012) mentioned that Self-awareness is “knowing one’s internal state, preference, resources and intuition” (p. 418). 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 et al., 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, 2002, p. 63). Self-aware people have the “ability to accurately perceive 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 Cheok and O’Higgins (2011, p.152).

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” (p. 311). Lastly as discussed by Dirette (2010), the psychosocial stage of self-awareness involves constantly recognize 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” (Dirette, 2010, p.311).

2.2.1.1 Emotional Self-Awareness

It’s only appropriate for us to first and far most know that our brains have an emotional and rational centers that that develops throughout our infancy thus “when a strong enough stimulus is receives through the sense, part of the signal is sent directly to the amygdala, the emotional center of the brain, before the rational side of the brain gets a chance to decide on the appropriate response” (McPheat, 2010, p. 13). McPheat (2010) then defines emotional self-awareness as the “innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions” (p. 21). Victoroff and Boyatzis (2012) mentions that “to be emotionally self-aware, we out to recognize our emotions and their effects” (p. 418). Ingram (2013) states that emotional self-awareness is “concerned with the identification and response to the feelings that the presenting issues give rise to” (p. 991).

Ingram (2013) further states that “The responsibility to reclaim the role of emotions in social work cannot rest solely at an individual level. It has been noted employees may not feel that there are explicit ‘permissions’ to explore the emotional content of their practice or exercise the degree of autonomy that is implicit within the construct of emotional intelligence. To make genuine strides forward in this area, the messages and organizational processes communicated from a national level need to allow the aspiration for a more autonomous and emotionally aware workforce to be facilitated The pressure of
workloads and lack of leadership, coupled with an alarming and potentially dangerous practice context, would require the workers to manage and respond to a range of internal and external emotional issues” (p. 997).

“The role of emotions is a two-way process in that employees need to engage with the emotional context of the service user whilst also recognizing the impact this may have on themselves and, in turn, their practice” (Ingram, 2013, p. 997). The process of analyzing what you are doing, why and how is a good process for knowing self (Burgher and Snyder, 2014). The threats we receive from associating with others, unsettlement over others inappropriate behavior, rating ourselves against colleagues are all to aid our opinion about our emotional awareness (Parrot, 2001).

Parrot (2001) further suggests that we look at the feelings we develop in times of public exposer of our flaws, quilt as a result of causing trouble, contradiction of our social identities and so many more. “Give up defining yourself to yourself or to others. You won’t die. You will come to life. And don’t be concerned about how others define you. When they define you, they are limiting themselves and that’s their problem. Whenever you interact with people, don’t be there primarily as a function or a role but as a field or conscious presence. You can only lose something you have but you cannot lose something you are” (Chefalo, 2013). In times of adversity of a crisis, people are advised to seek counseling so as to regain self-emotion awareness or even discover emotional issues you could have been suppressing (Garner, 2012).

2.2.1.2 Accurate Self-Assessment

Victoroff and Boyatzis (2012) states that, it’s very important for us to discover and recognize our strengths and weaknesses if we are to improve our self-awareness. We have to accurately evaluate the impact of our emotions on the people we work with, families, society and even our performance, behavior and general relationships. We ought to do this because in the current world, we are bound to work in teams, relate to people live in societies thus the more we know about the impact of our emotions the better for our output and relationships and even of more significant use to team/organization leaders (McPheat, 2010). According to Pickerden (2014), he suggested a constant evaluation of self for SWOT constantly improves our behavior and make us better people by the day.

McPheat (2010) further states that, for effective self-assessment, there is need for honesty in the process of acknowledging and identifying ones emotional strength and weaknesses.
Once emotional weaknesses are identified, they can be turned into opportunities for learning new experiences hence self-improvement and development but this is only possible when one is open to hear feedback from others and even seek more information bought themselves so that they can further improve themselves. McPheat (2010) further suggests that, you can use many tools for self-assessment such as seeking feedbacks from your trusted friends, colleagues and family members of what they think about you, answer questionnaires etc. for feedbacks to be effective you need to have an open mind and listen more to what others have to say about you in order for you to identify your strengths and weaknesses.

The pursuit for improved self-awareness brings to your notice the way you react to different situations and this can be both in a good and bad way. Therefore when approaching similar situations in the future you do so with a prior knowledge and this then enables us to have even a deeper understanding of ourselves (McPheat, 2010).

2.2.1.3 Self Confidence

Most times we are forced to push away our feelings instead of acknowledging and recognizing them and how much they influence us and in what direction because we lack the confidence to do so. Once we develop confidence to constantly evaluate our feelings and their impacts, we are in better position to understand that our weaknesses and strengths don’t mean our worth and values (McPheat, 2010). Thus the feeling of being able to accomplish so many things due to the skills, competence and knowledge that’s at our disposal (Thompson, 2014). (Thompson, 2014) further quotes that improving confidence means developing one’s self esteem and self-belief/Self efficacy hence “the belief in one’s capabilities to organize and execute the course of actions required to manage prospective situations” (p. 8). But then Hollenbeck and Hall (2004) states that confidence is not a constant but rather differs from task to task as quoted by Thompson, 2014).

Thompson (2014) states that what matters in building our self-confidence are mindsets that are open to changes and attitudes that welcome change and versatility are a must to avoid pessimism and rather grow your abilities and welcome feedback as an opportunity to develop instead of as criticism. “Perceived capabilities minus our perceived task requirements” is what sums confidence as quoted by (Thompson, 2014, p. 10). “Confidence breeds confidence” and for this to prosper, we need to give our confidence a
constant attention and action, positivism, constant reaffirmation, I can do it attitude and approach many factors that affect self-confidence very carefully less they affect your confidence negatively (Thompson, 2014). (Thompson, 2014) further states that lack of preparation, fear to take risks, negative thoughts and doubt of personal abilities, feeling of not being good enough, lack of focus on job at hand and either lack of a game plan or having it and not implementing it are some of the signs of lack of self-confidence while self-confident personalities welcome the opportunity to learn new things, rise up to very challenging tasks, try new things, learn from their own mistakes and seek help whenever they are not sure about things.

Thompson (2014) further mentions that in order to develop your confidence, you ought to explore the different roles in your life such as family roles, work roles and other roles outside family and work and rate them so that you can paint a picture of your self-confidence and point out which areas need immediate attention and which areas are excellent. He further stated that self-evaluation brings to light what could have possibly been suppressed by our constant view of our poor sides which could result from strong criticism from trusted and admired persons, confidence breaking messages heard as children and these help as reframe the negative messages in our lives and focus our concentration on the positives to build our confidence to achieve our desires and goals. Thompson (2014) cited in Hollenbeck and Hall (2004) that confident people use their conceptual skills effectively for finding solutions, aim higher by setting bigger but achievable goals make unique choices in daily activities.

Managers at work place need to recognize the existence of excessive fear for failure hence avoid taking challenging tasks to protect their weak self-image, perfectionism which takes lots of time to produce a product due to be perfect and avoid failure, lack of assertiveness as a result of fear of rejections and disavowing achievements to avoid recognition are some of the major signs of poor self-image that needs to be abolished or reframed less the organization faces a detrimental blow in its performance (Thompson, 2014). Chefalo (2013) mentions that always maintain a positive mindset by choosing the appropriate channel for getting information, mediating or praying, spending time out with nature, listen to music, seek positive people in your life, ask for help and enjoy every moment of your life and you self-confidence will always be on the positives. Garner (2012) states that today’s business requires lots of co-operation, equality and respect for
diversity and this is only possible if self-esteem is fully developed and so does many aspects of our work.

2.2.2 Self-Awareness and Employee Performance

Employee performance is dependent on self-awareness as it is on many other factors and therefore “how” and “when” needs keen attention so that more effort and energy is put into making it part and parcel of organization’s training and development programs. But for this to happen, sharing and discussing of feedbacks at all levels is of utmost importance to improve both individual and group self-awareness which in turn enables employees to maintain their good skills and strengths and improve on their weaknesses to be better employees (Dirette, 2010). Employees from time to time make mistakes here and there in their daily work activities and are able to recognize that they have made errors and monitor their performance and either correct the mistakes or seek someone with better knowledge to come to their rescue and improve their performance which is able to improve their competences and abilities (Ham, Bonnelle, Hellyer, Jilka, Robertson, Leech and Sharp, 2014).

It should be noted that distraction on one self-awareness component is likely to impact negatively on the rest of the domains of self-awareness which then manifests itself by a slowed performance rate and quality thus its but the reverse is true and effective leaders and followers are those balanced in all the components (Ham et al, 2014). They further suggested that capacity is dependent on self-awareness. Employee’s need to be adept to change because the factors that led to high performance at one point in time may not lead to the same performance results thus the need for constant updating of capability, competences, skills and knowledge to suit the current situation to arrive at better and improved performances and withstand competition or stay ahead of it (Schoo, Zandvoort, Biessels, Kappelle and Postma, 2013).

Schoo et al (2013) further mentioned that continuous improvement of performance and development of one’s ability and competencies is dependent on the previous results of our actions and therefore knowledge of our previous estimations, decisions and interpretations is what helps us take better and improved actions to arrive at even a much better desired result. They further stated that to build and improve or performance, we ought to gain better self-awareness and rate it with colleagues who have stayed long than us in their jobs, older than us, more experiences than us and learn from their past
mistakes. Silvia and Philips (2004) states that the desire to improve and achieve greater desired output as a result of self-focus acts enables them to put more efforts in trying until they become perfect in their jobs. It is important to note that as we seek for feedback to enhance our self-awareness, we need to also prepare on how the feedback will impact us and how we will respond to it and especially for supervisors they need to know how to deliver the feedback and consider the age factor in delivering the feedback and so do fellow colleagues (Wang, Burlacu, Truxillo, James and Tayo, 2015).

2.3 Effect of Self-Management on Employee Performance

2.3.1 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 et al, 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, dids, 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, Ashenbaum and Newman (2009) states that self-management consists of “a set of behavioral and cognitive strategies that assist individuals in structuring their environment (at work or elsewhere), establishing self-motivation, and facilitating behaviors appropriate for obtaining performance standards” (p. 63). 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 (p. 63).

2.3.1.1 Self-Control

As mentioned by McPheat (2010), he asked questions such as; Are you able to stop and think before you act, develop many options for one solution before implementing, analyzing best cause of actions, prioritize activities so as to act on them basing on urgency and avoiding reflex actions, if so then you have self-control but otherwise means lack of self-control. McPheat (2010) further discusses that we constantly need to review our fears and desires for our strong reactions. We all have desires such as promotions, love, wealth, safety, health, families and fears such as salary cuts, insecurity; losing our
jobs etc. knowledge of theses desires and fears empowers the understanding of our strong reactions and thus be in better positions to analyze situations and come up with more appropriate solutions to them. Reframing to turn your negative self-talk around and rehearsing your ideas and plans before implementing them also improve your self-control.

2.3.1.2 Transparence

McPheat (2010) discusses that for the sake of our relationships, we have often at times lied to our friends colleagues, families with the aim of painting a good picture of ourselves and sometimes we get away with it but sometimes we are caught in the act especially when we fail to deliver our promises. Therefore in this case the ability to deliver what we promise and be open and clear about what we can and can’t do so as to improve our self-management (McPheat, 2010).

McPheat (2010) further states that for transparence to prevail, you need to first trust yourself then your response to emotions will be the best option possible and even others around you will start believing in you and your actions. For all the relationships we build at work, home or societies we leave in to work, trust, respect and acknowledgement must prevail or else the relationship is bound to last for only a short period and as effective managers we want work environment to prevail with these three aspects so the we are able to rely on each other, help others in need, have selfless relationships, be able to delegate work, feel motivated through the acknowledgements, forgiveness and build functional teamwork.

Thatcher (2012) states that trust is a very hard aspect to gain and yet can be lost in a blink of an eye and is always two way traffic therefor as much as leaders need to be trusted so do the followers hence the need to reflect on our behaviors so that we can adjust them to gain each other’s trust by open communication, valuing people, working hard, being honest and respecting others and their opinions so that both can arrive at a more trusting environment and a successful team spirit. Thatcher (2012) further mentions that in order to gain others trust, we need to first ensure that we trust them and we can rely on them not blindly of course but rather through opportunities that present themselves in the followers and being able to delegate tasks to them.

2.3.1.3 Conscientiousness

In relation to emotional intelligence and self-management, this refers to remaining alert to the process of practicing self-management and taking full responsibilities for our own
behaviors and emotions instead of taking it out on others regardless of whether they were
indeed the cause or not but rather we need to have options for actions and stay pretty
much in control (McPheat, 2010). We need to remain dependable to others though getting
tasks done, being loyal and committed to colleagues we socialize with and organizations
we work for while maintaining our integrity through honesty and being ethical in our
actions (Achua and Lussier, 2013)

2.3.1.4 Adaptability

The environment within which we live is ever evolving both internally and externally
such as budget cuts, position revision, different roles and externally market segments are
constantly changing, political environment, society and so on and this changes require as
to be in position to welcome them and find the best solutions to enables us to adapt
(McPheat, 2010). (McPheat, 2010) further suggests that to develop this ability, we need to
identify the cause of our strong negative response to change and deal with them. To be in
better position to adapt to changes, we need preparation in advance by understanding the
why, how, when of change so that we approach it with an objective mind whether in
organizations, groups or individually for purposes of coping (Passenheim, 2010).

2.3.1.5 Achievement

When we are self-managed then that means we are in the position to select the most
appropriate options in dealing with our behaviors in a manner that’s acceptable and
desirable to those around us and on a larger scope the society we belong in (McPheat,
2010). The strong achievement ability involves determining and prioritizing activities
without pride and using the most appropriate way that will drive them towards set
objectives and goals (McPheat, 2010).

Doulas (2013) suggests that universally humans are driven by the fact that they can
succeed at something and once we achieve something, it changes the way we feel about
ourselves, what we think about ourselves, self-worth, value and the entire internal feeling
is changed and this improves our self-esteem, progress and development, self-confidence.
Doulas (2013) further states that externally we feel recognized, status rise, viewed as
skilled and competent and this only makes us to strive for more and more achievements
which then improves our self-confidence hence effective managers need to channel this
need for the better of the organizational goals and objectives while encouraging the same
people to also use some of this need for personal development instead of total exploitation
by designing work in such a way that employees can accomplish it in order to improve their esteem.

2.3.1.6 Initiative

We need to constantly reevaluate ourselves and measure our capabilities against the ever evolving environment and people around us and then find solutions to our weaknesses and also turn threats into opportunities and weaknesses into learning opportunities so as to improve our knowledge and match the situations through affirmative action such as trainings, studies, reading and so on (McPheat, 2010). (McPheat, 2010) further states that there is no need to blame others or the universe for personal problems but rather take responsibility for the issues occurring and then improving life quality and “don’t allow disagreements to fester or misunderstanding to linger” (p. 43).

2.3.2 Self-Management and Employee Performance

Students or people rated highly in self-management are more likely to perform very well in their tasks due to their positive attitudes, self-motivation, willingness to learn and ability to adapt and initiate in times of changes and therefore it’s paramount to focus and improve on self-management before thinking of relationships (Victoroff and Boyatzis, 2012). It’s very important to know that possessing the achievement orientation and conscientiousness competences have the limitation of over concentrating or persisting on tasks with the intention of perfecting it which in turn consumes a lot of time for the mastery/perfection process while others simply to it to the adequate level (Victoroff and Boyatzis, 2012).

