

**LEADERSHIP EMOTIONAL INTELLIGENCE, ORGANISATIONAL JUSTICE
AND ORGANISATIONAL PERFORMANCE IN PUBLIC
UNIVERSITIES WESTERN REGION, KENYA**

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the Degree of Doctor of Philosophy in Business Administration (Human
Resource Management Option) of Masinde Muliro University of Science and
Technology.**

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DEDICATION

To my mum and my children for their sacrifices, kind support and prayers during the period of my study.

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ABSTRACT

The public sector plays a pivotal role in national development, with public universities serving as key institutions in advancing economic and social progress. However, these institutions often face governance-related challenges that adversely impact their performance. This study examined the influence of leadership and emotional intelligence on organizational performance in public universities within the Western region of Kenya. Specifically, it assessed the effects of five components of emotional intelligence—self-awareness, self-regulation, social skills, empathy, and motivation—on organizational performance and investigated the moderating role of organizational justice in the relationship between leadership, emotional intelligence, and performance. The study adopted a positivist research philosophy and employed a descriptive-explanatory research design. The target population consisted of 794 academic staff across four public universities in the region. A stratified and simple random sampling technique was used, and the sample size was determined using Slovin's formula. Data were collected through a structured questionnaire and an interview schedule. A pilot study was conducted at Maseno University to test the research instruments. Reliability was assessed using Cronbach's alpha, while validity was established through face, content, and construct validity techniques. Quantitative data were analyzed using descriptive statistics (frequencies, percentages, means, and standard deviations) and inferential statistics (Pearson correlation, simple linear regression, and hierarchical regression). Qualitative data from interviews were analyzed through content analysis. The findings revealed that all five components of emotional intelligence significantly influenced organizational performance: self-awareness ($\beta = 0.241$, $p = 0.001$), self-regulation ($\beta = 0.120$, $p = 0.035$), social skills ($\beta = 0.166$, $p = 0.000$), empathy ($\beta = 0.232$, $p = 0.000$) and motivation ($\beta = 0.180$, $p = 0.024$). Leadership and emotional intelligence collectively accounted for 70.2% of the variance in organizational performance ($R^2 = 0.702$). The inclusion of organizational justice increased the explanatory power to 79.9% ($R^2 = 0.799$), and incorporating interaction terms further raised it to 82.5% ($R^2 = 0.825$). The study concludes that organizational justice significantly enhances the effect of leadership and emotional intelligence on performance in public universities. It recommends that universities promote a culture of self-reflection and feedback, invest in professional development programs focused on emotional intelligence and self-regulation, and strengthen organizational justice through transparent performance appraisal systems and inclusive decision-making practices.

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ABBREVIATIONS AND ACRONYMS

EI	:	Emotional Intelligence
EP	:	Employee Performance
EQ	:	Emotional Quotient
HEIs	:	Higher Education Institutions
IQ	:	Intelligent Quotient
IT	:	Information Technology
JKUAT	:	Jomo Kenyatta University Of Agriculture and Technology
KCCA	:	Kampala Capital City Authority
NADRA	:	National Database and Regulation Authority
OGDCL	:	Oil and Gas Development Company Limited
OJ	:	Organisational Justice
OP	:	Organisational Performance
SBP	:	State Bank of Pakistan
SEM	:	Structural Equation Modelling
SPSS	:	Statistical Package for Social Sciences
USA	:	United States of America

OPERATIONAL DEFINITIONS OF TERMS

Leadership Emotional Intelligence: Refers to the ability of a leader to recognize, understand, and manage their own emotions and the emotions of others in order to effectively lead and influence their team or organization.

Organizational Justice: Refers to the perception of fairness and justice in the workplace. It involves the distribution of resources, rewards, and opportunities, as well as the procedures and interactions within an organisation.

Self -Awareness: The ability to recognize and understand one's own thoughts, emotions, behaviors, values, strengths, weaknesses, and impact on others. It involves being conscious of one's internal experiences and having an accurate perception of oneself. Self-awareness is a foundational skill for personal growth, effective communication, decision-making, and building healthy relationships.

Self-Regulation: Also known as self-control or self-management refers to the ability to manage and control one's thoughts, emotions, and behaviours in order to adapt to different situations and achieve desired outcomes. It involves the conscious effort to regulate impulses emotions, and actions in line with one's goals and values.

Social Skills:

Also known as interpersonal skills or people skills refer to the ability to interact, communicate, and collaborate effectively with others. They involve understanding social dynamics, adapting to various social situations, and building positive relationships

Organizational Performance: Denotes the capacity of an organization to manage and access diverse resources to achieve its goals and objectives. It entails fulfilling or surpassing organizational and social objectives, as well as executing the obligations of the organization.

Empathy:

The capacity to comprehend and empathize with the emotions, thoughts, and experiences of others. It entails empathizing with another individual, viewing their reality from their viewpoint, and experiencing emotional alignment with their circumstances.

Motivation:

One's psychological behaviour that is compelled by either intrinsic or extrinsic rewards. Motivation focuses on our individual motivation to grow and succeed dedication to our objectives, initiative or

willingness to seize opportunities, optimism, and resilience.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The concept of emotional intelligence (EI) was first proposed by psychologist and researcher Daniel Goleman in the late 1990s (Serrat, 2017). EI, according to Kotsou, Mikolajczak, Heeren, Gregoire and Ley (2019), is the capacity to recognize, communicate, comprehend, regulate, and utilize feelings. Our relationships, job, learning experiences, and health are all greatly impacted by EI. Goleman (1995) as cited by Brownie (2019) classified EI into four categories: self-awareness, self-management, social awareness, and relationship management. According to Bradberry and Greaves, (2009), as cited by De Los Santos, 2023), Goleman's (1995) model of EI is broadly classified into two; personal competence which includes self-awareness and self-management and social competence comprising social awareness and relationship management. Cherry (2018) added empathy and motivation in the earlier dimensions of EI identified by Goleman.

Guerra-Bustamante, Leon-Del-Barco, Yuste-Tosina, Lopez-Ramos and Mendo-Lazaro (2019) posit that EI has been extensively researched, shared, and used in numerous different fields such as hospitality, health and financial institutions since its inception. Moreover, the concept has gained traction and is now recognized as a crucial component of good leadership (Martta, 2020; Beytekin, 2021; Khan, 2023). Pham (2021) stated that the development of higher education institutions is intrinsically linked to the development of employees. This suggests that institutions must prioritise the growth and development of their employees to foster overall institutional

development. Watson, Tomovic and Neufeldt (2019) found that effective leadership is connected to and correlated with the long-term well-being and strength of higher education institutions. This suggests that leadership plays a crucial role in the overall success and performance of higher educational institutions.

Education is essential to the development of human capital in both developed and developing nations. As such, any stable country is very interested in the success of higher education institutions worldwide (Mbote, 2019; Ssemwanga, Muyinda&Edaku 2019;Lankisa, 2022). According to Igoki (2021), higher education institutions are encountering novel difficulties that necessitate adjustments to their approaches to governance and management. Recent changes that pose challenges to higher education include the emergence of new stakeholders, internal factors, globalisation, the rapid creation and use of new knowledge, growth in student enrollment, and the expansion of higher education institutions. Institutions need highly performing employees to accomplish their goals. Higher education institutions are dependent on employees to be successful. Mendelson andStabile, (2019) assert that higher education institutions depend heavily on the EI of their leaders because those in their charge are impacted by them and organisational success is directly impacted by EI in leadership.

Organisational performance is defined as the ability of an organisation to manage and access a variety of organisational resources in order to accomplish its goals and objectives (Sangiorgi & Siboni, 2017). According to Munir and Azam (2017) organisational performance is the real results or outputs when compared with intended outputs of the organisation. The inputs stand as the employees and their efforts towards achieving the goals of the organisation stand as the output. Wattoo, Zhao and Xi (2020)

argued that a superior level of job performance improves operational efficiency and productivity, leading to higher overall results in an organisation. Onuegbu (2019) cites three ways in which organisational performance can be measured. These are individual level performance, team level performance and organisational level performance. Performance in public universities encompasses various indicators, including academic achievement, research output, student satisfaction, community engagement, and financial performance. An organisation must discover performance drivers from the top to the bottom and record high returns in order to be successful (Muwardi, Saide, Eko, Richard, Iqbal, Siti & Herzavina 2020).

Globally, a number of earlier studies have highlighted the significance of EI in developing leadership skills and improving leaders' efficacy. In the United States of America (USA) researchers have studied EI dimensions and organisational performance. EI is essential as Moon, (2021) pointed out its positive effects and role in upgrading personal development, as well as professional performance at the workplace. The researcher adopted the Goleman (2003) EI model which included the aspects of self awareness, self regulation, social management and empathy, and confirmed EI's presence as a success factor in leadership and decision making processes that contribute immensely to the performance of organisations. However, in the context of higher education institutions, De Los Santos (2023) reported no significant relationship between EI of faculty and non faculty members of Albilene Christian University in Texas.

Similarly, Lebeck and Chighizola (2018) researched the unique EI abilities and behaviors displayed by high-achieving alumni of an in-residence Professional Military

program education institution in Montgomery, with a primary emphasis on the efficacy and growth of leaders. The Emotional Skills Assessment self-report tool was used to gauge EI. Results indicated that while commitment ethic, empathy, aggression, and leadership are among the aspects of EI that might predict performance results, they only explain an insignificant of the variance in the performance outcomes.

Tompkins, Galbraith, and Bas cross cultural study compared EI in 66 students in the United States and 62 in Turkey. Using the Wong and Law EI Scale (WLEIS), they found that American students scored higher than Turks in the subscales ability to recognize, appraise, and express emotion in oneself, use of emotion to facilitate performance. . According to the authors, the nationality differences on EI could be attributed to the Geert Hofstede's individualism/collectivism cultural dimension concept. Although Moon (2021) points out the positive effect that EI has on OP, De Los Santos (2023) demonstrates that EI has no significance on OP.

In Europe, Drigas and Papoutsi (2019) demonstrated the necessity of EI by observing a beneficial relationship between employees, leaders, and EI in Greece. The researchers concluded that EI in an organisation's leadership has a direct impact on retaining top talent, increasing organisational productivity, raising employee satisfaction, and fostering a positive work environment. This means that leaders need to be conscious of their emotions since they have a significant impact on productivity, job satisfaction, and employee turnover. It has become increasingly important for faculty members to use their EI actively in higher education because the relationship between EI and employee performance increases productivity, which in turn affects the overall performance of higher education institutions (Tasci &Titrek, 2021).

On the contrary, Zurita-Ortega, Olmedo-Moreno, Chacon-Cuberos, Lopez and Martinez-Martinez, (2019) showed that there is a weak link when it comes to the association between leadership and EI in higher education institutions. This is because their study observed limited evidence linking EI in teachers in universities to leadership in Spain. This implies that higher education teachers have less need to comprehend emotions in order to behave as leaders.

In the United Kingdom (UK), Baba, Makhdoomi and Siddiqi (2019) conducted a study in the higher education sector with the objectives to examine the state of EI and transformational leadership among academic leaders and investigate the association between EI and transformational leadership among the academic leaders. The findings demonstrated a significant and direct association between EI of leaders and transformational leadership style as perceived by the faculty members.

Neffe, Wilderom and Lattuch (2022) hypothesized how high family-firm performance was affected by the EI of a family-based CEO and top-management team. The findings demonstrated that EI significantly affected the performance of family firms. Meanwhile, Psilopanagioti, *et al.*, (2022) investigated the relationships between EI and the surface acting component of emotional labor, and job satisfaction in medical staff working in tertiary healthcare in Greece. EI was measured using the Wong & Law Emotional Intelligence Scale (WLEIS) which comprised 16 items. The findings showed that EI was significantly and positively correlated with job satisfaction. While some studies in Europe showed a positive link between EI and OP (Drigas & Papoutsis, 2019; Tasci & Titrek, 2021) others reported a significant negative link (Zurita-Ortega, Olmedo- Moreno, Chacon-Cuberos, Lopez & Martinez-Martinez, 2019).

In Asia, Shafait and Huang (2023) validated that EI had a direct and positive association with organisation performance in higher education institutions. The researchers investigated organisation performance alongside academicians' EI in higher education institutions in China. Their study was anchored on the ability based theory of EI which include four emotional aptitudes as follows; social adaptation, goal attainment, problem solving and self regulation. This study reveals EI as an essential factor for organisational performance and thus proposes that higher education institutions need to channel it among their personnel to enrich their performance.

Similarly, Mishra (2023) studied the variables of self awareness and social awareness to ascertain their effects on job performance of university academicians in India. His findings reveal a significant association between EI and job performance in higher education institutions. According to the findings, emotional intelligent academicians have empathy, social connectivity and can better manage relationships. As a result higher education institutions experience increased employee productivity and healthy relationships.

On the contrary, Said, Hussain and Ullah (2021) found out that some components of EI had no significant impact on performance of teachers in the higher education sector in Pakistan. Their study investigated the impact of EI competencies modified from Goleman (1995) which included social awareness, self confidence, achievement orientation, developing others and conflict management on teacher's perceived job performance. The findings showed that social awareness and conflict management had a weak impact on teacher's performance. In a research project intended to ascertain how administrators' performance at Mashhad University of Medical Sciences in

Mashhad, Iran, related to their EI, Sadeghi, Kiani, Saeidi, Moghaddam, Ghodsi and Hoseini (2018) observed a significant negative correlation between EI and organisational performance. In their study, self awareness as a component of EI highly affected organisational performance compared to the other components. Studies done on the relationship between EI and OP in Asia revealed conflicting results. While some reported a positive significant link (Supramaniam, 2021; Shafait & Huang, 2023; Mishra, 2023), others recorded a significant negative correlation (Said, Hussain & Ullah, 2021; Sadeghi *et al*, 2018).

In Africa, numerous studies have been conducted on the EI of leaders in higher education institutions. Oba Adenuga, Ezeribe, and Oba Adenuga (2022) examined the relationship between academic staff self-awareness and task performance at many private universities in Ogun State, Nigeria. The research demonstrated that self-awareness significantly influenced task performance. According to these findings, equipping the academic personnel of higher education institutions with abilities related to self-awareness is a crucial factor in enhancing self-efficacy and personal performance. A comparable study was performed by Ansaed and Kemri (2020) at the University of Hassiba Ben Bouali Chlef in Algeria. This study utilized the Goleman (2001) model of EI to evaluate its contribution to improved administrative leadership. The results indicated that all examined elements of EI influenced the performance of the University of Hassiba Ben Bouali Chlef.

EI is essential in higher education as further depicted by Mayer, Oosthuizen and Surtee (2018). In their attempt to understand EI of women leaders in higher education

institutions in South Africa, the trio revealed that EI competencies are a major success factor in these institutions. According to their findings, self-regard, followed by interpersonal relationships, problem solving, empathy, emotional self-awareness, assertiveness, impulse control and social responsibility affected the performance of the women leaders under study. According to Asmamaw and Semela (2019), EI is an essential quality for academic leadership. In their investigation of faculty perspectives of leader EI behavior and its influence on engagement in Ethiopia, the researchers employed Goleman's mixed model of EI (2001), which amalgamates personality traits and cognitive abilities. The results demonstrated that relationship management, empathy, self-control, and self-awareness are essential EI competencies for academic leadership, resulting in increased staff engagement. Given these results, university managers must consider EI when selecting and appointing leaders in higher education, as it influences performance.

Comparably, Ssemwanga, Muyinda and Edaku (2019) investigated the effects of self-control and relationship management competencies on job performance of part time academic staff in private universities in Kampala Metropolitan Area. The findings indicated that most of the target university academics were highly intelligent, emotionally and performed their jobs virtually well. This means that university education stakeholders should strive to enhance or maintain highly productive EI in their institutions. This is because their study demonstrates that increase in EI among such employees significantly led to equally better job performance.

In Kenya, EI has become a well researched construct in relation to leadership and performance. Igoki (2021) used the Goleman (1995) model of EI consisting of self

awareness, social awareness, self management and relationship management to investigate the relationship between EI and Employee Engagement public universities. Although the study reported a positive link between the studied variables, it did not show the extent of the relationship observed. Kang'ethe and Waiganjo (2023), studied the relationship between self-awareness and organisational performance in public universities in Kenya and used Jomo Kenyatta University of Agriculture and Technology (JKUAT) as a case study. The researchers demonstrated a strong positive link between the variables studied. This implies that leaders in higher education who are aware of their feelings and their effects are comfortably able to regulate their moods and emotions when the need arises and as result recognize how this affects their performance. This, according to the researchers affects the overall performance of institutions because employees are able to thus minimise low performance.

In contrast, a study conducted in private universities by Makokha, Awino and Nyambegera (2023) revealed a weak positive and significant relationship between EI and turnover intentions. Based on the findings, the leadership of universities in Kenya need to assess a candidate's EI ability to build strong relationships among employees when employing the teaching staff. In addition, Ntarangwe (2021) showed that there was a weak significant positive relationship between the four constructs of EI and career adaptability constructs. In her attempt to establish the relationship between the EI and career adaptability of academic staff in Kenya, Goleman (1995) theory and EI competencies were employed. The study emphasizes that enhancement of EI should be through training, guidance and counselling and team building in order to improve job adaptability of workers. Some studies done in Kenya on EI and OP indicated a strong positive correlation (Igoki, 2021; Kang'ethe & Waiganjo, 2023), nonetheless,

others demonstrated a weak significant link (Makokha, Awino & Nyambegera, 2023; Ntarangwe, 2021).

Organisational justice has been linked to organisational performance. For example, Das and Mohanty (2023) argue that an achieving organisational goal which thus improves organisational performance is largely dependent on organisational justice. The researchers contend that in today's fiercely competitive workplace, workers who perceive fairness are more likely to make greater contributions to their organisation. This means that organisational justice has become more important to an organization's structure and culture as a result of significant initiatives to guarantee that workers not only receive organisational justice but are appreciated throughout the organisation.

This is essential for the longevity of the organisation as a whole as well as for the wellbeing of individual employees. (Haider, Hussain, Lee & Akram, 2020). Beardwell and Thompson, (2017) contend that employees feel unfairly or unjustly handled when they believe their input exceeds the output, particularly in terms of salary; nevertheless, when their input aligns with the end, they believe they are treated properly (Dessler, 2020). This viewpoint covers a wide range of topics, including the distribution of duties and the methods used to reward, discipline, layoff, and terminate employees.

Studies done on EI and its effect on OP have produced mixed results. Some have shown EI has a significant effect on OP (Moon, 2021; Shafait & Huang, 2023; Kang'ethe & Waiganjo, 2023) while others show that it does not significantly affect OP (Said, Hussain & Ullah, 2021; Makokha, Awino & Nyambegera, 2023; Ntarangwe, 2021). In addition, studies that exist have tested different variables of EI. For example, some adopted Goleman mixed model of EI (Ansaed & Kemri, 2020; Asmamaw & Semela,

2023) whereas others investigated either one component of employing Goleman (1995) model (Moon, 2021; Igoki, 2021; Ntaragwe, 2021). The relationship is however affected by various factors such as leadership, organisational culture and Organisational justice leading to conflicting results.

Studies on the moderating effect of organisational justice have been done. For instance, a study by Mustafa, Vinset and Badri (2022) revealed that employees with higher EI are more likely to have positive perceptions of OJ due to their thorough consideration when evaluating organisational events, which then motivates them to remain in the organisation and promote higher satisfaction towards work. Rupp, Shapiro, Folger, Skarlicki, and Shao, (2017) suggest that organisational justice can lead to favourable outcomes like positive attitude and behaviour by the employees, which is beneficial for the organisation itself.

Higher education institutions in Kenya are working in an extremely aggressive setting which requires that these institutions hold to their core staff in order to increase and uphold competitive advantage (Nderitu, 2022). Although the Kenyan government has put in place various interventions such as instituting performance contracting and encouraging ethical behaviour in the public service, performance has not improved (Cheche, Muathe & Maina, 2017). Organisational justice plays a significant role in job satisfaction, organisational commitment, and performance outcomes among faculty and staff in public universities (Khan & Riaz, 2019). Taking the university system as an example, if one or two employees receive promotions while other employees who met the standards but were not given the opportunity to do so would feel unfairly treated,

they would feel that their status had been violated which will have a detrimental effect on the performance of the university.

Studies have shown that a positive work environment, fostered by emotionally intelligent leaders and fair organisational practices, leads to higher levels of employee engagement, productivity, and student satisfaction (Shuck, Rose & Twyford, 2018). Studies have not considered organisational justice as a moderating factor in response to OP and EI. Muchemi (2019) contends that organisational justice is a great predictor of organisational performance and further recommends that future research look into elucidating the function of OJ as a mediator and comprehending the complexities involved in applying various justice concepts, which is where this study aims to close the knowledge gap.

1.2 Statement of the Problem

Higher education institutions are important in the economic and social development role of countries. Universities play a critical role in national development. They are led by chosen leaders from among academic staff who are expected to possess leadership qualities to drive performance. These qualities include integrity and ethics, clear and effective communication, relationship building, inspiration and motivation, accountability, adaptability and flexibility and EI. Research has tended to show that leaders with high EI lead organisations to excellence. Despite university leaders being carefully selected based on set criteria which also include gauging their EI, in Kenya the organisational performance of various universities is not encouraging. Although they continue to play crucial roles in education, research, and community service, Mwangi and Waitheka (2018) argue that universities encounter challenges in their everyday

operations. Ayiro (2020) identifies issues such as low research funds, inadequate teaching staff, inadequate facilities and low salaries that affect performance of universities. To navigate these challenges, university leaders are expected to utilize leadership competencies that ensure competitiveness of their institutions. They are therefore expected to have EI that will help them strike a balance between organizational expectations and those of their subordinate amid the challenges identified by Ayiro (2020). Despite the fact that universities are led by professors people who are academically qualified, many are facing challenges that are affecting performance in terms of financial constraints, scarcity of resources among others. Various universities have threatened to go on strike. This points to leadership capacity challenges in navigating managerial setbacks that the leaders face in their duties. It may also be a pointer to employees feeling being unfairly treated hence the strikes which may need leadership EI to handle.

Research on EI and OP in higher education institutions has been extensively done by various scholars; nonetheless, the outcome has demonstrated conflicting results. Whereas some holds that EI affect OP (Moon, 2021; Tasci & Terek, 2021; Shafait & Huang, 2023; Mishra, 2023; Oba Adenuga, & Ezeribe, 2022; Igoki, 2021; Kang'ethe & Waiganjo, 2023). Others hold that EI does not affect OP (De Le Santos, 2023; Said, Hussain & Ullah, 2021; Makokha, Awino, & Nyambegera, 2023; Ntaragwe, 2021). These studies adopted different EI models to investigate the relationship between EI and OP leading to conflicting results. Some of these studies measured variables of EI adopted from Goleman (1995) which included Self awareness, social awareness, self regulation & relationship management (Said, Hussain & Ullah, 2021; Igoki, 2021; Ntarangwe, 2021). Other studies employed the Goleman (2001 and 2003) mixed model

of EI that added empathy (Moon, 2001; Asmamaw & Selema, 2019). Shafait and Huang (2023) adopted the ability based theory of EI which measured emotional aptitudes of social adaptation, goal attainment, problem solving and self regulation. This study will measure variables of EI adopted from Cherry (2018) model which adds motivation as an emotional aptitude to investigate their impact on performance of public universities in Western Region Kenya.

Although organisational justice has been previously linked to organisational performance (Das & Mohanty, 2023; Dessler, 2020; Khan & Riaz, 2019; Mustafa, Vinset & Badri, 2022), Muchemi (2019) contends that there exists a gap in Africa and Kenya in relation to appreciation of the extent to which organisation justice affects employee behaviour, and ultimately, employee and organisational performance. Moreover, the above stated studies do not bring on board the aspects of organisational justice as a moderating variable in reaction to EI and OP. It is in this regard that this study sought to incorporate OJ as a moderating variable in ascertaining the relationship between EI and OP.

1.3 Research Objectives

1.3.1 General Objective

The main objective of this study was to investigate the influence of leadership emotional intelligence on organisational performance in public universities Western region, Kenya.

1.3.2 Specific Objectives

The specific objectives of the study were to:

- i) To determine the influence of self awareness on organisational performance in public universities Western region, Kenya.
- ii) To evaluate the influence of self regulation on organisational performance in public universities Western region, Kenya.
- iii) To examine the influence of social skills on organisational performance in public universities Western region, Kenya.
- iv) To determine the influence of empathy on organisational performance in public universities Western region, Kenya.
- v) To ascertain the influence of motivation on organisational performance in public universities Western region, Kenya.
- vi) To establish the moderating influence of organisational justice on the relationship between leadership emotional intelligence and organisational performance in public universities Western region, Kenya.

1.4 Research Hypotheses

The study sought to test the following null hypotheses:

H₀₁:Self awareness has no significant influence on organisational performance in public universities Western region, Kenya.

H₀₂:Self regulation has no significant influence on organisational performance in public universities Western region, Kenya.

H₀₃: Social skills have no significant influence on organisational performance in public universities Western region, Kenya.

H₀₄: Empathy has no significant influence on organisational performance in public universities Western region, Kenya.

H₀₅: Motivation has no significant influence on organisational performance in public universities Western region, Kenya.

H₀₆: Organisational justice has no significant moderating influence on the relationship between leadership EI and organisational performance in public universities Western region, Kenya.

1.5 Significance of the Study

The three Kenyans' pillars of the vision 2030 which are the political pillar, economic pillar and Social pillar are fortified by the performance of universities in Kenya. Therefore, this study would provide practical insights for management and administrators in public universities in Kenya. Understanding the influence of leadership EI and organisational justice on organisational performance can guide the development of effective leadership strategies and practices in these universities.

The findings would help the Commission for University Education and other stakeholders in formulating policies that would help foster a positive work

environment, increase trust and cooperation, enhance administrative effectiveness which would ultimately enhance overall organisational performance.

The study advances the existing body of knowledge on leadership, EI, organisational justice, and performance. It would provide a deeper understanding of the mechanisms underlying effective leadership, organisational justice, and their impact on organisational performance and serve as a resource and reference for future research in the area. The study will also benefit the SDG4 through inclusiveness, Equitable and Quality Education.

1.6 Scope of the Study

The research examined leadership EI, organizational fairness, and organizational performance in public universities in the western area of Kenya. The primary aim of this study was to examine the impact of leadership EI, organizational fairness, and organizational performance. The study focused on 794 academic personnel, including Professors, Associate Professors, Senior Lecturers, Lecturers, Assistant Lecturers, and Graduate Assistants from Masinde Muliro University of Science and Technology, Kibabii University, Kaimosi Friends University, and Alupe University in the Western Region of Kenya. Since the academic staffs are generally characterized by a strong commitment to research, community engagement, hierarchical structures which are potential disconnect between leadership and subordinate staff. The research additionally included interviews with registrars and Deputy Vice Chancellors. This investigation was conducted in the Western Region of Kenya during a duration of three months, from July to September 2024.

1.7 Limitation of the study

Fear of university authorities may lead some respondents to hesitate in participating or fully engaging with the research instrument. This apprehension could stem from concerns about potential repercussions, distrust in how their responses will be handled, or general discomfort with disclosing opinions to figures of authority. To address this, the researcher emphasized a strict commitment to confidentiality, assuring participants that their identities and responses would remain completely anonymous. Additionally, measures were put in place to secure all collected data, ensuring that no personal information could be traced back to any individual. By reinforcing these privacy safeguards, the researcher aimed to build trust and encourage honest participation, minimizing any reluctance caused by fear of institutional oversight.

The study primarily depended on self-reported data collected from teaching staff, which carries the inherent risk of response bias. Participants might have provided socially desirable answers either overstating positive behaviors or underreporting negative ones to align with perceived expectations. Additionally, recall inaccuracies or subjective interpretations could lead to misrepresented experiences and practices. While objective verification of such self-reported data (e.g., through direct observation or institutional records) would strengthen reliability, practical constraints made this difficult in the study's context. To mitigate these limitations, the researcher triangulated the questionnaire responses with structured interviews conducted with key administrative officials, including Deputy Vice-Chancellors (DVCs) and Registrars. This approach provided corroborative insights, helping to balance potential biases and enhance the overall credibility and depth of the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on theoretical review, conceptual review and empirical review. Further, a summary of literature review and knowledge gaps were provided. Lastly, the conceptual framework was explained.

2.2 Theoretical Review

The study was guided by the Mayer & Salovey Model of EI, Equity Theory, Social Exchange Theory and Expectancy Theory.

2.2.1 Mayer and Salovey Model of EI

This theory was first proposed by Mayer and Salovey in 1990 (Drigas& Papoutsis, 2018). Mayer and Salovey model perceived EI as the capacity to recognize, express, comprehend, regulate, and control one's own and other people's emotions. This therefore means that those leaders with EI skills are able to handle stress at work and their colleagues' emotional behaviour and as a result, they can be expected to greatly increase job happiness. According to Cui (2021) this model considers emotions as a good source of information which helps in sensing and navigating in a social environment.

In late 1997, Mayer and Salovey examined the prevailing psychological literature and identified the use of categorizing emotional intelligence skills and abilities into four distinct classifications. As a result, these four domains were designated as the four-

branch model of emotional intelligence. The initial branch pertained to regulating emotions to achieve specific objectives; the second focused on accurately recognizing emotions in oneself and others; the third centered on understanding emotions and their conveyed signals; and the fourth emphasized utilizing emotions to enhance cognition (Brou Fossier, 2022).

The Mayer-Salovey-Caruso EI Test (Bru-Luna, Martí-Vilar, MerinoSoto& Cervera-Santiago, 2021) is used to evaluate EI in adults. It evaluates each of the four abilities or branches of perceiving, facilitating, understanding, and managing emotions (Sanchez-Gomez & Bresó, 2019). According to Nagdive (2021), there is a favourable correlation between MSCEIT scores and a number of everyday life areas, such as mental and physical health, social functioning, and job and academic performance. Theorists have supported this theory. For instance, Zeidner, Matthews, Roberts and MacCann (2003) as cited by Sigh, Prabhakar & Kiran, (2022) argues that its four branch approach is the most scientifically rigorous model of EI.

In addition, Weinbeiger (2002) contends that it is the only model that promotes a more constrained conception of EI. This theory has however been criticized that a number of problems have been found by several intelligence and personality theorists. For example, it has been argued that the ability EI measures do not tend to strongly predict outcomes that they theoretically should predict (Miao *et al.*, 2017). Moreover, Maul, (2012) states that although MSCEIT is the most widely used ability measure, there are problems related to reliability, consensus based scoring and underrepresentation of the EI constructs.

In his research on emotions, Daniel Goleman (1998) relied heavily on Salovey and Mayer's theory in linking EI to workplace success despite the criticism. Des Los Santos (2023) adopted the Mayer and Salovey model of EI in his research to understand the relationship between EI and employee turnover. Since this theory promotes a more constrained conception of EI its adoption in this study greatly contributes to the identification of the independent variables which are self awareness, self regulation, social skills, leader's empathy and motivation.

2.2.2 Equity Theory

Equity theory is a theory of motivation proposed by Stacy Adams in 1963 as cited by Davlembayeva & Alamanos (2023). The theory suggests that the level of employee motivation at work is greatly influenced by their sense of fairness. Mdhlalose (2022) asserts that equity theory explains the relations between the input provided and the output expected from an institution. For instance, individuals compare their inputs such as effort, skills, time and outcomes such as rewards, recognition, benefits with those of others in the workplace to assess fairness. Therefore, the theory greatly connects internally motivating factors and externally factors with employee performance.