Persons with high conscientiousness are more likely to have better performance by improving their personal traits to suit the tasks at hand and choose the right moments for handling them as cited by (Hoffman, 2013). It’s vital to note that job performance is great and improved in the early stages of a job tenure due to the need to concentrate one’s focus and energy to achieve a certain level of satisfaction however, the detrimental side is that the more time spent on achieving tasks or at the same place of work, the less and less the effect of proactive personality thus care needs to be taken by employers to ensure that this issue has a solution if they are to maintain staff productivity and curb turnover rate (Hoffman, 2013).

We will notice that proactive people actively engage in self-management behaviors such as setting challenging but achievable goals, time management, environmental behaviors
and self-regulations thus as a result, these traits have buffered their job performance to better and greater heights by making the right decisions and implementing them at the opportune time hence the need for managers to identify and recognize such employees and build them by enabling and providing them with all the space they need and encouraging them to actively participate in decision making (Hoffman, 2013). Gerhardt et al (2009) further mentions that self-management behaviors are mostly and more often used by proactive personalities and calls for managers to treat both similarly and direct these behaviors towards achieving organizational goals and objectives.

Staff performance both functional and cognitive activities is constantly improved if continuous effort is exerted towards the aim of growing performance and these could be through activities such as “Functional performance activities includes physical activity, activities of daily living, social activities and interaction, role performance including work and other role related activities while cognitive performance includes activities such as concentrating, thinking, and problem-solving” (Hoffman, 2013, p. 8). They further state that as management, more effort should be put on how employees manage their functional and cognitive activities and guide them especially on aspects they either have little or no control over and letting them continue handling aspects they have total control over the ultimate purpose of arriving at desirable performances.

Management has the responsibility of identifying and analyzing the perceptions of staff and how they formulate their response to aspects such as feedback, criticism, and recognition and in general appraisal results since different people react and perceive differently depending on the level of self-efficacy thus the need to identify the existing gaps and find solutions to bridge the gaps (Hoffman, 2013). At the beginning of new, challenging and routine work, it’s important for supervisors or superiors to guide new entrants on how to go to accomplish them in order to help them build their self-reliance and further anxiety and uncertainty could be reduce but making tasks procedural and routine so that staff constant monitoring and guidance is reduce and staff are left to fend for themselves and yet still achieve desired organizational goals and objectives (Hampshire, Butera and Bellini, 2015).
2.4 Effect of Social Awareness on Employee Performance

2.4.1 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

2.4.1.1 Empathy

As much as it’s difficult to take a moment and put ourselves in others shoes to dig out the reasons or see from their point of view why they behave and react to things the way they do especially when in the middle of a heated disagreement, we have to from time to time to see things from others view so that when we are taking actions or making decisions we do so after understanding our view and those of others thus objective decisions are made without any bias but rather consideration and empathy (McPheat, 2010).

It takes time, experience and ability to be in touch with our very own emotions in order to perfect empathy. We are only to understand other if we have been in the same situations ourselves and this can only be possible if we have had several experiences that are bound to enable us to have empathy for others (McPheat, 2010). (McPheat, 2010) further mentions that it requires a lot of techniques to recognize others emotions because it’s never a direct thing so we are sometimes forced to either read between the lines, ask questions or read body languages like facial expression and other non-verbal expressions. Once we have recognized how others are feeling, we have to be careful not to destroy the rapport we have created so far by disagreeing with why they are feeling the way they are but rather make a responsibility to investigate further to understand why they are feeling the way they do hence we have to be sensitive to others feelings and emotions.

Doulas (2013) states that as employees and even in the ideal world, we are bound to feel frustrated from time to time but then what keeps us going is the ability of our friends, supervisors, colleagues recognizing and understanding our frustration and guiding us on how to reach the end of this frustration instead of ignoring it. Doulas (2013) further states that as leaders we ought to be very sensitive to others needs and feelings and
we can do this by recognizing their issues and values and offering to lend them a shoulder to cry on whenever they need it and even when they are not willing to talk about their issues, they know they can always come to you whenever they want to talk about something and this improves your reliability and credibility among followers.

2.4.1.2 Organizational Awareness

Just like empathy was about understanding how others feel, organizational awareness on the other hand involves recognizing the influence on us and others by those that we work and live with and especially the culture within which our emotions operate (McPheat, 2010). McPheat (2010) further discusses that to understand the organizations we work in we ought to do our own investigations into its mission, visions, objectives and goals so us to clear gage why they are doing things the way they are, the culture of the organization is very vital for us to know so that we are not imposing our own way of doing things, the core values of the organization is also rich in information for the empowerment of our very own thus once we join an organization we need to this research so us to fit in and best understand the culture within which we will have to operate.

The knowledge of organizational structure is very paramount for our knowledge so as to guide us on how to deal with the organization and other colleagues we work for example if we know whether the organization structure is either, simple, hierarchical, functional, product or matric, then we will exactly know how to approach issues in the organization (Laegaard and Bindslev, 2006). The absence of such knowledge makes us only approach issues from the wrong directions, make so much unnecessary mistakes, fail to fit in the very organizations we work in and feel so demoralized each and every day and makes us increase our stress levels which basically is a result of feeling alien in our very own environment (Laegaard and Bindslev, 2006).

2.4.1.3 Service Orientation

McPheat (2010) states that this is the final stage of the social awareness skill in that after understanding how the people around us feel in a certain way and the organizational structure within which they work, it’s upon us to now provide solutions, suggestions and opinions to these people on how they can tackle the issues they are facing. This could be with or without their contribution but it’s advisable to include them in coming up with possible scenarios of the issues and the possible ways of tackling them so that they are able to implement it with a good effort. Victoroff and Boyatzis (2012) mentions that
predicting, embracing and delivering just to the expectations of clients or customers form 

service orientation

It’s important that whatever organization structure is in place, it important that top 

management in the organization invests maximum in terms of ensuring the total inclusion 
of every member of the organization from the top most to the lowest person in the 

organization is a must so that a maximum returns and commitment is accorded by the 

employees and these could be by encouraging team work, proper reward systems, 

constant meetings with staff, creating a shared image of tasks in teams, brain storming, 

clear SOPs and open criticism and healthy conflicts (Laegaard and Bindslev, 2006).

2.4.2 Social Awareness and Employee Performance

In relation to employee performance, the impact of social awareness depends on the 

length of time that the people involved have for interaction in order to have better 

understanding of who they are dealing with, how they ought to approach specific 
situations or people, trend analysis and so on hence the more time spent on process 
orientation the better and improved employee performance otherwise relationship is 

bound to be task oriented (Victoroff and Boyatzis, 2012). “It was argued that, when 
effectively leveraged, past performance can lead to greater influence over one’s 

constituents and work environment” (Treadway, Breland, Williams, Cho, Yang and 
Ferris, 2013, p. 1544).

High performance is perceived to only exist among employees or persons with very high 

social connections among the fellow employees of colleagues they work with as 

compared to the very quiet and the so called anti-social groups and this is widely believed 
to be due to the ability for these socially aware to seek for advice about issues concerning 
their jobs from knowledgeable colleagues and are also motivated and look forward to 
going to work every day and socialize with colleagues hence boosting their very own 

performance as compared to the anti-social colleagues (Treadway et al, 2013).

It’s believed that for performance enhancement among organizational employees, 
management must improve their ways of dealing with feedback delivery among the 
different staff and factors such as age, timing, mode of communication and then the 
content of feedback is paramount for example when giving feedback supervisors don’t 
need to only dwell on the mistakes and gaps but also the achievements, for mistakes 
people need to be called aside and considerate manner of feedback delivery needs to be
used for the older people and quality of feedback for the younger generation needs to be considered to improve general performance within the organization (Wang, Burlacu, Truxillo, Keith and Yao, 2015)

Wang et al (2015) states that supervisors can improve employee performance by encouraging moderate helping behaviors towards colleagues at work and by doing so they are likely to improve the working relationships amongst themselves and creating a working environment where staff are free to talk to each other and consult about work related issues amongst themselves thus boosting performance but this has to be carefully monitored to ensure that there isn’t over reliance by some staff on the helping staff which could kill the performance thus working against its primary purpose

Victoroff and Boyatzis (2012) states that at the very beginning of our work or studies we bare a lot of empathy for people we deal and relate with and especially patients for the medical field but with time this empathy begins to die down and become a normal thing in our lives but it seen as a positive thing for performance enhancement because the less empathy medical doctors have the better they are able to perform their duties without any hindrances and therefore as much as social awareness has its advantages its application must be with care and only after thorough evaluation of situations

2.5 Effect of Relationship Management on Employee Performance

2.5.1 Relationship Management

This refers to evaluating our values and norms in relation 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 et al, 2002). Cheok and O’Higgins (2011, p.152) discuss relationship 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, p. 996). 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 is very good – you can lean from colleagues” (p. 32).
2.5.1.1 Influence

In the EI context, influence refers to the ability to influence the decision making process of others around us for their very own good and this is made possible due to our years of experience in varied fields, honesty, integrity, rich knowledge, leadership and having good intentions for them (McPheat, 2010). The sole purpose of influence is to enable followers achieve their goals and objectives and only our emotional intelligence and social awareness that stops us from manipulating these people (McPheat, 2010).

Jonas (2013) mentions that becoming more influential entails gathering or learning rare, unique and highly on demand talent that companies are dying to have as part of their system and be a positive example to followers and use your discretionary efforts wisely to enable others to do the same to arrive at improved productivity and profitability for the company. She further mentioned that effective leaders need to be multipliers in order to bring out the best not only in themselves but also those they are leading by portraying positive behaviors. The analysis of the people we hope to influence and how they make us feel gives a much clearer idea on how approach them (Larsson and Wilde-Larsson, 2012). The choice of power source, communications skills, body language, assertiveness and building rapport are crucial for effective influence (Sturgess and Higson, 2013).

2.5.1.2 Leadership

Leadership in this sense is regardless of the position but can be at any levels in the organization and top leaders have always been those with very high and strong EI due to the ability to understand others, work with them, share the credit and so on though in relation to EI, leadership refers to the ability to manage the emotions of others in order to have an effective employee performance (McPheat, 2010). “Having a good understanding of what’s good for others is a critical factor for your ability to successfully lead them to achieve goals and objectives” (Schofield, 2014, p. 18).

Hogan (2014) states that strong and effective leaders recognize the importance of every one of their followers and work closely with them by clarifying objectives so that they all can work towards a unified direction but then goals and objectives regardless of the project ought to be very clear to each and every one involve so that they are aware of what they working towards and that deliverables are bound to change from time to time. Hogan further mentioned that for leadership to be effective especially in teams, leaders need to beware of group think and identify and recognize the differences we all come
with to work places such as profession, conceptual skills, background, communication abilities and so many more hence they need to turn this differences into organizational strength and opportunities.

Manmohan (2015) states that since organizations are a group of people that require effective leadership, leaders need to be objective to their followers by understanding their situations and issues as it is and not as it ought to be so that their then have the right information at hand for choosing the right kind of leadership to implement because different situations warrants different solutions. Manmohan further mentioned that Autocratic, laissez faire, democratic, situational leadership styles are some of the styles at the disposal of effective leadership after identifying and understanding the situations face with. To decide on the best leadership style, leaders can engage followers in deciding together since they are involved and this can be treated as positive feedback from them and then the best style can be arrived at as mentioned by (Schofield, 2014).

2.5.1.3 Developing others

The intention of developing others so as to develop ourselves through constructive feedbacks, more responsibility assignments, more achievable challenging work, mentoring, coaching, effective leadership and so on as a result of our very own believe in our abilities and capabilities (McPheat, 2010). (McPheat, 2010) further suggests to this is only possible if we are not threatened by the positive progress of others and only see it as a win-win situation for our own success thus the need to invest in others to build a sense of belonging and team work. As humans all over the world we like to belong and be valued by fellow humans and not the valuable assets that we buy thus explaining the many organizations religious affiliations, gangs, political parties, teams and so many more and therefore is very important as leaders to recognize the efforts of employees and value them as important part of the organization which in turn improves their productivity, effectiveness and even themselves.

According to Manmohan (2013), employees join organizations with prior set of skills, knowledge, experience and ideas but then its only wise to train them on how do their work better in different organizations since every organization has unique ways of doing things and policies, rules and objective do differ and this initial training is internal and training and development is not limited to only joining staff but even existing employees need it since technology is constantly changing, distribution channels are increasing,
market completion is for real and so many more and supervisors are tasked with the duty of ensuring that this is organized in case they are not in position to do training and developing employee’s themselves. Manmohan (2013) further states that trainers need to understand trainees to gather knowledge about their understanding speed rate, and it should be left open to all and not selective and could be through active training, craft training, standing in for others at higher positions, off job training and so on.

Hogan (2014) states that organizational citizenship yields smooth projects management and happier and motivated teams that are very willing to go the extra mile and see the projects they are involved in through to the completion stage but then this is only possible if effective leaders and people around us work towards empowering their employees, colleagues and subordinates by working towards creating a dream work environment rich in information sharing, trust, recognition so that employees are able to deliver with minimum supervision. Hogan (2014) further states that creating this kind of environment entails several activities such as sharing goals, effective communication, delegation, trusting team members, encouraging participative contribution of ideas and constantly supporting and mentoring the team.

2.5.1.4 Communication

To fit perfect and effective in everything we do or plan to do, we need to be aware by learning through communication thus communication is a very vital skill in daily life interactions regardless of the form of communication because it’s what enables us to gather information about and from others buy understanding their reactions to issues which in turn enables us take the most appropriate and effective actions but then we have the task of being effective listeners (McPheat, 2010).

Doulas (2013) mentions that we often make the mistake to think that other people see the exact picture we are seeing which is a big myth because unless we make it very crystal clear to others of what we really want them to do, they will only work on assumptions of what we want therefore, it’s important to clarify tasks as leaders and as followers we need to seek clarity whenever it’s not clear to us so that simple but expensive mistakes can be avoided. He further discussed that things change and what was yesterday may not be what is today so it’s our responsibility to clarify from time to time for accuracy through proper communication channels.
According to Pickerden (2014), communication is not complete without feedback therefore if information is relayed to us we then owe the relaying person a feedback regardless of the communication form used and this feedback has to be a constructive feedback because we don’t want to hurt the feelings of the receiving part so care must be taken on how the feedback is done such as the tone, manner, channel, timing are all to be considered when delivering the feedback. Pickerden further mentioned that relationship is either improved or broken through communication therefore there is need to give feedback at the right time, regularly, ask for feedback whenever it seems fit, know how to deal with negative response to constructive feedback because the ultimate goal of feedback in work environment is to improve communication thus resulting in better performance result.

2.5.1.5 Change Catalyst

McPheat (2010) states that life and environment is constantly evolving and this requires people with open minds to change in order to improve themselves, clientele, others around them and the society they serve and this is possible by thinking ahead of time and knowing that competition is not constant as well. McPheat (2010) further mentions that change usually comes with fear among people but we need to find a way of ensuring that this fears do not prevent the necessary changes and work through change with those who feel threatened by change. “change is the alteration of a company’s strategy, organization or culture as a result of changes in its environment, structure, technology or people” (Passenheim, 2010, p. 7).

Passenheim (2010) further discusses that corporate strategy, workforce, technology and employee attitude from time to time has enforced change as internal factors and these only confirms to us that change is inevitable but we have to embrace it’s impacts and prepare to turn the negative effects to our advantage and implement the positives it comes with such as new and improved processes through new technology, new distribution methods like e-commerce, new employees as others leave and employee satisfaction or dissatisfaction which has a direct impact on output thus the need to acknowledge change as an unavoidable aspect.

For change to be accepted and embraced by the people it’s got to be smooth process that everyone will recognize and understand but not an overnight activity but rather begins from communicating to gain others’ support, preparing them, strategizing, introducing,
implementing, monitoring and evaluating to see if it’s the right change regardless of whether the organization is a top-down or bottom-up but has to be very participative especially by those who are most likely to be affected by the process otherwise we are likely to experience denial, frustration and anger, negotiation and bargaining, depression and so many more (Passenheim, 2010).

2.5.1.6 Conflict Management

McPheat (2010) suggests that conflict management entails having EI because we have to be able to understand the views of parties involved without hurting their feelings by gaining enough knowledge about the root cause of the issue at hand and then guide the parties involved towards an amicable resolution by ensuring that the parties understand each other’s view in relation to the objectives and goals so as to have a win-win result. McPheat (2010) further mentions that as long as we work in teams, the environment is constantly evolving and we come from different backgrounds, culture, beliefs, values and so on, we can’t avoid conflict whether good or bad thus we need to master the art of conflict resolution and experience has always been the better teacher.

From time to time people will get into disagreements, heated arguments and this have both good and bad effects on us and thus as effective leaders we need to take actions to arrive at equitable solutions for people involved could be by recognizing the major needs of humans and finding a way to proper communication in order to positively influence the conflict resolution process without taking any sides and more importantly a win-win result for all (Doulas, 2013). It’s very important to leave personality attack in times of argument but rather focus on the issue, don’t adamantly insist on being right at all times because you could be wrong this time, involve emotional literacy in your argument and don’t be too egoistic and then you will be able to either minimize conflict or keep it under control (Crystal, 2013).

2.5.1.7 Teamwork and Collaboration

Just like individuals, teams too need attention from us in other for it to work well and this will entail respecting views of others in the team, team culture and using collaboration to build better team relations and a friendly work and performance environment (McPheat, 2010). (McPheat, 2010) further mentions that for this to work well, tasks and relationships are important, information and resource sharing are paramount, friendship and cooperation needs encouragement, individual strengths needs unification, team
identity and pride needs to be fostered, support and help from each member of the team is
a must and then finally there is need to identify opportunities to enhance teams ability.
Hogan (2014) suggests that “People work faster and smarter if they feel that they are
really part of the team” (p. 25).

As mentioned by McPheat (2010), Just like the common saying “no man is an island”, no
one indeed works in isolation because whatever we do is in some way connected to what
others are doing or even clients therefore teams are daily becoming even larger and as
leaders we need to know how to handle them especially in their various stages ranging
from forming to adjourning and as employees we need to find appropriate ways in fitting
in this groups and relating with others with sole purpose of team effectiveness. Once there
is clear knowledge of how to handle the stages of forming, storming, norming,
performing and adjourning then team formation and performance becomes very easy to
deal with for the good of its objectives and purpose as further mentioned in (McPheat,
2010). Effective managers need to nature team spirit by clarifying roles and
responsibilities, encouraging respect for each other’s differences, spending time out
together as a team, sharing plans, common goals and avoiding the blame game (Hogan,
2014).

For teamwork and collaboration to prevail, effective managers need to find a way to
either maintain the motivation levels and if possible then grow because the environment
around us is harsh and it impacts our behaviors and attitudes daily and leaders could do
this by recognizing and acknowledging beyond expected performances immediately and
publically, know every member of the team by recognizing each and everyone’s
strengths, involve the team in planning, be the first one to feel enthusiastic about team
assignment so that the rest of the members follow suit, conduct regular interactive project
review meetings and be very flexible with team members in order to accommodate both
personal and organization issues and still be able to achieve the desired set goals within
the acceptable time (Hogan, 2014).

Hogan (2014) also states that usually we are faced with very unique situations that we
have never faced before, lack the skill for doing something that we really want to do,
want to work with someone with either better or greater knowledge of things thus we
need to collaborate in order to bridge this gaps and be able to produce desire results and
this could be through tools such as social media, video conferencing, virtual work
stations, team and so many more. He further mentioned that with the continuous
developing universe, collaboration has had better and wider impact than solo intervention, the world is becoming more and more interconnected and organizations have discovered that they can benefit much more through collaboration than being independent and this explains the collaboration between competitors thus we need to only be careful with who we choose collaborate with but of paramount importance are stakeholders, knowledge holders, your professional institute and its members and then crowdsourcing.

2.5.2 Relationship Management and Employee Performance

According to Victoroff and Boyatzis (2012), people with improved relationship management are able to turn around poor performance into a desired one through their wide and positive influence on management, followers and all stakeholders which then empowers them to have all the necessary resources at their disposal to enhance their output. They further stated that the more senior or more experienced staff and colleagues are in better position to guide, orient, direct and pull their juniors to do the right things through the vast experience and time length in a particular fields that the new entrants are trying to pursue and even teams become more functional when its comprised of people with high relationship management because they know how to relate with peers and colleagues and benefit from their different skills, competences and knowledge.

As much as being influential is very important to achieving organizational goals and objectives, not everyone with great influence will have desired outcomes but rather “it depends on situational diagnosis to select the proper type of influence tactic or strategy, as well as the interpersonal style and savvy to deliver the influence attempt in properly calibrated ways so that the execution results in the desired outcomes” (Treadway et al, 2013, p. 1544). Therefore this calls for the astuteness to read both people and situations to analyze and understand them in order to give us headway on how to approach and influence people and the situations that surround us in a more acceptable and effective manner (Treadway et al, 2013).

Job performance can be presented and used in such a way that it can end up influencing the followers to boost their view and perception of achievement and their impression of hard work in line with the organization’s strategy (Treadway et al, 2013). Therefore there is need to ”strategically 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 et al, 2013,
Good relations with clientele, stakeholders and colleagues result in improved business returns, employee satisfaction and happy stakeholders which is a good thing for the reputation of the organization and competitive advantage (Agnes, Christine and Darryn, 2013)

2.6 Chapter Summary

This chapter covered the literature review on the four research questions. Literature was examined on the effect of self-awareness on employee performance, the second part looked at the effect of self-management on employee performance, the third part reviewed the effect of social awareness and lastly the effect of relationship management on employee performance was also reviewed. Chapter three will outline the research methodology, steps that will be used to gather necessary data for this research and the data analysis tools. Whereas Chapter four presents study findings and the last chapter of the research, chapter five presents the discussion, conclusions and the recommendations for further consideration for future research on this subject.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Chapter three examined the research methodology that was adopted for the purpose of the study that seeks to fulfill the objectives of the study in an effective manner. The first subsection provided the research design followed by the target population and the sampling design that was adopted to identify the sample elements from the target population. Thereafter, data collection methods, research procedures, data analysis methods that are to be used where explained in that order.

3.2 Research Design

Research design is the “blue print for the collection, measurement, analysis of data, based on the research questions of the study” (Sekaran and Bougie, 2013, p. 95). It’s the general plan laid out for answering the stated research questions in chapter two (Saunders, Lewis and Thornhill, 2012). And according to Cooper and Schindler (2014), The “research design expresses both the structure of the research problem – the frame work, organization, or configuration of the relationships among variables of the study and the plan of investigation used to obtain empirical evidence on those relationships” (p. 125).

This study being correlational in nature due to its intent to find the effect of EI on employee performance, adopted the quantitative descriptive research design and specifically the correlational research study and involved collecting quantitative data such as opinion and agreement rating from a non-contrived environmental setting (Sekaran and Bougie, 2013). The descriptive study was bound to help the researcher understand characteristics of employees in emotional situations, think systematically about aspects in employee job satisfaction, can offer more ideas for further studies and help in decision making while having a minimal interference of the routine functioning of the system during times of issuing of questionnaires, interviews and provision of feedbacks (Sekaran and Bougie, 2013). Descriptive research in this case is basically developing prior perception of “what happened, how things are proceeding or of what a situation, person or event is like” (Saunders et al, 2012).

Cooper and Schindler (2014) state that the intent of the research to find extensive knowledge on aspects of why, where and how something happened, we need to describe it in order to inference information from it and arrive at the “what” happened part of the
question and since this research is only dealing with the “what” aspect, it’s only appropriate to use the descriptive study. Cooper and Schindler (2014) mention that we are in better position to get numerical answers in breadth from large numerical units, examine numerical changes, effects of EI on employee performance theories by using the quantitative research design.

The quantitative research designed is used by scientists, anthropologists and psychologists through the experimental designs by testing hypothesis in controlled environments to arrive at accurate results that are not interfered with by unwanted factors while the social scientists use the non-experimental branch where extraneous influences cannot be avoided, marketers use quantitative design to come up with accurate figures for potential customers, sales figures, consumption trends (Cooper and Schindler, 2014). “However, descriptive studies should be thought of as a means to an end and not an end in itself” (Saunders et al, 2012, P. 171). The study adopted the cross-sectional time horizon due to the time period available which is about six month and not long enough to do a longitudinal study (Sekaran and Bougie, 2013).

3.3 Population and Sampling Design

3.3.1 Population

According to Sekaran and Bougie (2013), “population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate and from which they can make inferences based on the sample statistics” (p. 240). The target population in this research was the employees of KSL who had the necessary information required for our research questions (Cooper and Schindler, 2014). The population of KSL was 2,097 employees. With this kind of population therefore, it’s impractical to do a census survey but rather a sample was used.

Table 3.1: Total Population Distribution (KSL)

<table>
<thead>
<tr>
<th>Employee Category</th>
<th>Number of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Management (Grades 1-3)</td>
<td>29</td>
</tr>
<tr>
<td>Middle Management (Grades 4-5)</td>
<td>63</td>
</tr>
<tr>
<td>First level Management (Grades 6)</td>
<td>69</td>
</tr>
<tr>
<td>Non-management staff</td>
<td>1,936</td>
</tr>
<tr>
<td>Total</td>
<td>2,097</td>
</tr>
</tbody>
</table>
3.3.2 Sampling Design

3.3.2.1 Sampling Frame

The number of elements in the general population from which the researcher selects subjects to represent the general population of Kinyara sugar limited (Sekaran and Bougie, 2013). It’s further mentioned that for the sample frame to be accurate, the sample frame has to be a complete list lest you risk leaving some elements out and resulting to some elements not having equal chances of selection (Cooper and Schindler, 2014). According to Sekaran and Bougie (2013), a list of selected elements from a sampling frame is selected to represent the entire population due to financial costs involved in studying the entire population, time element involved, large volumes of data or population numbers and the desire for accuracy in analysis.

With Kinyara Sugar Limited (KSL) being the only one in the country with no branches, the departments in the company contributed to the sample and the personnel records was the sampling frame. The sample units were the different departments with the employees being the elements. Thus the target population defined those units for which the findings of the survey are meant to generalize. In this study, the sampling frame consisted of all the top, middle, and entry level management staff working at KSL. Gill and Johnson (2010) mention that the likely problem to arise here is the systematic discrepancies between the population and sampling frame which we had to monitor keenly to enable us have an accurate representation of the target population.

3.3.2.2 Sampling Technique

Sampling technique is the process of identifying multiple options to enable researchers to cut down the volume of data that needs to be collected by considering a sample instead of the entire group due to the limited resources of time, money and the population size involved (Sekaran and Bougie, 2013). Kinyara Sugar Limited (KSL) is made up of several departments among which include HR, Finance, Agriculture, and Factory which are all headed by department managers and all comprised the population of the company and at the same time the sampling frame (Saunders, Lewis and Thornhill, 2012).

To get better understanding of the company as a result of its large nature, complex probability sampling was done to determine the parameter and was drawn from the various sectors using stratified random sampling so that samples comprise of total representatives of the company population. In the sectors, the populations are of a
heterogeneous nature but homogeneity between the sectors did exist. To answer the research questions, Sekaran and Bougie (2013) mention that the study made inferences from the selected samples and for this samples to be a total representative of the population, probability sampling was used to identify, decide, select and check the sample. To be more specific, the study used the stratified random sampling technique in sampling the populations to arrive at clusters to represent it (Saunders, Lewis and Thornhill, 2012).

3.3.2.3 Sample Size

Gill and Johnson (2010) stated that we try as much as possible to avoid or at worst minimize sampling errors or biases by keeping the sample size to an adequate size after considering issues such as population, sampling error, non-response bias and the extent to which sub groups in the sample will be analyzed. According to Sekaran and Bougie (2013), sample size is the subset or subgroup of population from which the researcher intends to generalize about the entire population therefore it’s of utmost importance to control the sample size and decide it carefully with confidence you need to draw from your data.

According to Sekaran and Bougie (2013), it’s nearly impossible to be a 100% perfect in surveys so errors will always occur but what needs to be curbed is the level of error in data collection which in most cases is referred to as the margin of errors. Researchers mostly work with a plus or minus 3-5% of the true value of the population characteristic. Therefore for this study, we adopted the 95% level of certainty to produce results among variables that are significantly different and it broadened the range of possible data and formed a better picture for analysis. Kinyara sugar Limited (KSL) has its head office in Kampala with the plant in the western part of the country (Masindi). The sample size in this study was determined by extent of precision, objective of this study, confidence level, cost and time limitations, and the amount of the variability in KSL employees (Sekaran & Bougie, 2013). We will use the sample size of 208 basing on the criterion that states that 10% of a total population forms an ample sample size (Cooper and Schindler, 2014).
Table 3.2 Sample Size distribution

<table>
<thead>
<tr>
<th>Employee Category/Grades</th>
<th>Number of Employees</th>
<th>% Sample Size</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Management (Grades 1-3)</td>
<td>29</td>
<td>100</td>
<td>29</td>
</tr>
<tr>
<td>Middle Management (Grades 4-5)</td>
<td>63</td>
<td>100</td>
<td>63</td>
</tr>
<tr>
<td>First level Management (Grades 6)</td>
<td>69</td>
<td>100</td>
<td>69</td>
</tr>
<tr>
<td>Non-management staff</td>
<td>1,936</td>
<td>2.4</td>
<td>47</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,097</strong></td>
<td><strong>10</strong></td>
<td><strong>208</strong></td>
</tr>
</tbody>
</table>

Saunders, Lewis and Thornhill (2012)

3.4 Data Collection Methods

As stated by Sekaran and Bougie (2013), Primary data was collected first hand by the researcher on the areas of interest using structured questionnaires that were delivered and collected in person by both the researcher and research assistant to reduce the non-response rate and have the opportunity to introduce the research topic in person and motivate respondents to provide honest feedback. The research results are presented through the use of charts, tables and graphs. Respondents were required to tick appropriate classification data and rate their level of agreement with each statement using 33 questions of nominal scaled nature on EI domain using the five-points Likert scale rated using 1-strongly disagree to 5- strongly agree. Five questions were constructed to measure self-awareness, five questions to measure self-management, four questions to measure social awareness and five questions to measure relationship management (Sekaran and Bougie, 2013). And to measure general employee performance a fourteen item scale was developed (Lam and O’Higgins, 2011).