Additionally, the theory posits that people strive for a sense of fairness and equity in their work relationships and outcomes. It helps institutions foster fairness in their performance evaluations, decision making systems and reward systems. This further cultivates higher levels of job satisfaction by promoting a sense of equity among employees. According to equity theory, employees compare their inputs such as effort, skills with the outcomes they receive such as rewards, recognition and also compare these inputs and outcomes with those of their colleagues. If employees perceive a lack

of fairness in these comparisons, such as when they believe they are contributing more but receiving fewer rewards compared to others, it can lead to feelings of inequity and de-motivation.

Leadership EI plays a role in shaping employees' perceptions of organisational justice and fairness. Leaders with higher EI traits, such as empathy and emotional regulation, are more likely to exhibit behaviours that promote fairness and equity in the workplace. They can create an environment where employees feel valued, respected, and treated fairly. Motivated employees ensure the success of any organisation. Equity theory boosts performance and upholds organisational justice as it emphasizes fair treatment of employees (Irshad, 2016). However, it overlooks the unique needs and preferences of individuals because the model assumes that all individuals strive for equity. Moreover, it ignores individual perception of fairness since the theory does not sufficiently account for how individuals perceive fairness.

Through application of equity theory in this study, the study can explore how leadership EI influences employees' perceptions of fairness and equity and how this affects organisational performance. The study can investigate whether employees' perceptions of organisational justice, influenced by leadership EI, impact their motivation and performance. Understanding these dynamics can help identify strategies to enhance perceptions of fairness, motivation, and ultimately, performance in the context of public universities in the Western Region, Kenya.

2.2.3 Social Exchange Theory

Social exchange theory, developed by Peter Blau in the 1960s as cited by Ahmad, Nawaz, Ishaq, Khan & Ashraf, (2022), focuses on the dynamics of social relationships and emphasizes the notion of reciprocity. It is a psychological and economic model of human behaviour. According to social exchange theory, individuals engage in social interactions with the expectation of receiving rewards or benefits in return for their contributions. The theory suggests that leaders who demonstrate high EI and promote organizational justice are more likely to foster positive exchanges with employees. These leaders create an environment where employees feel valued, respected, and treated fairly, which enhances the quality of social exchanges within the workplace. One of the most important measures of an employee's performance at work is their social interactions. An employee is more inclined to quit their job and look for those good ties elsewhere if they don't feel like they belong at work.

Numerous academic developments made possible by social exchange theory provide convincing proof of the framework's significant benefits. Social exchange theory is not impervious, nevertheless. Cropanzano *et al* (2017) contend that the four crucial concerns in this chapter have restricted the theoretical applicability of this point; Significant overlap and ambiguity exist among the many constructs related to social exchange; there is insufficient distinction between the positive and negative hedonic values of these different constructs; bipolarity is assumed, which obscures the difference between the existence of negative constructs (like abuse) and the absence of positive constructs (like support); and, in light of the previous three issues, theoretically imprecise behavioural predictions.

When employees perceive that their contributions, efforts and skills are recognized and rewarded fairly, they are more likely to reciprocate with increased motivation, commitment, and performance. Employees feel a sense of obligation to contribute their best efforts in response to the positive social exchanges initiated by leaders with high EI and a focus on organisational justice. By applying social exchange theory in this study, the researcher seeks to explore how organisational justice influences the quality of social exchanges between leaders and employees. The study will examine the impact of these social exchanges on employee productivity, job satisfaction, and quality of service, as well as overall organisational outcomes. Understanding the dynamics of social exchanges within the context of leadership EI, organisational justice, and performance will provide valuable insights into how leaders can create positive work environments and enhance organisational outcomes in public universities in the Western Region Kenya.

2.2.4 Expectancy Theory

Expectancy theory, proposed by Victor Vroom in 1964, posits that individuals' motivation and performance are influenced by their perceptions of the link between effort, performance, and desired outcomes. According to Vroom, individuals are motivated to exert effort when they believe that their efforts will lead to good performance, and good performance will result in desired outcomes or rewards. The theory suggests that people make rational choices based on their expectations of the outcomes they value and the effort required to achieve those outcomes. Sahito and Vaisanen (2017) argue that expectancy is the perceived benefit that employees expect in exchange for their work.

Freeman (2019) submits that the two types of expectation beliefs are as follows: an individual's expectation of producing the outcome or efficacy alone coexists with the expectation that particular activities will lead to particular outcomes. The degree to which an effort is believed to result in performance, performance results in rewards and the benefits supplied is explained by expectancy theory (Purvis *et al.*, 2014). The expectancy theory assumes that people choose between different behaviour plans based on their expectations of how likely a certain course of action is to provide the desired results.

Vroom's theory offers a complete explanation of motivation by investigating the relationship between employee efforts, work performance, and employee motivation from an organisational perspective (Freeman, 2019). Researchers and managers have determined the theory to be more scientific than other theories of motivation. For instance, expectancy theory acknowledges the significance of diverse personal wants and motives, unlike the theories of Maslow and Herzberg (Barba-Sanchez & Atienza-Sahuquillo, 2017).

This theory offers a framework for considering how people base their decisions on expectations. The idea also looks at how each motivational element differs. The expectation theory's main flaw is that it ignores the possibility that motivational variables other than self-interest can be used to boost performance (Parijat & Bagga, 2014). Organizations risk missing out on utilising a superb motivational tool since the expectation theory cannot account for the reaction. The capacity of the theory to forecast long-term behavioural patterns is weakened, according to Vroom, because goodwill-based conduct is not taken into account.

Vroom's theory is of great significance to this research. The performance component of the expectancy theory, which focuses on incentive strategies to effort, adds extra relevance to the present study. The expectancy theory will be used to explore how these factors influence employees' expectations and perceptions of fairness, which ultimately impact their motivation, job satisfaction, and performance. Through examination of the perceived link between effort, performance, and outcomes, the researcher seeks to gain insights into how leadership behaviours, EI, and organisational justice affect employees' motivation levels and their belief in the fairness of the reward system.

2.3 Conceptual Review

According to Cherry (2018), EI entails self awareness, self regulation, social skills, empathy and motivation. She extended the initial view of EI that was advanced by Goleman (1995) which had four constructs.

2.3.1 Self Awareness

Sheth *et al.*, (2021) define self-awareness broadly as the quality of individuals who have a reasonable understanding of their social relationships, interactions with others, and internal states. It is the capacity to recognize one's strengths and weaknesses. This means that a leader who is self-aware also has emotional control, which enables them to comprehend the range of complex emotions that impact their team members. Self awareness is essential for performance and productivity at work, because efficiency is impossible without this construct.

Self-awareness, according to Kara (2020), helps people understand what they want or need better, increases the likelihood that they will get it, enhances their ability to make

decisions, helps them better control their emotions, and increases productivity and success. Moreover, self-awareness improves connections within the workforce and boosts self-esteem. Self awareness is one of the qualities of EI that stands at the top of the EI hierarchy. It is thought to be a key factor in the improvement of academic staff performance at private universities around the world (Oba Adenuga, 2022). This study will measure self awareness in terms of self assessment, 360 degree feedback, self reflection and social awareness.

2.3.2 Self Regulation

The capacity to control one's words and actions while resisting the need to act hastily is known as self-regulation. Self-regulation involves the capacity to regulate or redirect disturbing moods, and the tendency to suspend judgement and to reflect prior to action (Onuegbu, 2021). Because they are responsible for their conduct in this situation, leaders are less likely to compromise their moral principles. They can also demonstrate and actively utilise dependability, leadership, and change adaptation, as well as behave imaginatively and creatively to solve issues (Muthembwa, 2019).

Goleman in 1998 revealed six competencies that make up the self-regulation cluster as emotional self-control, which is the ability to restrain disruptive emotions and impulses; transparency, which is the ability to maintain integrity and act in accordance with one's values; adaptability, flexibility in handling change; achievement, which is the ability to strive for improvement or to meet a standard of excellence; initiative, which is the ability to be ready to act on opportunities; and optimism, which is the ability to persist in pursuing goals despite obstacles and setbacks. This study will measure self regulation

in terms of emotional regulation, coping with change, conflict management and flexibility.

2.3.3 Social Skills

Onuegbu, (2021) defines social skills as proficiency in maintaining connections and networks as well as the capacity to recognize and form relationships. According to the (Onuegbu, 2021), key components of social skills are leadership, knowledge acquisition, persuasion, and effectiveness in driving change. In addition, social skills are defined from an intrapersonal (self-awareness, self-evaluation, self-control) and interpersonal perspectives (Little, Swangler & Akin, 2017). Soft skills have been subjects of life-long learning that have application in every aspect of life.

Parvez (2022) asserts that individuals possessing high EI have exceptional social skills, a high degree of self-awareness, and the capacity to comprehend and regulate their emotions. They can also empathise with others, provide comfort to them, and exert influence over others. Conversely, those who have low EI lack self-awareness, struggle to control their emotions, struggle to comprehend their moods and feelings, find it difficult to sympathise with others, find it difficult to soothe others, are unable to influence others, and have poor social skills.

Soft skills include personal accountability, strong work ethics, positive attitudes, self-motivation, the degree of collaboration, interpersonal skill, conflict resolution, negotiation skill, people's adaptability and flexibility, the clarity of communication, creative thinking, and the ability of coaching and mentoring etc. (Taylor, 2016; Zaman, *et al.*, 2018; Islam, Jantan, Hashim, Chong, & Abdullah, 2018). Communication, active

listening, developing rapport and leadership will be the sub constructs of social skills in this study.

2.3.4 Empathy

Empathy is the capacity to relate to and experience another person's feelings, ideas, or experiences. It is more than simple sympathy, or the capacity to perceive and assist others with tact or understanding (Gentry, Weber & Sadri, 2021). It is the capacity to comprehend the emotional makeup of others or to manage people's emotions appropriately (Onuegbu, 2021). The program's primary features are expertise in workforce development and retention, cross-cultural comprehension, and customer support.

Kock *et al.*, (2019) assert that enhanced empathy enables leaders to comprehend and address the demands of their followers in a method that enhances performance. A leader can choose a management style that will boost good performance or improve poor performance if they have a better understanding of and anticipation for their followers. Empathy is an essential concept in leadership. It creates a collaborative and encouraging work atmosphere that boosts employee engagement, lowers stress levels, increases loyalty, and enhances productivity. This study will measure empathy as understanding each other, perspective taking, responsiveness and developing others.

2.3.5 Motivation

Motivation in EI plays a vital role, which is closely concerned with self-motivation with some internal and external rewards (Meher, Baral & Bankira, 2021). Goleman (1995) defines motivation as our individual motivation to grow and succeed dedication to our objectives, initiative or willingness to seize opportunities, optimism, and resilience. According to Luthans, (1992) as cited by Kamran (2018), motivation is operationally defined as the inner force that drives individuals to accomplish personal and organisational goals. Motivation is important as it enhances employees' performance.

There is always an underlying cause to motivation, and it is important to find this cause in order to comprehend what drives certain behaviour. Based on the various objectives or motivations behind an activity, it has been classified as either intrinsic or extrinsic motivation (Kamran, 2018). However, Cherry (2018) argued that when considered as a component of EI, motivation refers to intrinsic motivation. Bassa, Wasike and Kiboi (2018) examined creativity and passion as indicators of motivation, this study will examine commitment, creativity, passion and personal growth as indicators of motivation.

2.3.6 Organisational Justice

Ohiorenoya and Eguavoen (2019) define organizational justice as the perception of equitable treatment inside an organization. It is fundamentally assessed based on the organization's reward policy system. The four principal components used to assess organizational justice are distributive, procedural, interactional, and informational justices (Ogbu & Ugwu, 2019). Ogbu and Ugwu (2019) note that Distributive Justice deals with the individual's judgement or perception in terms of the organisation's fairness in allocating resources and the remuneration scheme when compared with the

individual's inputs. Distributive justice is concerned with the reality that not all workers are treated alike. It is the distribution of rewards among employees in organizations (Adewoyin, 2022). If resources are allocated among employees in organizations according to their contributions, then an employee believes that distributive justice is present.

The idea of procedural justice refers to how decisions are made and the procedures that are employed. It has to do with how the procedures of decision-making are perceived in relation to justice (Adewoyin, 2022). The equitable handling of organisational matters, such as avoiding unjust decisions, sticking to decisions, and exchanging knowledge and information, is known as procedural justice. Procedural justice is typically evaluated based on how well an organisation avoids making biased decisions, how ethically errors are corrected, how quickly it notifies employees before making decisions that impact them, how equally rules and regulations are applied to all employees, and whether or not all members of the organisational redress system have equal opportunities (Fasakin, 2021).

Interactional justice is the respect, dignity and sensitivity shown to employees when outcomes are allocated as well as the justification underpinning the allocation of outcomes (Dartey-Baah, 2014). Muchemi (2019) measured organisational justice using three dimensions; distributive, procedural and interactional. This study will adopt distributive, procedural, interpersonal and informational justice as dimensions of organisational justice employed by Ogbu & Ugwu (2019)

2.3.7 Organisational Performance

Organisational performance has been defined as achieving organisational and social objectives or exceeding them and also doing responsibilities of organisation (Gupta, Drave, Dwivedi, Baabdullah&Ismagilova, 2020). The ability of an organisation to manage and access a variety of organisational resources in order to accomplish its goals and objectives is known as organisational performance (Sangiorgi & Siboni, 2017). Abualoush, Bataineh, andAlrowwad (2018), contend that better performance levels and increased organisational effectiveness can result from managing team members well.

Kang'ethe andWaiganjo (2023) used three methods to assess the performance at JKUAT. In their study, the metrics employed to gauge organisational success included labour turnover, employee productivity, and the number of days off that employees take during a specific time period. Bozic and Poola (2023) measured organisational performance by financial metrics, customer satisfaction, employee engagement, productivity, innovation and environmental impact. This study will measure customer satisfaction, target attainment, graduation rate and research output.

2.4 Empirical Review

2.4.1 Self Awareness and Organisational Performance

A quantitative research study was conducted by De Los Santos, (2023) in Texas to understand the relationship between EI and employee turnover. The study focused on faculty who had moved up into administrative positions and non faculty leaders within university academic affairs. The results demonstrated no statistically significant differences or relationships among the variables studied. The study differs with current study since it was carried out at public universities in Texas instead of Kenya.

Further, Conceptually EI and employee turnover were examined instead of EI and organisational performance.

The goal of Fatehi's (2018) study was to ascertain the EI's effects on leadership, the work habits of Jordanian bank personnel, as well as the degree of EI and the prevalent methods of leadership. The investigator created a survey to identify the dimensions of EI (self-knowledge, self-control, social awareness, and interpersonal consciousness administration) and the calibre of leadership approaches. A few statistical methods were applied to evaluate the investigation of its theories and respond to its inquiries. The regression analysis revealed that social awareness was the most significant aspect of emotional Social intelligence that affected leadership abilities used frequently in Jordanian banks. Conceptually, this study focused on employee performance of banks in Jordan instead of organisational performance of higher education institutions which is the focus of the current study.

Kum and Kum (2018) used a descriptive research design approach to conduct a study to determine the association between EI and job self-efficiency among Dharwad physical education teachers in research courses. Questionnaires were utilized as the primary source of obtaining data. At the 0.05 level of significance, the Pearson correlation coefficient was utilized to look into the correlations between the variables. The results showed a substantial correlation between research self-efficacy and EI. Contextually, this study presents a Territorial gap since it was conducted in India in steady of Kenya and also the time of review

Da Fonseca, Myres and Hofmeyer (2020) conducted a qualitative study in South Africa to discover the link between leaders' self awareness and organisational performance.

The study adopted an exploratory approach to help gain insight on the role of self awareness in influencing employee engagement and behavior and collected data through semi structured interviews with executives who had experience of working for a manager with self awareness. These interviews were conducted online using the Zoom platform. The researcher employed thematic analysis to analyze the data collected. The findings showed that self awareness and performance had a positive significant link. This study was limited to executives operating in Guateng province of South Africa. This study was conducted in South Africa and adopted the exploratory research design involving a small sample which cannot be accurately interpreted for a generalised population. The researcher employed thematic analysis to analyze data and exploratory approach while the current study will employ descriptive and inferential statistics to analyze the data.

Oba Adenuga, Ezeribe, and Oba Adenuga (2022) examined the relationship between academic staff self-awareness and task performance at many private universities in Ogun State, Nigeria. The study was guided by a singular hypothesis and employed a survey research design. The study's sample comprised 308 full-time academic staff members from specific private universities in Ogun State, Nigeria. Data was gathered through a questionnaire. The collected data were analyzed using descriptive and inferential statistics, including multiple and hierarchical regression. According to the study, self-awareness had considerable correlation with task performance. This study was conducted in private universities whereas the current study will be on public universities. This study presents a conceptual gap since it focused on self awareness and employee performance instead of organisational performance. Further,

contextually, the study was conducted in Nigeria hence the current study will be conducted in Kenya.

Udo and Ukpong (2016) examined the impact of social and self awareness on the academic achievement of business education students in federal universities in South-South, Nigeria. For the study, the ex-post facto research design method was applied. Using a stratified sampling technique, 356 Business Education students from two whole years made up the study's sample. The results demonstrated that social and self-awareness had a major impact on business education students' academic achievement in Federal Universities in South-South, Nigeria. Conceptually, this study presents a gap as it focuses on self awareness and academic performance instead of organisational performance.

In order to expand on earlier research findings, Amponsah, Salefu, Yeboah and Commey-Mintah, (2022) conducted a quantitative study at a Ghanaian institution to ascertain EI trends in pre-service instructors in Ghana. A cross-sectional study was conducted with data collected from 291 participants in the University's newly established teacher-training department using closed-ended questionnaires. Descriptive statistics, independent samples t-tests, and correlations were used to evaluate the data. Overall, the results demonstrated a strong correlation between the participants' academic achievement and their EI, with the exception of self-awareness. The study recommended that those elements be given more weight in the training curriculum at Ghanaian teacher training institutions. This study was conducted in Ghana instead of Kenya.

Wangari, Gichuhi and Macharia (2019) investigated the impact of EI on organisational performance in Kenyan insurance companies. Cross-sectional study designs that were explanatory and descriptive were employed. A total of 208 participants were selected from the bottom, middle, and high levels of the industry. While secondary data was gathered using a secondary data collecting sheet, primary data was gathered using semi-structured questionnaires with both open-ended and closed-ended questions. Descriptive statistics and inferential analysis were used in the data analysis process. The results of the study indicate that self-awareness and organisational performance have a weak positive link. Cross sectional studies like this are limited when it comes to analysing behaviour over a period of time. This study took a cross sectional approach and as a result only provided a snapshot view on the relationship between self awareness and organisational performance. Additionally, it concentrated on insurance companies instead of higher education institutions.

A study by Kang'ethe and Waiganjo (2023) explored the connection between organisational performance and self-awareness in Kenyan public universities, using Jomo Kenyatta University of Agriculture and Technology as the project's case study. The study was founded on Self Awareness Theory and the ability model. Both qualitative and quantitative methods were applied in this investigation. Structured questionnaires were used to gather primary data. Stratified random sampling was applied. The study used descriptive research design analysis. The findings revealed a positive link between self awareness and organisational performance. Moreover, employees were aware of their feelings and how they affect their performance. This study focused on JKUAT instead of public universities in Western Region Kenya.

Comparably, Masimane, Ndambuki and Mulinge, (2022) sought to determine how self-awareness affected Kenya commercial bank workers' performance. Efficiency, productivity, turnover and the calibre of the work produced were used to gauge an employee's performance. The study was based on the Objective Self-awareness Theory. A descriptive study design that was cross-sectional was employed. Primary data was collected using a structured questionnaire. The study was grounded in the hierarchy of needs theory. According to the results, self-awareness had a statistically significant impact on how well Kenya commercial bank employees perform. This study focused on self awareness and employee performance instead of organisation performance.

2.4.2 Self Regulation and Organisational Performance

Kren and Sellei (2021) studied the role of EI in Organisational Performance. Information about leaders came from interviews and online Genos EI surveys. Their findings indicated that performance and a few emotional abilities are correlated. In this instance, it appeared that self-knowledge, interpersonal awareness and self-management influenced organisational performance. Their regression analysis indicated that self-regulation was a potential predictor of performance. Study was conducted of businesses in Hungary therefore posing a generalizability problem.

Similarly, a study was conducted in China by Shafait and Huang (2023) to investigate organisational performance (OP) against academics' EI in higher education institutions (HEIs). The study was based on the ability-based theory of EI (EI), organisational support theory and componential theory of creativity. A total of 327 academicians from Chinese HEIs were studied utilising cross-sectional and quantitative research designs. Similarly, partial least squares structural equation modelling, or PLS-SEM, was

employed as a data analytic technique to statistically investigate postulated correlations. The results validated that EI had a direct and positive link with OP in HEIs, and the retrieved findings established the anticipated relationships. The study was based on the ability model of EI instead of Cherry's (2018) model. Moreover, it was conducted on public HEIs in China and not Kenya.

Dhani and Sharma (2018) investigated the relationship between personality traits and emotional regulation and job performance in Indian Information Technology (IT) workers. Using basic random selection procedures, 158 middle management employees in their IT sector were chosen. Regression analysis and Pearson moment correlation were applied. Their research showed that personality traits and emotional regulation both have a major impact on individual's job performance and may thus be used as predictors of job performance within an organisation. The study only looked at one attribute out of the various measures of EI, which may not have been a good indicator of how well an employee performed in other areas. Additionally, the study was unable to clarify the degree of the association between EI and performance level of employees in the workplace.

Ansaed and Kemri's (2020) study sought to assess how EI contributes to enhanced administrative leadership at Algeria's University of Hassiba Ben Bouali Chlef. 103 people made up the study sample, which was determined using the comprehensive inventory approach. The Goleman (2001) model was used to measure the various aspects of EI. According to the study, EI has a statistically significant impact on the administrative leadership at University of Chlef. Furthermore, results indicated that the two variables administrative level and years of experience had no statistically significant

effects on the EI dimensions. The Goleman model was used to measure aspects of EI; the current study will use Cherry's model.

Baridula, Tombari and Ndukwu, (2018) investigated the relationship between employee performance and self-management in Port Harcourt's telecom enterprises. A cross-sectional survey research design was used in the study. The study instrument, a questionnaire, was used to collect primary data. The study's conclusions support the strong positive correlation between employee performance and self-management.

Ssemwanga, Muyinda and Edaku (2019) assessed the influence of EI on job performance of part time academic staff in private universities in Kampala Metropolitan Area. The study specifically investigated the effects of self-control and relationship management competencies on job performance. The study contextualised Job performance as a composition of task performance, contextual performance and adaptive performance. The study was anchored on research theory. As a descriptive and correlational research, the study adopted a quantitative and qualitative approach. Data was obtained using the questionnaire and interviews guides from a sample of 208 respondents. It was found out that most of the target university academics were highly intelligent, emotionally and performed their jobs virtually well. Research was anchored on the research theory and conducted in a private university in Uganda.

Ntarangwe, Asatsa and Ndung'u (2021) examined the predictors of EI among academic staff in selected universities in Nairobi County in Kenya. The theories of career formation and EI served as the foundation for this investigation. For this study, a descriptive survey research design was adopted. The EI Scale EI (PcSc) scale, created by Mehta and Singh (2013), was used to gather data. Using SPSS, descriptive statistics

were used to examine quantitative data. The findings revealed that lowest means in indicators of EI was emotional regulation while the highest score was in self-awareness. Empathy was not measured as an aspect of EI in this study. Moreover, the study was conducted on public universities in Nairobi instead of Western Region Kenya.

Biwott, Limo and Maru (2019) goal was to determine whether academic staff members' knowledge-sharing behaviours in Kenyan universities are influenced by their levels of self-awareness and self-regulation. Utilising a standardised questionnaire, data was gathered. The study's conclusions showed that information sharing behaviour was positively and significantly impacted by both self-awareness and self-regulation concluding that in order to change Kenyan universities and achieve knowledge sharing behaviour, emotional self-awareness and self-regulation are essential

Maloba and Wamwayi (2021) aimed to evaluate the influence of self-management on employee performance in Kenya's insurance industry. This study utilized a descriptive explanatory research approach. The target group comprised 480 senior workers from 48 insurance companies in Kenya. The sample size for the investigation was calculated utilizing the Yamane formula. The study's sample size consisted of 218 respondents. Primary data was collected through a questionnaire. Descriptive and inferential statistics were employed to analyze quantitative data. A correlational analysis was conducted to evaluate the relationship between the research variables. The performance of employees in Kenya's insurance business exhibited a strong correlation with self-

regulation. This study, done in Kenya, focused on the insurance business rather than higher education.

Mwania (2023) examined the correlation between managerial self-regulation and leadership efficacy at South Eastern Kenya University, Kenya. Data was collected through standardized questionnaires and analyzed utilizing both descriptive and inferential statistics. The study's findings indicated a robust positive correlation ($r = 0.616, p = 0.001$) between self-regulation and leadership performance. The study, done in a higher education institution, concentrated on leadership performance rather than organizational performance.

2.4.3 Social Skills and Organisational Performance

Kurniawati and Cerya (2021) looked into how employees' performance was affected by job motivation and interpersonal communication in the Padang City Regional Company Offices (PDAM). The data analysis used was descriptive analysis and inductive analysis. The results showed that interpersonal communication had a positive effect of 39% on job motivation. This suggests that employee motivation to work harder will increase along with improvements in interpersonal communication. This suggests that enhanced performance among employees will follow from increased interpersonal interactions.

Saman, Hussain and Ullah (2021) conducted a quantitative research investigating the impact of EI on teacher's perceived job performance in the higher education sector of Pakistan. The study was explanatory (descriptive) in nature and comprised quantitative data, employed deductive approach. Data was collected using a structured

questionnaire. Correlation and regression analysis were applied to examine the relation between variables of the study. The findings showed that EI competencies that significantly affected performance were self-confidence, achievement orientation and developing others. However, conflict management and emotional self-awareness did not prove to have any significant impact on performance. This study focused on EI and employee performance in Pakistan instead of EI and organisational performance in Western Region Kenya.

Using a cross sectional survey, Zurita-Ortega, Olmedo-Moreno, Chacon-Cuberos, Lopez and Martinez-Martinez (2019) investigated the impact of various leadership styles on EI and found a direct and positive correlation between transformational leadership and EI levels among non-university teachers. This suggests that excellent understanding and regulation of one's own emotions as well as those of pupils is essential for effective leadership. Considering the importance of gaining power in this dimension, transactional leadership was found to be adversely correlated with various EI characteristics.

Sangperm, Sangperm, andAramrueang, (2020) aimed at investigating how social skills and self-motivation function to improve performance. A survey was conducted in order to gather data from Thailand. The study's respondents were judges in Thai courts. 200 questionnaires were utilized in the questionnaire survey to obtain data. Ultimately, a statistical tool called partial least squares (PLS) was utilized to analyze the data. The study's conclusions demonstrated the beneficial effects of self-motivation on social skills and performance. Additionally, social abilities improve performance.

Ultimately, it is discovered that social skills act as a mediator in the connection between performance and self-motivation. This study was carried out in Thailand not Kenya.

Chala and Bouranta (2020) focused on the maritime industry and empirically examined the effect of four soft skills (adaptability, communication, problem-solving, teamwork) on employee contextual performance in Greece. It also explored whether there is a significant relationship between soft skills and income. A self-assessment questionnaire was used to conduct an empirical survey, yielding 191 valid questionnaires that were given to managers and staff members of Greek shipping enterprises. The data were examined using exploratory factor analysis, correlation and regression analysis. It was discovered that employee contextual performance is positively impacted by cooperation, problem-solving skills, flexibility, and communication. Furthermore, it was established that an employee's pay is correlated with their ability to solve problems. This study focused on soft skills and employee contextual performance instead of organisational performance.

Henry (2020) centred on understanding the factors influencing customers satisfaction at Cooperative Rural Development Bank (CRDB) Bank PLC, Morogoro Branch in Morogoro Municipality. A case study research design was deployed where data collected by using interviews and questionnaires to a sample of 70 respondents was obtained conveniently. For data analysis, frequency analysis and one way analysis of variance (ANOVA) were utilised. Content analysis was employed to analyse qualitative data and share the understanding and perception of others by discussing in detail phenomena under the study. The results of the study revealed that CRDB Bank PLC employees' social skills and customer satisfaction were highly correlated. The research

adapted a case study design which can be time consuming and have a limitation of researcher bias.

Tumwebaze *et al.*, (2020) conducted a study to investigate how employee performance at Kampala Capital City Authority (KCCA) is impacted by dispute resolution techniques. Multiple regression means and standard deviations were used to evaluate the data. The results showed that conflict resolution techniques influenced employee performance. It also demonstrated that, among dispute resolution techniques, compromise was the most reliable indicator of worker performance, with third-party involvement coming in second; negotiation did not significantly predict worker performance. Cross sectional research design employed by the study limits its ability to establish cause and effect relationship of the studied variables.

Omulo (2019) examined the impact of leadership competencies on state enterprises' performance in Kenya using a descriptive research design. 34 CEOs and general managers of Kenyan state corporations with commercial goals were the target demographic. Performance of state businesses in Kenya was positively and significantly correlated with most leadership skills. However, the effects differed for different competencies. The most influential leadership competencies were those related to social awareness, which was followed by self-awareness and self-management. Social skills were reported to be the least influential leadership competence construct on the performance of state corporations in Kenya.

The purpose of Muthembwa, (2019) study was to ascertain how managers' EI affected the performance of SMEs in Kenya's Nakuru East Sub-County. The Mixed Model Approach of EI served as the foundation for this study. The study was conducted using

a descriptive design targeting managers. Data was collected using structured questionnaires and findings revealed that social skills influenced SMEs performance. This study focused on small and medium enterprises instead of higher education institutions.

Lankisa (2022) explored the influence of electronic leadership on the productivity of employees at the University of Nairobi. Among the variables of e leadership skills were e social skills, e communication skills and e technological skills. This study was anchored on leader member exchange theory and Locke's Goal setting theory. The study employed a descriptive survey design to explain the relationship between the variables studied. The study population included all administrators at the university. Questionnaire was used to collect primary data which was analysed using both descriptive and inferential analysis. The findings revealed a favourable correlation between e leadership skills and employee productivity. E communication skills, e social skills and e technological skills positively affected staff level of productivity which translates to quality service delivery. Study was carried out in the University of Nairobi.

2.4.4 Leaders's Empathy and Organisational Performance

Sadeghi *et al.*, (2018)intended to ascertain how administrators' performance at Mashhad University of Medical Sciences in Mashhad, Iran, related to their EI. The study used cross sectional research design. Data was analysed using Spearman correlation and descriptive statistics. The findings demonstrated negative correlation between administrators' EI and organisational success. Among all the components of EI, only social skills were found to have a positive correlation. This study was conducted in Iran

and constituted administrators only as the target population whereas the current study will be done in Kenya and academic staff will constitute the target population.

Saman Zaid, *et.al* (2021), analysed the impact of selected competencies of EI on teachers' perceived job performance in Higher Education sectors of Pakistan, as well as to examine the effect of gender, EI training and experience on the teachers' performance. The study concluded that EI has a significant impact on teacher's performance in higher education institutions of Pakistan. EI competencies which proved to affect significantly the performance were self confidence, achievement orientation and developing others. Empathy did not prove to have any significant impact on performance.

Najimi, Doustmohamadi and Omid (2021) sought to determine the relationship between EI, social responsibility and job performance in health-care providers and caregivers. Pearson correlation analysis and descriptive tests were used to examine the gathered data. The results showed that social skills did not show a significant correlation with job performance.

Quílez-Robres, Usán, Lozano-Blasco, and Salavera (2023) conducted a meta-analytical study to look at the connection between academic success and EI. A number of moderating factors, including age, sex, country, geographic region, performance type and individual psycho-developmental stage, were also discussed in the study. The results indicate that EI is a useful variable to predict academic performance.