Respondent’s feedback were categorized, scaled and coded to allow us the measurement of seriousness of respondents answers compared to several other alternative answers (Sekaran and Bougie, 2013). Due to the nature of this research, it was of paramount importance to collect data from respondents who had better understanding of the human resources in order to minimize the margin of error thus the HR and department managers
in Kinyara Sugar Limited (KSL) were the main informants along with the HR managers providing EI related data while sector managers dealing with employee performance related issues (Sekaran and Bougie, 2013). The respondents were assured of the confidentiality of their feedback and promised a copy of the research as incentive for their participation and corporations as stated by (Sekaran and Bougie, 2013).

It was significant to code the responses since it was aimed at quickening the data entry speed, were well tested, saving time and enabling the comparison of data with others especially in large surveys (Sekaran and Bougie, 2013). Questionnaires were advisable for standardized questions so that they were not misinterpreted and were also appropriate for our descriptive research which enabled us to examine and explain the relationship between the EI and employee performance that we were trying to study (Cooper and Schindler, 2014). The questionnaire had enough questions for the collection of relevant information required to achieve the purpose of this study. Questions were organized on issue-based structured pattern following the sub-elements of the stated research questions, so as to ensure completeness. The questionnaires were dispatched through personally dropping and picking with the help of a research assistant (Cooper and Schindler, 2014).

3.5 Research Procedures

Basing on the research questions in chapter two, research questions were constructed to formulate the questionnaire. Before this questionnaire could be used to collect the required data from the field, a pre-test of the questionnaire was done using 10 employees from Kinyara Sugar Limited (KSL) to make sure that respondents understood the questions and there were no issues with wording and then the questionnaires were edited to rectify issues such as either including more questions or taking out some and any other inadequacies basing on the feedback and reactions we got from the pre-testing of the questionnaires (Sekaran and Bougie, 2013).

A one paragraph preamble introduction letter consisting of the purpose of the study and its significance to both the company and stake holders was addressed to the respondents to gain their permission for the researcher to carry out the study. The researcher ensured to take away the fears of respondents in terms of their privacy by assuring them of the confidentiality of the information that they provided. It was of paramount importance to the study that the response rate was high and timely and this was ensured by putting in place measures such as; 1) carefully designing individual questions, 2) clear layout of
questionnaire forms, 3) Clearly stating the purpose of the questionnaire, 4) Pilot testing, 5) Planning and executing implementation, 6) keeping the wording basic and simple for all respondents to understand and lastly short questions and short length of questionnaire. Once all the above was done, the final edited questionnaire was then printed after approval for its clarity and was then used as an instrument for data collection in a timely fashion.

### 3.6 Data Analysis Methods

As stated by Sekaran and Bougie (2013), collected data using the questionnaires was then coded to enable ease of descriptive analysis and avoid confusion, respondent’s feedback was entered in the database analysis software and then data cleaning was done in order to remain with the desirable data for our analysis by eliminating errors in the process of data entry, blank responses, illogical, inconsistent, or illegal data and then necessary data transformation was done and analysis through tabulation for statistical measure of central tendency such as means, medians and the same time getting the measure of dispersion like range and standard deviation. Research findings were analyzed to enable the researcher understand what the findings from the data collected meant and this is done with the help of the statistical packages for social sciences (SPSS) for descriptive statistics, correlational, regressions and ANOVA analysis and results were presented using tables and charts. The data collected to examine the effect of emotional intelligence on employee’s performance will be used to compute the relationship between the two variables of emotional intelligence and performance and the linear equation using the formula below with be tested (Karimi, 2014)

\[
Y = a + bx1 + bx2 + bx3 + bx4
\]

**Where**
- \(Y\) = Employee Performance,
- \(a\) = Constant (Regression coefficient)
- \(bx1\) = Self-awareness,
- \(bx2\) = self-management,
- \(bx3\) = social awareness
- \(bx4\) = Relationship management
3.7 Chapter Summary

This chapter preferred the descriptive research design under the quantitative approach in relation to the effect of emotional intelligence on employee performance. Independent variables in this case included self-awareness, self-management, social awareness and relationship management and employee performance as the dependent variable which they affect. The target population included 208 employees of Kinyara Sugar Limited a Ugandan private company. Stratified random sampling was used to divide the population into two strata. Data collected from respondents was analyzed using the statistical package of social sciences for both descriptive and relationships. The demographic profiles of the respondents were analyzed using percentages and frequencies. Inferential statistics such as correlation and regression analysis established the relationship between independent and dependent variables. Chapter four presents study findings and the last chapter of the research chapter five presents the discussion, key conclusions and the recommendations for further consideration for future research on this subject.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

Chapter for examined data collected, findings, analysis and interpretation of the research results. The general objective of the study was to determine the effect of emotional intelligence on employee performance in the private sector with a case of Kinyara Sugar Limited. The study had the following as research objectives: To investigate the effect of self-awareness on employee performance, to determine the effect of self-management on employee performance, to examine the effect of social awareness on employee performance and to look into the effect of relationship management on employee performance.

The chapter presented an analysis of the information in the order of the administered questionnaires. There were two major sections presented in the questionnaire section A and B. Section A covered the respondents’ general bio data. The second section B was further broken into five sub sections which address the specific research objectives and they included the effect of self-awareness on employee performance, the effect of self-management on employee performance, the effect of social awareness on employee performance and the effect of relationship management on employee performance and the last part comprising of questions about employees general perception of performance in the company. Data for the research study was collected with the help of questionnaires and findings were presented using tables and charts. Of the 208 sample size, 185 returned their questionnaire which represented 88.9% response rate which was statistically acceptable for purposes of making inference on the general population of KSL. The responses obtained from the data collected from KSL Company were adequate enough to fulfill the research objectives of the study. The table 4.1 summarized the response rate from the data collection exercise.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Description</th>
<th>Target population</th>
<th>Response No</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>208</td>
<td>185</td>
<td>88.9%</td>
</tr>
<tr>
<td>Total</td>
<td>208</td>
<td>185</td>
<td>88.9%</td>
</tr>
</tbody>
</table>
4.2 General Information

The general information for the study comprised of the gender of the respondents, their age bracket, Education level, their grade brackets, Duration they have worked with the company, whether they have ever been involved in EI program and if so for how long they have been involved in the EI program.

4.2.1 Gender of Respondents

There was need to analyze the descriptive for the gender of respondents involved in the research study. From the findings shown in Figure 4.1 below, the male comprised 76% of the respondents as opposed to the 24% which was the percentage for the female respondents. As a result of the analysis, the results concluded the significant portion of the respondents that participated in the research study were male.

![Gender Breakdown](image)

**Figure 4.1: Gender of Respondents**

4.2.2 Age Bracket of Respondents

The researcher was also interested in knowing the age brackets of his respondents. The research results presented in Figure 4.2 below concluded that 30 of the respondent equivalent to 16.2% of the respondents that participated were less than 30 years old, 91 of the respondents equivalent to 49.2% of the total respondents were between the ages of 30 to 40 years, 47 of the respondents equivalent to 25.4% of the total respondents were 40 to 50 years of age and 17 of the respondents which is equivalent to 9.2% of the total respondents were aged between 50 to 60 years. Hence, the findings indicated that majority of the respondents were more than 31 years of age.
4.2.3 Education Level of Respondents

The researcher was also keen on identifying the education level of the respondents. From his findings indicated in Figure 4.3, 4% of the respondents had only completed a secondary level education, 43% had attained a college level education, 33% of the respondents had completed a degree course, 19% of the respondents had studied as far as graduate level and only 1% of the respondents had a doctorate education. Therefore, the findings concluded that the majority of the respondents well educated.

Figure 4.2: Age Brackets of Respondents

Figure 4.3: Education Level of Respondents
4.2.4 Grade Level of Respondents

The study was also interested in identifying the grade brackets of the respondents in the company. From findings indicated in Figure 4.4, 24 of the respondents which is equivalent to 13% of the total respondents were lying in the grades from 1 to 3 which is a top management bracket, 58 of the respondents equivalent to 31.3% of the total respondents were between grades 4 and 5 which is a middle management grade bracket, 63 of the respondents equivalent to 34.1% were between grades 6 and 7 which is an entry level management bracket and 40 of the remaining respondents equivalent of 21.6% of the total respondents were between grades 8 and 10 which is a clerical bracket. The research findings concluded that a significant portion of the respondents were in either middle or entry level management.

![Staff Work Grades](image)

**Figure 4.4: Staff Work Grades**

4.2.5 Work Experience of Respondents

In this study, the researcher also was interested in finding out the duration employees have worked with the company. Figure 4.5 showed that, 49 of the respondents equivalent to 26.5% of the respondents have been in the company for less than 5 years, 69 of the respondents equivalent to 37.3% of the respondents have spent between 5-10 years in the company, 29 of the respondents equivalent to 15.7% of the respondents have spent between 11 to 15 years working for the company and 38 of the respondents equivalent to 20.5% of the respondents have worked for more than 15 years for the company.
4.2.6 Involvement with Emotional Intelligence Program

The researcher was also interested in knowing whether the respondents had ever been involved in Emotional intelligence program. The findings in Figure 4.6 indicated that, 63% of the respondents had never been involved in EI program before while 37% of the respondents had ever been involved in EI program before. Thus, the finding concluded that the biggest number of the respondents have never had prior involvement with EI program.
4.2.7 Duration Involved with Emotional Intelligence Program

The researcher sought out to investigate the duration of involvement with EI program by those that indicated that they have had prior involvement with EI program. Figure 4.7 indicated that 146 of the respondents equivalent to 79% of the respondents have had either little prior EI involvement or none at all, 23 of the respondents equivalent to 12.4% of the respondents have been involved with EI program for between 5-10 years, 6 of the respondents equivalent to 3.2% of the respondents have spent between 11-15 years in EI program and 10 of the respondents equivalent to 5.4% of the respondents have spent over 15 years in EI program. Hence, according to the finding, the biggest numbers of respondents have either had no prior involvement or less than 5 years of involvement in EI program.

![EI Experience](chart.png)

**Figure 4.7: EI Experience**

4.3 Effect of Self-Awareness on Employee Performance

The first intention of this study was to identify the effect of self-awareness on employee performance at work place among the employees of Kinyara sugar limited. Analysis was done using the various variables of self-awareness indicated by the key in table 4.3 below. Self-awareness had a mean distribution of 4.09 and a standard deviation of 0.557 while performance had a mean distribution of 3.56 and standard deviation of 0.583 as shown in the table 4.2 below.
4.3.1 Correlation between Self-Awareness on Employee Performance

To effectively measure the effect of emotional intelligence on employee’s performance, Pearson correlational analysis at both 0.05 and 0.01 levels was conducted on both variables and findings have been presented on table 4.3. The correlation analysis indicated that there was a relationship between self-awareness variables and employee performance these are; Workers who have strong self-awareness are usually realistic (r=.195, p<0.05), Self-aware workers are normally not over self-critical or naively hopeful (r=.134, p>0.05), Self-awareness is a propensity for self-reflection and thoughtfulness (r=.132, p>0.05), Self-aware people typically find time to reflect quietly (r=.147, r<0.05) and Self–aware people; think things over rather than react impulsively (r=.068, p>0.05). The study indicated that there was a significant relationship between self-awareness and employee performance by avoiding self-criticism over ambitions at (r=.159, p<0.05). This significance extended to employees’ ability to self-reflect and thought before action at (r=.382, p<0.05), ability to self-reflect at (r=0.082, p>0.05) and thinking things over rather than react impulsively at (r=.169, p<0.05). There was also a significant relationship between the self-awareness positively influencing individual performance and self-awareness being valuable at (r=.274, p<0.05), ability to self-reflect at (r=0.379, p>0.05) and thinking things over rather than react impulsively at (r=.211, p<0.05). There was also a significant relationship between the self-awareness positively influencing individual performance and self-awareness being valuable at (r=.424, p<0.05) and thinking things over rather than react impulsively at (r=.180, p<0.05). Then There was also a significant relationship between the self-awareness positively influencing individual performance and self-awareness being valuable at (r=.345, p<0.05).

Table 4.2: Social-Awareness Descriptive

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>185</td>
<td>4.0908</td>
<td>.55714</td>
</tr>
<tr>
<td>Performance</td>
<td>185</td>
<td>3.5683</td>
<td>.58371</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>185</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 4.3: Correlation between Self-Awareness and Employee Performance

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Pearson Correlation</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pearson Correlation</td>
<td>.195**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pearson Correlation</td>
<td>.134</td>
<td>.159*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.070</td>
<td>.031</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Pearson Correlation</td>
<td>.132</td>
<td>.382**</td>
<td>.274**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.074</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pearson Correlation</td>
<td>.147*</td>
<td>.082</td>
<td>.379**</td>
<td>.424**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.047</td>
<td>.268</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>5</td>
<td>Pearson Correlation</td>
<td>.068</td>
<td>.169*</td>
<td>.211**</td>
<td>.180*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.358</td>
<td>.022</td>
<td>.004</td>
<td>.014</td>
</tr>
</tbody>
</table>

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

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

**Key:**

1 = Workers who have strong self-awareness are usually realistic
2 = Self-aware workers are normally not over self-critical or naively hopeful
3 = Self-awareness is a propensity for self-reflection and thoughtfulness
4 = Self-aware people typically find time to reflect quietly
5 = Self-aware people; think things over rather than react impulsively

#### 4.3.2 Regression between Self-Awareness and Employee Performance

The regression relationship between Self-Awareness and Employee Performance was not a very strong one but still a positive regression. From the model summary, R Square is 0.059 meaning that self-awareness cause 5.9% variation in employee performance while
the remaining 94.1% variation is cause by other performance factors that have not been considered in this study and one error term as presented in table 4.4.