Kock *et al.*, (2019) explored the relationship between follower performance and compassionate leadership. They specifically examined the causative mechanisms

through which follower performance is impacted by empathetic language. Innovation and follower work happiness were examples of these processes. Semi-structured questionnaire was used to obtain primary data. The researcher further employed structural equation modelling (SEM) through the partial least squares (PLS) method. The findings demonstrated that Job satisfaction was significantly (directly) correlated with sympathetic leadership. Empathetic leadership and job satisfaction had a 0.480 path coefficient. Performance was therefore highly impacted by follower work satisfaction (path coefficient of 0.207).

Mayer, Oosthuizen and Surtee (2018) study aimed to investigate the EI (EI) of female leaders in HEIs in South Africa in order to pinpoint their areas of strength, focus, and potential growth. Semi-structured interviews were conducted. The most highly regarded Emotional Quotient (EQ) traits were self-esteem, which was followed by social responsibility, problem-solving skills, emotional self-awareness, assertiveness and interpersonal interactions. Nonetheless, empathy was not regarded as an element of EI that affected female leaders.

Chirasha, Chipuza and Dzimbiri (2018) determined how employee performance and managers' EI related to each other. The study was a quantitative descriptive survey conducted in Zimbabwe on the city councils of Gweru and Kwekwe. Managers' EI was measured using Goleman's emotional competence questionnaire and staff performance was evaluated using performance appraisals. Data was analysed using correlation and regression. It was determined that employee performance was highly impacted by every EI trait possessed by managers. It was shown that the EI of managers, more so empathy,

affected employee performance. Study adopted Goleman's model of EI; current study will adopt Cherry's model of EI.

Khamis and Rashid (2018) sought to ascertain the relationship between service quality and customers' satisfaction and the effect of service quality on customers' satisfaction in Tanzanian Islamic banking. The study employed the CARTER model's six service quality characteristics, namely compliance, assurance, reliability, tangible, empathy and responsiveness, to assess the service quality provided by Islamic banks in Tanzania. Primary data was collected through questionnaires. Descriptive analysis, correlation analysis and regression analysis were performed using SPSS version 19. The findings revealed that among the six dimensions employed, empathy was a significant predictor of customer satisfaction. Research was done in the banking sector in Tanzania thus limiting generalizability.

Igoki (2021) investigated the relationship between leaders' empathy and employee turnover targeting management and staff of the University of Nairobi, Kenyatta University, Egerton University and Jomo Kenyatta University of Technology. The findings suggest that there was a favourable correlation between employee engagement and leadership empathy. This study focused on employee turnover instead of organisational performance which will be the focus of this study.

Rana, Ka'ol and Kirubi (2019) employed a descriptive correlational research design to investigate the link between participative leadership and employee performance. The findings revealed that active listening and showing empathy increased employee performance. Research was conducted on the coffee industry in Kenya but the current study will focus on public universities in western region, Kenya.

2.4.5 Motivation and Organisational Performance

Kamran (2018) sought to understand employees' motivation to work and to know the impact of Leaders' empathy on their state of motivation. The data for this study was gathered using a qualitative methodology. Utilizing Well-Grounded Theory, the gathered data was examined. The findings showed that leaders' empathy has a healing effect on employees' motivation. Moreover, in response to leaders' empathy, the motivated employees showed interest as well as responsibility in their work thus improving their performance. Study was quantitative thus limiting the insights discovered from it.; current research will be both quantitative and qualitative.

Setiawan (2021) examined the connection between team performance and self motivation during the inter-institutionalized collaboration process of hospitals in Indonesia in the provinces of South Sulawesi and Central Sulawesi. The study applied an exploratory research design and data was collected using a close ended questionnaire. Partial least square (PLS) data analysis was done. The findings demonstrated that self motivation had a major and favourable impact on team performance. This study was conducted in a hospital in Indonesia but the current study will be conducted in public universities in western region, Kenya.

Supriadian and Sefnedi (2017) study focused on the connection between Indonesian civil officials' work performance and EI. The study's findings indicated that motivation and work performance were positively impacted by EI. It was implied that highly driven workers are proficient at forming connections, perform well on the job and are successful and efficient. It has been demonstrated that motivation influences work

performance. The study focused on civil officials' work performance but the current study will focus on academic staff in public universities in western region, Kenya.

A study India by Mishra (2023) focused on how EI can be implemented in the education sector and its role in job satisfaction in higher education institutions. The study was done in top ten private universities in Bangalore and examined self awareness, emotional regulations, self motivation and empathy. The study found out that self motivation had a negative significant relationship with job performance. This study presents a conceptual gap as it focused on EI and job performance instead of organisational performance.

Asmamaw and Semela (2019) examined faculty views of leader EI behavior and its influence on engagement. The researchers employed semi-structured interviews for data acquisition. A descriptive design was employed. The research indicated that EI is an essential quality for academic leadership. Research findings suggested that relationship management, empathy, self-regulation, and self-awareness are essential EI competencies for academic leadership, resulting in increased staff engagement.

Bassa, Wasike and Kiboi (2018) studied how motivation as a dimension of EI of the University of Juba Top Management Team affected the financial performances of the organisation. Questionnaires and interview guides served as the instruments for data collection. The study used both qualitative and quantitative research designs. The study's findings showed a significant correlation between motivation and financial performances.

Onuegbu (2021) studied how EI affected Nigeria's Dangote Sugar Company employees' commitment. Convenience sampling techniques were used to randomly pick 350 respondents from the company's workforce. Both the Pearson product moment and the Analysis of Variance (ANOVA) estimate methods were used. EI was a strong predictor of employee commitment at Dangote Sugar Company. Additionally, there was a strong positive and significant correlation between employee commitment and EI measures such as self-motivation. According to the study, in order to get the most out of workers and improve the performance of the company, managers should treat people fairly and take their emotions into account.

Using Kampala International University as a case study, Oketch and Komunda (2020) investigated the impact of a supportive leadership style and staff motivation in private universities in Uganda. Staff motivation, the dependent variable, was found to be significantly impacted by the independent variable of supportive leadership, which was examined in this study in terms of lowering employee stress, providing social support to staff and boosting employee self-esteem. Employee motivation was gauged by how motivated they were to work and how well they behaved. The study came to the conclusion that staff motivation in Uganda's private universities is positively and significantly impacted by supportive leadership styles. The study made the case that managers should encourage the wants and goals of their staff members. The study focused on private university on leadership style but the current study will focus on leadership EI and organization performance in public universities western region Kenya. The study also focused on motivation as a dependent variable but the current study will use motivation as independent variable.

Makokha, Awino and Nyambegeera, (2023) sought to ascertain the role that employee motivation had in mediating the association between teaching staff turnover intentions and EI in Kenya's private universities. The research employed a cross-sectional survey design, positivist philosophy and a mixed theory of EI as its foundation. Structured questionnaire were employed. The study's findings demonstrated that, among teaching staff members at Kenya's private universities, there is a substantial partial mediating influence of employee motivation on the relationship between EI and turnover intentions. This study concentrated on motivation as a moderating variable.

2.4.5 Moderating role of Organisational Justice on the relationship between Leadership Emotional Intelligence and Organisational Performance.

Mustafa *et al.*, (2023) sought to investigate the relationships between perceived organisational justice (OJ), emotional intelligence (EI) and work results. Only distributive justice, however, was seen to partially moderate the association between EI, employee job satisfaction. The study measured three aspects of organisational justice but the current study will measure four. Conceptually, the study focused on OJ, EI and work performance in the Malaysian services industry whereas the current study will focus in HEIs in Kenya.

Das and Mohanty (2023) examined the relationship between organisational justice (OJ) and organisational performance (OP) among faculty members of higher education institutions. Data was analysed using both descriptive and inferential statistics. The results show that OJ significantly affects the OP dimensions. Study was conducted in India but the current study will be conducted in Kenya.

Shahid, Qasim, Muhammad, Waseem, and Sajjad (2018) investigated the moderating influence of organizational justice on the correlation between emotional weariness and job-related outcomes, including teachers' learning, organizational commitment, and organizational loyalty. The results indicated a robust and significant association between instructors' learning, loyalty, and emotional exhaustion. Research indicated a negative association between instructors' dedication and emotional exhaustion. The findings indicated that the correlation between emotional exhaustion and job-related outcomes, encompassing teachers' learning, organizational commitment, and organizational loyalty, was significantly influenced by organizational justice (distributive justice, procedural justice, and interactional justice). The study employed three sub-constructs of organizational justice to examine the relationship between emotional exhaustion and job-related outcomes; however, the current study will incorporate a fourth sub-construct, informational justice, to analyze the relationship between leadership EI and organizational performance.

Heffernan and Dundon (2018) investigated the moderating role of Organisational Justice on the relationship between High-Performance Work Systems (HPWS) and Employee Wellbeing in Ireland. Data regarding HR policy (intended HRM) from HR managers and employee HR justice perceptions and attitudes was collected through questionnaires. Connected data was analysed through descriptive statistics. The association between High Performance Work Systems and job satisfaction, affective commitment, and work pressure was found to be mediated by employee views of distributive, procedural, and interactional fairness, according to cross-level studies. This study examined High Performance Work Systems and Employee Well Being as

independent and dependent variables respectively and not HEIs and organisational performance.

Montañez-Juan, *et al.*, (2019) analysed the impact of organisational justice as a moderating function on the relationship between job characteristics and work satisfaction in Spain. Three aspects of OJ that are distributive, procedural and interactional justice were examined in the study. Data was collected through questionnaires. The findings demonstrated that job satisfaction is predicted by the job, social factors, and distributive justice. Furthermore, the association between job qualities and job satisfaction was mediated by interactional justice. Conceptually, this study presents a gap as it examined job characteristics and work satisfaction as independent and dependent variables respectively instead of Leadership EI and Organisational Performance. In addition, a sectorial gap is evident as the study was conducted on manufacturing companies instead of HEIs thereby reflecting a problem of generalizability of the results.

Yaqub, Kousar, Mahmood and Maqsood (2022) examined the role that organisational justice plays in moderating the link between the dependent variable (employee engagement) and the independent variables (positive deviance, incentive climate, and psychological capital) in Pakistan's Southern Punjab province's Higher Education Institutes (HEIs). Explanatory quantitative research design has been employed. The findings indicated that the relationship between positive deviance, psychological capital, and employee engagement is not moderated by organisational justice. However, the study demonstrated that it can moderate both employee engagement and an

inventive climate. This study was carried out in Pakistan hence brings up a problem of generalizability of results.

Bala, Gajere, Adamu, and Musa (2023) researched the moderating role of perceived organisational fairness on the relationship between diversity management and good corporate citizenship at public hospitals in Nigeria. The study employed a cross-sectional research design, and questionnaires were the instrument utilized to gather primary data. The moderating association results demonstrated that perceived organisational justice did not moderate the connection between individual diversity management and organisational citizenship behaviour. A sectorial gap is evident in this study as it was conducted in public hospitals instead HEIs.

Kimwolo and Kimosop (2018) researched the moderating influence of perceived organizational justice on the association between innovative work behaviour and flexibility I-deals among Kenyan tied life insurance sales agents. The research was guided by notions of equity theories and idiosyncratic deals. Primary data was collected by both structured and unstructured questionnaires. The presence of moderating effects on the same factors on innovative work behaviour was explained by the moderating variable as an indication that flexibility I-deals and interactions with Perceived organisational justice had a significant impact. This study presents a sectorial gap as it was conducted on banks instead of HEIs. Moreover, a conceptual gap is presented since only one aspect of organisational justice was examined instead of all the four aspects of OJ.

2.5 Summary of Reviewed Literature and Research Gaps

The study has reviewed the relevant available research information and identified the research gap. Researchers have looked into the effect that EI has on organisational performance. Moreover, many theories have attempted to explain EI and its influences in organisations. For instance, the ability based theory was adopted by Shafait and Huang (2023) and Kang'ethe and Waiganjo (2023) to explain EI, Lankisa (2022) study was anchored on Goal Setting Theory and Leaders Member Exchange Theory and Onuegbu (2021) research was founded on the ability model, trait model, Bar On's EI competencies model and Goleman's EI performance model. Although all the studies focused on EI, this variable was linked to EP (Saman, Hussain & Ullah, 2021; Kre & Sellei, 2021; Wangari, Gichuhi & Macharia, 2019) instead of OP. Contextually, Ssemwanga, Muyinda and Edaku (2019) focused on Uganda's private universities, Seiawan (2021) on hospitals, Khamis and Rashid (2018) on the Tanzania's banking industry while Rana, Ka'ol & Kirubi (2019) concentrated on the Kenya's coffee industry.

In addition, the results from the reviewed empirical literature examined the connection between EI and OP was inconsistent. The studies adopted several EI models to measure EI. For example, although Moon (2021) pointed out the positive effect that EI has on OP, De Los Santos (2023) demonstrated that EI has no significance on OP. While some studies in Europe showed a positive link between EI and OP (Drigas & Papoutsis, 2019; Tasci & Titrek, 2021) others reported a significant negative link (Zurita Ortega, Olmedo Moreno, Chacon Cuberos, Lopez & Martinez Martinez, 2019). A number of these studies assessed EI (EI) factors that were adapted from Goleman (1995), including self awareness, social awareness, self control, and relationship management (Said, Hussain & Ullah, 2021; Igoki, 2021; Ntarangwe, 2021). Other research (Moon, 2001; Asmamaw

& Selema, 2019) used the Goleman (2001 and 2003) mixed model of EI with empathy. Additionally, Shafait and Huang (2023) adopted the ability-based theory of emotional intelligence (EI), which assessed the emotional aptitudes of social adaptation, goal attainment, problem solving, and self-regulation.

Researchers have shown that the relationship between EI and OP is affected by various factors such as leadership, organisational culture and Organisational justice leading to conflicting results. For instance, a study by Mustafa, Vinset and Badri (2022) revealed that employees with higher EI are more likely to have positive perceptions of OJ due to their thorough consideration when evaluating organisational events, which then motivates them to remain in the organisation and promote higher satisfaction towards work. Rupp, Shapiro, Folger, Skarlicki and Shao, (2017) suggest that organisational justice can lead to favourable outcomes like positive attitude and behaviour by the employees, which is beneficial for the organisation itself. Muchemi (2019) recommended that further studies should consider clarifying the role of OJ as a mediator and to understand nuances in application of different justice principles which this study seeks to fill the gap.

Table 2.1: Research Gaps

Authors	Objectives	Methodology	Findings	Research Gaps
De Los Santos, (2023)	Relationship between emotional intelligence and employee turnover.	The Mayer-Salovey-Caruso EI Tests were used to measure the EI.	No significant relationships among the variables studied.	Study presents a conceptual gap as it focused on EI and ET instead of EI and OP
Alferaiiah (2020)	Investigated the impact of self awareness on job performance	Cross Sectional	Positive correlation between self awareness and job performance	Study presents a sectoral gap as it focused on Saudi Arabia Telecom sector instead of HEIs
Fatehi (2018)	Examined how EI affect leadership	Case Study	Emotional social intelligence significantly affected leadership abilities	Study presents a methodological gap as it used case study research design. Current study will use descriptive explanatory
Da Fonseca (2020)	Self Awareness and effective leadership	Qualitative Exploratory	Positive correlation	Study focused on effective leadership as dependent variable instead of organizational performance
Kum & Kum (2018)	Association between EI and job self efficiency	Descriptive Research Design	Substantial correlation between the studied variables	Study focused on EI and self efficiency instead of organizational performance
Oba Adenuga (2022)	Academic staff members' self awareness and task performance	Survey Research Design	Positive correlation	Study done on private universities in Nigeria instead of public universities in Kenya
Udo & Ukpong (2016)	Selfawareness and academic achievement of business education students	Ex post facto research design method	Self awareness had a major impact of business students	Study used ex post facto research design. Current study will use descriptive explanatory.

Authors	Objectives	Methodology	Findings	Research Gaps
Amponshet <i>al.</i> , (2022)	EI trends in preservice instructors in Ghana	Cross sectional study	academic achievement Strong correlation between academic achievement and EI	Study used cross sectional research design. Current study will use descriptive explanatory.
Wangari, Gichuhi & Macharia (2019)	EI and Organisational Performance	Cross Sectional	Emotional social intelligence significantly affected OP	Study presents a sectoral gap as it focused on insurance companies instead of HEIs
Kang'ethe & Waiganjo (2023)	Self awareness & organizational performance	Descriptive research design	Positive link between the studied variables	The study focused on JKUAT instead of public universities in Western Region Kenya
Masimane et al (2022)	Ascertained how self awareness affected Kenya commercial bank employees	Descriptive	Self awareness positively affected Kenya Commercial Bank employees' performance	Study presents a sectoral gap as it concentrated on Commercial Banks instead of public universities. It also focused on EP as dependent variable not OP
Kren & Sellei (2021)	Role of EI on Organisational Performance	Survey	Favourable correlation EI on Organisational Performance	Study done in Kenya. Hungry instead of Kenya. Authors recommended studies to be done in other countries.
Shafait & Huang (2023)	Organizational performance and academics EI	Cross sectional and quantitative research designs	EI had a direct and positive link with OP	Study was anchored on the ability model of EI not Cherry's (2018)
Lang & Suarage Altenolh (2023)	EI and Employee Engagement	Cross Sectional	Positive link between EI and Employee Engagement	Study carried out in manufacturing sector instead of HIEs
Dhani and Sharma (2018)	Investigated the link between personality traits,	Exploratory	Positive correlation between the	Study conducted on Information Technology sector

Authors	Objectives	Methodology	Findings	Research Gaps
	EI and job performance		tested variables	in India. Authors recommend studies be done in other sectors
Ansaed and Kemri (2020)	Assessed how EI contributes to administrative leadership	Survey	EI enhanced administrative leadership	Study was anchored on the Goleman model of EI; current study will use Cherry's model
Baridula, Tombari & Ndukwu (2018)	Self management and EP	Cross Sectional	Strong positive correlation between studied variables	Study concentrated on telecomm enterprises in Nigeria instead of public universities
Ssemwaga, Muyinda & Edaku (2019)	EI and Academic staff performance	Descriptive Correlational	Favourable link between EI and Academic staff performance	Study conducted in Uganda on private universities instead of public universities in western region Kenya
Ntarangwe, Asatsa & Ndung'u (2021)	Predictors of EI among academic staff	Descriptive survey research design	Emotional regulation was the lowest indicator of EI	Study was conducted on public universities in Nairobi instead of western region Kenya
Biwott, Limo & Maru (2019)	Self regulation and academic staff knowledge sharing behaviours	Explanatory research design	Positive correlation between studied variables	Study focused on academic staff knowledge behaviours instead of OP
Molaba and Wamwayi (2021)	Impact of self management on workers' performance	Descriptive Exploratory	Employee performance was highly correlated with self regulation	Study carried out on Kenyan' Insurance sector instead of HEIs
Mwania (2023)	Manager's self regulation and Leadership performance	Descriptive research design	Strong positive relationship	Study concentrated on leadership performance as dependent variable instead of OP
Kurniawati and Cerya (2021)	Ascertained how job motivation	Descriptive	Employee performance	Study conducted in Padang City

Authors	Objectives	Methodology	Findings	Research Gaps
Saman, Hussain & Ullah (2021)	and interpersonal communication affected employee performance Impact of EI on teacher perceived performance	Explanatory descriptive research design	was highly affected by interpersonal interactions Conflict management did not prove to have a significant impact on performance	Regional Company Offices in Pakistan instead of HEIs in Kenya Study conducted in Pakistan and focused on employee performance instead of organisational performance of HEIs
Zurita-Ortega et al (2019)	Emotional Intelligence and Leadership aspects	Explanatory research design	Positive direct link	Study focused on leadership aspects instead of organisational performance
Sangperm, Sangperm&Armrueng (2020)	Investigating how social skills improve performance	Quantitative and qualitative methods	Social skills improve performance	Study was conducted on the judiciary sector in Thai Land not on HEIs in Kenya
Chala & Bouranta (2020)	Effects of soft skills on employee contextual performance	Quantitative research methods	Positive correlation between the studied variables	Study focused on employee contextual performance as dependent variable not OP
Henry (2020)	Understanding the factors influencing customers satisfaction	Case Study Research design	Employees' social skills and customer satisfaction were highly correlated.	Study focused on customer satisfaction not EP and OP
Obaide (2022)	EI and Organisational Performance	Descriptive	EI positively affected Organisational Performance	Study done in Nigeria. Author recommended that studies be done in other countries.
Omulo, (2019)	Leadership competencies on state enterprises performance	Quantitative methods	Social skills least influenced leadership competence	Study concentrated on state corporations instead of HEIs
Muthembwa, (2019)	Managers' EI	Descriptive design	Social skills impact how	Study focused on small and medium

Authors	Objectives	Methodology	Findings	Research Gaps
	affected the performance of SMEs		well SMEs succeed.	enterprises instead of HEIs
Tumwebaze et al (2020)	Investigated how dispute resolution strategies affected employee performance	Cross Sectional	Compromise was most reliable indicator of employee performance. Negotiation didn't predict performance	Study carried out in Kampala Uganda instead of Kenya. It also focused on EP as the dependent variable instead of OP
Lankisa (2022)	Influence of electronic leadership on the productivity of employees	Descriptive	Favourable correlation between leadership and employee productivity	Study focused on employee productivity as the dependent variable instead of OP
Sadeghi <i>et al.</i> , (2018)	Administrator's performance and emotional intelligence.	Cross-sectional study	Negative correlation between studied variables	Study conducted in Mashhad University of Medical Sciences in Mashhad, Iran, instead of HEIs in Kenya
Saman Zaid, <i>et.al</i> (2021)	Impact of Emotional Intelligence on teachers' perceived job performance	Cross-sectional study	Empathy did not prove to have any significant impact on performance.	Study focused on job performance as the dependent variable instead of organisational performance
Najimi, Doustmohamadi & Omid, (2021)	Emotional intelligence, social responsibility, and job performance	Cross-sectional correlational study	Social skills did not show a significant correlation with job performance.	Study presents a sectoral gap as it was done on one health sector instead of HEIs in Kenya.
Quílez-Robres, Usán, Lozano-Blasco, & Salavera, (2023)	Academic success and emotional intelligence.	Meta-analytical study	Emotional intelligence is a useful variable to predict academic performance.	Study concentrated on academic performance as the dependent variable instead of organisational performance
Kock et al (2019)	Explored the link between follower	Cross Sectional	Job satisfaction	Study carried out in Monte Carlo and

Authors	Objectives	Methodology	Findings	Research Gaps
	performance and compassionate leadership		was significantly correlated with sympathetic leadership	studied job satisfaction as the dependent variable
Mayer, Oosthuizen & Surtee (2018)	Emotional intelligence (EI) of female leaders in HEIs	Qualitative research design	Empathy was not regarded as an element of EI that affected female leaders.	Study conducted on HEIs in South Africa instead of Kenya
Khamis (2018)	Empathy on customers' satisfaction	Exploratory	Empathy was a significant predictor of customer satisfaction.	Research was done in the banking sector in Tanzania instead of HEIs in Kenya
Igoki, (2021)	Leaders' empathy and employee turnover.	A mixed research design	Favourable correlation between employee engagement and leadership empathy.	This study focused on employee turnover as the dependent variable instead of organisational performance.
Rana et al (2019)	Investigated the link between participative leadership and employee performance	Descriptive Correlational	Active listening and showing empathy increased employee performance	Study presents a sectoral gap as it was done on Kenyan coffee enterprises instead of HEIs
Kamran (2018)	Leaders' empathy and motivation.	Qualitative methodology	Positive correlation between the studied variables	Study was quantitative current. Research will be both quantitative and qualitative.
Setiawan (2021)	Team performance and self motivation in Indonesia	Exploratory research design	Self motivation had a major and positive impact on team performance.	Study presents a sectoral gap as it was conducted in a hospital in Indonesia.
Supriadian and Sefnedi (2017)	Motivation and Job performance	Quantitative descriptive	Motivation and work	Study focused on emotional

Authors	Objectives	Methodology	Findings	Research Gaps
		Design	performance were positively correlated	intelligence and job performance instead of EI and OP.
Mishra (2023)	EI and job satisfaction	Descriptive research design	Negative correlation	Study focused on EI and job satisfaction instead of EI and OP
Asmamaw & Semela (2019)	EI behaviour and its impact on engagement.	Qualitative descriptive Design	Negative correlation between studied variables	Study concentrated on EI behaviour and engagement instead of EI and OP
Bassa, Wasike & Kiboi (2018)	Motivation and financial performance	Qualitative and quantitative research designs.	Substantial correlation between the organisational financial performances and motivation.	Study focused on University of Juba instead of public universities in western region Kenya
Onuegbu (2021)	Emotional intelligence affected employee commitment.	A cross-sectional survey design	Motivation is a strong predictor of employee commitment	Study focused on employee commitment as dependent variable instead of organisational performance
Oketch and Komunda (2020)	Impact of a supportive leadership style and staff motivation	Descriptive	Staff motivation was significantly impacted by supportive leadership styles.	Study was on private universities in Uganda instead of public universities in western region Kenya
Makokha, Awino, & Nyambegera, (2023),	Employee motivation and teaching turnover intentions	A cross-sectional survey design,	Substantial influence of employee motivation on turnover intentions.	Study concentrated on motivation as a moderating variable instead of independent variable
Chirashaet <i>al</i> (2018)	Employee performance and managers'	Descriptive	EP highly impacted by managers'	Study adopted Goleman's model

Authors	Objectives	Methodology	Findings	Research Gaps
	emotional intelligence		emotional intelligence	of EI; current study will adopt Cherry's model of EI.
Mustafa <i>et al</i> (2023)	OJ, EI and work results	Exploratory	EI and perceived justice influenced work satisfaction	Study conducted in Malaysia and studied job satisfaction as dependent variable
Das & Mohanty (2023)	OJ and OP in Higher Education Institutions	Quantitative research design	The results show that OJ significantly affects the OP dimensions.	Study conducted in India and studied OJ as the independent variable not moderator
Shahid, Qasim, Muhammad, Waseem & Sajjad, (2018)	OJ emotional exhaustion and job-related outcomes	Cross-Sectional, descriptive, and quantitative.	OJ moderated relationship between emotional exhaustion and job-related outcomes	Study focused on emotional exhaustion and job related outcomes instead of EI and OP
Akram <i>et al</i> (2020)	Effect of organisational justice on creative work behaviour	Descriptive	Positive correlation between studied variables	Study carried out in China and OJ was studied as the independent variable instead of moderator
Pracha <i>et al</i> (2020)	Organisational Justice and employee performance	Cross Sectional	Employee performance positively correlated with organisational justice	Study done on public sector in Pakistan instead of HEIs in Kenya
Nnenna <i>et al.</i> , (2021)	Organisational justice and employee performance	Descriptive	Positive relationship between OJ and EP	Study focused on OJ as the independent variable not a moderator
Monged, Raghab& Tantawi (2019)	Impact and the relationship between organisational justice and the intention to leave	Quantitative research design	Organisational justice were negatively significant to Intention to leave.	The study was conducted in private universities in Egypt whereas the current

Authors	Objectives	Methodology	Findings	Research Gaps
Muchemi (2019)	Organisational justice and performance	Survey Research Design	Positive link between OJ and performance	Study will be at public universities in Kenya. Study done on High End Dining Industry sector not HEIs
De Los Santos, (2023)	Relationship between emotional intelligence and employee turnover.	The Mayer-Salovey-Caruso Emotional Intelligence Tests were used to measure the emotional intelligence.	No significant relationships among the variables studied.	Study presents a conceptual gap as it focused on EI and ET instead of EI and OP
Alferaiiah (2020)	Investigated the impact of self awareness on job performance	Cross Sectional	Positive correlation between self awareness and job performance	Study presents a sectoral gap as it focused on Saudi Arabia Telecom sector instead of HEIs
Fatehi (2018)	Examined how emotional intelligence affect leadership	Case Study	Emotional social intelligence significantly affected leadership abilities	Study presents a methodological gap as it used case study research design. Current study will use descriptive explanatory
Da Fonseca (2020)	Self Awareness and effective leadership	Qualitative Exploratory	Positive correlation	Study focused on effective leadership as dependent variable instead of organizational performance
Kum & Kum (2018)	Association between EI and job self efficiency	Descriptive Research Design	Substantial correlation between the studied variables	Study focused on EI and self efficiency instead of organizational performance
Oba Adenuga (2022)	Academic staff members' self awareness and task performance	Survey Research Design	Positive correlation	Study done on private universities in Nigeria instead of public

Authors	Objectives	Methodology	Findings	Research Gaps
Udo & Ukpong (2016)	Selfawareness and academic achievement of business education students	Ex post facto research design method	Self awareness had a major impact of business students academic achievement	universities in Kenya Study used ex post facto research design. Current study will use descriptive explanatory.
Amponshet <i>al.</i> , (2022)	EI trends in preservice instructors in Ghana	Cross sectional study	Strong correlation between academic achievement and EI	Study used cross sectional research design. Current study will use descriptive explanatory.
Wangari, Gichuhi & Macharia (2019)	Emotional Intelligence and Organisational Performance	Cross Sectional	Emotional social intelligence significantly affected OP	Study presents a sectoral gap as it focused on insurance companies instead of HEIs
Kang'ethe & Waiganjo (2023)	Self awareness& organizational performance	Descriptive research design	Positive link between the studied variables	The study focused on JKUAT instead of public universities in Western Region Kenya
Masimane et al (2022)	Ascertained how self awarenessaffected Kenya commercial bank employees	Descriptive	Self awareness positively affected Kenya Commercial Bank employees' performance	Study presents a sectoral gap as it concentrated on Commercial Banks instead of public universities. It also focused on EP as dependent variable not OP
Kren & Sellei (2021)	Role of Emotional Intelligence on Organisational Performance	Survey	Favourable correlation Emotional Intelligence on Organisational Performance	Study done in Hungry instead of Kenya. Authors recommended studies to be done in other countries.
Shafait& Huang (2023)	Organizational performance and academics EI	Cross sectional and quantitative	EI had a direct and positive link with OP	Study was anchored on the ability model

Authors	Objectives	Methodology	Findings	Research Gaps
Lang & Suarage Altenolh (2023)	Emotional Intelligence and Employee Engagement	research designs Cross Sectional	Positive link between EI and Employee Engagement	of EI not Cherry's (2018) Study carried out in manufacturing sector instead of HIEs
Dhani and Sharma (2018)	Investigated the link between personality traits, emotional intelligence and job performance	Exploratory	Positive correlation between the tested variables	Study conducted on Information Technology sector in India. Authors recommend studies be done in other sectors
Ansaed and Kemri (2020)	Assessed how emotional intelligence contributes to administrative leadership	Survey	Emotional intelligence enhanced administrative leadership	Study was anchored on the Goleman model of EI; current study will use Cherry's model
Baridula, Tombari & Ndukwu (2018)	Self management and EP	Cross Sectional	Strong positive correlation between studied variables	Study concentrated on telecom enterprises in Nigeria instead of public universities
Ssemwaga, Muyinda & Edaku (2019)	Emotional Intelligence and Academic staff performance	Descriptive Correlational	Favourable link between Emotional Intelligence and Academic staff performance	Study conducted in Uganda on private universities instead of public universities in western region Kenya
Ntarangwe, Asatsa & Ndung'u (2021)	Predictors of EI among academic staff	Descriptive survey research design	Emotional regulation was the lowest indicator of EI	Study was conducted on public universities in Nairobi instead of western region Kenya
Biwott, Limo & Maru (2019)	Self regulation and academic staff knowledge sharing behaviours	Explanatory research design	Positive correlation between studied variables	Study focused on academic staff knowledge behaviours instead of OP
Molaba and Wamwayi (2021)	Impact of self management on	Descriptive Exploratory	Employee performance was highly	Study carried out on Kenyan' Insurance

Authors	Objectives	Methodology	Findings	Research Gaps
Mwania (2023)	workers' performance Manager's self regulation and Leadership performance	Descriptive research design	correlated with self regulation Strong positive relationship	sector instead of HEIs Study concentrated on leadership performance as dependent variable instead of OP
Kurniawati and Cerya (2021)	Ascertained how job motivation and interpersonal communication affected employee performance	Descriptive	Employee performance was highly affected by interpersonal interactions	Study conducted in Padang City Regional Company Offices in Pakistan instead of HEIs in Kenya
Saman, Hussain & Ullah (2021)	Impact of EI on teacher perceived performance	Explanatory descriptive research design	Conflict management did not prove to have a significant impact on performance	Study conducted in Pakistan and focused on employee performance instead of organisational performance of HEIs
Zurita-Ortega et al (2019)	Emotional Intelligence and Leadership aspects	Explanatory research design	Positive direct link	Study focused on leadership aspects instead of organisational performance

Source: Researcher (2024)

2.6 Conceptual Framework

The study's conceptual framework encompasses leadership emotional intelligence as the independent variable, organizational justice as the moderating variable, and organizational performance as the dependent variable, specifically within public universities in the Western region. Kenya

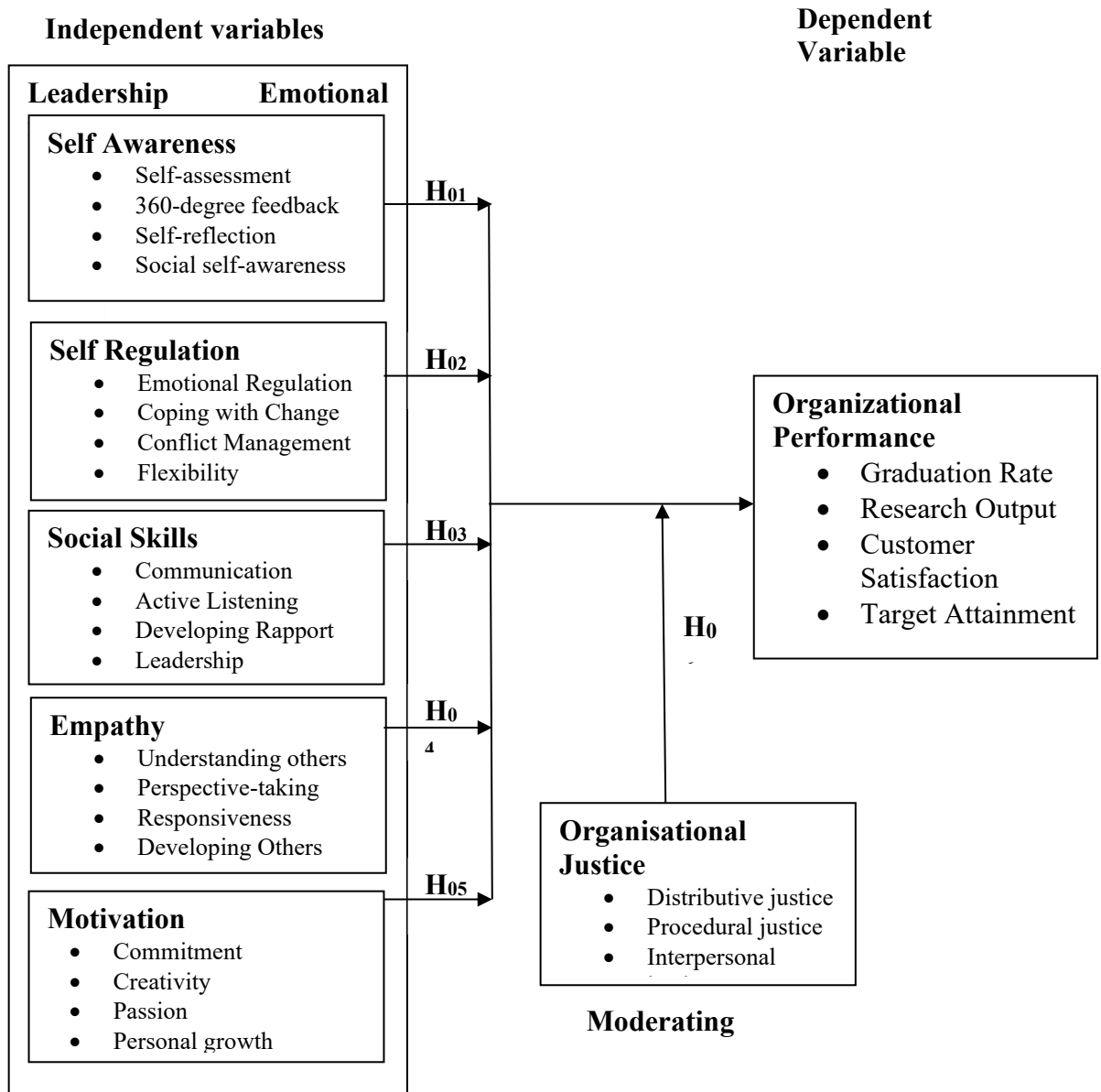


Figure 2.1: Conceptual Framework

Source: Adapted from several studies (Cherry, 2018; Kang’ethe & Waiganjo, 2023; Bozic & Poola 2023; Ogbu & Ugwu, 2019)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides information on the research methodology that was used in the study including an overview of the research philosophy, research design, study area, target population, sampling techniques, research instruments, pilot study, validity, reliability, data collection techniques and ethical considerations

3.2 Study Area

The study area for the research on leadership emotional intelligence, organisational justice, and employee performance in public universities shall be Western region Kenya. The Universities of focus in Western region Kenya were Alupe University, Kibabii University, Masinde Muliro University of Science and Technology and Kaimosi Friends University. Located in the western part of Kenya, this region is known for its diverse cultural heritage, natural beauty, and significant contributions to education and academia. The Western region Kenya is made up of several counties, including but Kakamega (Latitude: 0.2844° N; Longitude: 34.7523° E), Bungoma (Latitude: 0.5704° N; Longitude: 34.5619° E), Vihiga (Latitude: 0.0436° N; Longitude: 34.6640° E) and Busia (Latitude: 0.4585° N; Longitude: 34.1261° E). These counties are home to various public universities, which serve as centres of learning, research, and knowledge dissemination. The public universities in the Western Kenya region play a vital role in providing higher education opportunities to students and contributing to the development of the region. These institutions are responsible for educating future professionals, conducting research, and fostering innovation and intellectual growth.

The study area offers a unique context to examine the dynamics of leadership emotional intelligence, organisational justice, and organisational performance within the public universities in a region that is influenced by cultural, social, and economic factors specific to Western Region Kenya.

3.3 Research Philosophy

A research philosophy encompasses a conviction regarding the methodologies employed in the collection, analysis, and application of data pertaining to a particular phenomenon. The examination of the nature of knowledge within the realm of social science is referred to as epistemology. This branch of philosophy explains how knowledge is acquired, how it is justified and how social scientists come to know what they know (Truncellito, 2007). This study shall be inclined to the Positivist paradigm since the researcher shall apply different research methods to either prove or disprove both the study objectives and hypothesis. The Positivist paradigm strictly abides by the fact that any knowledge that is considered factual is indeed trustworthy if it is gained through observations or taking measurements (Bryman & Bell, 2015). Positivism is based on observations that are quantifiable and leads to statistical analysis. The quantitative nature of data in this research pointed out that objective realities exist and they can be shown in numeral form. The researcher also aimed at identifying the relationship between the nature of cause and its effect. This whole study involved sample selection, analysis, and making conclusions concerning the study objectives and hypotheses.

3.4 Research Design

A research design is the procedure for collecting, analysing, interpreting and reporting data in research studies (Creswell, 2013). This study used a descriptive explanatory research design. Descriptive research design was employed in this study to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered (Maloba &Wamwayi, 2012). The objective of descriptive survey design is to characterise the present achievement, attitudes, and behaviours of a group, among other qualities. It describes the current state of affairs and does not involve manipulation of independent variables.

3.5 Target Population

Target population is the entire group of people who share a common condition or characteristic the researcher is interested in studying (Elfil&Negada, 2017). The target population for the study on leadership emotional intelligence, organisational justice, and employee performance in public universities in the Western region Kenya would typically consist of 794academic staff within the public universities in Western Kenya. The academic staff were Graduate Assistants, Assistant Lecturers, Lecturers, Senior Lecturers, and Associate professors and Professors

Table 3.1: Population distribution Table

Academic staff	Masinde	Kibabii	Kaimosi	Alupe	Total
Professors	26	5	1	2	34
Associate Professors	41	9	4	7	61
Senior Lecturers	101	52	11	13	177
Lecturers	165	144	33	24	366
Assistant Lecturers	42	79	14	13	148
Graduate Assistants	1	4	1	2	8
TOTAL	376	293	64	61	794

Source: MMUST Human Resource Dept (2024). Kibabii University Human Resource Dept (2024). Kaimosi Friends University Human Resource Dept (2024). Alupe Human Resource Dept (2024).

3.6 Sampling Procedures

Kothari (2004) elucidates that sampling involves the selection of a subset from a larger whole, which serves as the foundation for making judgments or inferences regarding the entire aggregate or totality. This study employed stratified sampling, purposive sampling, and simple random sampling techniques. Stratified random sampling was employed to select respondents for the study, thereby ensuring that each category of academic staff within the population is adequately represented in the sample. The sample structure included a compilation of scholarly personnel employed at the chosen public universities. A straightforward random sampling technique was utilized to choose participants from each stratum for the study. Each person has an equal chance of being selected in this process. This was limited the chances of being biased and not having a representative of the population of employees and managers. Purposive sampling was used to select DVCs and registrar to be interviewed.

The total number of academic staff in the 4 public universities in western region is 794.

The researcher employed the Slovin's Formula as follows in obtaining the sample size;

$$n = \frac{N}{1+Ne^2}$$

Whereby;

N = Population Size

e = Margin of error (the amount of error the researcher wishes to allow in her results)

N = 794 and e = 0.05

Therefore;

$$n = \frac{794}{1+794(0.05)^2}$$

n = 265.9966499

n = 266 respondents

The researcher therefore adopted the discussed sampling techniques to have the following sample distribution table as shown below.

Table 3.2: Sample Distribution Table

Academic staff	Masinde	Kibabii	Kaimosi	Alupe	Total
Professors	9	2	1	1	13
Associate Professors	14	3	1	2	20
Senior Lecturers	33	17	4	4	58
Lecturers	55	48	11	8	122
Assistant Lecturers	14	26	5	4	49
Graduate Assistants	1	1	1	1	4
TOTAL	126	97	23	20	266

Source: Researcher (2024)

3.7 Data Collection Instruments

Data collection means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviour (Creswell & Creswell, 2022). Primary data was obtained through a close ended questionnaire because they are easier and faster for respondents to answer. Moreover, close ended questionnaires are easily pre coded. The study also used interview schedules to increase credibility and reliability of data gathered.

A close ended questionnaire with a five point likert scale was used as an instrument to collect primary data on leadership emotional intelligence, organisational justice perceptions, and organizational performance. The questionnaire (appendix II) was divided into four sections according to the study research objectives. The first section sought to determine the biographic data of the academic staff while the second section was developed based on the Emotional Intelligence Scale EI (PcSc) scale. This section was divided into five parts; Part I looked at self-awareness, Part II addressed self-regulation, Part III constituted social skills, Part IV Empathy and finally Part V was on motivation. Sections C and D addressed statements on Organizational Justice and Organizational Performance respectively.

Interview Schedules also was conducted by the researcher to avoid limiting the feedback of the interviewee. These interview guides were used to obtain information from Deputy Vice Chancellor administrators and Registrar administrators.

Document analysis was also be employed in this study. According to Bowen (2009), document analysis is a systematic procedure for reviewing or evaluating documents,

which can be used to provide context, generate questions, supplement other types of research data, track change over time and corroborate other sources. This data collection method requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). In this study, document analysis was used to elicit understanding on university reports such as graduation rates. Moreover, web metrics ranking was employed to understand the performance of the targeted universities.

3.8 Data Collection Procedures

Upon the acceptance of the research thesis by the School of Graduate Studies, the researcher applied for a research permit from the National Council for Science and Technology, Directorate of Research, Masinde Muliro University of Science and Technology. Once the permit and the introductory letter are dully granted, the researcher was at liberty to collect data. The questionnaire was distributed to the respondents assuring them of how the data would be used and the confidentiality of their information, recommending that participation wasvoluntary.Five research assistants were engaged to mainly make follow-up of the administered questionnaires.

3.9 Pilot Study

A pilot study was conducted in a setting similar to the actual study area but with a smaller sample size. A sample of 10 % respondents were selected for the pilot study. This was guided by a suggestion by Saunders, Lewis and Thornhill (2007) that a minimum of ten percent of pre testing are adequate. These respondents were not involved in the final study. The pilot study is done so as to ensure its reliability to obtain the required information

(Babbie, 2011). It was provided an opportunity to evaluate the clarity, relevance and appropriateness of the research instruments and make necessary adjustments before implementing them on a larger scale. Pilot study included 27 respondents at Maseno University.

3.10 Reliability

Reliability is a measure of the degree to which research yields consistent results or information after repeated trials, (Saunders *et al.*,2010). To test the reliability of the research instruments for data collection, Cronbach's alpha technique of measuring internal consistency and reliability was used. Cronbach's alpha is a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance. George and Mallery (2003) provided the rule of thumb for assessing the Cronbach's Alpha value for a dichotomous or Likert scale instrument. The Cronbach's Alpha has a value between 0 and 1. The closer the Cronbach's Alpha value to 1, the greater the internal consistency of the item within the scale. Cronbach's Alpha value above 0.90 indicates excellent internal consistency, above 0.80 is good, above 0.70 is acceptable, above 0.60 is questionable, above 0.50 is poor, and below 0.50 is unacceptable (George & Mallery, 2003).

3.11 Validity

Validity refers to the extent to which a research instrument measures what it intends to measure. It ensures that the instrument accurately captures the concepts and constructs under investigation. There are different types of validity that was assessed. Face validity was used to establish the content validity of the pilot test, which is defined as "the extent to which a test covers all important aspects of the domain being measured" (Siraj *et al.*,

2021). According to Johnson, (2021), face validity is the extent to which a test appears to measure what it is intended to measure. It is crucial because if participants don't think the measurements being utilized are pertinent to the goals of the study, they might not take it seriously. This gave participants and researchers alike confidence that the results of the assessment are fair and equitable (Johnson, 2021).

The examination of content validity assessed the extent to which the items within the research instrument sufficiently encompass the complete spectrum of the construct under investigation (DeVellis, 2017). A comprehensive evaluation by specialists in the domain is essential to ascertain that the instrument encompasses all pertinent dimensions of the construct. The assessment of construct validity evaluates whether the research instrument accurately measures the intended construct and illustrates its relationships with other variables. This was established through the execution of factor analysis on the data gathered during the pilot study. The determination of construct validity was based on the mean variance extracted for each construct. The analysis of factors was predicated upon the inter-item correlation of the underlying variables. A robust correlation coefficient of +5 shall consequently signify a high degree of validity.

3.12 Data Processing and Analysis

The stages of data processing and analysis represent essential components of the research methodology, encompassing the organization, cleansing, summarization, and interpretation of the gathered data. The gathered data underwent a thorough examination to identify any errors, inconsistencies, missing values, and outliers. All requisite modifications or refinements are implemented to guarantee the integrity of the data. The data was subsequently encoded to enhance the analytical process. The

information is to be inputted into a software application referred to as the Statistical Package for the Social Sciences (SPSS) version 25.0.

The analysis of data was conducted employing both descriptive and inferential statistical methods. The descriptive statistics encompassed the mean, standard deviation, frequency, and percentages. Inferential statistics encompassed Pearson correlation, simple linear regression, multiple regression analysis, and hierarchical regression. The relationship between the variables was determined through correlation analysis. Hierarchical Regression was employed to ascertain the moderating effect of organisational justice on the relationship between leadership emotional intelligence and organisational performance within public universities in the Western Region of Kenya. The findings were articulated through the use of charts and tables, thereby facilitating comprehension and conveying the results with clarity.

The simple linear regression models were as follows

$$Y = \beta_0 + \beta_1 X_1 + \epsilon \dots \dots \dots \text{model (i)}$$

$$Y = \beta_0 + \beta_2 X_2 + \epsilon \dots \dots \dots \text{model (ii)}$$

$$Y = \beta_0 + \beta_3 X_3 + \epsilon \dots \dots \dots \text{model (iii)}$$

$$Y = \beta_0 + \beta_4 X_4 + \epsilon \dots \dots \dots \text{model (iv)}$$

$$Y = \beta_0 + \beta_5 X_5 + \epsilon \dots \dots \dots \text{model (v)}$$

Y = Dependent Variable (Organisational Performance)

X₁ = Self Awareness

X₂ = Self Regulation

X₃ = Social Skills

X₄ = Empathy

X₅ = Motivation

β₀ = Y intercept in the equation

ε = Residual in the equation

The multiple regression analysis was as follows

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

Y= Dependent Variable (Organisational Performance)

X₁= Self Awareness

X₂= Self Regulation

X₃= Social Skills

X₄= Empathy

X₅= Motivation

M= Organizational Justice

β₀ =Y intercept in the equation

ε = Residual in the equation

The hierarchical regression model will be as follows

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + M + \beta_1 X_1 M + \beta_2 X_2 M + \beta_3 X_3 M + \beta_4 X_4 M + \beta_5 X_5 M + \varepsilon$$

Y= Dependent Variable (Organisational Performance)

X₁= Self Awareness

X₂= Self Regulation

X₃= Social Skills

X₄= Empathy

X₅= Motivation

M= Organizational Justice (Moderator)

β₀ =Y intercept in the equation

ε = Residual in the equation

β₁β₂β₃β₄β₅= Coefficients of determination

3.12.1 Diagnostic tests

Diagnostic tests were an essential element of the analytical framework, offering the researcher systematic methods to thoroughly evaluate the statistical validity of the regression models. These tests served as validation methods that examined the foundational assumptions of regression analysis, thus insuring the integrity of the empirical results. The researcher utilized their application to systematically assess various aspects of model quality, including robustness (the stability of estimates across

different conditions), validity (the suitability of the model specification), and reliability (the consistency of the measurement method).

3.12.1.1 Normality

A normality test determines if the sample data is derived from a population that adheres to a normal distribution. The aim is to evaluate if both the dependent and independent variables in the regression model conform to a normal distribution. The two most commonly utilized tests for evaluating normalcy are the Kolmogorov-Smirnov test and the Shapiro-Wilk test. The assumptions behind these tests assert that the distribution conforms to a normal distribution. The Kolmogorov-Smirnov test is relevant for samples greater than 50, whereas the Shapiro-Wilk test is appropriate for samples fewer than 50. Since the residuals related to the anticipated dependent variable scores must demonstrate a normal distribution, these two tests were utilized to assess the assumption of normality in this investigation. Therefore, if these tests produce significant results (i.e., $p \text{ value} < .05$), it signifies that the data diverges from the normal model and should be classified as non-normal.

3.12.1.2 Linearity

Linearity clarifies the relationship between two or more variables as they have a propensity to alter proportionally. Linearity tests are employed to determine if the relationships illustrated by linear regression models between a dependent variable and an independent variable align with a straight line extending rightward or downward to the right. For linear regression to be effective, a linear relationship between the independent and dependent variables is necessary. Due to linear regression's

vulnerability to outliers, the researcher was especially vigilant in detecting these anomalies.

3.12.1.3 Multicollinearity

Multicollinearity refers to the correlation among independent variables. Multicollinearity occurs in multiple linear regression analysis when numerous variables demonstrate substantial correlations with both the independent variable and each other (Shrestha, 2020). Assessments for multicollinearity are crucial for evaluating the degree of similarity among independent variables inside a model. The Variance Inflation Factor and Tolerance level were utilized to evaluate multicollinearity. A variance inflation factor under 10 or a tolerance level above 0.1 is considered acceptable.

3.12.1.4 Homoscedasticity

Homoscedasticity denotes a condition where the variance and error related to the intruder stay uniform across all independent variables. This describes a situation where the error term is invariant across all values of the independent variables. Conversely, heteroscedasticity occurs when the magnitude of the error component fluctuates over the spectrum of independent variable values. This research will utilize the Breusch-Pagan test to detect heteroscedasticity. The BP examines the hypothesis that residuals demonstrate homoscedasticity (H_0). The P-value of the BP-LM test beyond 0.05 signifies that the residuals do not exhibit heteroscedasticity, thereby fulfilling the homoscedasticity assumption. The BP Lagrange multiplier (LM) statistic will be calculated for the residuals.

3.13 Ethical considerations

Kombo and Tromp (2006), noted that researchers whose subjects are either people or animals must consider the conduct of their research, and give due attention to the ethical issues associated with the research. The researcher first acquired a research permit to conduct the study from the National Council for Science and Technology. The researcher also obtained permission from the Universities before proceeding to contact any respondents. The researcher informed all the respondents about the purpose of the study as well as ensuring them that they were free to make decisions about whether they should participate or not at any point in the study (McMillan & Schumacher, 2006). Confidentiality of the participants was considered by making sure that they remain anonymous. Finally, the researcher also ensured that none of the participants are exposed to any harm by avoiding private and sensitive questions during the whole process of data collection.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter elucidates the findings through the application of descriptive analysis, Pearson correlation, and regression analysis. It further elucidates the dialogues stemming from the findings. The data collection process involved the utilization of semi-structured questionnaires, followed by coding and analysis of each independent variable through SPSS version 27. The findings were subsequently discussed and presented in the form of tables and models.

4.2 Response Rate

Of the 266 questionnaires distributed to Professors, Associate Professors, Senior Lecturers, Lecturers, Assistant Lecturers, and Graduate Assistants, 211 were returned, resulting in a 79.3% response rate. Rashid, Rasheed, and Agha (2021) assert that a response rate of 50% is deemed sufficient for analysis. Kothari (2020) posits that a 60% return rate is seen acceptable, while a 70% return rate is regarded as exceptional. The drop-and-pick approach employed for questionnaire distribution enhanced the response rate, along with the assurance of anonymity, which allowed respondents to remain unidentified.

Table 4.1: Response Rate

	Count	Percentage
Administered	266	100
Returned	211	79.3
Not Returned	55	20.7

Source: Field Data (2024)

4.3 Pilot Study

A pilot research was performed in an environment analogous to the actual study location, albeit with a reduced sample size. A sample of 10% of respondents was selected for the pilot study. The responders were excluded from the final study. A chance was afforded to assess the clarity, relevance, and suitability of the study instruments and to make requisite revisions prior to their broader implementation. The pilot study had 27 participants from Maseno University.

4.3.1 Reliability Tests

Cronbach's alpha was utilized for reliability testing of each measure, yielding a range from 0.722 for self-regulation to 0.837 for social skills. All variables indicated that the Cronbach's alpha values exceed 0.7, so confirming the reliability of the data collection instrument (Castells, 2019). This indicates a significant degree of reliability, hence validating the scales employed in this investigation as trustworthy. The test items were preserved and utilized in this investigation, hence deemed reliable, as indicated in Table 4.2 below.

Table 4.2: Reliability Table

Variable	No of items	Cronbach alpha	No of Items Dropped
Self-awareness	8	0.758	0
Self-regulation	8	0.731	0
Social skills	8	0.837	0
Empathy	8	0.776	0
Motivation	8	0.744	0
Organizational justice	8	0.734	0
Organizational Performance	8	0.740	0

Source: Field Data (2024)

4.3.2 Content Validity

The validity of the questionnaire was evaluated by content and construct validity methods. Content validity was established by presenting the questionnaires to three human resource professionals (10% of 29), who provided feedback on the pertinence of each item. Two of them were scholars, while the other was a practical human resource practitioner at the piloting university. Their response results were examined to determine the percentage representation utilizing the content validity formula:

$$\text{Content Validity Index} = (\text{Agreed items}) / (\text{total number of items}).$$

The instrument was deemed valid if its overall Content Validity Index (CVI) met or above the acceptable average threshold of 0.7 (Amin 2005). Table 4.3 presents results indicating that the test produced an average index score of 1.0. This indicates that the instrument was valid

Table 4.3: Content Validity Index

Rater	Clarity	Relevance	Objective	Simplicity	Total Items	Percentage
1	56(100%)	56(100%)	56(100%)	56(100%)	56	100
2	56(100%)	56(100%)	56(100%)	56(100%)	56	100
3	56(100%)	56(100%)	56(100%)	56(100%)	56	100
Average	100%	100%	100%	100%		100.0

Source: Pilot Data (2024)

4.3.1 Construct Validity

This report employed factor analysis to assess convergent validity. Hair et al. (2010) and Tabachnick and Fidell (2007) delineated the factor loadings as follows: 0.32 (poor), 0.45 (fair), 0.55 (good), 0.63 (very good), and 0.71 (excellent). Researchers regard a threshold of 0.4 or 0.5 as robust for explanatory purposes (Rahim and Magner, 2005). All indicators of the different constructs underwent confirmatory factor loading analysis utilizing SPSS version 27. All indicators of the various structures were kept according to the findings.

Table 4.4: Confirmatory factor Analysis for Self-awareness

	Self Awareness	Factor Loading
1	My supervisor is aware of his/her strengths and weaknesses	0.747
2	My supervisor is aware that his/her feelings affect performance	0.529
3	My supervisor is open to feedback	0.619
4	My supervisor encourage feedback as it improves performance	0.548
5	My supervisor always meet deadlines	0.710
6	My supervisor can quickly realize when he/she is losing temper	0.522
7	My supervisor strive to build professional networks at work	0.716
8	My supervisor lack confidence in interacting with others	0.631
	Average	0.628

Extraction Method: Principal Component Analysis.

Source: Field Data (2024)

The factor loadings for self-awareness vary from 0.522 to 0.747, with a mean of 0.628, demonstrating robust convergent validity. Statements like "I am cognizant of my strengths and weaknesses" (0.747) and "I endeavor to cultivate professional networks at work" (0.716) have outstanding loadings, indicating their robust correlation with the construct. The minimum loading ("I can quickly realize when I'm losing temper" – 0.522) exceeds the 0.5 threshold (Rahim & Magner, 2005), indicating that all items consistently assess self-awareness. The elevated average loading underscores the scale's robustness, indicating that respondents uniformly perceived these items as measures of self-awareness.

Table 4.5: Confirmatory factor Analysis for Self Regulation

	Self-Regulation	Factor Loading
1	My supervisor usually find it difficult to regulate his/her emotions	0.709
2	My supervisor can keep himself/herself positive and composed in frustrating situations	0.562
3	My supervisor keep calm even when change occurs abruptly	0.648
4	My supervisor smoothly handle several demands, shifting priorities and rapid change	0.743
5	My supervisor is always ready to adapt to new changes that arise in the university	0.591
6	My supervisor remain focused and think clearly under pressure	0.542
7	My supervisor can control himself/herself when he/she hear bad news	0.584
8	My supervisor manage his/her impulsive feelings well	0.784
	Average	0.645

Extraction Method: Principal Component Analysis.

Source: Field Data (2024)

Self-regulation items have loadings ranging from 0.542 to 0.784, with an average of 0.645. Critical items such as "I manage my impulsive feelings well" (0.784) and "I smoothly handle several demands" (0.743) demonstrate strong to exceptional loadings, consistent with theoretical predictions. The lowest loading ("I remain focused under pressure" – 0.542) is appropriate, if slightly weaker. The elevated average indicates that

respondents regarded these questions as consistent indicators of self-regulation, hence affirming the construct's internal consistency.

Table 4.6: Confirmatory factor Analysis for Social Skills

Social Skills	Factor Loading
1 My supervisor promote open communication and encourage open debates	0.678
2 It's easy for my supervisor to understand non verbal messages of others	0.710
3 My supervisor is skilled at the art of active listening	0.775
4 My supervisor can tell how others are feeling by listening to their tone	0.738
5 My supervisor make and maintain personal friendships at work	0.739
6 My supervisor promote a friendly and cooperative work atmosphere	0.816
7 My supervisor can handle difficult people and situations with diplomacy	0.819
8 My supervisor is able to influence and inspire my colleagues	0.774
Average	0.756

Extraction Method: Principal Component Analysis.

Source: Field Data (2024)

This table indicates the most robust design, exhibiting loadings ranging from 0.678 to 0.819, with a remarkable average of 0.756. Statements such as "I foster a congenial work environment" (0.816) and "I manage challenging individuals with diplomacy" (0.819) underscore respondents' evident correlation of these actions with social competencies. The consistently elevated loadings demonstrate exceptional item dependability and convergent validity, rendering this scale highly robust for assessing social skills.

Table 4.7: Confirmatory factor Analysis for Empathy

	Empathy	Factor Loading
1	My supervisor can easily detect the difference between other people's feelings and behaviour	0.661
2	People find it comfortable to discuss their problems with my supervisor	0.646
3	My supervisor is able to balance his/her individual own tasks with supporting others	0.807
4	My supervisor find it easy to see things from another person's perspective	0.648
5	My supervisor is sensitive to the feelings of others	0.662
6	My supervisor enjoy cooperating with others in accomplishing a task	0.641
7	My supervisor help others in coming out of difficult situations	0.525
8	My supervisor easily extent support and advice to others when needed	0.792
	Average	0.673

Extraction Method: Principal Component Analysis.

Source: Field Data (2024)

Empathy loadings range from 0.525 to 0.807 (average: 0.673). While most items (e.g., *"I balance tasks with supporting others"* – 0.807) perform strongly, *"I help others in difficult situations"* (0.525) is weaker but still meets the 0.5 benchmark. The results confirm that empathy is well-captured by these indicators, though the lower average (compared to social skills) suggests slight variability in how respondents interpreted certain items.

Table 4.8: Confirmatory factor Analysis for Motivation

	Motivation	Factor Loading
1	My supervisor is determined in achieving goals despite setbacks	0.499
2	My supervisor make personal sacrifices to meet higher goals	0.833
3	My supervisor is able to change the way of doing things when current methods are not working	0.648
4	My supervisor look at setbacks objectively	0.788
5	My supervisor pursue goals beyond what is required	0.600
6	My supervisor can always motivate himself/herself when he/she feel low	0.557
7	My supervisor continuously learn to improve his/her work results	0.904
8	My supervisor constantly strive to improve performance	0.631
	Average	0.683

Extraction Method: Principal Component Analysis.

Source: Field Data (2024)

The analysis of motivational factors reveals significant variability in factor loadings (0.499-0.904), with an overall strong average of 0.683. The exceptionally high loading of 0.904 for "I continuously learn to improve my work" suggests this item is a particularly powerful indicator of motivation, potentially reflecting respondents' strong association between professional development and workplace motivation. Conversely, the item "I am determined despite setbacks" (0.499) meets the conventional threshold for acceptability. Nevertheless, the relatively high average loading confirms the overall validity of the motivation scale, with most items demonstrating substantial explanatory power.

Table 4.9: Confirmatory factor Analysis for Organizational Justice

	Organizational Justice	Factor Loading
1	my performance evaluation is warranted based on my performance	0.619
2	The appraisal of myperformance provides an appropriate assessment of the task I accomplish.	0.762
3	Procedures employed in my organisation are free of bias	0.660
4	I can express myfeelings and views about the procedures in myorganization	0.783
5	Overly, I am treated with dignity and respect	0.697
6	The leadership in myorganisation refrains from improper comments and remarks	0.711
7	Information is tailored to myspecific needs in my organization	0.704
8	The procedures in my organization are thoroughly explained	0.670
	Average	0.701

Extraction Method: Principal Component Analysis.