Table 4.4: Regression between Self-Awareness and Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
<th>( R^2 ) Change</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.243(^a)</td>
<td>.059</td>
<td>.033</td>
<td>.57413</td>
<td>.059</td>
<td>2.239</td>
<td>5</td>
<td>179</td>
<td>.052</td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) Predictors: (Constant), Self –aware people; think things over rather than react impulsively,
Workers who have strong self-awareness are usually realistic, Self-aware workers are normally not over self-critical or naively hopeful, Self-awareness is a propensity for self-reflection and thoughtfulness, Self-aware people typically find time to reflect quietly

4.3.3 ANOVA of Self-Awareness and Employee Performance

As presented in table 4.5 below, ANOVA according to the results from the data gathered from the respondents showed a significant regression since \( p=0.004 \) which is <0.05. This meant that self-awareness has a significant influence on employee performance in the company

Table 4.5: ANOVA of Self-Awareness and Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2.752</td>
<td>1</td>
<td>2.752</td>
<td>8.403</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>59.940</td>
<td>183</td>
<td>.328</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>62.692</td>
<td>184</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) Dependent Variable: Performance

\(^b\) Predictors: (Constant), Self Awareness

4.3.4 Coefficient of Self-Awareness on Employee Performance

Table 4.6 below is a coefficient table that shows the degree of relationship between each variable under self-awareness the constant was 2.639 the variable that was statistically significant was workers who have strong self-awareness are usually realistic (0.028) while avoiding self-criticism over ambitions at (0.410), ability to self-reflect and thought
before action at (0.987), ability to self-reflect at (0.207) and thinking things over rather than react impulsively at (0.857) were not very significant. In the regression analysis using the coefficient of determination (Y = Bo + B1x + B2x + B3x + B4x + B5x), the researcher arrived at the following conclusion; Bo = 2.639, B1= 0.126, B2= 0.037, B3= 0.001, B4= 0.072 and B5= -0.009. Therefore, Y = 3.228 + 0.126x + 0.037x + 0.001x + 0.072x + (-0.009x) meaning 2.639 increase in level of employee performance is not affected by self-awareness but rather other factors not covered in this study whereas each of the aspect under self-awareness do affect employee’s performance by 0.126, 0.037, 0.001, 0.072 and -0.009 changes respectively.

Table 4.6: Coefficient of Self-Awareness and Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.639</td>
<td>.332</td>
<td></td>
<td>7.957</td>
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<tr>
<td>1</td>
<td>.126</td>
<td>.057</td>
<td>.177</td>
<td>2.215</td>
</tr>
<tr>
<td>2</td>
<td>.037</td>
<td>.044</td>
<td>.066</td>
<td>.826</td>
</tr>
<tr>
<td>3</td>
<td>.001</td>
<td>.074</td>
<td>.001</td>
<td>.017</td>
</tr>
<tr>
<td>4</td>
<td>.072</td>
<td>.057</td>
<td>.112</td>
<td>1.265</td>
</tr>
<tr>
<td>5</td>
<td>-.009</td>
<td>.051</td>
<td>-.015</td>
<td>-.186</td>
</tr>
</tbody>
</table>

Key:
1 = Workers who have strong self-awareness are usually realistic
2 = Self-aware workers are normally not over self-critical or naively hopeful
3 = Self-awareness is a propensity for self-reflection and thoughtfulness
4 = Self-aware people typically find time to reflect quietly
5 = Self-aware people; think things over rather than react impulsively

4.4 Effect of Self-Management on Employee Performance

The second intention of this study was to identify the effect of self-management on employee performance at work place among the employees of Kinyara sugar limited. Analysis was done using the various variable of self-management indicated by the key in
table 4.3 below. Self-management had a mean distribution of 4.26 and a standard deviation of 0.547 while performance had a mean distribution of 3.56 and standard deviation of 0.583 as shown in table 4.7 below.

Table 4.7: Self-Management Descriptive

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self_Management</td>
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<td>4.2659</td>
<td>.54750</td>
</tr>
<tr>
<td>Performance</td>
<td>185</td>
<td>3.5683</td>
<td>.58371</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>185</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.4.1 Correlation between Self-Management on Employee Performance

To effectively measure the effect of self-management on employee’s performance, Pearson correlational analysis at both 0.05 and 0.01 levels was conducted on both variables and findings have been presented on table 4.7. The correlation analysis indicated that there was a relationship between self-management variables and employee performance as summarized; Persons who possess emotional self-control always endeavor to manage their disturbing emotions and impulses, to their advantage (r=.189, p<0.05), Leaders-managers who are transparent live their values, and where necessary they openly admit mistakes and fault (r=.090, p>0.05), Leaders-managers, who possess strength in achievement, have high personal standards that drive them to constantly seek performance improvements for themselves and those they lead (r=.196, r<0.05), Achievement oriented leaders are interested in continually learning and teaching wants to do things better (r=.254, p<0.05) and an optimistic leader can roll with the purchase, seeing an opportunity rather than a threat in a setback (r=.104, p>0.05). The study indicated that there was a significant relationship between self-management and employee performance by living to their true values and admitting to their mistakes and faults at (r=.159, p<0.05). This significance extended to employees’ ability to seek performance improvement for themselves and those they lead at (r=.283, p<0.05), the hunger for continuous learning, teaching and wanting to do things better at (r=.163, p>0.05) and taking advantage of setbacks as opportunities to rather than threats at (r=.219, p<0.05). There was also a significant relationship between the self-awareness positively influencing individual performance and self-management being valuable at (r=.277, p<0.05), the hunger for continuous learning, teaching and wanting to do things
better at \( r=0.245, p>0.05 \) and taking advantage of setbacks as opportunities to rather than threats at \( r=0.348, p<0.05 \). There was also a significant relationship between the self-awareness positively influencing individual performance and self-management being valuable at \( r=0.390, p<0.05 \) and taking advantage of setbacks as opportunities to rather than threats at \( r=0.318, p<0.05 \). Then there was also a significant relationship between the self-management positively influencing individual performance and self-management being valuable at \( r=0.389, p<0.05 \).

**Table 4.8: Correlation between Self-Management and Employee Performance**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
<td><strong>1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td><strong>1</strong></td>
<td><strong>.189</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
<td><strong>.090</strong></td>
<td><strong>.196</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
<td><strong>.104</strong></td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td><strong>.010</strong></td>
<td></td>
<td><strong>.225</strong></td>
<td><strong>.007</strong></td>
<td><strong>.158</strong></td>
</tr>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td></td>
<td><strong>.159</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td><strong>.283</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
<td><strong>.163</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td><strong>.219</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td></td>
<td><strong>.030</strong></td>
<td><strong>.000</strong></td>
<td><strong>.026</strong></td>
<td><strong>.003</strong></td>
</tr>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td></td>
<td></td>
<td><strong>.277</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
<td><strong>.245</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
<td><strong>.348</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td></td>
<td></td>
<td><strong>.000</strong></td>
<td><strong>.001</strong></td>
<td><strong>.000</strong></td>
</tr>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>.390</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
<td><strong>.318</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
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<td></td>
<td></td>
<td><strong>.026</strong></td>
<td><strong>.000</strong></td>
</tr>
<tr>
<td><strong>Pearson Correlation</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>.389</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>.000</strong></td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).  
* Correlation is significant at the 0.05 level (2-tailed).  

**Key:**

1 = Manage their disturbing emotions and impulses, to their advantage  
2 = Live their values, and where necessary they openly admit mistakes and fault  
3 = Seek performance improvements for themselves and those they lead  
4 = Continually learning and teaching wants to do things better  
5 = Seeing an opportunity rather than a threat in a setback
4.4.2 Regression between Self-Management and Employee Performance

The regression relationship between Self-Management on Employee Performance was not a very strong one but still a positive regression. From the model summary, R Square is 0.093 meaning that self-management causes 9.3% variation in employee performance while the remaining 90.7% variation is caused by other performance factors that have not been considered in this study and one error term as presented in table 4.8 below.

Table 4.9: Regression between Self-Management and Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics R Square Change</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.305a</td>
<td>.093</td>
<td>.068</td>
<td>.56365</td>
<td>.093</td>
<td>3.666</td>
<td>5</td>
<td>179</td>
<td>.003</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), An optimistic leader can roll with the purchase, seeing an opportunity rather than a threat in a setback, Persons who possess emotional self-control always endeavor to manage their disturbing emotions and impulses, to their advantage, Leaders-managers who are transparent live their values, and where necessary they openly admit mistakes and fault, Achievement oriented leaders are interested in continually learning and teaching wants to do things better, Leaders-managers who possess strength in achievement, have high personal standards that drive them to constantly seek performance improvements for themselves and those they lead

4.4.3 ANOVA of Self-Management on Employee Performance

As presented in table 4.9 below, ANOVA according to the results from the data gathered from the respondents showed a significant regression since p=0.003 which is <0.05. This means that self-management has a significant influence on employee performance in the company.
Table 4.10: ANOVA of Self-Management and Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>5</td>
<td>1.165</td>
<td>3.666</td>
<td>.003b</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>179</td>
<td>.318</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>184</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance

b. Predictors: (Constant), An optimistic leader can roll with the purchase, seeing an opportunity rather than a threat in a setback, Persons who possess emotional self-control always endeavor to manage their disturbing emotions and impulses, to their advantage, Leaders-managers who are transparent live their values, and where necessary they openly admit mistakes and fault, Achievement oriented leaders are interested in continually learning and teaching wants to do things better, Leaders-managers who possess strength in achievement, have high personal standards that drive them to constantly seek performance improvements for themselves and those they lead

4.4.4 Coefficient of Self-Management and Employee Performance

Table 4.6 below is a coefficient table that shows the degree of relationship between each variable under self-management the constant was 2.225 and the variable that was statistically significant was achievement oriented leaders are interested in continually learning and teaching wants to do things better (0.010) while managing their disturbing emotions and impulses, to their advantage living their values (0.068), and where necessary they openly admit mistakes and fault (0.946), seeking performance improvements for themselves and those they lead (0.299) and seeing an opportunity rather than a threat in a setback (0.652) were not very significant. In the regression analysis using the coefficient of determination (Y= Bo+B1x+B2x +B3x +B4x +B5x), the researcher arrived at the following conclusion; Bo = 2.225, B1= 0.112, B2= 0.004, B3= 0.063, B4= 0.150 and B5= -0.020. Therefore, Y= 2.225 + 0.112x + 0.004x + 0.063x + 0.150 + (-0.020x) meaning 2.225 increase in level of employee performance is not affected by self-management but rather other factors not covered in this study whereas each of the aspect under self-management do affect employee’s performance by 0.112, 0.004, 0.063, 0.150 and -0.020 changes respectively.
### Table 4.11: Coefficient of Self-Management and Employee Performance

<table>
<thead>
<tr>
<th>Model (Constant)</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.225</td>
<td>.358</td>
<td></td>
<td>6.219</td>
</tr>
<tr>
<td>1</td>
<td>.112</td>
<td>.061</td>
<td>.138</td>
<td>1.835</td>
</tr>
<tr>
<td>2</td>
<td>.004</td>
<td>.059</td>
<td>.005</td>
<td>.068</td>
</tr>
<tr>
<td>3</td>
<td>.063</td>
<td>.060</td>
<td>.085</td>
<td>1.041</td>
</tr>
<tr>
<td>4</td>
<td>.150</td>
<td>.058</td>
<td>.211</td>
<td>2.594</td>
</tr>
<tr>
<td>5</td>
<td>-.020</td>
<td>.045</td>
<td>-.037</td>
<td>-.452</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance

Key:

1 = Manage their disturbing emotions and impulses, to their advantage

2 = Live their values, and where necessary they openly admit mistakes and fault

3 = Seek performance improvements for themselves and those they lead

4 = continually learning and teaching wants to do things better

5 = seeing an opportunity rather than a threat in a setback

### 4.5 Effect of Social-Awareness on Employee Performance

The third intention of this study was to identify the effect of social-awareness on employee performance at work place among the employees of Kinyara sugar limited. Analysis was done using the various variable of self-management indicated by the key in table 4.3 below. Social-awareness had a mean distribution of 4.30 and a standard deviation of 0.535 while performance had a mean distribution of 3.56 and standard deviation of 0.583 as shown in the table 4.12 below.
Table 4.12: Social-Awareness Descriptive

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship Management</td>
<td>185</td>
<td>4.1838</td>
<td>.64737</td>
</tr>
<tr>
<td>Performance</td>
<td>185</td>
<td>3.5683</td>
<td>.58371</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>185</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.5.1 Correlation between Social Awareness and Employee Performance

To effectively measure the effect of social-awareness on employee’s performance, Pearson correlational analysis at both 0.05 and 0.01 levels was conducted on both variables and findings have been presented on table 4.7. The correlation analysis indicated that there was a relationship between social-awareness variables and employee performance as summarized; Social awareness enables a leader-manager to attune to a wide range of emotional signals, letting them sense the felt, unspoken, emotions in a person or group (r=.164, p<0.05), Social awareness enables a leader-manager to detect crucial social networks and understand key power relationships (r=.132, p>0.05), Social awareness makes it possible for a leader to get along with people of diverse backgrounds (r=.133, p>0.05) and Social awareness enables a leader-manager to monitor customers or clients satisfaction carefully to ensure that they get what they need (r=.133, p>0.05). The study indicated that there was a significant relationship between social-awareness and employee performance by detecting social networks and understanding the power of relationships at (r=.311, p<0.05). This significance extended to employees’ ability to get along well with people of diverse backgrounds at (r=.339, p<0.05) and handling clients satisfaction carefully to ensure they get what they want at (r=0.247, p<0.05) There was also a significant relationship between the social-awareness positively influencing individual performance and social awareness being valuable at (r=.401, p<0.05) and handling clients satisfaction carefully to ensure they get what they want at (r=0.333, p<0.05). There was also a significant relationship between the social-awareness positively influencing individual performance and social-awareness being valuable at (r=.531, p<0.05)
Table 4.13: Correlation between Social-Awareness and Employee Performance

<table>
<thead>
<tr>
<th>Performance</th>
<th>Pearson Correlation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pearson Correlation</td>
<td>.164*</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.026</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pearson Correlation</td>
<td>.132</td>
<td>.311**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.074</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Pearson Correlation</td>
<td>.133</td>
<td>.339**</td>
<td>.401**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.072</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pearson Correlation</td>
<td>.133</td>
<td>.247**</td>
<td>.333**</td>
<td>.531**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.071</td>
<td>.001</td>
<td>.000</td>
<td>.000</td>
</tr>
</tbody>
</table>

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

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

Key:

1 = Letting them sense the felt, unspoken, emotions in a person or group
2 = Detect crucial social networks and understand key power relationships
3 = Get along with people of diverse backgrounds
4 = Clients satisfaction carefully to ensure that they get what they need

4.5.2 Regression between Social-Awareness and Employee Performance

The regression relationship between social-awareness on Employee Performance was not a very strong one but still a positive regression. From the model summary, R Square is 0.040 meaning that social awareness causes 4% variation in employee performance while the remaining 96% variation is caused by other performance factors that have not been considered in this study and one error term as presented in table 4.12 below.
Table 4.14: Regression between Social-Awareness and Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>R Square Change</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.201\textsuperscript{a}</td>
<td>.040</td>
<td>.019</td>
<td>.57813</td>
<td>.040</td>
<td>1.892</td>
<td>4</td>
<td>180</td>
<td>.114</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Social awareness enables a leader-manager to monitor customers or clients satisfaction carefully to ensure that they get what they need, Social awareness enables a leader-manager to attune to a wide range of emotional signals, letting them sense the felt, unspoken, emotions in a person or group, Social awareness enables a leader-manager to detect crucial social networks and understand key power relationships, Social awareness makes it possible for a leader to get along with people of diverse backgrounds.

4.5.3 ANOVA of Social Awareness and Employee Performance

As presented in table 4.13 below, ANOVA according to the results from the data gathered from the respondents showed a weak regression since \( p=0.114 \) which is >0.05. This means that social-awareness causes a weak influence on employee’s performance in the company.