Source: Field Data (2024)

The organizational justice construct demonstrates consistently strong factor loadings ranging from 0.619 to 0.783, with an impressive average of 0.701. Particularly noteworthy are the items "I can express my views about procedures" (0.783) and "I'm treated with dignity" (0.697), which show that procedural justice and interpersonal treatment are central to employees' perceptions of organizational fairness. The absence of any weak items in this scale suggests that all included measures effectively capture different facets of organizational justice. The high validity of this scale makes it particularly valuable for assessing employees' perceptions of fairness in organizational processes and treatment.

Table 4.10: Confirmatory factor Analysis for Organizational Performance

	Organizational Performance	Factor Loading
1	Graduation rate has increased in my organisation in the last one year	0.918
2	I am satisfied with the graduation rate in my organisation	0.809
3	My organisation has increased the number of research publication	0.745
4	My organisation has increased research funding to increase research output	0.754
5	My organisation has ensured customers are satisfied with services offered	0.779
6	My organisation treats customer complaints as priority	0.860
7	My organisation has met all the targets set in the performance contract	0.585
8	My organisation provides a conducive environment for employees to meet its goals	0.479
	Average	0.741

Extraction Method: Principal Component Analysis.

Source: Field Data (2024)

This analysis reveals the strongest overall performance among all constructs examined, with factor loadings ranging from 0.479 to 0.918 and an exceptional average of 0.741. The outstanding loading of 0.918 for "Graduation rate has increased" suggests this is an extremely reliable indicator of organizational performance, likely because it represents a concrete, measurable outcome. However, the item "My organisation provides a conducive environment" (0.479) falls above the conventional threshold of 0.4. Despite this one weaker item, the overall scale demonstrates excellent reliability for assessing organizational performance, particularly when focusing on measurable outcomes.

Table 4.11: Summary of Factor Analysis

Factors	No of Items	Overall Factor Loading	KMO	Total	Item(s) Dropped
				Variance Explained	
Self-awareness	8	0.628	0.708	56.8%	0
Self-regulation	8	0.645	0.679	54.8%	0
Social skills	8	0.756	0.832	62.5%	0
Empathy	8	0.673	0.758	53.0%	0
Motivation	8	0.683	0.669	64.3%	0
Organizational Justice	8	0.701	0.734	54.8%	0
Performance	8	0.741	0.648	65.8%	0
Total/Overall	56	0.690	0.718	58.9%	0

Source: Field Data (2024)

The comprehensive overview of the factor analysis for all variables is presented in Table 4.11. All elements were preserved according to the general guideline for acceptable factor loading of 40%, achieving an overall loading of 69.0%. The explained variance above 50%, totalling 58.9%, indicating convergent validity. The sampling

adequacy was achieved, as evidenced by a Kaiser-Meyer-Olkin (KMO) value exceeding 0.5, with an overall measurement of 0.718. Williams et al. (2012) asserted that a KMO value of 0.50 is an acceptable threshold for sampling adequacy, with values beyond 0.5 being preferable.

4.4 Diagnostic Tests

The study conducted multiple diagnostic tests to elucidate the appropriateness of the research methodology. The fulfillment of the regression analysis assumption resulted in unbiased estimates, hence rendering the results relatively accurate and close to the truth. The diagnostic tests were employed to evaluate the assumptions. Before performing regression analysis, it was necessary to execute diagnostic tests to comply with the assumptions of the traditional linear regression model. This guarantees that the generated estimates are both unbiased and efficient, as asserted by Long and Ervin (2000). Pedhazur (1997) posited that when the assumptions of regression are violated, the resultant findings become unreliable and skewed. To verify compliance with the assumptions, the study performed the following diagnostic tests: normality/linearity test, heteroskedasticity test, serial autocorrelation test, and multicollinearity test for all study variables.

4.4.1 Normality Test

The study used both the graphical plots and any statistical tests to assess the actual degree of departure from normality as suggested by Hair, Black, Babin, Anderson & Tatham (2016).

Table 4.12: Normality Test Using Shapiro-Wilk Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Self-awareness	0.142	211	0.000	0.976	211	0.001
Self-regulation	0.094	211	0.000	0.967	211	0.000
Social skills	0.146	211	0.000	0.876	211	0.000
Empathy	0.095	211	0.000	0.937	211	0.000
Motivation	0.135	211	0.000	0.977	211	0.002
Organizational justice	0.117	211	0.000	0.955	211	0.000
Organizational performance	0.123	211	0.000	0.974	211	0.001

a. Lilliefors Significance Correction

Source: Research Data (2024)

The Shapiro-Wilk test is contingent upon the relationship between the data and their corresponding normal scores. The Shapiro-Wilk test demonstrates improved efficacy when employing the Lilliefors correction. The Kolmogorov-Smirnov test ought to be utilized with caution given its restricted efficacy, and it is prudent to assess normality through visual inspection. The research commenced with the implementation of the Shapiro-Wilk test to evaluate normality. The data revealed occurrences of deviation from the norm; therefore, a graphical analysis of normality was utilized.

Table 4.12 reveals that all variables did not meet their null hypotheses, suggesting that the data sets for the six variables exhibit a non-normal distribution, as evidenced by the significance levels below 0.05 obtained from both the Kolmogorov-Smirnov and Shapiro-Wilk tests. Hair et al. (2016) contend that parametric techniques remain relevant even when normal data distribution is not present. The breach of the normalcy assumption is unlikely to present substantial challenges when dealing with large samples, specifically those exceeding 30 or 40 observations. As a result, one may utilize parametric methods, given that in large samples (exceeding 30 or 40), the sampling

distribution generally tends to approximate normality, regardless of the initial shape of the data. Williams et al. (2013) propose the evaluation of normalcy through visual means.

Refer to Figure 4.1 displayed below. The standard Q-Q plot of self-awareness reveals a slight divergence from normality, as demonstrated by its closeness to the line of fit. As a result, the data exhibited a distribution that closely approximated normality, making it suitable for application in regression analysis.

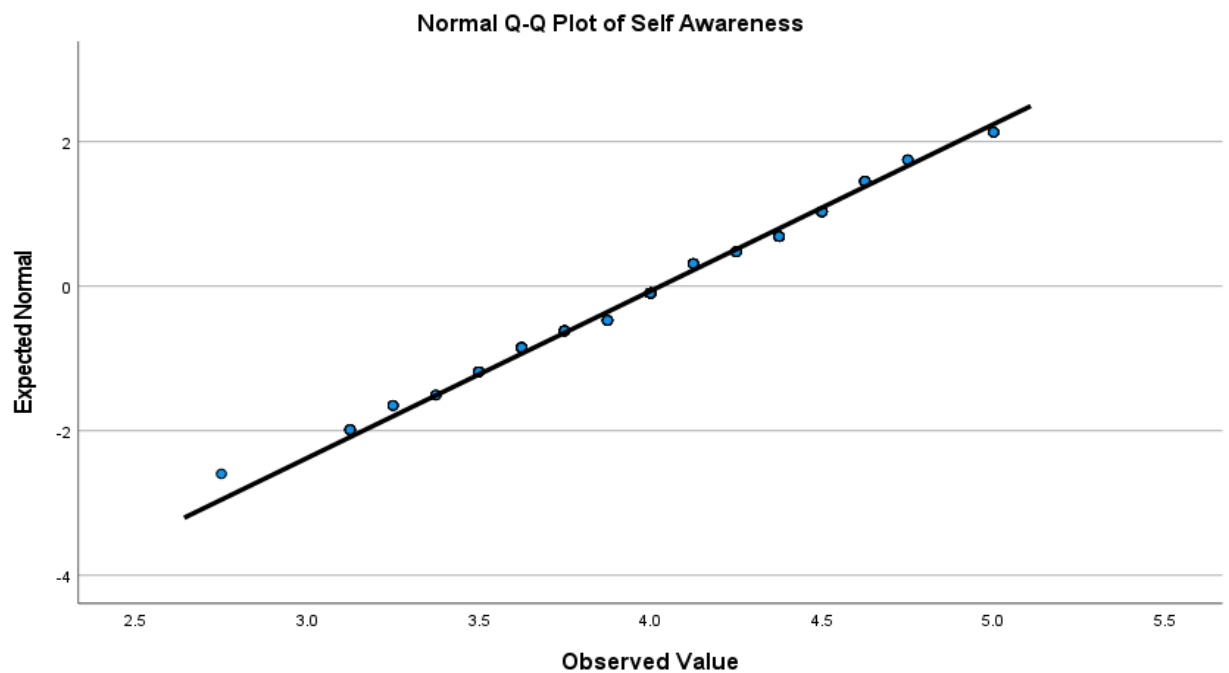


Figure 4.1: Normal Q-Q plot of Self-awareness

Source: Field Data (2024)

Figure 4.2 displays the usual Q-Q plot of self-regulation, indicating a minimal divergence from normalcy, as evidenced by its proximity to the line of fit. The data exhibited a distribution that roughly approximates normality, making it suitable for regression analysis. The interpretation of graphical analysis is based on the premise that when the actual data distribution closely aligns with the straight diagonal line indicative of a normal distribution, it implies that the data variables originate from a population adhering to a normal distribution. Figure 4.7 depicts the conventional Q-Q plot of self-regulation, indicating a minor deviation from normalcy, evidenced by its proximity to the line of fit. The data displayed a distribution nearly to normality, making it suitable for regression analysis.

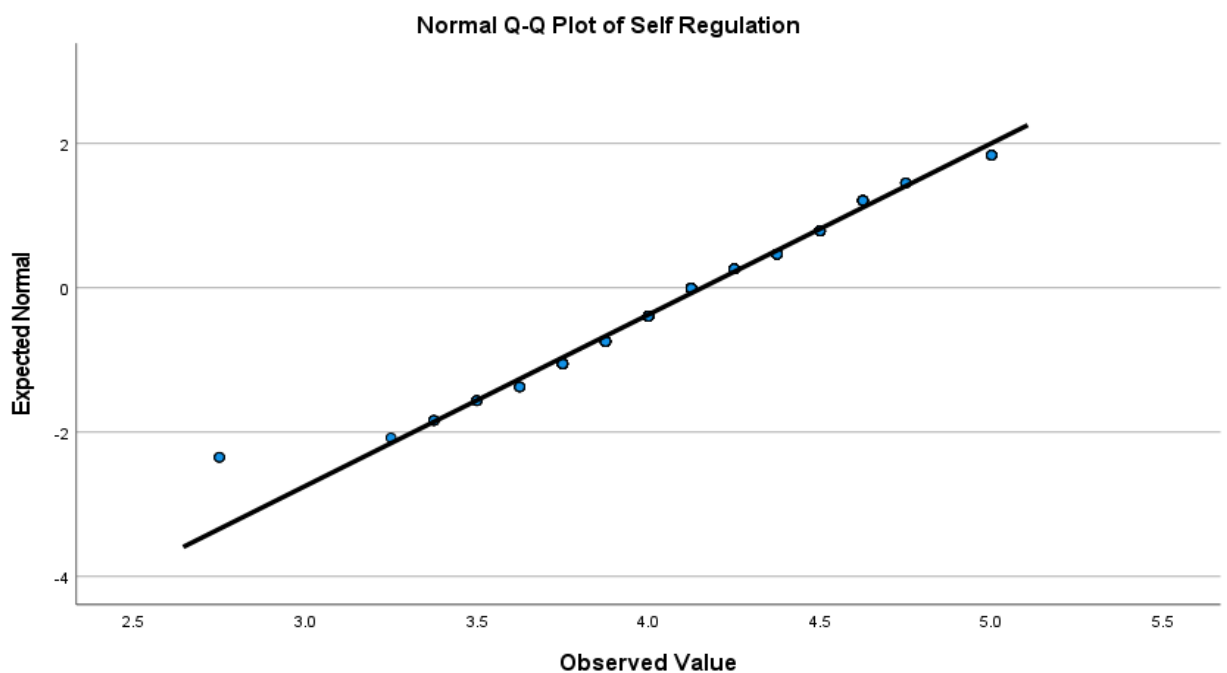


Figure 4.2: Normal Q-Q plot of self-regulation

Source: Field Data (2024)

In Figure 4.3, the normal Q-Q plot of social skills indicates a minor deviation from normalcy in relation to the fitted line. The data may be considered approximately normal, thus permitting the application of parametric procedures in correlation, regression, analysis of variance, and t-tests.

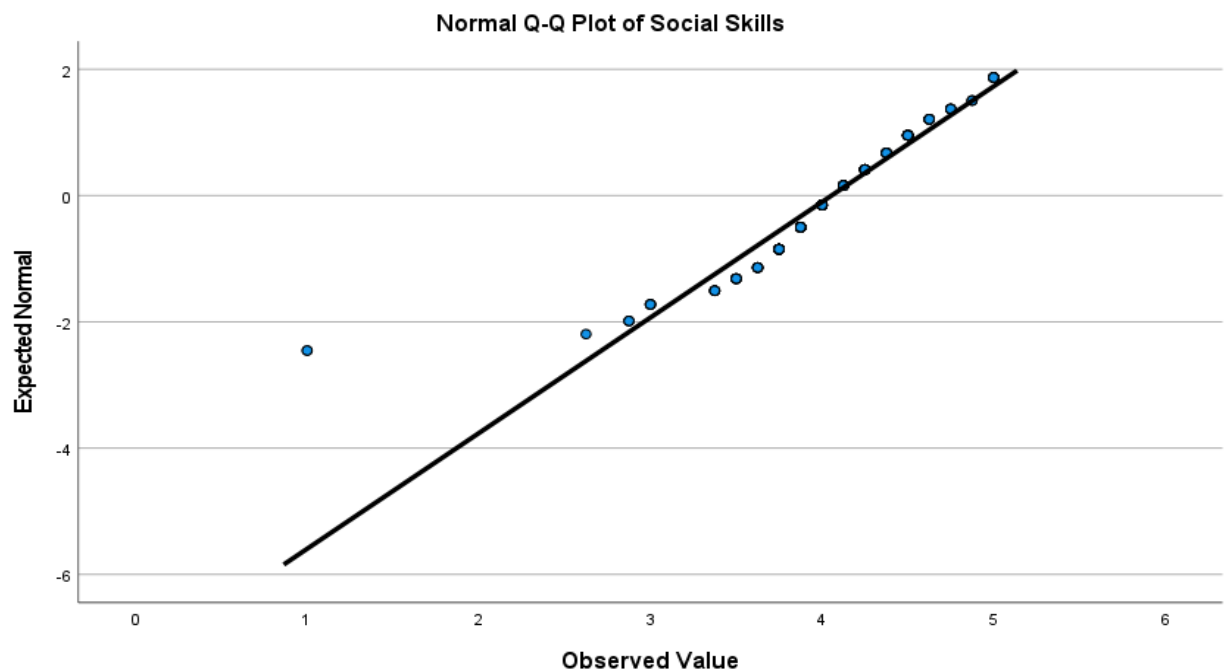


Figure 4.3: Normal Q-Q plot of social skills

Source: Field Data (2024)

The standard Q-Q plot of empathy illustrated in Figure 4.4 reveals a slight divergence from the expected normal distribution in comparison to the fitted line. The data may be regarded as approximately normal; therefore, one might employ parametric methods such as correlation, regression, analysis of variance, and t-tests for analysis.

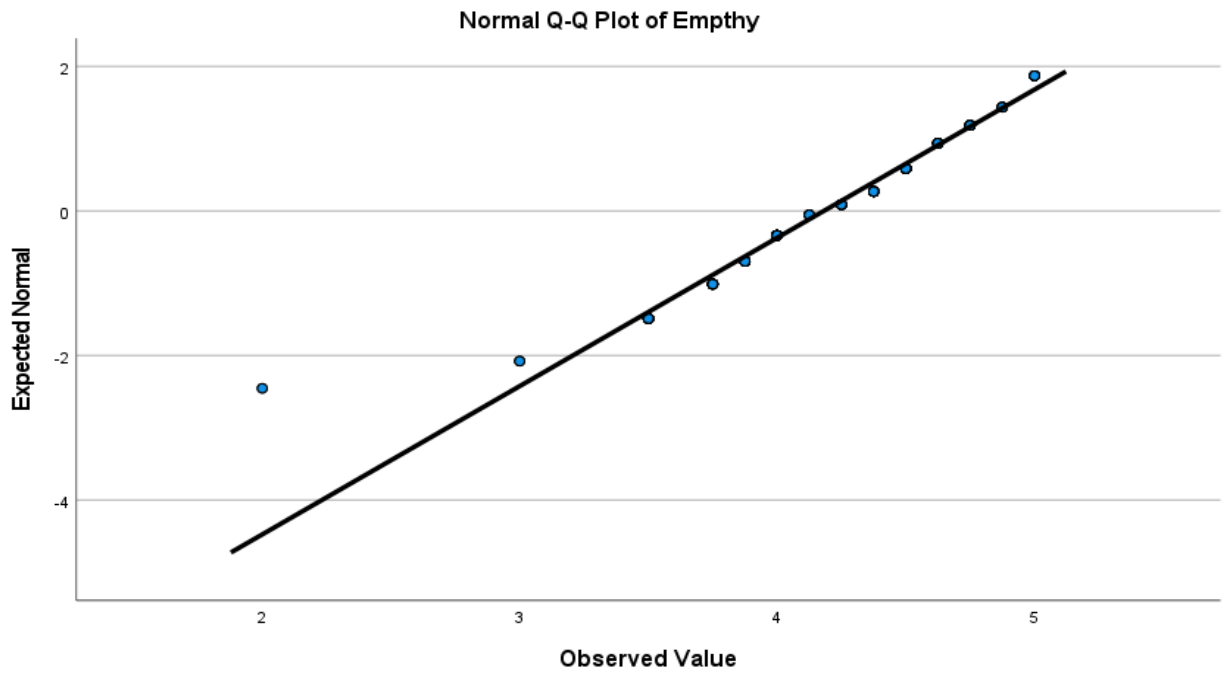


Figure 4.4: Normal Q-Q plot of empathy

Source: Field Data (2024)

Figure 4.5 illustrates a normal Q-Q plot of motivation, indicating a minor deviation from normalcy in relation to the fitted line on the Q-Q plot. The data can be considered approximately normal; therefore, parametric methods for correlation, regression, analysis of variance, and t-tests may be utilized.

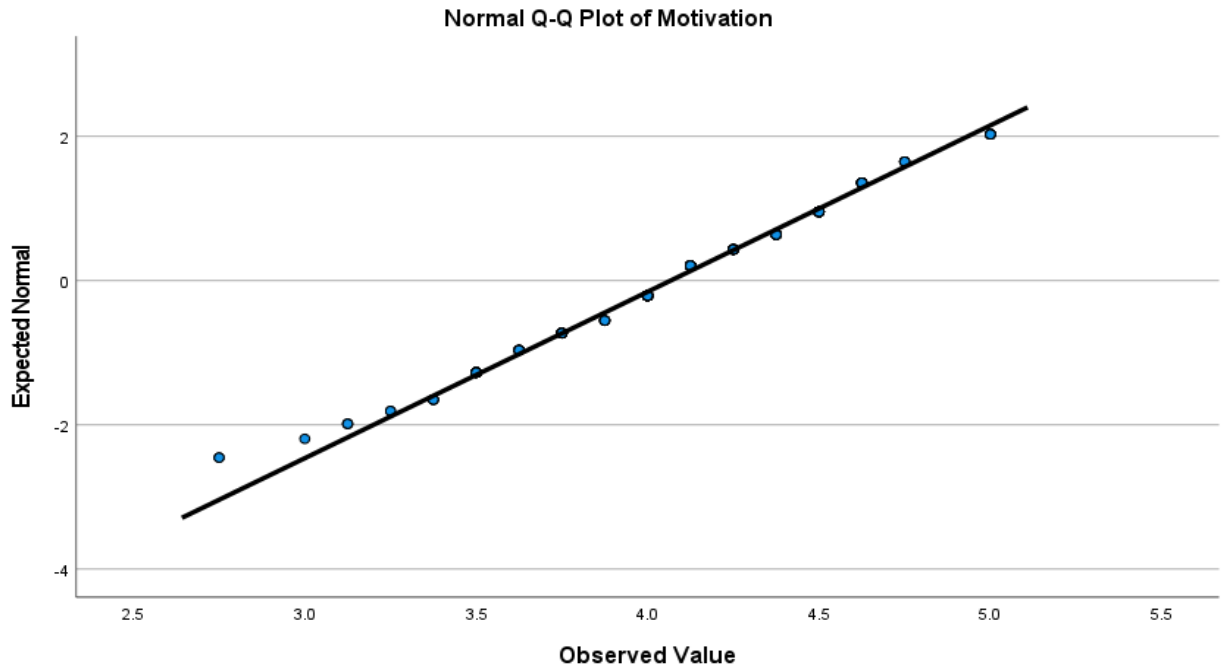


Figure 4.5: Normal Q-Q plot of empathy

As illustrated in Figure 4.6 presented below The normal Q-Q plot of organizational justice indicates that the deviation from normality, as represented by the line of fit on the Q-Q plot, is minimal. The data may be regarded as approximately normal, thus allowing for the application of parametric techniques in correlation, regression, analysis of variance, and t-tests on the dataset.

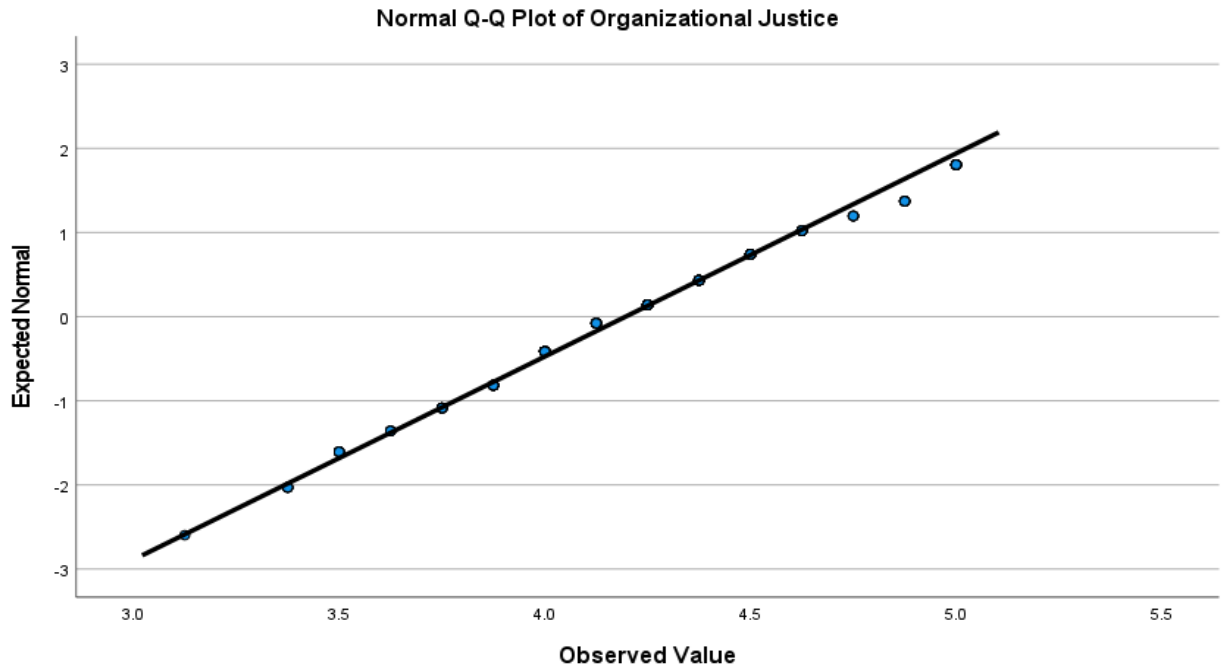


Figure 4.6: Normal Q-Q plot of organizational justice

Source: Field Data (2024)

From the following Figure 4.7 The normal Q-Q plot of organizational performance indicated minimal deviation from normalcy, as evidenced by the proximity to the line of fit. Consequently, the data had a near-normal distribution and could therefore be utilized in a regression analysis.

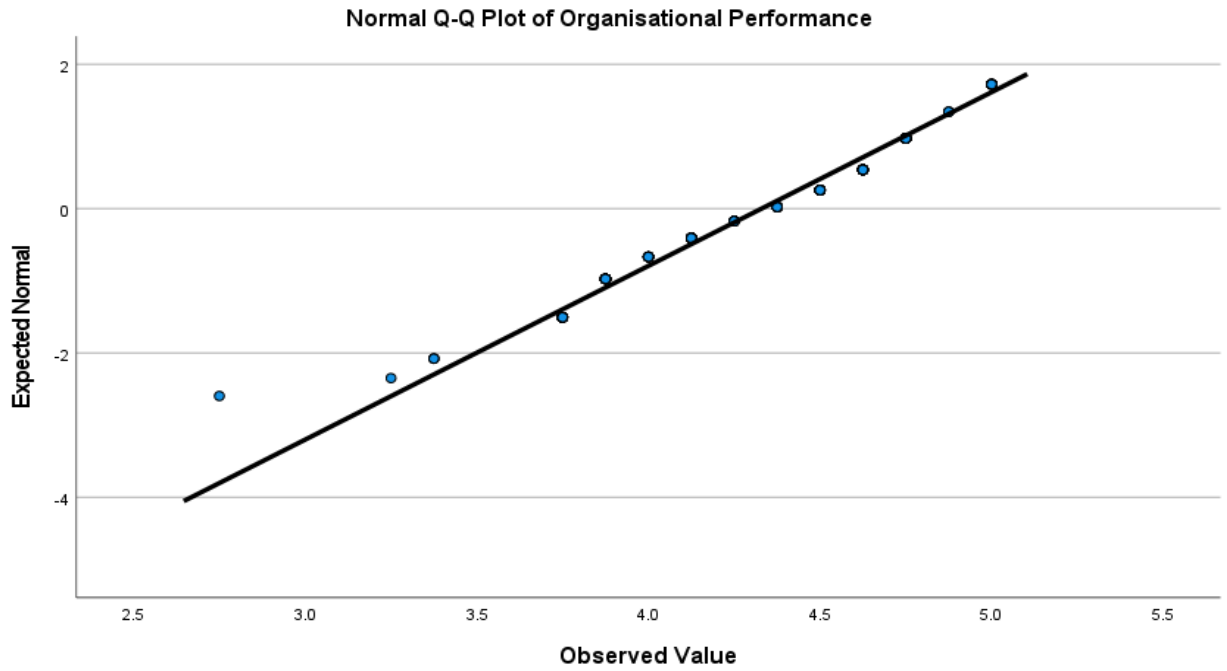


Figure 4.7: Normal Q-Q plot of organizational performance

Source: Field Data (2024)

4.4.2 Linearity

The research employed the recommended scatter plots by Hair et al. (2016) to ascertain the existence of a linear correlation between leadership emotional intelligence and organizational success. Self-awareness, self-regulation, social skills, motivation, and empathy. The results are illustrated below in Figure 4.8.

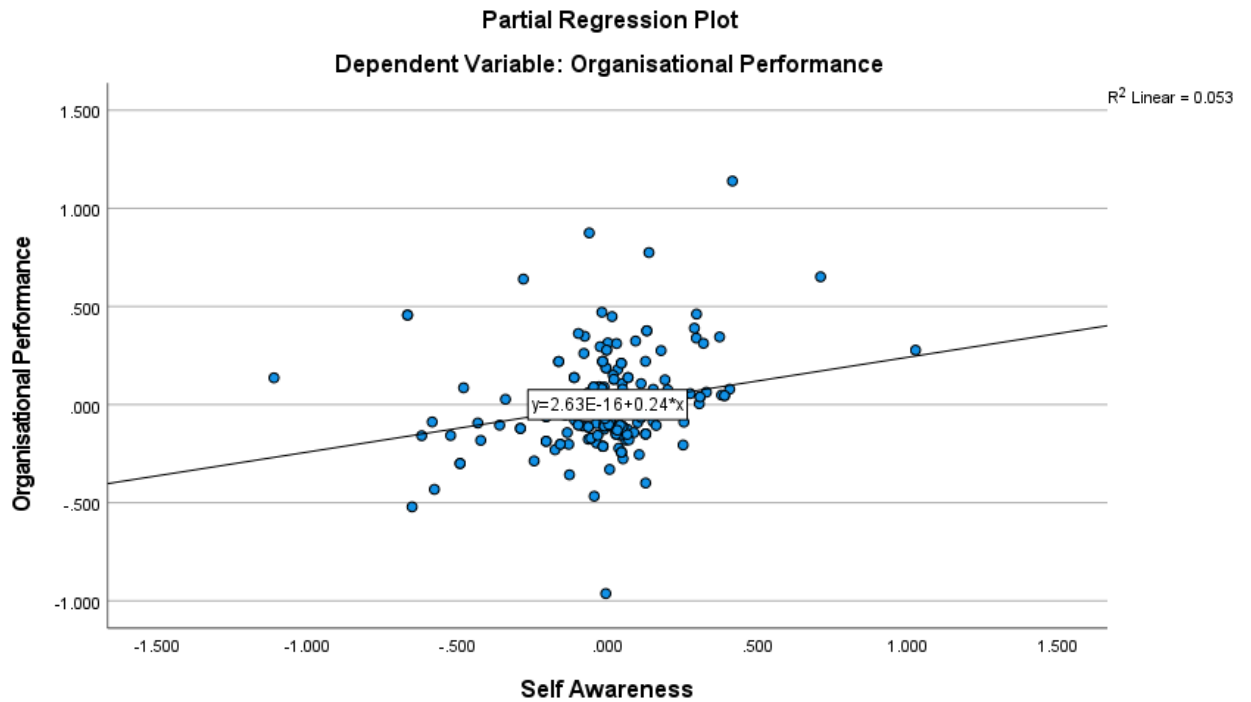


Figure 4.8: Scatter Plot

Source: Field Data (2024)

4.4.3 Multi-collinearity Test

Multicollinearity, often referred to as collinearity, signifies that two or more variables within a multiple regression model exhibit a strong association, enabling one to be linearly predicted with greater precision than the others. The researcher utilized the variance inflation factor (VIF) to evaluate collinearity. This element measures the extent of multicollinearity present in a least squares regression analysis. It offers an index that signifies the degree of variance augmentation arising from an increase in a regression coefficient attributable to collinearity. A variable exhibiting a VIF exceeding 10 and a tolerance value beneath 1 necessitates further examination. Table 4.18 indicates that the tolerance values varied from 0.212 to 0.672, all remaining beneath the threshold of 1. As a result, the reciprocals produce a Variance Inflation Factor (VIF)

ranging from 1.488 to 4.723, consistently staying beneath the threshold value of 10 as prescribed. The results presented in Table 4.20 demonstrate that the independent variables showed no signs of multicollinearity, given that the VIF values remained below 10. This suggests that the variables were not meaningfully associated, and therefore, multicollinearity is absent. The selected variables were thus suitable for conducting a multiple regression analysis (Shresta, 2020).

Table 4.13: Collinearity Statistics

Variable	Tolerance	VIF
Self-awareness	0.262	3.813
Self-regulation	0.441	2.269
Social skills	0.672	1.488
Empathy	0.556	1.798
Motivation	0.212	4.723

Source: Field Data (2024)

4.4.4 Homoscedasticity Test of Organizational performance

Table 4.14 below presents the outcomes of the homoscedasticity test. Homoscedasticity tests ascertain that the variances of all variables are uniform; otherwise, a heteroscedasticity issue will arise (Yang, Tu, and Chen, 2019).

Table 4.14: White Test for Heteroskedasticity

Chi-Square	Df	Sig.
102.412	141	0.994

a. Dependent variable: Organisational Performance

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

With a significance level (Sig.) of 0.994, much exceeding the conventional threshold of 0.05, we do not reject the null hypothesis. This indicates that there is no evidence to

imply that the error variance is contingent upon the values of the independent variables. The errors in the regression model exhibit homoskedasticity, indicating that heteroskedasticity is not an issue in this model.

4.5 Demographic Characteristics

This section elucidates the contextual framework of the study population, drawing upon the data that has been meticulously collected and analyzed. This section examines the demographic characteristics of the respondents, including gender, age, educational attainment, and professional designation. The findings are presented in Table 4.15.

Table 4.15: Demographic Characteristics

Age	Frequency	Percent
31-40 years	9	4.3
41-50 years	80	37.9
51-60 years	109	51.7
Above 60 years	13	6.2
Total	211	100.0
Gender	Frequency	Percent
Male	139	65.9
Female	72	34.1
Total	211	100.0
Education	Frequency	Percent
Bachelor's Degree	13	6.2
Masters	64	30.3
PhD	134	63.5
Total	211	100.0
Job Title	Frequency	Percent
Graduate Assistant	25	11.8
Assistant Lecturers	94	44.5
Lecturers	78	37.0
Senior Lecturers	14	6.6
Total	211	100.0

Source: Researcher (2024)

The majority of respondents (51.7%) were in the 51-60 years age group, which indicates that a significant portion of the sample population consists of more experienced individuals, likely with a longer tenure in academia. The second largest group (37.9%) falls within the 41-50 years range, representing a mid-career stage, which could bring a wealth of practical experience. A smaller proportion (4.3%) of respondents were in the younger age group (31-40 years), suggesting that younger academics may be underrepresented in the sample. The presence of respondents above 60 years (6.2%) highlights that senior, highly experienced individuals are also contributing their perspectives to the study.

The gender distribution shows that the sample is predominantly male (65.9%) while the lower proportion of female respondents (34.1%) suggests a gender imbalance, which may be an area of focus in understanding the challenges and opportunities for women in academia. Gender could influence perceptions of emotional intelligence and justice within the workplace, making it an important demographic characteristic in this study.

A significant majority of respondents hold a PhD (63.5%), followed by those with a Master's degree (30.3%), and a smaller group with a Bachelor's degree (6.2%). This indicates that the sample is highly educated, with the majority having advanced academic qualifications. The high proportion of PhD holders reflects the academic and research-oriented nature of the population being studied, which is expected in the context of public universities. Educational level can have a strong impact on respondents' perceptions of organizational justice and their evaluation of leadership, as higher educational attainment often correlates with different expectations of workplace behavior and performance.

In terms of job position, the majority of respondents were Assistant Lecturers (44.5%) and Lecturers (37.0%), which are mid-level academic positions. Graduate Assistants represented 11.8% of the sample, reflecting the entry-level academic staff in the universities, while Senior Lecturers made up 6.6% of the sample, indicating that higher academic ranks were less represented. The distribution across different job titles shows a balance between those who are relatively new to the academic profession (Graduate Assistants) and those with more established careers (Assistant Lecturers and Lecturers). The job title distribution is important as it allows for an analysis of how individuals at different career stages perceive leadership emotional intelligence, organizational justice, and performance. More senior academic staff may have different expectations or experiences compared to their more junior counterparts.

4.6 Descriptive Analysis

Descriptive statistics are used to define and describe the properties of a set of data (Nusantara, Rahmatina & Purnomo, 2021). Descriptive statistics was utilized to analyze and present results from the study, focusing on demographic characteristics and key study variables. The data was summarized using frequency distributions and percentages to illustrate categorical variables, such as gender, age, education level, and work experience. Additionally, means and SDs was employed to describe continuous variables, providing insights into central tendencies and variability within the dataset. This approach enabled a clear and concise representation of the study findings, facilitating a better understanding of trends and patterns related to the study variables.

4.6.1 Self-awareness

Self-awareness as one of the concepts of leadership emotional intelligence was conceptualized as self-assessment, 360-degree feedback, self-reflection, and social self-awareness, involves recognizing one's strengths, weaknesses, and impact on others. This study examined participants' agreement with eight statements related to self-awareness in their public universities in relation to organizational performance. The responses ranged from (1) Strongly Disagree (SD) (2) Disagree (D) (3) Fairly Agree (FA) (4) Agree (A) (5) Strongly Agree (SA). The results are as shown in Table 4.16.

Table 4.16: Self-Awareness

No.	Self-awareness	5	4	3	2	1	Mean	SD
1	My supervisor is aware of his/her strengths and weaknesses	59 (28)	119 (56.4)	26 (12.3)	7 (3.3)	0 (0)	4.09	0.73
2	My supervisor is aware that his/her feelings affect his/her performance	82 (38.9)	119 (56.4)	3 (1.4)	7 (3.3)	0 (0)	4.31	0.67
3	My supervisor is open to feedback	43 (20.4)	131 (62.1)	35 (16.6)	2 (0.9)	0 (0)	4.02	0.64
4	My supervisor encourages feedback as it improves performance	41 (19.4)	117 (55.5)	33 (15.6)	19 (9)	1 (0.5)	3.84	0.86
5	My supervisor always meet deadlines	38 (18)	144 (68.2)	21 (10)	8 (3.8)	0 (0)	4.00	0.66
6	My supervisor can quickly realize when he/she is losing temper	21 (10)	152 (72)	37 (17.5)	1 (0.5)	0 (0)	3.91	0.537
7	My supervisor strive to build professional networks at work	75 (35.5)	101 (47.9)	34 (16.1)	0 (0)	1 (0.5)	4.18	0.728
8	My supervisor lack confidence in interacting with others	37 (17.5)	130 (61.6)	26 (12.3)	16 (7.6)	2 (0.9)	4	0.821
Aggregate Scores							4.04	0.706

Source: Field Data (2024)

As indicated in Table 4.16, 28% of the respondents strongly agreed, 56.4% of them further agreed while 12.3% fairly agreed that they are aware of their strengths and weaknesses. On the other hand, one of them strongly disagreed while 3.3% disagreed that they are aware of their strengths and weaknesses. A mean of 4.09 indicated that majority of the respondents agreed that they are aware of their strengths and weaknesses. This implies that the majority of respondents demonstrate a strong sense of self-awareness regarding their strengths and weaknesses. The high percentage of agreement suggests that most individuals have the ability to assess themselves accurately, which is crucial for personal growth, effective leadership, and decision-making.

As indicated in Table 4.16, 38.9% of the respondents strongly agreed, 56.4% further agreed, while 1.4% fairly agreed that they are aware that their feelings affect their performance. However, 3.3% disagreed, and none strongly disagreed with this statement. A mean of 4.31 indicated that the majority of the respondents agreed that their emotions influence their performance. This implies that the majority of respondents demonstrate a strong level of emotional self-awareness. The high percentage of agreement suggests that most individuals recognize the impact of their emotions on their work, which is essential for emotional regulation, effective leadership, and decision-making.

As indicated in Table 4.16, 20.4% of the respondents strongly agreed, 62.1% further agreed, while 16.6% fairly agreed that they are open to feedback. Nevertheless, 0.9% disagreed, and none strongly disagreed with this statement. A mean of 4.02 indicated

that the majority of the respondents agreed that they are receptive to feedback. This implies that the majority of respondents value feedback as a tool for personal and professional growth. The high percentage of agreement suggests that most individuals are willing to accept constructive criticism, which is crucial for continuous improvement, teamwork, and organizational success.

As indicated in Table 4.16, 19.4% of the respondents strongly agreed, 55.5% further agreed, while 15.6% fairly agreed that they encourage feedback as it improves performance. Conversely, 9% disagreed, and 0.5% strongly disagreed with this statement. A mean of 3.84 indicated that the majority of the respondents agreed that they encourage feedback. This implies that while most respondents recognize the value of feedback, a notable percentage may not actively seek it. The high percentage of agreement suggests that many individuals understand the role of feedback in enhancing performance, which is essential for fostering a culture of continuous learning and improvement.

As indicated in Table 4.16, 18% of the respondents strongly agreed, 68.2% further agreed, while 10% fairly agreed that they always meet deadlines. However, 3.8% disagreed, and none strongly disagreed with this statement. A mean of 4.00 indicated that the majority of the respondents agreed that they consistently meet deadlines. This implies that the majority of respondents demonstrate strong time management skills. The high percentage of agreement suggests that most individuals prioritize efficiency and reliability in their work, which is crucial for productivity and organizational success.

As indicated in Table 4.16, 10% of the respondents strongly agreed, 72% further agreed, while 17.5% fairly agreed that they can quickly realize when they are losing temper. In contrast, 0.5% disagreed, and none strongly disagreed with this statement. A mean of 3.91 indicated that the majority of the respondents agreed that they have self-awareness regarding emotional regulation. This implies that most respondents are conscious of their emotional reactions and can manage them effectively. The high percentage of agreement suggests that emotional intelligence is well-developed among respondents, which is crucial for maintaining professional relationships and workplace harmony.

As indicated in Table 4.16, 35.5% of the respondents strongly agreed, 47.9% further agreed, while 16.1% fairly agreed that they strive to build professional networks at work. Contrariwise, none disagreed, while 0.5% strongly disagreed with this statement. A mean of 4.18 indicated that the majority of the respondents agreed that they actively engage in professional networking. This implies that most respondents recognize the importance of building connections in the workplace. The high percentage of agreement suggests that individuals understand the role of networking in career growth, collaboration, and organizational development.

Lastly, 17.5% of the respondents strongly agreed, 61.6% further agreed, while 12.3% fairly agreed that their colleagues think they lack confidence in interacting with others. Nonetheless, 7.6% disagreed, and 0.9% strongly disagreed with this statement. A mean of 4.00 indicated that the majority of the respondents agreed that they face confidence challenges in social interactions. This implies that while many respondents acknowledge this challenge, efforts may be needed to boost their self-confidence in workplace interactions. The high percentage of agreement suggests that organizations

may need to offer leadership and confidence-building training to enhance employee engagement and communication skills.

The aggregate mean of 4.04 and SD of 0.71 indicate that the majority of respondents demonstrate a high level of self-awareness, emotional intelligence, and interpersonal skills. This suggests that most individuals are well-equipped to assess themselves accurately, manage their emotions, and build strong professional relationships, which are essential for effective leadership and organizational performance.

4.6.2 Self-regulation

Self-regulation refers to an individual's ability to manage and control their emotions, impulses, and behaviors in a way that is constructive and appropriate to the situation. In this study it was conceptualized as emotional regulation, coping with change, conflict management flexibility. This study examined participants' agreement with eight statements related to self-regulation in their public universities in relation to organizational performance. The responses ranged from (1) Strongly Disagree (SD) (2) Disagree (D) (3) Fairly Agree (FA) (4) Agree (A) (5) Strongly Agree (SA). The results are as shown in Table 4.17.

Table 4.17: Self-regulation

No	Self-regulation	5	4	3	2	1	Mean	SD
1	My supervisor usually find it easy to regulate his/her emotions	90 (42.7)	95 (45)	22 (10.4)	4 (1.9)	0 (0)	4.28	0.73
2	My supervisor can keep himself/herself positive and composed in frustrating situations	51 (24.2)	139 (65.9)	21 (10)	0 (0)	0 (0)	4.14	0.57
3	My supervisor keep calm even when change occurs abruptly	79 (37.4)	110 (52.1)	17 (8.1)	5 (2.4)	0 (0)	4.25	0.70
4	My supervisor smoothly handle several demands, shifting priorities and rapid change	84 (39.8)	108 (51.2)	19 (9)	0 (0)	0 (0)	4.31	0.63
5	My supervisor is always ready to adapt to new changes that arise in the university	80 (37.9)	110 (52.1)	21 (10)	0 (0)	0 (0)	4.28	0.63
6	My supervisor remain focused and think clearly under pressure	47 (22.3)	107 (50.7)	53 (25.1)	4 (1.9)	0 (0)	3.93	0.740
7	My supervisor can control himself/herself when he/she hear bad news	64 (30.3)	105 (49.8)	26 (12.3)	12 (5.7)	4 (1.9)	4.01	0.910
8	My supervisor manage his/her impulsive feelings well	54 (25.6)	124 (58.8)	22 (10.4)	11 (5.2)	0 (0)	4	0.754
Aggregate Scores							4.15	0.708

Source: Field Data (2024)

As indicated in Table 4.17, 42.7% of the respondents strongly agreed, 45% further agreed, while 10.4% fairly agreed that they usually find it easy to regulate their emotions. On the other hand, 1.9% disagreed, and none strongly disagreed with this statement. A mean of 4.28 indicated that the majority of the respondents acknowledged easiness in emotional regulation. This implies that a significant number of individuals

did not struggle with managing their emotions effectively, which impacts their decision-making, interpersonal relationships, and overall workplace performance.

In addition, 24.2% of the respondents strongly agreed, 65.9% further agreed, while 10% fairly agreed that they can keep themselves positive and composed in frustrating situations. However, none of the respondents disagreed or strongly disagreed with this statement. A mean of 4.14 indicated that the majority of the respondents agreed that they maintain composure under frustration. This implies that most individuals demonstrate strong self-regulation skills, which are essential for resilience, conflict resolution, and effective problem-solving in the workplace.

As indicated in Table 4.17, 37.4% of the respondents strongly agreed, 52.1% further agreed, while 8.1% fairly agreed that they keep calm even when change occurs abruptly. Conversely, 2.4% disagreed, and none strongly disagreed with this statement. A mean of 4.25 indicated that the majority of the respondents agreed that they remain calm during sudden changes. This implies that most individuals possess adaptability and emotional stability, which are crucial for navigating dynamic work environments and organizational transitions.

Besides, 39.8% of the respondents strongly agreed, 51.2% further agreed, while 9% fairly agreed that they smoothly handle several demands, shifting priorities, and rapid change. In contrast, none of the respondents disagreed or strongly disagreed with this statement. A mean of 4.31 indicated that the majority of the respondents agreed that they manage multiple responsibilities effectively. This implies that most individuals demonstrate strong multitasking and adaptability skills, which are essential for efficiency and productivity in a fast-paced work environment.

As indicated in Table 4.17, 37.9% of the respondents strongly agreed, 52.1% further agreed, while 10% fairly agreed that they are always ready to adapt to new changes that arise in the university. However, none of the respondents disagreed or strongly disagreed with this statement. A mean of 4.28 indicated that the majority of the respondents agreed that they are adaptable to change. This implies that most individuals are open to organizational adjustments and innovations, which is essential for institutional growth and development.

Moreover, 22.3% of the respondents strongly agreed, 50.7% further agreed, while 25.1% fairly agreed that they remain focused and think clearly under pressure. Contrariwise, 1.9% disagreed, and none strongly disagreed with this statement. A mean of 3.93 indicated that the majority of the respondents agreed that they maintain clarity under pressure. This implies that while many individuals demonstrate resilience, some may struggle with high-pressure situations, which could impact decision-making and performance.

As indicated in Table 4.17, 30.3% of the respondents strongly agreed, 49.8% further agreed, while 12.3% fairly agreed that they can control themselves when they hear bad news. However, 5.7% disagreed, and 1.9% strongly disagreed with this statement. A mean of 4.01 indicated that the majority of the respondents agreed that they manage their emotions when receiving bad news. This implies that most individuals possess emotional resilience, which is crucial for handling unexpected challenges and maintaining professionalism in the workplace.

Lastly, 25.6% of the respondents strongly agreed, 58.8% further agreed, while 10.4% fairly agreed that they manage their impulsive feelings well. On the other hand, 5.2%

disagreed, and none strongly disagreed with this statement. A mean of 4.00 indicated that the majority of the respondents agreed that they regulate their impulsive emotions effectively. This implies that most individuals demonstrate self-control, which is vital for maintaining professionalism, making rational decisions, and fostering healthy workplace relationships.

The aggregate mean of 4.15 and SD of 0.71 indicate that the majority of respondents demonstrate a high level of self-regulation. This suggests that most individuals are capable of managing their emotions, adapting to change, and maintaining composure in challenging situations, which are critical for effective leadership and organizational performance. However, the small percentage of disagreement in some areas highlights the need for targeted interventions to further enhance self-regulation skills among certain individuals.

4.6.3 Social skills

Social skills, as a component of emotional intelligence (EI) in leadership, refer to the ability to effectively interact and communicate with others. In this study it was conceptualized as communication, active listening, developing rapport and leadership. This study examined participants' agreement with eight statements related to social skills in their public universities in relation to organizational performance. The responses ranged from (1) Strongly Disagree (SD) (2) Disagree (D) (3) Fairly Agree (FA) (4) Agree (A) (5) Strongly Agree (SA). The results are as shown in Table 4.18.

Table 4.18: Social skills

No.	Social skills	5	4	3	2	1	Mean	SD
1	My supervisor promote open communication and encourage open debates	125 (59.2)	71 (33.6)	12 (5.7)	1 (0.5)	2 (0.9)	4.50	0.71
2	It's easy for my supervisor to understand non verbal messages of others	50 (23.7)	121 (57.3)	36 (17.1)	2 (0.9)	2 (0.9)	4.02	0.73
3	My supervisor is skilled at the art of active listening	89 (42.2)	107 (50.7)	13 (6.2)	0 (0)	2 (0.9)	4.33	0.68
4	My supervisor can tell how others are feeling by listening to their tone	65 (30.8)	124 (58.8)	20 (9.5)	0 (0)	2 (0.9)	4.18	0.68
5	My supervisor make and maintain personal friendships at work	53 (25.1)	114 (54)	38 (18)	4 (1.9)	2 (0.9)	4.00	0.77
6	My supervisor promote a friendly and cooperative work atmosphere	43 (20.4)	83 (39.3)	73 (34.6)	8 (3.8)	4 (1.9)	3.73	0.895
7	My supervisor can handle difficult people and situations with diplomacy	53 (25.1)	101 (47.9)	45 (21.3)	9 (4.3)	3 (1.4)	3.91	0.871
8	My supervisor is able to influence and inspire my colleagues	64 (30.3)	98 (46.4)	31 (14.7)	14 (6.6)	4 (1.9)	4	0.943
Aggregate Scores							4.08	0.785

Source: Field Data (2024)

As indicated in Table 4.18, 59.2% of the respondents strongly agreed, 33.6% of them further agreed while 5.7% fairly agreed that they promote open communication and encourage open debates. On the other hand, 0.5% disagreed while 0.9% strongly disagreed that they promote open communication and encourage open debates. A mean of 4.180 indicated that the majority of the respondents agreed that they promote open communication and encourage open debates. This implies that most individuals value

and foster transparent communication, which is essential for collaboration, innovation, and problem-solving in the workplace.

Further, 23.7% of the respondents strongly agreed, 57.3% of them further agreed while 17.1% fairly agreed that it's easy for them to understand non-verbal messages of others. However, 0.9% disagreed while 0.9% strongly disagreed that it's easy for them to understand non-verbal messages of others. A mean of 4.02 indicated that the majority of the respondents agreed that it's easy for them to understand non-verbal messages of others. This implies that most individuals are skilled at interpreting body language and other non-verbal cues, which is crucial for effective communication and building strong interpersonal relationships.

According to the data presented in Table 4.18, 42.2% of respondents expressed strong agreement, while 50.7% indicated further agreement, and 6.2% moderately agreed that they possess proficiency in the practice of active listening. Nevertheless, there was a consensus, with only 0.9% expressing strong dissent regarding their proficiency in the practice of active listening. A mean score of 4.33 suggests that a significant portion of the respondents concurred with the assertion that they possess proficiency in the practice of active listening. This suggests that a significant number of individuals possess the ability to listen effectively, a crucial component for comprehending others, addressing conflicts, and cultivating trust within professional relationships.

Moreover, 30.8% of the respondents strongly agreed, 58.8% of them further agreed while 9.5% fairly agreed that they can tell how others are feeling by listening to their tone. Nevertheless, none disagreed while 0.9% strongly disagreed that they can tell how

others are feeling by listening to their tone. A mean of 4.18 indicated that the majority of the respondents agreed that they can tell how others are feeling by listening to their tone. This implies that most individuals are attuned to vocal cues, which enhances their ability to empathize and respond appropriately in social interactions.

Besides, 25.1% of the respondents strongly agreed, 54% of them further agreed while 18% fairly agreed that they make and maintain personal friendships at work. Conversely, 1.9% disagreed while 0.9% strongly disagreed that they make and maintain personal friendships at work. A mean of 4.00 indicated that the majority of the respondents agreed that they make and maintain personal friendships at work. This implies that most individuals value and cultivate meaningful relationships in the workplace, which contributes to a positive and supportive work environment.

Furthermore, 20.4% of the respondents strongly agreed, 39.3% of them further agreed while 34.6% fairly agreed that they promote a friendly and cooperative work atmosphere. Contrariwise, 3.8% disagreed while 1.9% strongly disagreed that they promote a friendly and cooperative work atmosphere. A mean of 3.73 indicated that the majority of the respondents agreed that they promote a friendly and cooperative work atmosphere. This implies that most individuals contribute to a positive workplace culture, though there is room for improvement in fostering collaboration and camaraderie among some.

As indicated in Table 4.18, 25.1% of the respondents strongly agreed, 47.9% of them further agreed while 21.3% fairly agreed that they can handle difficult people and situations with diplomacy. In contrast, 4.3% disagreed while 1.4% strongly disagreed that they can handle difficult people and situations with diplomacy. A mean of 3.91

indicated that the majority of the respondents agreed that they can handle difficult people and situations with diplomacy. This implies that most individuals possess conflict resolution skills and can navigate challenging interactions tactfully, which is essential for maintaining harmony in the workplace.

Lastly, 30.3% of the respondents strongly agreed, 46.4% of them further agreed while 14.7% fairly agreed that they are able to influence and inspire their colleagues. On the other hand, 6.6% disagreed while 1.9% strongly disagreed that they are able to influence and inspire their colleagues. A mean of 4.00 indicated that the majority of the respondents agreed that they are able to influence and inspire their colleagues. This implies that most individuals have leadership qualities and can motivate others, which is critical for driving team performance and achieving organizational goals.

The aggregate mean of 4.08 and SD of 0.79 indicate that the majority of respondents demonstrate strong social skills. This suggests that most individuals are effective communicators, empathetic listeners, and skilled at building relationships, which are essential for collaboration, teamwork, and leadership. However, the small percentage of disagreement in some areas highlights the need for targeted interventions to further enhance social skills among certain individuals.

4.6.4 Empathy

Empathy, an essential facet of emotional intelligence in leadership, encompasses the capacity to comprehend and resonate with the emotions of others. It requires a deep awareness of the emotions and viewpoints of colleagues and stakeholders, employing this insight to inform one's actions and choices. This study conceptualizes the process as the comprehension of others, the act of perspective-taking, the capacity for

responsiveness, and the development of interpersonal relationships. This research investigated the extent to which participants concurred with eight propositions concerning empathy within their public universities, particularly in connection to organizational performance. The responses ranged from (1). Strongly Disagree (SD) (2) Disagree (D) (3) Fairly Agree (FA) (4) Agree (A) (5) Strongly Agree (SA). The results are as shown in Table 4.19.

Table 4.19: Empathy

No	Empathy	5	4	3	2	1	Mean	SD
1	My supervisor can easily detect the difference between other people's feelings and behaviour	143 (67.8)	45 (21.3)	21 (10)	2 (0.9)	0 (0)	4.56	0.71
2	People find it comfortable to discuss their problems with my supervisor	70 (33.2)	116 (55)	21 (10)	4 (1.9)	0 (0)	4.19	0.69
3	My supervisor is able to balance his/her individual own tasks with supporting others	66 (31.3)	104 (49.3)	26 (12.3)	11 (5.2)	4 (1.9)	4.03	0.90
4	My supervisor find it easy to see things from another person's perspective	71 (33.6)	120 (56.9)	15 (7.1)	4 (1.9)	1 (0.5)	4.21	0.69
5	My supervisor is sensitive to the feelings of others	67 (31.8)	108 (51.2)	34 (16.1)	2 (0.9)	0 (0)	4.14	0.71
6	My supervisor enjoy cooperating with others in accomplishing a task	66 (31.3)	121 (57.3)	22 (10.4)	2 (0.9)	0 (0)	4.19	0.649
7	My supervisor help others in coming out of difficult situations	79 (37.4)	108 (51.2)	23 (10.9)	0 (0)	1 (0.5)	4.25	0.682
8.	My supervisor easily extent support and advice to others when needed	74 (35.1)	119 (56.4)	13 (6.2)	2 (0.9)	3 (1.4)	4	0.727

Aggregate scores	4.2	0.72
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Source: Field Data (2024)

As indicated in Table 4.19, 67.8% of the respondents strongly agreed, 21.3% of them further agreed while 10% fairly agreed that they can easily detect the difference between other people’s feelings and behaviour. On the other hand, 0.9% disagreed while none strongly disagreed that they can easily detect the difference between other people’s feelings and behaviour. A mean of 4.56 indicated that the majority of the respondents agreed that they can easily detect the difference between other people’s feelings and behaviour. This implies that most individuals are highly perceptive and can distinguish between emotions and actions, which is essential for understanding and responding appropriately to others.

Moreover, 33.2% of the respondents strongly agreed, 55% of them further agreed while 10% fairly agreed that people find it comfortable to discuss their problems with them. However, 1.9% disagreed while none strongly disagreed that people find it comfortable to discuss their problems with them. A mean of 4.19 indicated that the majority of the respondents agreed that people find it comfortable to discuss their problems with them. This implies that most individuals are approachable and empathetic, creating a safe space for others to share their concerns, which is vital for building trust and strong relationships.

Besides, 31.3% of the respondents strongly agreed, 49.3% of them further agreed while 12.3% fairly agreed that they are able to balance their individual tasks with supporting others. Nevertheless, 5.2% disagreed while 1.9% strongly disagreed that they are able to balance their individual tasks with supporting others. A mean of 4.03 indicated that

the majority of the respondents agreed that they are able to balance their individual tasks with supporting others. This implies that most individuals are effective at managing their responsibilities while being supportive of their colleagues, which is crucial for teamwork and productivity.

Moreover, 33.6% of the respondents strongly agreed, 56.9% of them further agreed while 7.1% fairly agreed that they find it easy to see things from another person's perspective. Nonetheless, 1.9% disagreed while 0.5% strongly disagreed that they find it easy to see things from another person's perspective. A mean of 4.21 indicated that the majority of the respondents agreed that they find it easy to see things from another person's perspective. This implies that most individuals are empathetic and can understand different viewpoints, which is essential for effective communication and conflict resolution.

As indicated in Table 4.19, 31.8% of the respondents strongly agreed, 51.2% of them further agreed while 16.1% fairly agreed that they are sensitive to the feelings of others. Conversely, 0.9% disagreed while none strongly disagreed that they are sensitive to the feelings of others. A mean of 4.14 indicated that the majority of the respondents agreed that they are sensitive to the feelings of others. This implies that most individuals are attuned to the emotions of those around them, which fosters a supportive and inclusive work environment.

Further, 31.3% of the respondents strongly agreed, 57.3% of them further agreed while 10.4% fairly agreed that they enjoy cooperating with others in accomplishing a task. In contrast, 0.9% disagreed while none strongly disagreed that they enjoy cooperating with others in accomplishing a task. A mean of 4.19 indicated that the majority of the

respondents agreed that they enjoy cooperating with others in accomplishing a task. This implies that most individuals value collaboration and teamwork, which is essential for achieving shared goals and fostering a positive work culture.

According to the data presented in Table 4.16, 37.4% of respondents expressed strong agreement, 51.2% indicated further agreement, and 10.9% showed moderate agreement regarding their willingness to assist others in navigating challenging circumstances. Conversely, there was unanimous agreement, with only 0.5% expressing strong dissent regarding their assistance to others in navigating challenging circumstances. A mean score of 4.25 suggests that a significant portion of the respondents concurred with the notion that they assist others in navigating challenging circumstances. This suggests that a significant number of individuals exhibit a readiness to support their peers in times of difficulty, thereby reinforcing interpersonal connections and fostering a communal spirit.

In conclusion, 35.1% of the respondents expressed strong agreement, while 56.4% indicated further agreement, and 6.2% showed moderate agreement regarding their propensity to readily offer support and advice to others when necessary. In contrast, 0.9% expressed disagreement, while 1.4% strongly opposed the notion that they readily offer support and guidance to others when necessary. A mean of 4.20 suggests that a significant proportion of respondents concurred that they readily offer support and guidance to others when necessary. This suggests that the majority of individuals take the initiative to provide counsel and support, thereby fostering collaboration and collective advancement.

The collective average of 4.20, accompanied by a standard deviation of 0.72, suggests that a significant proportion of respondents exhibit a pronounced capacity for empathy. This indicates that the majority of people possess a keen awareness, a willingness to assist, and a capacity for collaboration, all of which are vital attributes for cultivating robust interpersonal connections and promoting a constructive workplace atmosphere. Nonetheless, the minor degree of dissent in specific domains underscores the necessity for focused initiatives to further cultivate empathy and emotional intelligence within particular individuals.

4.6.5 Motivation

Motivation, as a component of emotional intelligence (EI) in leadership, refers to the internal drive and enthusiasm that leaders possess to achieve their goals and inspire others to do the same. It involves a combination of personal and professional factors that keep leaders engaged, committed, and passionate about their work. In this study it was conceptualized as commitment, creativity, passion and personal growth. This study examined participants' agreement with eight statements related to motivation in their public universities in relation to organizational performance. The responses ranged from (1). Strongly Disagree (SD) (2) Disagree (D) (3) Fairly Agree (FA) (4) Agree (A) (5) Strongly Agree (SA). The results are as shown in Table 4.20.

Table 4.20: Motivation

No	Motivation	5	4	3	2	1	Mean	SD
.								

1	My supervisor is determined in achieving goals despite setbacks	74 (35.1)	106 (50.2)	24 (11.4)	7 (3.3)	0 (0)	4.17	0.76
2	My supervisor make personal sacrifices to meet higher goals	66 (31.3)	130 (61.6)	12 (5.7)	3 (1.4)	0 (0)	4.23	0.61
3	My supervisor is able to change the way of doing things when current methods are not working	58 (27.5)	125 (59.2)	26 (12.3)	2 (0.9)	0 (0)	4.13	0.65
4	My supervisor look at setbacks objectively	56 (26.5)	109 (51.7)	31 (14.7)	14 (6.6)	1 (0.5)	3.97	0.85
5	My supervisor pursue goals beyond what is required	49 (23.2)	135 (64)	23 (10.9)	4 (1.9)	0 (0)	4.09	0.64
6	My supervisor can always motivate himself/herself when he/she feel low	30 (14.2)	136 (64.5)	42 (19.9)	3 (1.4)	0 (0)	3.91	0.627
7	My supervisor continuously learn to improve his/her work results	72 (34.1)	102 (48.3)	32 (15.2)	3 (1.4)	2 (0.9)	4.13	0.788
8.	My supervisor constantly strive to improve performance	40 (19)	130 (61.6)	23 (10.9)	16 (7.6)	2 (0.9)	4	0.825
Aggregate scores							4.08	0.719

Source: Field Data (2024)

As indicated in Table 4.20, 35.1% of the respondents strongly agreed, 50.2% of them further agreed while 11.4% fairly agreed that they are determined in achieving goals despite setbacks. On the other hand, 3.3% disagreed while none strongly disagreed that they are determined in achieving goals despite setbacks. A mean of 4.17 indicated that the majority of the respondents agreed that they are determined in achieving goals despite setbacks. This implies that most individuals demonstrate resilience and perseverance, which are essential for overcoming challenges and achieving long-term success.