Table 4.15: ANOVA of Social-Awareness and Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2.530</td>
<td>4</td>
<td>.632</td>
<td>1.892</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>60.163</td>
<td>180</td>
<td>.334</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>62.692</td>
<td>184</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance

b. Predictors: (Constant), Social awareness enables a leader-manager to monitor customers or clients satisfaction carefully to ensure that they get what they need, Social awareness enables a leader-manager to attune to a wide range of emotional signals, letting them sense the felt, unspoken, emotions in a person or group, Social awareness enables a leader-manager to detect crucial social networks and understand key power relationships, Social awareness makes it possible for a leader to get along with people of diverse backgrounds.
4.5.4 Coefficient of Social Awareness and Employee Performance

Table 4.14 below is a coefficient table that shows the degree of relationship between each variable under social awareness with the constant at 2.649 while sensing the felt, unspoken, emotions in a person or group (0.140), ability to detect crucial social networks and understand key power relationships (0.471), being to get along with people of diverse backgrounds (0.713) and working on clients satisfaction carefully to ensure that they get what they need (0.449) were not statistically significant since all of them had ($p>0.05$). In the regression analysis using the coefficient of determination ($Y= Bo+B1x+B2x +B3x +B4x$), the researcher arrived at the following conclusion; $Bo = 2.649$, $B1= 0.087$, $B2= 0.049$, $B3= 0.026$ and $B4= 0.053$. Therefore, $Y= 2.649 + 0.087x + 0.049x + 0.026x + 0.053x$ meaning 2.649 increase in level of employee performance is not affected by social-awareness but rather other factors not covered in this study whereas each of the aspect under social-awareness do affect employee’s performance by 0.087, 0.049, 0.026 and 0.053 changes respectively.

Table 4.16: Coefficient of Social-Awareness and Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.649</td>
<td>.348</td>
<td>.118</td>
<td>7.603</td>
</tr>
<tr>
<td>1</td>
<td>.087</td>
<td>.059</td>
<td>.118</td>
<td>1.481</td>
</tr>
<tr>
<td>2</td>
<td>.049</td>
<td>.068</td>
<td>.059</td>
<td>.722</td>
</tr>
<tr>
<td>3</td>
<td>.026</td>
<td>.072</td>
<td>.034</td>
<td>.368</td>
</tr>
<tr>
<td>4</td>
<td>.053</td>
<td>.069</td>
<td>.066</td>
<td>.759</td>
</tr>
</tbody>
</table>

Key:

1 = Letting them sense the felt, unspoken, emotions in a person or group
2 = Detect crucial social networks and understand key power relationships
3 = Get along with people of diverse backgrounds
4 = Clients satisfaction carefully to ensure that they get what they need
4.6 Effect of Relationship Management on Employee Performance

The fourth and final intention of this study was to identify the effect of relationship management on employee performance at workplace among the employees of Kinyara sugar limited. Analysis was done using the various variable of relationship management as indicated by the key in table 4.15 below. Relationship management had a mean distribution of 4.18 and a standard deviation of 0.647 while performance had a mean distribution of 3.56 and standard deviation of 0.583 shown in the table 4.17 below.

Table 4.17: Relationship Management Descriptive

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship Management</td>
<td>185</td>
<td>4.1838</td>
<td>.64737</td>
</tr>
<tr>
<td>Performance</td>
<td>185</td>
<td>3.5683</td>
<td>.58371</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>185</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.6.1 Correlation between Relationship Management and Employee Performance

To effectively measure the effect of relationship management on employee’s performance, Pearson correlational analysis at both 0.05 and 0.01 levels was conducted on both variables and findings have been presented on table 4.7. The correlation analysis indicated that there was a relationship between relationship management variables and employee performance as summarized; Leaders that have inspiration competence create resonance and more people with a compelling vision or shared mission \((r=.144, p<0.05)\), Inspirational leaders embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow \((r=.192, p<0.05)\), Leaders who are good at cultivating people’s abilities show a genuine interest in those they are helping along to understanding their goals \((r=.152, p<0.05)\), Leaders who possess the change catalyst competence are usually able to lead in the recognition of need for the change, challenge the status quo, and champion the new order \((r=.119, p>0.05)\) and Leaders with conflict management competence have the capacity to manage conflict effectively, as they are able to draw out all parties, understand the differing views and then find a common ideal that everyone will endorse \((r=.106, p>0.05)\). The study indicated that there was a significant relationship between relationship management and employee performance by articulating a shared mission in a way that inspires others to follow at \((r=.387, p<0.05)\). This significance extended to employees’ ability to show a genuine interest in those they
are helping along to understanding their goals at (r=.398, p<0.05), the hunger challenge the status quo, and champion the new order at (r=0.384, p<0.05) and developing common ideas that everyone will endorse at (r=.317, p<0.05). There was also a significant relationship between the relationship management positively influencing individual performance and relationship management being valuable at (r=.408, p<0.05), the hunger challenge the status quo, and champion the new order at (r=0.480, p<0.05) and developing common ideas that everyone will endorse at (r=.496, p<0.05). There was also a significant relationship between the relationship management positively influencing individual performance and relationship management being valuable at (r=.525, p<0.05) and developing common ideas that everyone will endorse at (r=.389, p<0.05). Then there was also a significant relationship between the relationship management positively influencing individual performance and relationship management being valuable at (r=.489, p<0.05).

**Table 4.18: Correlation between Relationship Management and Employee Performance**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>Pearson Correlation</td>
<td>.144</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.050</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Pearson Correlation</td>
<td>.192**</td>
<td>.387**</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.009</td>
<td>.000</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Pearson Correlation</td>
<td>.152*</td>
<td>.398**</td>
<td>.408**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.040</td>
<td>.000</td>
<td>.000</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Pearson Correlation</td>
<td>.119</td>
<td>.384**</td>
<td>.480**</td>
<td>.525**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.106</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Pearson Correlation</td>
<td>.103</td>
<td>.317**</td>
<td>.496**</td>
<td>.389**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.165</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**
Correlation is significant at the 0.05 level (2-tailed).

Key:
1 = People with a compelling vision or shared mission
2 = Articulate a shared mission in a way that inspires others to follow
3 = Genuine interest in those they are helping along to understanding their goals
4 = Challenge the status quo, and champion the new order
5 = Common ideal that everyone will endorse

4.6.2 Regression between Relationship Management and Employee Performance

The regression relationship between relationship management and Employee Performance was not a very strong one but still a positive regression. From the model summary, R Square is 0.047 meaning that relationship management causes 4.7% variation in employee performance while the remaining 95.3% variation is caused by other performance factors that have not been considered in this study and one error term as presented in table 4.16 below.

Table 4.19: Regression between Relationship Management and Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R Square Change</td>
</tr>
<tr>
<td>1</td>
<td>.216</td>
<td>.047</td>
<td>.020</td>
<td>.57784</td>
<td>.047 1.751 .125</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F Change df1 df2</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.57784 5 179  .125</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Leaders with conflict management competence have the capacity to manage conflict effectively, as they are able to draw out all parties, understand the differing views and then find a common ideal that everyone will endorse, Leaders that have inspiration competence create resonance and more people with a compelling vision or shared mission, Leaders who are good at cultivating people’s abilities show a genuine interest in those they are helping along to understanding their goals, Inspirational leaders embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow, Leaders who possess the change catalyst competence are usually able to lead in the recognition of need for the change, challenge the status quo, and champion the new order
4.6.3 ANOVA of Relationship Management on Employee Performance

As presented in table 4.13 below, ANOVA according to the results from the data gathered from the respondents showed a weak regression since \( p = 0.125 \) which is \( >0.05 \). This means that relationship management causes a weak influence on employee’s performance in the company.

Table 4.20: ANOVA of Relationship Management and Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2.924</td>
<td>5</td>
<td>0.585</td>
<td>1.751</td>
<td>.125</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>59.768</td>
<td>179</td>
<td>0.334</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>62.692</td>
<td>184</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance

b. Predictors: (Constant), Leaders with conflict management competence have the capacity to manage conflict effectively, as they are able to draw out all parties, understand the differing views and then find a common ideal that everyone will endorse, Leaders that have inspiration competence create resonance and more people with a compelling vision or shared mission, Leaders who are good at cultivating people’s abilities show a genuine interest in those they are helping along to understanding their goals, Inspirational leaders embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow, Leaders who possess the change catalyst competence are usually able to lead in the recognition of need for the change, challenge the status quo, and champion the new order

4.6.4 Coefficient of Relationship Management and Employee Performance

Table 4.14 below is a coefficient table that shows the degree of relationship between each variable under relationship management with the constant at 2.698 while people with a compelling vision or shared mission \( (0.438) \), ability to articulate a shared mission in a way that inspires others to follow \( (0.105) \), showing a genuine interest in those they are helping along to understanding their goals \( (0.398) \), ability to challenge the status quo, and champion the new order \( (0.927) \) and developing common ideas that everyone will endorse \( (0.850) \) indicated a statistically weak coefficient since all of them had \( (p>0.05) \).

In the regression analysis using the coefficient of determination \( (Y = B0+B1x+B2x +B3x +B4x +B5x) \), the researcher arrived at the following conclusion; \( B0 = 2.698, B1 = 0.046, B2 = 0.117, B3 = 0.056, B4 = -0.006 \) and \( B5 = -0.009 \). Therefore, \( Y = 2.698 + 0.046x + \)
0.117x + 0.056x + (-0.006) + (-0.009x) meaning 2.698 increase in level of employee performance is not affected by relationship management but rather other factors not covered in this study whereas each of the aspect under relationship management do affect employee’s performance by 0.046, 0.117, 0.056, -0.006 and -0.009 changes respectively.

**Table 4.21: Coefficient of Relationship Management and Employee Performance**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>2.698</td>
<td>.302</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.046</td>
<td>.060</td>
<td>.065</td>
<td>.777</td>
</tr>
<tr>
<td>2</td>
<td>.117</td>
<td>.072</td>
<td>.148</td>
<td>1.628</td>
</tr>
<tr>
<td>3</td>
<td>.056</td>
<td>.066</td>
<td>.076</td>
<td>.847</td>
</tr>
<tr>
<td>4</td>
<td>-.006</td>
<td>.060</td>
<td>-.009</td>
<td>-.091</td>
</tr>
<tr>
<td>5</td>
<td>-.009</td>
<td>.047</td>
<td>-.017</td>
<td>-.190</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance

Key:

1 = People with a compelling vision or shared mission

2 = Articulate a shared mission in a way that inspires others to follow

3 = Genuine interest in those they are helping along to understanding their goals

4 Challenge the status quo, and champion the new order

5 = Common ideal that everyone will endorse

**4.7 Chapter Summary**

This main objective of the study was to find the effect of the domains of emotional intelligence on employee performance with a case of Kinyara sugar limited. From the analysis of the data collected, 76% of the respondents where male, majority of the respondents were between 30-40 years of age, majority of the respondents have significant education and are either at entry level management or mid-level management, most of the respondents have had a tenure with company ranging between 5-10 years and
63% have never had prior knowledge of emotional intelligence. As for the research objectives, the analysis revealed a significant relationship between self-awareness and employee performance. It also discovered that there was a positive correlation between self-management and employee performance. The study confirmed the theory that social awareness positively affects employee performance. And finally the study found out that there is a positive relationship between relationship management and employee performance though marginally. Chapter five presents the discussion, key conclusions and the recommendations for further consideration for future research on this subject.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main purpose of the study was to determine the effect of emotional intelligence on employee performance in the private sector with a case of Kinyara sugar limited in Uganda. This chapter summarized and discussed the findings obtained from each of the four research questions. It also dealt with the conclusions that was derived from the analysis, as well as recommendations that can be implemented or used for future research, for each of the research objectives

5.2 Summary of Findings

The purpose of the study was to determine the effect of emotional intelligence on employee performance with a case of Kinyara sugar limited. The study had the following as research objectives: To discover the effect of self-awareness on employee performance, investigate the effect of self-management on employee performance, determine the effect of social awareness on employee performance and to examine the effect of relationship management on employee performance.

This research study for several reasons used the quantitative research method and descriptive design in particular. The study adopted a quantitative approach on the effects of emotional intelligence on employee performance. The variables for the research study included self-awareness, self-management, social awareness and relationship management as independent variables while employee’s performance was the dependent variable. The target population comprised of 208 Kinyara sugar limited staff located in Masindi, Uganda. Stratified sampling was used to divide the population into four strata. Research findings were analyzed to enable the researcher understand what the findings from the data collected meant and this was done with the help of the statistical packages for social sciences (SPSS). The demographic profiles of the respondents were analyzed using percentages and frequencies. As for inferential statistics, tools such as correlation, regression, coefficient and ANOVA were used to analyze and study the nature of relationships between independent and dependent variables.

In regards to the effect of emotional intelligence on employee performance, the findings suggested that workers who have strong self-awareness are usually realistic in what they can and cannot do thus improving the quality of performance. Self-aware workers are
normally not self-critical or naively hopeful so they don’t spend a lot of time criticizing themselves being too ambitious. Self-awareness empowers employees to do self-reflection and be thoughtful thus staffs evaluate themselves from time to time. Self-aware people typically find time to reflect quietly on their ways of life and performance and improve were they fall short. Self-aware people are able pre-think things over before taking any actions and this enables them make better decisions and judgments which improves the quality of their performance and avoid costly mistakes.

In regards to the effect of self-management on employee performance, the findings suggested that employees can be trained to improve performance levels. Management can make use of persons who possess emotional self-control to ensure that they always are in control of their disturbing emotions and impulses for purposes of their own benefit hence enabling them to perform better. The study also revealed that self-management positively contributes to good leadership and management because leaders-managers who are transparent live their values, and where necessary they openly admit mistakes and fault and this way it makes it easy to correct the mistakes and improve on performance of staff. It’s also noticed that possession achievement strength; high personal standards enable employees to constantly seek personal performance improvements and for subordinates hence improving general performance. Achievement oriented leaders and staffs are interested in continually learning new techniques that boost their output, teaching their subordinates for purposes of achieving the set goals in effective and efficient manner.

From the study, optimistic leaders and staffs who see opportunities rather than threats in setbacks prosper and excel in their performance.

In regards to effect of social-awareness on employee performance, the findings indicated that effective social awareness is essential for any organization to meet its target. Social awareness enables employees to recognize a wide range of emotional signals including the felt, unspoken, emotions in a person or group and handle them in appropriate manner and instead direct them towards improving staff performance. Social awareness empowers employees to understand the power of creating useful and healthy 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 interacts with work colleagues from diverse backgrounds hence improving the collaboration and coordination which in return boosts performance. As a result of social
awareness, employees have clear minds to enable them assess client’s needs and then develop strategies to ensure that these needs are met and satisfied to their expectation.