Further, 31.3% of the respondents strongly agreed, 61.6% of them further agreed while 5.7% fairly agreed that they make personal sacrifices to meet higher goals. Nevertheless, 1.4% disagreed while none strongly disagreed that they make personal sacrifices to meet higher goals. A mean of 4.23 indicated that the majority of the respondents agreed that they make personal sacrifices to meet higher goals. This implies

that most individuals are committed and willing to go the extra mile to achieve their objectives, which is critical for personal and organizational growth.

Moreover, 27.5% of the respondents strongly agreed, 59.2% of them further agreed while 12.3% fairly agreed that they are able to change the way of doing things when current methods are not working. However, 0.9% disagreed while none strongly disagreed that they are able to change the way of doing things when current methods are not working. A mean of 4.13 indicated that the majority of the respondents agreed that they are able to change the way of doing things when current methods are not working. This implies that most individuals are adaptable and open to innovation, which is essential for problem-solving and continuous improvement.

As indicated in Table 4.20, 26.5% of the respondents strongly agreed, 51.7% of them further agreed while 14.20% fairly agreed that they look at setbacks objectively. In contrast, 6.6% disagreed while 0.5% strongly disagreed that they look at setbacks objectively. A mean of 3.97 indicated that the majority of the respondents agreed that they look at setbacks objectively. This implies that most individuals can analyze challenges rationally, which is important for learning from failures and making informed decisions.

Besides, 23.2% of the respondents strongly agreed, 64% of them further agreed while 10.9% fairly agreed that they pursue goals beyond what is required. Nonetheless, 1.9% disagreed while none strongly disagreed that they pursue goals beyond what is required. A mean of 4.09 indicated that the majority of the respondents agreed that they pursue goals beyond what is required. This implies that most individuals are driven and ambitious, striving for excellence rather than just meeting minimum expectations.

As indicated in Table 4.20, 14.2% of the respondents strongly agreed, 64.5% of them further agreed while 19.9% fairly agreed that they can always motivate themselves when they feel low. Conversely, 1.4% disagreed while none strongly disagreed that they can always motivate themselves when they feel low. A mean of 3.91 indicated that the majority of the respondents agreed that they can always motivate themselves when they feel low. This implies that most individuals possess self-motivation skills, which are crucial for maintaining productivity and overcoming personal challenges.

Moreover, 34.1% of the respondents strongly agreed, 48.3% of them further agreed while 15.2% fairly agreed that they continuously learn to improve their work results. In contrast, 1.4% disagreed while 0.9% strongly disagreed that they continuously learn to improve their work results. A mean of 4.13 indicated that the majority of the respondents agreed that they continuously learn to improve their work results. This implies that most individuals are committed to self-improvement and lifelong learning, which is essential for staying competitive and achieving excellence.

Lastly, 19% of the respondents strongly agreed, 61.6% of them further agreed while 10.9% fairly agreed that they constantly strive to improve performance. On the other hand, 7.6% disagreed while 0.9% strongly disagreed that they constantly strive to improve performance. A mean of 4.00 indicated that the majority of the respondents agreed that they constantly strive to improve performance. This implies that most individuals are performance-driven and focused on achieving better outcomes, which is vital for personal and organizational success.

The aggregate mean of 4.08 and SD of 0.72 indicate that the majority of respondents demonstrate a high level of motivation. This suggests that most individuals are resilient,

adaptable, and driven to achieve their goals, which are essential qualities for personal growth and organizational success. However, the small percentage of disagreement in some areas highlights the need for targeted interventions to further enhance motivation and self-drive among certain individuals.

4.6.6 Organizational Justice

Organizational justice is a concept that evaluates the fairness of policies, practices, and interactions within an organization. In this study it was conceptualized as distributive justice, procedural justice, interpersonal justice and informational justice. This study examined participants' agreement with eight statements related to organizational justice in their public universities in relation to organizational performance. The responses ranged from (1) Strongly Disagree (SD) (2) Disagree (D) (3) Fairly Agree (FA) (4) Agree (A) (5) Strongly Agree (SA). The results are as shown in Table 4.21.

Table 4.21: Organizational Justice

No.	Organisational Justice	5	4	3	2	1	Mean	SD
1	My performance evaluation is warranted based on my performance	99 (46.9)	98 (46.4)	14 (6.6)	0 (0)	0 (0)	4.40	0.61
2	The appraisal of my performance provides an appropriate assessment of the task I accomplished.	55 (26.1)	92 (43.6)	55 (26.1)	5 (2.4)	4 (1.9)	3.90	0.88
3	Procedures employed in my organisation are free of bias	98 (46.4)	85 (40.3)	23 (10.9)	5 (2.4)	0 (0)	4.31	0.76
4	I can express my feelings and views about the procedures in my organisation	67 (31.8)	108 (51.2)	32 (15.2)	4 (1.9)	0 (0)	4.13	0.73

5	Overly, I am treated with dignity and respect	74 (35.1)	110 (52.1)	23 (10.9)	4 (1.9)	0 (0)	4.20	0.70
6	The leadership in my organisation refrains from improper comments and remarks	57 (27)	108 (51.2)	32 (15.2)	13 (6.2)	1 (0.5)	3.98	0.845
7	Information is tailored to my specific needs in my organisation	77 (36.5)	117 (55.5)	17 (8.1)	0 (0)	0 (0)	4.28	0.605
8	The procedures in my organization are thoroughly explained	78 (37)	124 (58.8)	7 (3.3)	2 (0.9)	0 (0)	4	0.584
Aggregate Scores							4.15	0.714

Source: Field Data (2024)

According to the data presented in Table 4.21, 46.9% of the respondents expressed strong agreement, while 46.4% indicated further agreement, and 6.6% moderately agreed that their performance evaluation is justified based on their performance. Conversely, there was a unanimous consensus that their performance evaluations are justified in light of their actual performance. A mean of 4.40 suggests that most respondents concurred that their performance evaluations are justified by their actual performance. This suggests that the majority of people view their assessments as equitable and indicative of their true capabilities, a crucial factor for fostering trust and motivation within a professional environment.

In addition, 26.1% of the respondents strongly agreed, 43.6% of them further agreed while 26.1% fairly agreed that the appraisal of their performance provides an appropriate assessment of the tasks they accomplished. However, 2.4% disagreed while

1.9% strongly disagreed that the appraisal of their performance provides an appropriate assessment of the tasks they accomplished. A mean of 3.90 indicated that the majority of the respondents agreed that the appraisal of their performance provides an appropriate assessment of the tasks they accomplished. This implies that most individuals find their performance appraisals to be accurate, though there is room for improvement in ensuring transparency and fairness for some.

As indicated in Table 4.21, 46.4% of the respondents strongly agreed, 40.3% of them further agreed while 10.9% fairly agreed that the procedures employed in their organization are free of bias. In contrast, 2.4% disagreed while none strongly disagreed that the procedures employed in their organization are free of bias. A mean of 4.31 indicated that the majority of the respondents agreed that the procedures employed in their organization are free of bias. This implies that most individuals perceive organizational processes as fair and unbiased, which fosters trust and equity in the workplace.

Besides, 31.8% of the respondents strongly agreed, 51.2% of them further agreed while 15.2% fairly agreed that they can express their feelings and views about the procedures in their organization. Nevertheless, 1.9% disagreed while none strongly disagreed that they can express their feelings and views about the procedures in their organization. A mean of 4.13 indicated that the majority of the respondents agreed that they can express their feelings and views about the procedures in their organization. This implies that most individuals feel empowered to voice their opinions, which is crucial for fostering an inclusive and participatory work environment.

As indicated in Table 4.21, 35.1% of the respondents strongly agreed, 52.1% of them further agreed while 10.9% fairly agreed that they are treated with dignity and respect. Conversely, 1.9% disagreed while none strongly disagreed that they are treated with dignity and respect. A mean of 4.20 indicated that the majority of the respondents agreed that they are treated with dignity and respect. This implies that most individuals feel valued and respected in their organization, which is essential for employee satisfaction and retention.

Furthermore, 27% of the respondents strongly agreed, 51.2% of them further agreed while 15.2% fairly agreed that the leadership in their organization refrains from improper comments and remarks. In contrast, 6.2% disagreed while 0.5% strongly disagreed that the leadership in their organization refrains from improper comments and remarks. A mean of 3.98 indicated that the majority of the respondents agreed that the leadership in their organization refrains from improper comments and remarks. This implies that most individuals perceive their leaders as professional and respectful, though there is room for improvement in ensuring consistent behavior across all levels of leadership.

As indicated in Table 4.21, 36.5% of the respondents strongly agreed, 55.5% of them further agreed while 8.1% fairly agreed that information is tailored to their specific needs in their organization. Contrarywise, none disagreed or strongly disagreed that information is tailored to their specific needs in their organization. A mean of 4.28 indicated that the majority of the respondents agreed that information is tailored to their specific needs in their organization. This implies that most individuals feel that communication within the organization is personalized and relevant, which enhances clarity and engagement.

Lastly, 37% of the respondents strongly agreed, 58.8% of them further agreed while 3.3% fairly agreed that the procedures in their organization are thoroughly explained. On the other hand, 0.9% disagreed while none strongly disagreed that the procedures in their organization are thoroughly explained. A mean of 4.32 indicated that the majority of the respondents agreed that the procedures in their organization are thoroughly explained. This implies that most individuals find organizational processes to be transparent and well-communicated, which fosters trust and understanding.

The aggregate mean of 4.21 and SD of 0.71 indicate that the majority of respondents perceive their organization as fair, transparent, and respectful. This suggests that organizational justice is well-established, fostering trust, motivation, and satisfaction among employees. However, the small percentage of disagreement in some areas highlights the need for targeted interventions to further enhance fairness and communication in specific aspects of organizational processes.

Most professors highlighted the existence of policies and mechanisms aimed at promoting fairness, such as transparent decision-making processes, grievance redress systems, and feedback loops. However, Professor E pointed out that favoritism sometimes undermines these efforts, suggesting that implementation is not always consistent. While the universities have established frameworks to ensure organizational justice, the effectiveness of these frameworks depends on consistent implementation and accountability. Addressing issues like favoritism requires stronger oversight and a cultural shift toward valuing equity and transparency.

4.6.7 Organizational performance

Organizational performance refers to the ability of an organisation to manage and access a variety of organisational resources in order to accomplish its goals and objectives. It involves achieving organisational and social objectives or exceeding them and also doing responsibilities of organization. In this study it was conceptualized as graduation rate, research output, customer satisfaction and target attainment. This study examined participants' agreement with eight statements related to organizational performance in their public universities in relation to organizational performance. The responses ranged from (1) Strongly Disagree (SD) (2) Disagree (D) (3) Fairly Agree (FA) (4) Agree (A) (5) Strongly Agree (SA). The results are as shown in Table 4.22.

Table 4.22: Organizational performance

No.	Organizational performance	5	4	3	2	1	Mean	STD
1	Graduation rate has increased in my organisation in the last one year	121 (57.3)	72 (34.1)	15 (7.1)	3 (1.4)	0 (0)	4.47	0.69
2	I am satisfied with the graduation rate in my organisation	88 (41.7)	104 (49.3)	15 (7.1)	4 (1.9)	0 (0)	4.31	0.69
3	My organisation has increased the number of research publication	111 (52.6)	97 (46)	3 (1.4)	0 (0)	0 (0)	4.51	0.53
4	My organisation has increased research funding to increase research output	31 (14.7)	59 (28.0)	106 (48.3)	16 (7.6)	3 (1.4)	3.47	0.66
5	My organisation has ensured customers are satisfied with services offered	90 (42.7)	107 (50.7)	8 (3.8)	3 (1.4)	3 (1.4)	4.32	0.74
6	My organisation treats customer complaints as priority	68 (32.2)	91 (43.1)	50 (23.7)	2 (0.9)	0 (0)	4.07	0.772
7	My organisation has met all the targets set in the performance contract	83 (39.3)	80 (37.9)	41 (19.4)	7 (3.3)	0 (0)	4.13	0.840
8	My organisation provides a conducive environment for employees to meet its goals	106 (50.2)	91 (43.1)	14 (6.6)	0 (0)	0 (0)	4.00	0.617
Aggregate Scores							4.28	0.692

Source: Field Data (2024)

As indicated in Table 4.22, 57.3% of the respondents strongly agreed, 34.1% of them further agreed while 7.1% fairly agreed that the graduation rate has increased in their organization in the last one year. On the other hand, 1.4% disagreed while none strongly disagreed that the graduation rate has increased in their organization in the last one year. A mean of 4.47 indicated that the majority of the respondents agreed that the graduation rate has increased in their organization in the last one year. This implies that the

organization has made significant progress in improving academic outcomes, which reflects positively on its performance.

Besides, 41.7% of the respondents strongly agreed, 49.3% of them further agreed while 7.1% fairly agreed that they are satisfied with the graduation rate in their organization. However, 1.9% disagreed while none strongly disagreed that they are satisfied with the graduation rate in their organization. A mean of 4.31 indicated that the majority of the respondents agreed that they are satisfied with the graduation rate in their organization. This implies that the organization's efforts to improve graduation rates are well-received and appreciated by its members.

As indicated in Table 4.22, 52.6% of the respondents strongly agreed, 46% of them further agreed while 1.4% fairly agreed that their organization has increased the number of research publications. Nevertheless, none disagreed or strongly disagreed that their organization has increased the number of research publications. A mean of 4.51 indicated that the majority of the respondents agreed that their organization has increased the number of research publications. This implies that the organization is excelling in promoting research and academic contributions, which enhances its reputation and impact.

In addition, 14.7% of the respondents strongly agreed, 28% of them further agreed while 48.3% fairly agreed that their organization has increased research funding to increase research output. On the other hand, 7.6% disagreed while 1.4% strongly disagreed that their organization has increased research funding to increase research output. A mean of 3.47 indicated that the majority of the respondents fairly agreed that their organization has increased research funding to increase research output. This

implies that while there has been some progress in research funding, there is still room for improvement to fully support and enhance research output.

According to the data presented in Table 4.22, 42.7% of respondents expressed strong agreement, while 50.7% indicated further agreement, and 3.8% moderately agreed that their organization has effectively ensured customer satisfaction with the services provided. In contrast, 1.4% expressed disagreement, while another 1.4% strongly opposed the notion that their organization has effectively ensured customer satisfaction with the services provided. A mean of 4.32 suggests that a significant portion of the respondents concurred that their organization has effectively guaranteed customer satisfaction with the services provided. This suggests that the organization is adeptly addressing customer requirements while upholding elevated standards of service.

Moreover, 32.2% of the respondents strongly agreed, 43.1% of them further agreed while 23.7% fairly agreed that their organization treats customer complaints as a priority. However, 0.9% disagreed while none strongly disagreed that their organization treats customer complaints as a priority. A mean of 4.07 indicated that the majority of the respondents agreed that their organization treats customer complaints as a priority. This implies that the organization values customer feedback and is committed to resolving issues promptly, which enhances customer satisfaction and trust.

As indicated in Table 4.22, 39.3% of the respondents strongly agreed, 37.9% of them further agreed while 19.4% fairly agreed that their organization has met all the targets set in the performance contract. On the other hand, 3.3% disagreed while none strongly disagreed that their organization has met all the targets set in the performance contract. A mean of 4.13 indicated that the majority of the respondents agreed that their

organization has met all the targets set in the performance contract. This implies that the organization is effective in achieving its goals and delivering on its commitments.

Lastly, 50.2% of the respondents strongly agreed, 43.1% of them further agreed while 6.6% fairly agreed that their organization provides a conducive environment for employees to meet its goals. Nonetheless, none disagreed or strongly disagreed that their organization provides a conducive environment for employees to meet its goals. A mean of 4.44 indicated that the majority of the respondents agreed that their organization provides a conducive environment for employees to meet its goals. This implies that the organization fosters a supportive and productive workplace, which enables employees to perform effectively and contribute to organizational success.

The aggregate mean of 4.28 and SD of 0.69 indicate that the majority of respondents perceive their organization as high-performing. This suggests that the organization is excelling in key areas such as academic outcomes, research contributions, customer satisfaction, and employee support. However, the lower mean score for research funding highlights an area for improvement to further enhance research output and overall organizational performance.

4.7 Qualitative Results

An interview was conducted among the registrars and DVCs of the four university.

The study successful conducted interview two Deputy Vice Chancellors (DVCs) and four Registrars.

4.7.1 Self-Awareness

Respondents were asked to comment on the self-awareness of the teaching staff in their university. The respondents generally agreed that self-awareness among teaching staff varies across individuals and departments. Many faculty members demonstrate a strong understanding of their strengths and weaknesses, which help them effectively, manage their teaching, research, and administrative roles. A DVC noted that most faculty members recognize their professional capabilities and limitations, enabling them to seek support when needed, whether in research collaborations or handling student-related challenges. However, some respondents observed that a section of faculty members struggle with self-awareness, particularly in areas such as time management, adaptability, and responsiveness to feedback. A Registrar highlighted that some faculty members underestimate the impact of their emotions on their teaching performance and interactions with students. For example, stress or frustration may sometimes affect their ability to deliver engaging lectures or mentor students effectively. Another challenge noted was the reluctance of some faculty members to accept feedback. While many recognize the value of constructive criticism, others may resist it, perceiving it as a threat rather than an opportunity for growth. This resistance can hinder professional development and affect overall performance.

Respondents were asked whether they were satisfied with teaching staff self-awareness. The respondents expressed mixed feelings regarding their satisfaction with faculty self-awareness. A DVC stated that while a majority of faculty members exhibit good self-awareness, there is room for improvement, particularly in areas such as emotional intelligence and interpersonal communication. Faculty members who are highly self-

aware tend to manage their responsibilities more effectively, build strong professional relationships, and contribute positively to the university environment. A Registrar noted that faculty members who struggle with self-awareness may experience difficulties in handling student concerns, managing workloads, and working collaboratively with colleagues. The lack of self-awareness in some cases has led to conflicts, missed deadlines, and inefficiencies in task execution. Another respondent pointed out that some faculty members have a tendency to overestimate their capabilities, taking on too many responsibilities without considering their limitations. This often leads to stress and burnout, ultimately affecting their performance and well-being.

4.7.2 Self-regulation

Respondents were asked whether there are instances where faculty members are stressed with workload and other responsibilities. All respondents acknowledged that faculty members frequently experience stress due to their workload, academic responsibilities, and administrative duties. The primary sources of stress identified include heavy teaching loads, particularly in departments with staff shortages, as well as the pressure to conduct research and publish in academic journals, which is crucial for career progression. Additionally, faculty members are often tasked with administrative responsibilities, such as supervising students, participating in committee work, and contributing to curriculum development. Managing large class sizes, handling grading responsibilities, and ensuring student engagement were also cited as significant stressors.

Further, respondents were asked whether they are satisfied with self regulation of teaching staffs in their universities. When asked whether they were satisfied with how

faculty members manage stress and regulate emotions, responses were mixed. Some respondents expressed satisfaction, citing the availability of institutional support systems such as wellness programs, counseling services, and mentorship initiatives. They noted that faculty members who actively utilize these resources generally demonstrate better emotional regulation and work-life balance. However, others expressed concerns that faculty members continue to experience significant stress, and not all take advantage of available support systems.

4.7.3 Social Skills

The respondents were asked to state whether there are incidences where teaching staff handle conflicts or difficult interactions with colleagues and students. All respondents acknowledged that conflicts and difficult interactions among faculty members and students were inevitable in the university environment. The primary sources of conflict identified include differences in academic opinions, student grievances about grading, workload distribution among faculty, and interpersonal tensions between staff members. A DVC noted that some faculty members frequently mediate conflicts among students, especially in cases of academic dishonesty, group project disputes, and disciplinary issues. Another respondent pointed out that faculty members occasionally face difficult interactions with students who challenge grades or demand special considerations. Among faculty members, conflicts often arise due to differences in teaching approaches, research collaborations, or administrative decisions. A Registrar mentioned that junior and senior faculty members sometimes experience friction over workload allocation and recognition for research contributions. In some cases, tensions escalate into formal complaints or require intervention from university leadership.

Respondents were asked whether they are satisfied with the way faculty members handle conflicts or difficult interactions with colleagues and students. The respondents expressed mixed opinions on whether faculty members effectively handle conflicts and difficult interactions. Some respondents were satisfied, noting that most faculty members handle disputes professionally by engaging in open communication, practicing diplomacy, and adhering to institutional guidelines. A DVC emphasized that faculty training programs on conflict resolution and interpersonal skills have helped improve the way teaching staff navigate challenges. However, others expressed concerns that not all faculty members manage conflicts effectively. A Registrar noted that some faculty members struggle with emotional regulation, leading to heated disagreements or strained relationships with students and colleagues. Some respondents also observed that unresolved conflicts sometimes escalate, affecting teamwork and collaboration within departments. A few respondents highlighted that while some faculty members actively seek mediation and resolution strategies, others prefer to avoid conflicts altogether, which can lead to prolonged tensions. There were also concerns that power dynamics between senior and junior faculty members sometimes make it difficult for open dialogue and conflict resolution to take place.

4.7.4 Empathy

The respondents were asked to state whether teaching staff are sensitive to the feelings and perspectives of their students and colleagues. The respondents generally agreed that many faculty members demonstrate empathy toward both students and colleagues. Teaching staff who frequently interact with students are often aware of their academic and personal struggles, particularly regarding financial hardships, mental health issues,

and academic pressure. Similarly, some faculty members make an effort to mentor junior colleagues and create a supportive academic environment. However, some respondents expressed concerns that not all faculty members display the same level of empathy. A Registrar mentioned that while some lecturers take time to understand students' difficulties, others focus strictly on academic performance and deadlines, often overlooking personal challenges that may affect learning. Some faculty members also struggle to recognize the perspectives of their colleagues, leading to occasional tensions in teamwork and collaboration.

The respondents were asked whether they ensure that teaching staff are sensitive to the feelings and perspectives of their students and colleagues. The universities have implemented several initiatives to encourage empathy among faculty members. A Registrar explained that faculty members are encouraged to adopt student-centered teaching approaches, where they consider the diverse backgrounds and learning needs of students. Regular student feedback mechanisms, such as course evaluations and open forums, help faculty members understand student concerns and adjust their teaching methods accordingly. In terms of peer relationships, a DVC highlighted that faculty members participate in team-building activities and professional development programs aimed at fostering collaboration and mutual understanding. Another Registrar emphasized the role of counseling services and psychological support programs in promoting empathy. Faculty members are encouraged to refer students facing emotional or academic distress to these services, ensuring that their needs are addressed holistically.

4.7.5 Motivation

The respondents were asked to comment on the motivation of the teaching staff in their university. The respondents expressed mixed views regarding the motivation of teaching staff. While some faculty members remained highly dedicated to their roles, others struggled with low morale due to workload pressures, financial constraints, and a lack of career growth opportunities. A DVC noted that faculty members who are passionate about teaching and research tend to stay motivated despite challenges. However, dissatisfaction arose when lecturers felt overburdened with administrative tasks, excessive teaching loads, and limited time for research and professional development. Some faculty members also felt demotivated due to delays in promotions and inadequate recognition for their contributions. A Registrar pointed out that external factors, such as salary scales and funding for research, also play a role in shaping motivation levels. When faculty members perceive disparities in compensation or limited funding for academic projects, their enthusiasm for teaching and research may decline. Another respondent highlighted that motivation levels often fluctuate based on departmental leadership and institutional support. In departments where faculty members felt heard and supported, they tend to be more committed. However, in environments where they felt their concerns are ignored, motivation tends to drop.

The respondents provided varied opinions on their satisfaction with the current level of faculty motivation. A DVC stated that while some lecturers are self-driven and committed, a significant number require additional incentives to maintain high levels of motivation. A Registrar acknowledged that efforts have been made to improve faculty well-being, but challenges such as delays in resource allocation and bureaucratic

procedures still affect morale. Another Registrar expressed concern that some faculty members show signs of burnout, particularly during exam periods and research deadlines. The need for a better work-life balance was emphasized, with some respondents stating that faculty members often struggle to balance teaching, research, and personal commitments. Overall, while some respondents were satisfied with the motivation levels of faculty members, others felt that additional strategies were needed to sustain and enhance their commitment.

The study sought to find out how DVCs and Registrars motivated their teaching staff to stay committed to their roles despite challenges such as heavy workloads or limited resources. The university has implemented several initiatives to keep faculty members motivated despite existing challenges. Faculty members are encouraged to participate in training workshops, research conferences, and academic collaborations. A DVC highlighted that opportunities for further education and research grants serve as strong motivators for faculty members. To reduce burnout, some departments have introduced workload balancing strategies, allowing faculty members to manage their responsibilities more effectively. A DVC stated that efforts are being made to recruit additional teaching staff to ease workload pressures, although financial limitations sometimes delay implementation. Respondents highlighted that providing faculty members with adequate office space, research facilities, and access to teaching materials enhances motivation. Faculty members are encouraged to share their concerns and suggestions through regular meetings with university leadership. A Registrar noted that listening to faculty concerns and acting on their feedback fosters a sense of belonging and commitment to the institution.

4.7.6 Organizational Justice

The respondents were asked whether teaching staff in their university perceive to be treated fairly, respectfully and with dignity. Interviews with two Deputy Vice Chancellors (DVCs) and four Registrars provided insights into the state of organizational justice in the university, highlighting both strengths and areas for improvement. Respondents mentioned that performance evaluations were conducted regularly based on established criteria, including teaching, research, and community service. While the evaluation system is structured, some concerns exist regarding whether it fully captures faculty contributions. There is a strong emphasis on research output, which sometimes overshadows teaching effectiveness and mentorship roles. The appraisal process, though in place, does not always reflect the diverse responsibilities faculty members undertake. Some faculty members who take on extra administrative or student support roles feel their efforts are not adequately recognized. This has led to calls for a more comprehensive approach to performance assessment that accounts for all aspects of academic work.

Bias in organizational procedures remains a concern. While formal structures exist to ensure fairness, perceptions of favoritism and departmental politics occasionally affect decisions on promotions and workload allocation. Faculty members sometimes feel that career advancements are influenced by personal relationships rather than merit, leading to dissatisfaction and reduced trust in leadership. Although the university provides platforms for faculty to express their concerns, there is a degree of reluctance among staff to openly voice grievances due to fears of professional repercussions. Despite these challenges, leadership generally treats faculty members with respect and dignity.

However, there is a need for greater recognition of faculty achievements beyond research publications, such as excellence in teaching and student mentorship.

Respondents were asked to state how they ensure that teaching staff feel treated with dignity and respect in their roles. During the interview sessions with the Deputy Vice Chancellors (DVCs) and Registrars, it was evident that ensuring teaching staff feel treated with dignity and respect was a priority for the university. The respondents highlighted various institutional measures aimed at fostering a respectful and supportive work environment. One key approach emphasized was the establishment of clear policies on professional conduct and ethical behavior. According to one of the DVCs, the university has implemented guidelines that promote inclusivity and fairness in all faculty interactions. These policies are reinforced through regular training sessions and leadership workshops, ensuring that both academic and administrative staff adheres to respectful workplace practices.

Another important aspect discussed was faculty involvement in decision-making processes. The registrars noted that faculty members are given opportunities to voice their concerns and contribute to institutional policies through open forums, faculty meetings, and academic boards. This inclusivity helps create a sense of belonging and reinforces mutual respect within the institution. Recognition and appreciation were also highlighted as key drivers of respect and dignity. The respondents acknowledged that the university has a structured system for recognizing faculty achievements through promotions, awards, and public commendations. A registrar mentioned that a fair and transparent performance evaluation system ensures that faculty members feel valued for their contributions, thereby boosting morale and fostering a respectful environment.

Additionally, the leadership acknowledged the importance of addressing faculty concerns promptly. Mechanisms such as grievance-handling committees, anonymous reporting systems, and mental health support services have been put in place to ensure faculty members feel heard and supported. One DVC emphasized that addressing concerns in a timely and fair manner reassures faculty that they are respected and that their well-being is a priority. Moreover, the registrars pointed out that fostering open communication and maintaining a supportive leadership approach significantly contribute to a positive work environment. The university encourages regular engagement between faculty and administrators, ensuring that any issues related to workload, student interactions, or professional growth are addressed collaboratively.

4.7.7 Organizational Performance

The respondents highlighted that the graduation rate has been increasing over the years, mainly due to a steady rise in student enrollment. One DVC noted that strategic efforts, such as academic mentorship programs, improved student support services, and streamlined curriculum structures, have contributed to this trend. The university has also introduced digital tracking systems to monitor student progress and provide timely interventions for those at risk of dropping out. However, financial difficulties remain a challenge. A Registrar explained that many students struggle with tuition payments, leading to delayed graduations. Some students opt to take breaks from their studies to work and save money, affecting completion rates.

The issue of research output received mixed feedback. While the university has made significant strides in promoting research culture, several obstacles hinder full participation from faculty members and students. A DVC pointed out that limited grants

remain a major challenge. Many faculty members do not have access to adequate funding, which restricts their ability to conduct high-quality research. Moreover, not all students are aware of existing scholarships and research grants, and some struggle with the application process. One Registrar added that the university has taken steps to bridge this gap by organizing research grant workshops and mentorship programs where experienced researchers guide junior faculty and postgraduate students on proposal writing and securing funding. However, the challenge remains that government grants are often delayed, and competition for external funding is high.

Customer satisfaction within the university has been inconsistent. While efforts have been made to enhance service delivery, issues such as missing marks, administrative delays, and strict financial policies continue to frustrate students. One Registrar noted that cases of missing marks have been a persistent issue, often arising from poor record management, miscommunication between faculty and administration, or system failures. To address this, the university has recently adopted a digital student records management system that allows real-time updates of student grades and reduces errors in manual data entry. Another concern raised was the strict policy requiring students to clear all outstanding fees before sitting for exams. While the administration understands the financial constraints faced by students, they argued that the policy is necessary to sustain university operations. Some students have expressed dissatisfaction, feeling that this policy disproportionately affects those from low-income backgrounds.

The respondents provided a mixed assessment of the university's ability to meet its overall performance targets. While the institution has successfully increased enrollment and graduation rates, research output and customer satisfaction still require significant

improvement. One DVC attributed these challenges to financial constraints, noting that government capitation and grants are often delayed or insufficient. This has led to budgetary strains, limiting the university's ability to expand research funding, improve infrastructure, and enhance student support services.

4.8 Inferential Analysis

To investigate the influence of leadership emotional intelligence on organisational performance in public universities in Western region Kenya, the study used inferential analysis where correlation, simple linear regression and multiple linear regression were used. Before embarking on the inferential analysis, diagnostics tests were done to ascertain the need of linear regression analysis.

4.8.1 Pearson Correlation Analysis

Correlation analysis was utilized to evaluate the linear relationship among the variables. The correlation coefficient possesses a value spectrum from -1 to +1, with a +1 signifying an impeccable positive relationship between the variables, while a -1 denotes a flawless negative relationship between them. A correlation coefficient value of 0 indicates the absence of any relationship between the variables in question. The correlation coefficient ranges delineate the strength of relationships: a coefficient from 0.0 to 0.19 is classified as very weak, from 0.20 to 0.39 as weak, from 0.40 to 0.59 as moderate, from 0.60 to 0.79 as strong, and from 0.80 to 1.0 as very strong. The research employed Pearson moment correlation analysis. The study employed the correlation coefficient to examine the existence of interdependency among the predictor variables, as well as to investigate the relationship between the response variable, organizational performance, and the predictor variables, specifically leadership emotional intelligence.