In regards to effect of relationship management on employee performance, the findings indicated that effective relationship management is essential for any organization to meet its set vision. Leaders that have inspiration competence create resonance and more people with a compelling vision or shared mission thus directing people’s energy toward attaining the vision through combined efforts directed towards a single goal. Inspirational employees ensure to assess and analyze the tasks that they intend to assign to others to ensure that it’s in line with the companies vision and ensure to clearly communicate missions so that either subordinates or work colleagues get motivated enough to perform. Relationship management builds leaders and staffs that are good at cultivating people’s abilities, show a genuine interest in those they are helping along to understanding their goals hence enabling employees work towards achieving set goals and targets by aligning the individual goals to that of the work place thus performance improvement being the final outcome. Employees with the relationship management skills are able to recognize the need for change and then manage the change exercise in an effective manner. Employees that possess conflict management competence have the capacity to manage conflict effectively, as they are able to draw out all parties, understand their differing views and then find common ideas or solutions that leave the bereaved parties contented hence improving general organizational performance

5.3 Discussion

5.3.1 Effect of Self-Awareness on Employee Performance

The study generally supported the theory suggestion that self-awareness has a positive effect on employee performance. Self-awareness improved employee’s contribution to the organizational set goals and generally the achievement of its vision by about 5.6%. This confirmed the study of Victoroff and Boyatzis (2012) that reported that self-awareness has enable employees to know themselves and thus recognized their behaviors when under the spot light and this in return enabled them to direct their behaviors towards achieving their set targets. Being self-aware also enables the employees to constantly remain conscious both as individuals and when in teams and this has been a very big factor to their positive performance. The findings also concurred with Cheok and O’Higgins (2011) who discovered that self-aware employees are in a much better position
to recognize, understand and control their emotions and as a result they respond to situations in a more professional and objective manner hence a better and improved performance output.

About 92% of the respondents either agreed or strongly agreed that workers who have strong self-awareness are usually realistic in their actions and thoughts. With self-awareness, employees understand how best to handle issues and how to approach demanding and stressful jobs to produce the desired results. This finding was in line with opinions of Dirette (2010) because performance improvement in KSL has been as a result of sharing and discussing of self-awareness feedbacks with employees at all levels for both individual employees and those in groups which in turn enabled employees to maintain their good skills and strengths and improve on their weaknesses to be better employees with better performance results.

From the findings, majority of the respondents either agreed or strongly agreed that self-aware workers are not over self-critical or naively hopeful. Therefore, in performance, staffs are in position to avoid self-criticism and over hoping for results not invested for. This finding agreed to Ham et al (2014) because employees from time to time made mistakes here and there in their daily work activities and have been able to recognize that they have made errors and monitored their performance and either corrected the mistakes or sought someone with better knowledge to come to their rescue and improve their performance which has been able to improve their competences and abilities. The findings also indicated that distraction of one aspect of self-awareness impacts negatively on the rest of the domains of self-awareness which then manifests itself by a slowed performance rate and quality but the reverse is true and effective leaders and employees are those balanced in all the components of self-awareness.

The study finding revealed that the majority of the respondents confirmed that self-awareness served as a propensity for self-reflection and thoughtfulness which in terms of performance meant that staff evaluated their actions and dealt with the short falls of their actions and then improved the plus sides of their actions after through thoughts hence improved performance. Self-reflection and thoughtfulness of employees is an ingredient for positive performance. People with this ability therefore encourage and are open to receiving feedback from others which has made them well informed about their weaknesses and strengths thus handling them to the advantage of their improved performance (Fatt, 2002).
A significant portion of the respondents confirmed the theory that self-awareness affects employee’s performance. Self-awareness empowers employees to find time to reflect on their actions and make informed decisions. Employees who took time to analyze the likely impact of their actions and behaviors before doing things avoided loads of mistakes, costly decisions, quality outputs and services are then provided and this in away greatly boosted performance of employees. Similarly this agreed with Dirette (2010) who reported that the psychosocial stage of self-awareness constantly recognized work places in relation to our abilities and skills and as a result, employees have been able to observe and adjust their performance against the performance of other work colleagues as bench marks.

5.3.2 Effect of Self-Management on Employee Performance

The study discovered that the majority of the respondents validated the theory that self-managed employees have better performance as compared to their counterparts with self-management deficit. Self-management was a predetermining factor in causing a positive variation in employee’s performance in KSL. Self-management caused a minimal positive variation in performance which meant that the staff in Kinyara sugar limited have little self-awareness abilities. Its backed up by McPheat (2010) who stated that self-management enables employees to take responsibility for their own behaviors, dids, mistakes and in general emotions and understand how these aspects impacted on their daily lives and performance through the so many decisions that have to be made in their lives instead of blaming others for mistakes they make or constantly defending themselves. The staffs in KSL in general have marginal control of their actions, transparency, conscientiousness, adaptability to changes, achievement drive and innovations thus the minimal general positive performance of the employees.

A significant portion of the respondents either agreed or strongly agreed that employees who possessed emotional self-control are in control of their emotions and impulses and this in the end boosted their general work performance. In this way staff with self-management abilities even had better relationships with colleagues and interacted with appropriate manner. The result concurred with McPheat (2010) who reported that constant review of personal fears and desires such as promotions, love, wealth, safety, health, families and fears such as salary cuts, insecurity; losing our jobs etc. resulted to our strong and objective reactions which in return resulted to the improved staffs performance in KSL.
Most of the respondents accepted that the improved performance in KSL has resulted from the ability of the staffs to be transparent by living their values, and where necessary openly admitting mistakes and faults and this has enabled them to be in better position to improve on their mistake and faults to positively build on themselves and their performance. The finding agreed to McPheat (2010) who reported that improved performance results from transparence, employees’ trust in themselves to respond to their emotions in the best option possible so that others around them could also believe in them and their actions. Thatcher (2012) mentioned that employees are in position to gain others trust very easily only if fellow employees did trust them and can relied on them but not blindly of course but rather through opportunities that present themselves in the followers and being able to delegate tasks to them.

A very significant proportion of the respondents agree that employee’s performance has been boosted as a result of the self-management than without it. With self-management, employees are able to manage achievement and standards for the purposes of performance improvements for themselves and those they lead. This finding was in agreement with Achua and Lussier (2013) since he stated that staffs need to remain dependable to others through getting tasks done; being loyal and committed to colleagues they socialize with and organizations they work for while maintaining their integrity through honesty and being ethical in their actions. Findings also concurred with McPheat (2010) who stated the ability of employees to welcome and embrace changes enabled them to be fit in the environment within which they live since it’s constantly evolving both internally and externally such as budget cuts, position revision, different roles and externally market segments are constantly changing, political environment, society and so on.

Majority of the respondents did agree that improved employee performance is as a result of achievement oriented leaders who are interested in continually learning, teaching and wanting to do things better. This resulted into them constantly striving to have things accomplished and that’s what drives them hence improving their general performance. In agreement with McPheat (2010), performance is better improved when employees are in the position to select the most appropriate options in dealing with their behaviors in a manner that’s acceptable and desirable to those around them and on a lager scope the society they belong to. Doulas (2013) reported that universally human performance is driven by the fact that they can succeed at something and once they achieved something,
it changed the way they felt and thought about themselves, their self-worth, value and their entire internal feelings is changed and this improved their self-esteem, progress and development, self-confidence to perform tasks. Doulas (2013) also reports that if externally employees felt recognized, their status rose and they are viewed as skilled and competent and this only made them to strive for more and more achievements which then improved their general performance.

A significant portion of the respondents agreed that performance for optimistic employees who rolled with the punches, show an opportunity rather than a threat in a setback are better and more improved. This aspect however, from the finding disagreed with the theory above probably because this aspect is lacking in KSL. This disagreed with McPheat (2010) who suggested that when employees constantly reevaluated themselves and measured their capabilities against the ever evolving environment and people around them and then found solutions to their weaknesses and also turned threats into opportunities and weaknesses into learning opportunities in order to improve their knowledge and performance through matching the situations through affirmative action such as trainings, studies, reading and so on. The finding also disagreed with Hoffman (2013) who mentioned that the more effort exerted by management to improve how employees managed their functional and cognitive activities and guided them especial on aspects they either had little or no control over and letting them continue handling aspects they had total control over, then the ultimate purpose of arriving at desirable performances is unstoppable.

5.3.3 Effect of Social Awareness on Employee Performance

A significant portion of the respondents concurred that social awareness supports the improvement of the performance of employees and a correlation existed. It caused a marginally significant variation in the performance of employees. This meant Kinyara sugar needs to uplift the social awareness aspect of its employees for them to reap from it through improved staff performance. This marginally agreed with Victoroff and Boyatzis (2012) who reported that when employees spend more time with work colleagues and other through constant interactions, they then get to know and understand well the persons they are dealing with, how they ought to approach specific situations or people, trend analysis and so on hence more time spent on process orientation which in turn leads to improved employee performance. Employees are encouraged to from time to time take some time to interact and socialize with their work colleagues in order to get to know
them better. Activities like team building improve employees’ social awareness which in turn positively boosts their performance.

Majority of the staff who participated in the study agreed or strongly agreed that social awareness enabled employees to understand a wide range of emotional signals and this let them sense the felt, unspoken, emotions in their work colleagues or group thus supporting improved employee performance. This enables employees to understand the good and bad times of colleagues and is able to avoid a lot of conflict at work place. The finding agreed with McPheat (2010) who stated that seeing things from others point of view enables employees to take actions or make decisions after understanding their view and those of others thus objective decisions are made without any bias but rather consideration and empathy which improves the quality of performance.

The biggest percentage of the respondents agreed that the company can improve the staff’s performance by improving staff’s ability to detect crucial social networks and understand key power relationships. This was because social awareness caused a marginally positive variation in performance and this means that social awareness in KSL is still raw. Social awareness enables employees to recognize the importance of social networks in getting things done and also be able to detect social network related issues well in advance and be in position to deal with them effectively. However the result disagreed with McPheat (2010) who reported that recognizing how others are feeling, enabled us to be careful not to destroy the rapport we have created with them by disagreeing with why they are feeling the way they are but rather making it upon us to investigate further to understand why they are feeling the way they do hence sensitivity to others feelings and emotions which improved work environment for improved performance.

A significant percentage of the respondents accepted that part of the company’s employee’s performance can be attributed to the fact that social awareness made it possible for either the leadership or staffs to get along with people of diverse backgrounds. Diversity is highly embraced in the company and this is evidence by the various, nationalities, ethnicities, gender etc. at the company and this boosts performance. The knowledge of organizational structure has been very paramount in guiding the employees on how to deal with the organization and other colleagues they work with. The finding however disagreed with Laegaard and Bindslev (2006) who mentioned that knowing the organization structure as either, simple, hierarchical, functional, product or
matric, enables employees to know exactly how to approach issues in the organization in a professional manner.

Majority of the respondents agreed that the performance of Kinyara’s employees is boosted by their ability to monitor customers or client’s satisfaction carefully to ensure that they get what they exactly needed. This meant the customer is the king is a reality in the company and caused positive variations in employee’s performance. There is need therefore for management to take this seriously and raise the social awareness of its employees even further with sure positive return in terms of performance. The finding however disagreed with Victoroff and Boyatzis (2012) who mentioned that predicting, embracing and delivering just to the expectations of clients or customers form service orientation thus improving the service output of employees in the service industries.

5.3.4 Effect of Relationship Management on Employee Performance

The findings from the study confirmed the research theory that relationship management has a significant effect on staff performance. Relationship management showed a positive correlation with performance. However, Kinyara sugar limited is encouraged to do a lot more to bring the effect of relationship management to a more significant level or look at it as one of the factors negatively affecting its general performance because it has not been fully and positively exploited. This marginally agreed with Victoroff and Boyatzis (2012) who suggested that relationship management enables employees to turn around poor performance into a desired one through its wide and positive influence on management, followers and all stakeholders which then empowers them to have all the necessary resources at their disposal to enhance their output.

A tremendous number of the respondents agreed that employees rich in relationship management have the ability to inspire and instill a sense of ownership in the visions and missions of the organizations they work for and thus improve performance of their own and those they interact with. But it was weakly correlated with performance meaning there is need to improve this aspect in the company. Relationship management ability creates a work environment were employees know exactly what they are striving to achieve and they put a lot of effort and zeal towards attaining those clearly set and communicated goals. This finding marginally agreed with the study done by Hogan (2014) who stated that relationship management abilities enable employees and leaders to recognize the importance of every one of their colleagues and work closely with them by
clarifying objectives so that employees can work towards a unified direction by clarifying goals and objectives regardless of the project to each and every one involved. Schofield (2014) explicitly reported that there is need by management to involve employees choosing the right leadership styles for proper performance.

The biggest percentage of the respondents also agreed that performance is improved by employee’s effective relationship management skills. Relationship management skills build up leaders who are able to examine what they ask their subordinates to implement and ensure that these very people they lead share in the same vision for purposes of sense of belonging thus motivation and performance improvement. Therefore, this needs to attract the attention of the management of Kinyara sugar limited since it was significantly correlated for further investment in this aspect. Continues training of leaders and employees is expected to contribute towards applying a balance of acceptable leadership styles if improved performance of the company employees is to be continued. The finding agreed with the finding of Jonas (2013) who confirmed that positive influence enables employees to strive towards improved productivity and profitability for the company by bringing out the best not only in themselves but also those they are either leading or working with by portraying positive behaviors.

From the study, the biggest percentage of respondents agreed that performance is boosted by the ability of KSL’s employees to cultivate people’s abilities and showing a genuine interest in those under our management by helping and understanding their goals. This has been one of the reasons explaining the existing significant correlation between relationship management and performance. The company is once again called upon to improve this aspect for a continued significant impact. The finding agreed with the study of Manmohan (2013) who explicitly reported that constant training of employees on how to do their work due to the ever changing work methodologies and policies, rules and objective is expected to boost and improve employee performance. Trainings can be either external or internal and may not limited to only new staff but even existing employees since technology is constantly changing, distribution channels are increasing, market completion is for real and so many more thus supervisors need to be tasked with the duty of ensuring that this is organized in case they are not in position to do training and developing employee’s themselves for purposes of improving employee performance.

A significant portion of the respondents also concurred that performance improvement in the company is possible due to employees’ ability to encourage and model change
process towards an acceptable and productive result whenever necessary and required. This aspect caused a marginal variation in performance possibly due to the untapped aspects of relationship management. This therefore calls for the attention of Kinyara sugar limited to look into this aspect and embrace it for a positive return in its employee’s performance. Change is an inevitable aspect of the ever versatile environment in which the company does exist and constantly interacting with therefore ability to embrace it well enables employees to perform well in their duties just as reported by (Passenheim, 2010). The result also agreed with the study done by McPheat (2010) who stated that being able to think ahead of time and knowing that competition is not constant leads to a more improved change process and themselves, clientele, others around them and the society they serve thus a quality and boosted performance.

Finally the majority of respondents agreed or strongly agreed that improved performance is possible due to employee’s manage conflict effectively. This aspect of relationship management had a marginal variation in employee’s performance possibly as a result of an underdevelopment of this aspect in KSL. Therefore, employees’ conflict management skills needs to be enhanced in other to improve staff interaction and hence their performance. The finding agreed to the study of Doulas (2013) who reported that effective leaders who take actions to arrive at equitable solutions for people involved in conflicts by recognizing the major needs of employees and ensuring proper communication to positively influence the conflict resolution process without taking any sides and more importantly derive a win-win result for all thus a proper and desirable work environment which positively influences performance. Crystal (2013) reported that involving emotional literacy arguments and not being too egoistic enables employees to either minimize conflict or keep it under control hence performance is not affected but rather improved.

5.4 Conclusion

5.4.1 Effect of Self-Awareness on Employee Performance

The findings supported the theory that self-awareness results in improved employee performance. Workers who had strong self-awareness were realistic in whatever choices they make and in doing their work. From the findings there was a marginal variation caused by self-aware workers who were normally not over self-critical or naively hopeful in doing their work. The aspect of self-awareness serving as a basis for self-reflection and
thoughtfulness had a marginal correlation with performance, Self-aware people typically
finding time to self-evaluate had a significant effect on performance, and KSL needs to
find a way of encouraging its employees to think things over rather than react
impulsively.

5.4.2 Effect of Self-Management on Employee Performance

According to the findings, improving employee’s self-management abilities result in
improved employee performance which then leads to the attainment of overall
organizational performance. The study showed that persons who possess self-
management skills are in control of their emotions and ensure these emotions are
effectively managed to avoid it affecting their work and persons they relate and work with
daily to ensure improved output and healthy work environment relationships. Employees
who were transparent lived their values, and where necessary they openly admitted to
their mistakes which were then corrected for improved later performances. Employees are
able to put more energy in achieving and ensuring high standards at work place through
proper self-management abilities and this positively affects employee’s performance. The
findings also indicated that employees who are achievement oriented are interested in
continually learning, teaching and want to do things better and this is a pre determinant
for the attainment of better performance. Optimistic employees are able to roll with the
punches, see opportunities rather than threats in setbacks and use this to improve their
performance and motivation from the challenges presented.

5.4.3 Effect of Social Awareness on Employee Performance

As seen from the finding of the study, it was clear that improving the social awareness of
employees in the company would result in improved employee performance and in
general improved organizational performance. As noted, social awareness enabled
employees to recognize a wide range of emotional signals and this enabled them to sense
the felt, unspoken, emotions in fellow employees or groups and handled it before it
exploded to affect performance. Social awareness enabled employees to detect crucial
social networks and understand key power relationships and know how to use this to
improve performance. Social awareness also made it possible for employees to get along
with people of diverse backgrounds and abilities. Due to social awareness, employees are
in better position to understand customer’s or clients’ needs and strive towards satisfying
this needs through continuous interaction with this beneficiaries which then leads to achieving both personal and organizational goals.

5.4.4 Effect of Relationship Management on Employee Performance

The study indicated that any expense the company incurs to improve the relationship management abilities of staffs will definitely result in improved staff performance and overall organization achievement of its goals and objectives. Relationship management skills build up leaders who are able to examine what they ask their subordinates to implement and ensure that these very people they lead share in the same vision for purposes of sense of belonging thus motivation and performance improvement. Performance is boosted by the ability of employees or Leaders to cultivate people’s abilities and showing a genuine interest in those under our management by helping and understanding their goals. Performance improvement in the company is possible due to employees’ ability to encourage and model change process towards an acceptable and productive result whenever necessary and required. The study noted that employees who are able to manage conflict effectively are able to avoid unnecessary explosion of problems at work places throughout the organization and thus employees’ energies are directed towards improving performance for both individuals and general organizational performance.

5.5 Recommendations

5.5.1 Recommendation for Improvement

5.5.1.1 Effect of Self-Awareness on Employee Performance

The study recommended that Kinyara sugar limited needs to help its staff to improve on their self-awareness if they need improved employee performance. Company needs to focus on developing workers to have strong self-awareness so that they can be realistic in whatever choices they make and in doing their work. Self-aware worker should be encouraged to refrain from being over self-critical or naively hopeful in doing their work. Self-awareness should serve as a propensity for self-reflection and thoughtfulness. Self-awareness needs to be encouraged and promoted so that the employees are in a better position to evaluate their actions and make very informed decisions.
5.5.1.2 Effect of Self-Management on Employee Performance

It’s recommended that Kinyara sugar limited should optimize staff’s self-management abilities if they are to improved employee performance which will then lead to the attainment of overall organizational performance. Emotional self-control which is one of the aspects of self-management needs to be managed by management to endeavor employees to be in control of their emotions and ensure these emotions are effectively managed to avoid it affecting their work and persons they relate and work with daily to ensure improved output and healthy work environment relationships. Transparency needs to be highly promoted so that staff can live their values, and where necessary they can openly admit mistakes and fault which can be corrected for improved later performances. The company needs to develop and recognize employees who constantly struggle to achieve something and ensure high standards at work place through proper self-management abilities. Achievement oriented leaders are recommended because they are interested in continually learning and teaching, wants to do things better and this is good for the attainment of general organizational objective of better performance. Again the management ought to attract and maintain employees that are able to accept challenges at work place, are optimistic rather than pessimistic, see opportunities rather than threats in setbacks and are able to learn and improve their performance and motivation from the challenges faced.

5.5.1.3 Effect of Social Awareness on Employee Performance

The study recommends Kinyara sugar limited to take the social awareness aspect of employees in the company seriously because it leads to improved employee performance. Since social awareness had a marginal effect on employee’s performance, KSL is recommended to take charged and make social awareness part and partial of organization recruitment and staff training and development because social awareness enabled employees to recognize a wide range of emotional signals and this enabled them to sense a range of forms of emotions in fellow employees or groups and handled it before it exploded to affect performance. Social awareness enables a leader-manager to detect crucial social networks and understand key power relationships and know how to use this to improve performance hence the more reason for the company to look for such employees or train the current one. Social awareness makes it possible for employees to be in better position to understand customer’s or clients’ needs and strive towards satisfying this needs through continuous interaction with this beneficiaries which then
leads to achieving both personal and organizational goals thus the need to bring develop
this aspect in the employees and invest in it by the management through trainings. Social
awareness enables a leader-manager to monitor customers or client’s satisfaction
carefully to ensure that they get what they need leading to achieving organizational goals.

5.5.1.4 Effect of Relationship Management on Employee Performance
Kinyara sugar limited needs to absorb the relationship component in its recruitment
process and staff and training policy because relationship management abilities of staff
result in improved staff performance and organization achievement the organizations
goals and objectives. The study recommends that since relationship management skills
build up leaders who are able to examine what they ask their subordinates to implement
and ensure that these very people they lead share in the same vision for purposes of sense
of belonging thus motivation and performance improvement, the HR department needs to
make this part of the recruitment process and desired quality in the company’s ideal
leaders. Performance is boosted by the ability of employees or leaders to cultivate
people’s abilities and showing a genuine interest in those under our management by
helping and understanding their goals thus the need by KSL’s management to ensure that
the company’s vision and missions are clearly shared with all the employees up to the
very last person in the company. Performance improvement in the company is possible
due to employees’ ability to encourage and model change process towards an acceptable
and productive result whenever necessary and required therefore KSL is recommended to
train its employees to manage and view change from a positive angle. The study noted
that employees who are able to manage conflict effectively are able to avoid unnecessary
explosion of problems at work places throughout the organization and thus employees’
energies are directed towards improving performance for both individuals and general
organizational performance thus good conflict management skills and practices needs to
be recognized and rewarded to promote a conflict free work environment culture in KSL.

5.5.2 Suggestions for Further Studies
The study only focused on a case of Kinyara sugar limited which is inadequate to make
inference about the effect of emotional intelligence on performance in the private
companies in Uganda hence further research needs to be carried out on the effect of
emotional intelligence on performance in other private companies, Non-governmental
organizations and public sectors.
REFERENCES


APPENDICES

APPENDIX A: INTRODUCTION LETTER

To Whom It May Concern

Dear Sir/Madam,

I am a student at United States International University - Africa pursuing Masters of Science in Organizational (MOD). As a tool necessary for the collection of data for the research study on the effect of emotional intelligence on employee performance in private institutions, a structured questionnaire was constructed.

This research study is for the purpose of partially fulfilling the requirements of the course of executive masters of Science in organizational development. I can affirm that any feedback you provide will be treated with utmost confidentiality and will never be used for any other purpose other than for this research study.

Your positive response and cooperation is highly appreciated. I look forward to your prompt and genuine response.

Yours Faithfully,

Asilaza Noel

Researcher
APPENDIX B: QUESTIONNAIRE

This questionnaire is for academic purposes only and all the information provided shall be treated with utmost confidentiality. I appreciate your time spent on completing this questionnaire. Kindly read all the questions carefully and provide answers to the best of your knowledge.

SECTION A: PERSONAL DETAILS

1. Gender
   Male □    Female □

2. Age
   Less than 30 years □  30 to 40 years □  40 to 50 years □  50 to 60 years □

3. Educational Level
   Secondary School □  College level □  Degree Level □
   Graduate Level □  Doctorate Level □

4. Grade
   1-3 □  4-5 □  6-7 □  8-10 □

5. For how long have you worked for the organization?
   Less than 5 years □  5-10 years □  11-15 years □  above 15 years □

6. Have you ever been involved in emotional intelligence Programme?
   Yes □  No □

7. For how long have you been involved in emotional intelligence Programme?
   0-5 years □  5-10 years □  11-15 years □  over 15 years □

SECTION B: EFFECT OF EMOTIONAL INTELLIGENCE ON EMPLOYEE PERFORMANCE

Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree. Tick the box which best describes your opinion of the statement
### A. Self-Awareness

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workers with strong self-awareness are usually realistic</td>
<td></td>
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<tr>
<td>Self-aware workers are normally not over self-critical or naively hopeful</td>
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<tr>
<td>Self-awareness is a propensity for self-reflection and thoughtfulness</td>
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<td>Self-aware people typically find time to reflect quietly</td>
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<tr>
<td>Self-aware people; think things over rather than react impulsively</td>
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### B. Self-Management

<table>
<thead>
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<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>Persons who possess emotional self-control always endeavor to manage their disturbing emotions and impulses, to their advantage</td>
<td></td>
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</tr>
<tr>
<td>Leaders-managers who are transparent live their values, and where necessary they openly admit mistakes and fault</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders-managers who possess strength in achievement, have high personal standards that drive them to constantly seek performance improvements for themselves and those they lead</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Achievement oriented leaders are interested in continually learning, teaching and want to do things better</td>
<td></td>
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</tr>
<tr>
<td>An optimistic leader can roll with the punches, seeing an opportunity rather than a threat in a setback</td>
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<td></td>
</tr>
</tbody>
</table>
### C. Social-Awareness

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social awareness enables a leader-manager to attune to a wide range of emotional signals, letting them sense the felt, unspoken, emotions in a person or group</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Social awareness enables a leader-manager to detect crucial social networks and understand key power relationships</td>
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</tr>
<tr>
<td>Social awareness makes it possible for a leader to get along with people of diverse backgrounds</td>
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</tr>
<tr>
<td>Social awareness enables a leader-manager to monitor customers or clients satisfaction carefully to ensure that they get what they need</td>
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</tr>
</tbody>
</table>

### D. Relationship Management

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders that have inspiration competence create resonance and more people with a compelling vision or shared mission</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Inspirational leaders embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow</td>
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</tr>
<tr>
<td>Leaders who are good at cultivating people’s abilities show a genuine interest in those they are helping along to understanding their goals</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Leaders who possess the change catalyst competence are usually able to lead in the recognition of need for the change, challenge the status quo, and champion the new order</td>
<td></td>
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</tr>
<tr>
<td>Leaders with conflict management competence have the capacity to manage conflict effectively, as they are able to draw out all parties, understand the differing views and then find a common ideal that everyone will endorse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither agree or disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>--------------------------</td>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>Employees arrive for work on time</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Clear guidance in support of unit objectives is given</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good performance is always recognized</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Employee productivity levels in the company is high as compared to the beginning</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The current level of the decision making process in the company is highly formal</td>
<td></td>
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</tr>
<tr>
<td>The quality of products in the company is high</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality of services in the company is high</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability of employees to be innovative is high</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work without supervision is necessary</td>
<td></td>
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<tr>
<td>The ability to set appropriate priorities for tasks is necessary</td>
<td></td>
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<tr>
<td>Effectively collaborates with other department members is necessary</td>
<td></td>
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<tr>
<td>Demonstrates appropriate interactions with the public</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees are extremely satisfied working for this company</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend this company as a good working place</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## APPENDIX C: RESEARCH BUDGET

<table>
<thead>
<tr>
<th>Budget Line Items</th>
<th>Cost in (Ksh)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Proposal Development</strong></td>
<td></td>
</tr>
<tr>
<td>1 Materials</td>
<td>700</td>
</tr>
<tr>
<td>2 Printing</td>
<td>2,500</td>
</tr>
<tr>
<td>3 Photocopying</td>
<td>300</td>
</tr>
<tr>
<td>4 Phone calls</td>
<td>600</td>
</tr>
<tr>
<td>5 Food &amp; Refreshment</td>
<td>1,200</td>
</tr>
<tr>
<td>6 Travelling costs</td>
<td>300</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td><strong>5,600</strong></td>
</tr>
<tr>
<td><strong>B Data Collect (Fieldwork)</strong></td>
<td></td>
</tr>
<tr>
<td>1 Photocopying</td>
<td>300</td>
</tr>
<tr>
<td>2 Travelling costs</td>
<td>5,000</td>
</tr>
<tr>
<td>3 Research Assistant</td>
<td>10,000</td>
</tr>
<tr>
<td>4 Phone calls</td>
<td>3,000</td>
</tr>
<tr>
<td>5 E-Mails</td>
<td>300</td>
</tr>
<tr>
<td>6 Materials</td>
<td>1,000</td>
</tr>
<tr>
<td>7 Food &amp; Refreshment</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td><strong>25,600</strong></td>
</tr>
<tr>
<td><strong>C Data Analysis &amp; Interpretation</strong></td>
<td></td>
</tr>
<tr>
<td>1 Data Entrants</td>
<td>5,000</td>
</tr>
<tr>
<td>2 Phone calls</td>
<td>2,100</td>
</tr>
<tr>
<td>3 Data Analysis</td>
<td>7,000</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td><strong>14,100</strong></td>
</tr>
<tr>
<td><strong>D Report Writing &amp; Dissemination</strong></td>
<td></td>
</tr>
<tr>
<td>1 Report Writing</td>
<td>1,500</td>
</tr>
<tr>
<td>2 Binding &amp; Dissemination</td>
<td>5,400</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td><strong>6,900</strong></td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>52,200</strong></td>
</tr>
</tbody>
</table>
## APPENDIX D: IMPLEMENTATION PLAN

<table>
<thead>
<tr>
<th>Research Activities</th>
<th>Start</th>
<th>Finish</th>
<th>Duration in Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Proposal Development</td>
<td>Feb, 2016</td>
<td>Mid April, 2016</td>
<td>2.5</td>
</tr>
<tr>
<td>2 Data Collection (Fieldwork)</td>
<td>Mid May, 2016</td>
<td>Mid June, 2016</td>
<td>1</td>
</tr>
<tr>
<td>3 Data Analysis &amp; Interpretation</td>
<td>Mid June, 2016</td>
<td>Mid July, 2016</td>
<td>1</td>
</tr>
<tr>
<td>4 Report Writing</td>
<td>Mid July, 2016</td>
<td>Mid August, 2016</td>
<td>1</td>
</tr>
<tr>
<td>5 Report Dissemination</td>
<td>Mid August</td>
<td>End of August, 2016</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>