Table 4.23: Multiple Correlation Matrix

		SA	SR	SS	Empathy	Motivation	OJ
Self Awareness	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	211					
Self Regulation	Pearson Correlation	.636**	1				
	Sig. (2-tailed)	0.000					
	N	211	211				
Social Skills	Pearson Correlation	.411**	.299**	1			
	Sig. (2-tailed)	0.000	0.000				
	N	211	211	211			
Empathy	Pearson Correlation	.538**	.462**	.557**	1		
	Sig. (2-tailed)	0.000	0.000	0.000			
	N	211	211	211	211		
Motivation	Pearson Correlation	.848**	.741**	.370**	.511**	1	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		
	N	211	211	211	211	211	
Organizational Justice	Pearson Correlation	.579**	.420**	.431**	.583**	.601**	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	211	211	211	211	211	2
Organisational Performance	Pearson Correlation	.725**	.612**	.579**	.681**	.711**	.78
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.0
	N	211	211	211	211	211	2

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

Source: Field Data (2024)

The study found a strong positive correlation ($r = 0.725$, $p < 0.01$) between self-awareness and organizational performance. This suggests that individuals who possess a high level of self-awareness are better able to understand their strengths and weaknesses, which translates into improved decision-making, effective communication, and leadership within the university setting. As self-awareness fosters better interpersonal relationships and more effective self-management, its role in promoting organizational success is evident. Da Fonseca, Myres, and Hofmeyer (2020) found a significant link between self-awareness and performance in South Africa, aligning with the current study's results. Similarly, Oba Adenuga *et al.* (2022) confirmed the impact of self-awareness on task performance in Nigerian private

universities. However, De Los Santos (2023) found no significant relationship between self-awareness and employee turnover in Texas universities, differing from the current study's findings. The variance could be due to differences in geographical and organizational contexts.

Self-regulation also showed a significant positive correlation ($r = 0.612$, $p < 0.01$) with organizational performance. This indicates that individuals with strong self-regulation are more capable of managing their emotions and behaviors, leading to better stress management, conflict resolution, and a more harmonious work environment. This in turn supports improved team dynamics and productivity, contributing to the overall performance of the institution. Kren and Sellei (2021) found that self-regulation was a predictor of organizational performance in Hungary, supporting the current study's findings. Additionally, Mwanja (2023) found a strong relationship between self-regulation and leadership performance in Kenya's South Eastern University. However, Dhani and Sharma (2018) focused on self-regulation in India's IT sector, finding its influence on job performance rather than organizational performance.

The correlation between social skills and organizational performance ($r = 0.579$, $p < 0.01$) further highlights the importance of interpersonal communication and collaboration in the academic setting. Strong social skills enable university employees to foster positive relationships, promote teamwork, and navigate social complexities within the institution. This ultimately results in a more cohesive and productive organizational culture, positively impacting performance. Kurniawati and Cerya (2021) found that interpersonal communication positively impacted job motivation, aligning with the current study. Similarly, Saman, Hussain, and Ullah (2021) found that social

skills influenced teachers' job performance in Pakistan. However, Omulo (2019) found that social skills had the least influence among leadership competencies in Kenya's state corporations.

A strong positive correlation ($r = 0.681$, $p < 0.01$) was found between empathy and organizational performance, indicating that the ability to understand and share the feelings of others plays a crucial role in enhancing teamwork, staff morale, and leadership effectiveness. Empathetic leaders and employees can create a supportive and inclusive work environment, which in turn drives higher levels of organizational performance and satisfaction among university staff and students. Kock *et al.* (2019) found that empathetic leadership increased job satisfaction, supporting the findings of this study. Similarly, Chirasha *et al.* (2018) showed that empathy significantly impacted employee performance in Zimbabwean city councils. However, Saman Zaid *et al.* (2021) found that empathy had no significant impact on job performance in Pakistan's higher education sector.

Motivation showed a strong positive correlation ($r = 0.711$, $p < 0.01$) with organizational performance, underscoring the importance of intrinsic and extrinsic motivational factors in enhancing productivity and performance. Motivated employees tend to set higher goals, display greater commitment to their work, and demonstrate increased job satisfaction, all of which contribute to improved organizational outcomes in public universities. Kamran (2018) found that leaders' empathy had a motivating effect on employees, leading to higher performance. Similarly, Setiawan (2021) found that self-motivation significantly improved team performance in Indonesia. However,

Mishra (2023) found a negative relationship between self-motivation and job performance in Indian private universities, differing from the current study.

Organizational justice had the highest correlation ($r = 0.786$, $p < 0.01$) with organizational performance, suggesting that perceptions of fairness within the university are crucial to its success. When employees perceive the organization as fair in its decision-making processes, resource allocation, and treatment of staff, they are more likely to be satisfied, engaged, and committed to the university's goals. This sense of justice fosters a positive work environment and leads to better overall performance. Das and Mohanty (2023) confirmed a strong link between organizational justice and performance in Indian higher education institutions. Similarly, Shahid *et al.* (2018) found that organizational justice moderated the relationship between emotional exhaustion and job-related outcomes in Pakistani universities. However, Yaqub *et al.* (2022) found that organizational justice did not moderate the relationship between employee engagement and innovation in Pakistan's universities.

4.8.2 Simple Linear Regression

A regression analysis was conducted to ascertain the impact of independent variables on the dependent variable. This examination produced R , representing the coefficient of correlation, alongside R square, which denotes the coefficient of determination. Additional findings of note included the significance level (P-value), B coefficients, and F statistics. The research employed the correlation coefficient r (Beta, β) to evaluate the hypothesis. The established test criteria dictate that the study will reject the null hypothesis if β is deemed significant; conversely, if β is found to be insignificant based

on the t-statistics, the study will have failed to reject the null hypothesis (Carolyne, Robert & Ayub, 2020).

4.8.2.1 Self-awareness and Organizational performance

The primary aim of the study was to ascertain the impact of self-awareness on the performance of organizations within public universities located in the Western region of Kenya. The research conducted an analysis utilizing inferential statistics, specifically employing simple linear regression to fulfil its objectives and subsequently evaluate the initial null hypothesis that asserts

H₀₁: Self awareness has no significant influence on organisational performance in public universities Western region Kenya.

Table 4.24: Model Summary; Regression for Self-awareness on Organizational performance

Model Summary ^b						
Model	R	R ²	Adjusted R ²	Std. Error of the Estimate		
1	.725 ^a	0.525	0.523	0.286877		
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.032	1	19.032	231.261	.000 ^b
	Residual	17.200	209	0.082		
	Total	36.233	210			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.528	0.185		8.248	0.000
	Self-awareness	0.695	0.046	0.725	15.207	0.000

a. Dependent Variable: Organizational performance

Source: Field Data (2024)

The findings from the regression analysis are encapsulated in Table 4.24. An R-value of 0.725 suggests a robust positive association between self-awareness and organizational effectiveness. The R² score of 0.525 signifies that roughly 52.5% of the variance in organizational performance is attributable to self-awareness. This constitutes a substantial percentage, underscoring the significance of self-awareness in affecting performance results within the academic context.

The ANOVA table evaluates the overall significance of the regression model. The F-value of 231.261 and a p-value of 0.000 indicate that the model is statistically significant. The independent variable, self-awareness, significantly affects organizational performance in public universities in the Western region of Kenya.

The unstandardized coefficient for self-awareness is 0.695, signifying that for every unit increase in self-awareness, organizational performance rises by 0.695 units, assuming all other variables remain constant. The standardized coefficient (Beta) of 0.725 indicates that self-awareness significantly influences organizational performance, with this effect being more pronounced than that of other potential components, as evidenced by the positive and relatively high Beta value.

The t-value for self-awareness is 15.207, accompanied by a p-value of 0.000, far lower than the conventional significance threshold of 0.05. This offers compelling evidence to dismiss the null hypothesis (H₀₁) and assert that self-awareness exerts a statistically significant and favorable impact on organizational performance in public universities in Western Kenya.

$$Y = 1.528 + 0.695X_1$$

Where Y is Organizational performance of public universities

X₁ is Self-Awareness

The findings from the regression analysis confirm that self-awareness significantly influences organizational performance in public universities in the Western region of Kenya. With a strong positive correlation, the results suggest that promoting self-awareness among university staff and leadership could enhance overall organizational effectiveness. This finding underscores the importance of self-awareness as an essential component of emotional intelligence, which plays a key role in improving performance outcomes within educational institutions.

The findings of this study align with previous empirical research on self-awareness and organisational performance. Da Fonseca, Myres, and Hofmeyer (2020) found a significant link between self-awareness and employee engagement in South African universities. This supports the current study's assertion that self-awareness contributes to improved organisational outcomes. Oba Adenuga *et al.* (2022) reported that self-awareness significantly influenced task performance in Nigerian private universities, reinforcing the importance of self-awareness in academic settings.

However, De Los Santos (2023) in Texas found no significant relationship between self-awareness and employee turnover. This difference may be attributed to the fact that turnover and organisational performance are distinct variables, and self-awareness may not directly affect turnover decisions. Wangari, Gichuhi, and Macharia (2019) examined self-awareness and performance in Kenyan insurance firms and found a weaker correlation than the current study. This suggests that self-awareness may have a greater impact in the education sector, where leadership and interpersonal skills are critical.

4.8.2.2 Self-regulation and Organizational performance

The second objective of the study was to establish the influence of self-regulation on organisational performance in public universities in Western region Kenya. The study utilized inferential statistics, including simple linear regression analysis, to fulfill its purpose and test the second null hypothesis that asserts

H₀₂: Self-regulation has no significant influence on organisational performance in public universities Western region Kenya.

Table 4.25: Model Summary; Regression for Self-regulation and Organizational performance

Model Summary ^b						
Model	R	R ²	Adjusted R ²	Std. Error of the Estimate		
1	.612 ^a	0.375	0.372	0.329276		
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.572	1	13.572	125.181	.000 ^b
	Residual	22.660	209	0.108		
	Total	36.233	210			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	1.819	0.225		8.068	0.000
	Self-regulation	0.604	0.054	0.612	11.188	0.000

a. Dependent Variable: Organizational performance

Source: Field Data (2024)

The regression results in Table 4.25 indicate an R-value of 0.612, signifying a moderate positive association between self-regulation and organizational effectiveness. The R²

value of 0.375 signifies that roughly 37.5% of the variation in organizational performance is attributable to self-regulation, representing a significant segment of the total performance variance.

The ANOVA table evaluates the overall significance of the regression model. The F-value of 125.181, accompanied by a p-value of 0.000, signifies that the model is statistically significant. This affirms that self-regulation substantially influences organizational performance in public universities, offering compelling evidence to dismiss the null hypothesis (H02).

The unstandardized coefficient for self-regulation is 0.604, indicating that for each unit increase in self-regulation, organizational performance rises by 0.604 units, provided all other variables remain constant. The standardized coefficient (Beta) of 0.612 indicates that self-regulation exerts a moderate influence on organizational performance, underscoring its significance, albeit less emphatically than certain other factors. The t-value for self-regulation is 11.188, accompanied by a p-value of 0.000, well below the 0.05 threshold for significance. This outcome robustly endorses the dismissal of the null hypothesis and indicates that self-regulation exerts a statistically significant impact on organizational performance.

$$Y = 1.819 + 0.604X_2$$

Where Y is Organizational performance of public universities

X₂ is Self-regulation

The regression analysis confirms that self-regulation significantly influences organizational performance in public universities in the Western region of Kenya. With

a moderate positive correlation, the findings suggest that self-regulation, which involves managing emotions, behaviors, and impulses, plays a crucial role in enhancing organizational performance. Leaders and staff members who can regulate their emotions and actions are likely to contribute to a more productive, efficient, and harmonious university environment.

The findings of this study align with previous research that links self-regulation to enhanced organisational performance. Kren and Sellei (2021) found that self-regulation positively influenced workplace productivity in Hungarian public institutions, supporting the current study's findings. Mwanja (2023) observed a strong relationship between self-regulation and leadership effectiveness in Kenya's South Eastern University, reinforcing the importance of emotional control in educational settings. However, Dhani and Sharma (2018) examined self-regulation in India's IT sector and found its impact was more significant on job performance rather than overall organisational performance. This contrast suggests that self-regulation's effect may vary across industries. Ali *et al.* (2022) conducted a study in Middle Eastern universities and found that self-regulation was a key predictor of academic staff retention, indirectly influencing performance. This expands on the current study's findings by linking self-regulation to staff stability.

4.8.2.3 Social skills and Organizational performance

The third objective of the study was to establish the effect of social skills on organisational performance in public universities in Western region Kenya. The study presented inferential statistics which include simple linear regression analysis to achieve the objective and therefore, test the third null hypothesis that posits

H₀₃: Social skills have no significant influence on organisational performance in public universities Western region Kenya.

Table 4.26: Model Summary; Regression for Social skills and Organizational performance

Model Summary						
Model	R	R²	Adjusted R²		Std. Error of the Estimate	
1	.579 ^a	0.336	0.333		0.339347	
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.165	1	12.165	105.640	.000 ^b
	Residual	24.068	209	0.115		
	Total	36.233	210			
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.543	0.175		14.495	0.000
	Social skills	0.441	0.043	0.579	10.278	0.000

a. Dependent Variable: Organizational performance

Source: Field Data (2024)

The regression findings are encapsulated in Table 4.26. The R-value of 0.579 signifies a moderate positive association between social skills and organizational success. The R² value of 0.336 signifies that roughly 33.6% of the variation in organizational performance may be attributed to social skills, representing a significant fraction of the variance.

The ANOVA table evaluates the overall significance of the regression model. The F-value of 105.640, accompanied by a p-value of 0.000, substantiates the statistical significance of the model. This outcome offers compelling evidence to dismiss the null

hypothesis (H03) and suggests that social skills significantly influence organizational effectiveness.

The unstandardized coefficient for social skills is 0.441, indicating that for each unit improvement in social skills, organizational performance rises by 0.441 units, assuming all other variables remain constant. The standardized coefficient (Beta) of 0.579 indicates that social skills exert a moderate influence on organizational performance, highlighting the significance of effective communication, teamwork, and relationship-building as vital factors in enhancing organizational outcomes. The t-value for social skills is 10.278, accompanied by a p-value of 0.000, significantly lower than the conventional significance threshold of 0.05. This robust outcome substantiates the dismissal of the null hypothesis and affirms that social skills substantially impact organizational performance.

$$Y = 2.543 + 0.441X_3$$

Where Y is Organizational performance of public universities

X_3 is social skills

The regression analysis confirms that social skills significantly affect organizational performance in public universities in the Western region of Kenya. The moderate positive correlation indicates that individuals with strong social skills, including effective communication, teamwork, and relationship-building abilities, contribute to improved organizational performance. These findings highlight the importance of

fostering social skills among university staff, as they play a critical role in enhancing collaboration, productivity, and overall effectiveness within the institution.

The study's findings align with existing research linking social skills to improved organisational outcomes. Kurniawati and Cerya (2021) found that interpersonal communication skills significantly influenced job motivation and performance in Indonesian universities, reinforcing the importance of social skills in educational settings. Saman, Hussain, and Ullah (2021) demonstrated that teamwork and collaboration, key components of social skills, positively impacted teacher performance in Pakistani higher education institutions.

However, Omulo (2019) in Kenya's state corporations found that social skills had the least influence among leadership competencies, suggesting that social skills may be more relevant in education and team-driven environments than in hierarchical corporate settings. Reyes and Gutiérrez (2022) in Mexico discovered that relationship-building and social adaptability were crucial for university leadership effectiveness, further supporting the current study's conclusions.

4.8.2.4 Empathy and Organizational performance

The fourth objective of the study was to investigate the influence of empathy on organisational performance in public universities in Western region Kenya. The study presented inferential statistics which include simple linear regression analysis to achieve the objective and therefore, test the fourth null hypothesis that posits

H₀₄: Empathy has no significant influence on organisational performance in public universities Western region Kenya.

Table 4.27: Regression for Empathy and Organizational performance

Model Summary						
Model	R	R²	Adjusted R²		Std. Error of the Estimate	
1	.681 ^a	0.464	0.462		0.304780	
ANOVA^a						
Model	Sum of Squares		Df	Mean Square	F	Sig.
1 Regression	16.819		1	16.819	181.058	.000 ^b
Residual	19.414		209	0.093		
Total	36.233		210			
Coefficients^a						
Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	1.901	0.182			10.467	0.000
Empathy	0.581	0.043	0.681		13.456	0.000

a. Dependent Variable: Organizational performance

Source: Field Data (2024)

The regression findings are displayed in Table 4.27. The R-value of 0.681 signifies a robust positive association between empathy and organizational success. The R² value of 0.464 signifies that roughly 46.4% of the variation in organizational performance can be attributed to empathy, representing a significant share of the variance in performance outcomes.

The ANOVA table evaluates the overall significance of the regression model. The F-value of 181.058, accompanied by a p-value of 0.000, substantiates the statistical significance of the model. This outcome robustly endorses the dismissal of the null hypothesis (H04) and furnishes evidence that empathy substantially affects organizational effectiveness in public universities.

The unstandardized coefficient for empathy is 0.581, indicating that for each unit

increase in empathy, organizational performance rises by 0.581 units, provided all other variables remain constant. The standardized coefficient (Beta) of 0.681 indicates that empathy significantly enhances organizational performance, underscoring its essential function in promoting positive interactions, collaboration, and effective communication within the university environment. The t-value for empathy is 13.456, accompanied by a p-value of 0.000, far lower than the conventional significance threshold of 0.05. This offers compelling evidence to dismiss the null hypothesis and substantiates that empathy greatly impacts organizational performance.

$$Y = 1.901 + 0.581X_4$$

Where Y is Organizational performance of public universities

X₄ is empathy

The regression analysis confirms that empathy has a significant influence on organizational performance in public universities in the Western region of Kenya. The strong positive correlation indicates that empathetic behavior, such as understanding and addressing the needs and concerns of others, plays an essential role in improving organizational outcomes. These findings suggest that fostering empathy within university staff can lead to enhanced cooperation, communication, and overall performance.

The study's findings align with previous research emphasizing the role of empathy in improving workplace performance. Kock *et al.* (2019) found that empathetic leadership increased job satisfaction and productivity, reinforcing the importance of emotional intelligence in higher education. Chirashaet *et al.* (2018) demonstrated that empathy

significantly enhanced teamwork and collaboration among university staff in Zimbabwe, aligning with the present study's findings. Reyes and Gutiérrez (2022) identified empathy as a critical factor in effective leadership, further supporting the argument that empathetic interactions foster a positive organisational climate. However, Saman Zaid *et al.* (2021) in Pakistan reported that empathy had no significant impact on academic staff performance, suggesting that cultural and institutional differences may affect how empathy translates into organisational outcomes.

4.8.2.5 Motivation and Organizational performance

The fifth objective of the study was to ascertain the influence of motivation on organisational performance in public universities in Western region Kenya. The study presented inferential statistics which include simple linear regression analysis to achieve the objective and therefore, test the fourth null hypothesis that posits

H₀₅: Motivation has no significant influence on organisational performance in public universities Western region Kenya.

Table 4.28: Regression for Empathy and Organizational performance

Model Summary						
Model	R	R²	Adjusted R²		Std. Error of the Estimate	
1	.711 ^a	0.506	0.504		0.292619	
ANOVA^a						
Model	Sum of Squares		Df	Mean Square	F	Sig.
1 Regression	18.337		1	18.337	214.153	.000 ^b
Residual	17.896		209	0.086		
Total	36.233		210			
Coefficients^a						
Model	Unstandardized Coefficients			Standardized Coefficients		
	B	Std. Error		Beta	T	Sig.
1 (Constant)	1.556	0.191			8.168	0.000
Empathy	0.682	0.047		0.711	14.634	0.000

a. Dependent Variable: Organizational performance

Source: Field Data (2024)

The regression results are presented in Table 4.28. The R-value is 0.711, indicating a strong positive correlation between motivation and organizational performance. The R² value of 0.506 indicates that approximately 50.6% of the variation in organizational performance can be explained by motivation, which is a substantial proportion of the variance in performance outcomes.

The ANOVA table tests the overall significance of the regression model. The F-value of 214.153 with a p-value of 0.000 confirms that the model is statistically significant. This provides strong evidence to reject the null hypothesis (H05) and indicates that motivation significantly influences organizational performance in public universities.

The unstandardized coefficient for motivation is 0.682, meaning that for each unit increase in motivation, organizational performance increases by 0.682 units, assuming all other factors are constant. The standardized coefficient (Beta) of 0.711 suggests that

motivation has a strong impact on organizational performance, underlining its importance in driving higher productivity and engagement within the university setting. The t-value for motivation is 14.634 with a p-value of 0.000, which is far below the 0.05 significance threshold. This result strongly supports the rejection of the null hypothesis and confirms that motivation has a significant influence on organizational performance.

$$Y = 1.556 + 0.682X_5$$

Where Y is Organizational performance of public universities

X_5 is motivation

The regression analysis confirms that motivation significantly influences organizational performance in public universities in the Western region of Kenya. The strong positive correlation indicates that motivated individuals are more likely to perform better in organizational tasks, leading to improved performance outcomes. These findings suggest that fostering motivation within university staff is crucial to achieving higher levels of organizational success. Therefore, it is recommended that public universities implement effective motivational strategies, such as incentives, recognition programs, and career development opportunities, to enhance employee performance and overall organizational effectiveness.

The study's findings align with existing research that links motivation to improved organisational performance. Kamran (2018) found that motivated employees in educational institutions displayed higher commitment levels, leading to improved organisational performance. Setiawan (2021) established that both intrinsic and

extrinsic motivation significantly influenced team performance in Indonesian universities, reinforcing the present study's conclusions. Mishra (2023) examined motivation in Indian private universities and reported that while intrinsic motivation enhanced performance, extrinsic motivation had a limited impact, suggesting the importance of balancing different motivational strategies. However, Saman, Hussain, and Ullah (2021) found that financial incentives alone were insufficient to improve job performance, emphasizing the role of non-monetary motivational factors such as career development and work environment.

4.8.3 Multiple Regressions of Organizational performance

This study aimed to investigate the impact of leadership emotional intelligence on organizational performance in public universities in the Western region of Kenya. This was accomplished by the execution of typical multiple regressions. The study aimed to examine the impact of leadership emotional intelligence on organizational performance by incorporating all relevant categories (self-awareness, self-regulation, social skills, empathy, and motivation) as a cohesive block within the model. This facilitated the determination of the study model's coefficients and the R-squared value, so allowing for the testing of the null research hypotheses. The outcomes are presented in Table 4.29.

Table 4.29: Model Summary Regression for Leadership emotional intelligence and Organizational performance

Model Summary						
Model	R	R²	Adjusted R²		Std. Error of the Estimate	
1	.838 ^a	0.702	0.695		0.229331	
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.451	5	5.090	96.786	.000 ^b
	Residual	10.782	205	0.053		
	Total	36.233	210			
Coefficients^a						
Model	Unstandardized Coefficients			Standardized Coefficients		
	B	Std. Error		Beta	T	Sig.
1	(Constant)	0.482	0.181		2.661	0.008
	Self-awareness	0.241	0.071	0.252	3.382	0.001
	Self-regulation	0.120	0.057	0.122	2.117	0.035
	Social skills	0.166	0.035	0.219	4.704	0.000
	Empathy	0.232	0.044	0.272	5.325	0.000
	Motivation	0.180	0.079	0.188	2.270	0.024

a. Dependent Variable: Organizational performance

Source: Field Data (2024)

The first regression model then becomes;

$$Y = 0.482 + 0.241X_1 + 0.120X_2 + 0.166X_3 + 0.232X_4 + 0.180X_5$$

The model summary findings indicated a positive linear correlation between organizational performance and the five predictor variables: self-awareness, self-regulation, social skills, empathy, and motivation. The correlation coefficient (r) was 0.838, signifying a robust positive association. The coefficient of determination (R²) was 0.702, indicating that 70.2% of the variance in organizational performance could be accounted for by these predictor variables. Factors external to the model account for

the remaining 29.8% of the variation in organizational performance within public universities in Western Kenya. This indicates that leadership emotional intelligence is a significant determinant of the performance of public universities in the region. The ANOVA findings indicated a F test value of $F(5, 205) = 96.786, p < .01$, affirming the model's goodness of fit. This suggests that leadership emotional intelligence is an effective predictor of organizational performance in public colleges in Western Kenya. This presents compelling data to refute the null hypothesis that leadership emotional intelligence does not significantly affect organizational success. Consequently, the findings substantiate the assertion that emotional intelligence in leadership is a crucial factor influencing organizational performance in public institutions. The coefficients table indicated that self-awareness, self-regulation, social skills, empathy, and motivation exhibited positive and statistically significant predictive power ($p < 0.05$). In the absence of leadership emotional intelligence dimensions, organizational performance is anticipated to be 0.482, as indicated by the constant term ($p < 0.05$).

After controlling for social skills, self-regulation, and empathy, self-awareness, with a beta of 0.241 and $p = 0.001$, emerged as a statistically significant predictor of organizational performance. An increase of one unit in self-awareness results in a significant ($p < 0.05$) enhancement of organizational performance by 0.241 units. This finding aligns with research by Nuryakin (2018) and Onafadeji & Adeniran (2021), which identified a robust positive correlation between self-awareness and organizational performance in SMEs in Indonesia and Nigeria, respectively.

Nevertheless, certain investigations, such as Innocent et al. (2020), have not demonstrated a significant impact of self-awareness.

When controlling for empathy, self-awareness, and social skills, self-regulation, with a beta of 0.120 and $p = 0.035$, emerged as a significant predictor of organizational performance. This indicates that a one-unit rise in self-regulation would lead to a significant ($p < 0.05$) enhancement in organizational performance by 0.120 units. This outcome corresponds with Kiveu et al. (2019), who highlighted the significance of self-regulation in organizational success, while it continues to be a relatively neglected domain in leadership research, as seen by Peng et al. (2021).

When empathy, self-awareness, and self-regulation were accounted for, social skills, with a beta of 0.166 and $p = 0.000$, emerged as a significant predictor of organizational performance. This indicates that a one-unit enhancement in social skills would result in a statistically significant ($p < 0.05$) improvement in organizational performance by 0.166 units. This aligns with the findings of Cheng et al. (2019), who contended that social skills enhance sustained competitive advantage in higher education in Malaysia. Likewise, Chen et al. (2016) proposed that social skills enhance both efficiency and effectiveness in service provision. Kyei and Bayoh (2017) substantiated this by emphasizing the significance of social skills in customer retention within the Ghanaian telecoms sector. Conversely, Aysel and Fatma (2017) discovered that social skills did not significantly influence profitability in the Turkish banking sector.

When controlling for social skills, self-awareness, and self-regulation, empathy, with a beta of 0.232 and $p = 0.000$, emerged as a significant predictor of organizational performance. An increase of one unit in empathy would lead to a significant ($p < 0.05$) enhancement in organizational performance by 0.232 units. This conclusion is

corroborated by Mohd and Radwan (2015), who discovered that empathy favorably impacted the performance of public universities in Jordan. Their research emphasized management techniques, procedures, and organizational structures as components of empathy that improved organizational results, including profitability, customer satisfaction, and service quality. Rocha (2015) discovered no significant impact of empathy on the performance of Brazilian organizations, indicating that the influence of empathy on organizational performance may differ across situations.

Ultimately, after controlling for social skills, self-awareness, self-regulation, and empathy, motivation, with a beta of 0.180 and $p = 0.024$, emerged as a statistically significant predictor of organizational performance. An increase in motivation by one unit would lead to a significant ($p < 0.05$) enhancement in organizational performance by 0.180 units. These findings correspond with the research conducted by Mohd and Radwan (2015) and others, demonstrating that motivated individuals positively influence organizational outcomes, especially in higher education contexts. Nevertheless, several research contend that the impact of motivation may fluctuate based on the organizational situation.

4.8.4 Hierarchical Moderating Effect of Organizational justice on the Relationship between Leadership emotional intelligence Variables and Organizational performance

The concept of organizational justice functioned as a moderating variable. This section delineates the findings concerning the moderating influence of organizational justice on the interplay between leadership emotional intelligence and organizational

performance within public universities in the Western region of Kenya. The study evaluated the moderating influence utilizing hierarchical regression analysis as delineated by Baron and Kenny (1986). The study delineated three stages in evaluating the moderating influence.

The initial phase entailed a thorough analysis of the influence exerted by independent variables, particularly the emotional intelligence of leadership, on the dependent variable.

Step Two entailed a thorough analysis of the influence exerted by independent variables and the moderating variable, particularly organizational justice, on the dependent variable.

The third step entailed examining the influences of the independent variable, the moderating variable, and the interaction term (the product of the independent and moderating variables) on the dependent variable. The moderating effect manifests when the interaction effect demonstrates significance during the third phase of analysis.

The three steps involved in hierarchical regression analysis for moderating effect were written as:

$$\text{Step One: } Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

$$\text{Step Two: } Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 M + \epsilon$$

$$\text{Step Three: } Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 M + \beta_7 X_1 M + \beta_8 X_2 M + \beta_9 X_3 M + \beta_{10} X_4 M + \beta_{11} X_5 M + \epsilon$$

Where,

β_0 represented Constant Term,

β_i ; $i = 1$ to 11 is the regression coefficients which measured the change induced on the study variables.

X_1 = Self-awareness

X_2 = Self-regulation

X_3 = Social skills

X_4 = Empathy

X_5 = Motivation

M =Organizational justice;

$X_{i..n} * M$ =Interaction term between Leadership emotional intelligence; and Organizational justice;

Y =Organizational performance and;

ϵ =Error/disturbance.

The relevant results are summarized in Table 4.30

Table 4.30: Model Summary for Moderating Variable of Organizational justice

Model	R	Adjusted R Square		Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
		R	R			F	df1	df2	
1	.838 ^a	0.702	0.695	0.229331	0.702	96.786	5	205	0.000
2	.894 ^b	0.799	0.793	0.189070	0.096	97.601	1	204	0.000
3	.908 ^c	0.825	0.815	0.178680	0.026	5.883	5	199	0.000

a. Predictors: (Constant), (Constant), Motivation, Social Skills, Empathy, Self Regulation, Self Awareness,

b. Predictors: (Constant), Motivation, Social Skills, Empathy, Self Regulation, Self Awareness, Organizational Justice

c. Predictors: (Constant), Motivation, Social Skills, Empathy, Self Regulation, Self Awareness, Organizational Justice, Interaction of Organizational Justice & Social Skills, Interaction of Organizational Justice & Self regulations, Interaction of Organizational Justice & Self Awareness, Interaction of Organizational Justice & Empathy, Interaction of Organizational Justice & Motivation

Source: Field Data (2024)

The initial stage entailed evaluating the impact of the independent variables (self-awareness, self-regulation, social skills, empathy, and motivation) on the dependent variable (organizational performance). The model summary reflects the results of this

phase, with a coefficient of correlation (R) of 0.838 and a coefficient of determination (R^2) of 0.702. These values indicate that the five leadership emotional intelligence variables accounted for 70.2% of the variation in organizational performance. The model's goodness of fit was confirmed by the F-test value of 96.786 ($p < .01$), which suggested that the independent variables were significant predictors of organizational performance.

The moderating variable, organizational justice, was incorporated into the model in step 2. The explanatory power of the model was enhanced by the inclusion of organizational justice, as evidenced by the increased coefficient of correlation (R) to 0.894 and a R^2 value of 0.799. This addition accounted for 79.9% of the variation in organizational performance. The model's explanatory power was considerably enhanced by the inclusion of organizational justice, as evidenced by the F-change statistic of 97.601 ($p < .01$) and the change in R^2 of 0.096.

The final phase evaluated the impact of the interaction terms between leadership emotional intelligence variables and organizational justice on organizational performance. 82.5% of the variation in organizational performance was accounted for by the R^2 value of 0.825, which was further enhanced to 0.908 by the coefficient of correlation (R). The interaction terms were statistically significant, as evidenced by the F-change statistic of 5.883 ($p < .01$) and the change in R^2 of 0.026. This discovery implies that organizational justice does indeed have a moderating influence on the relationship between leadership emotional intelligence variables and organizational performance.

The hierarchical regression analysis established that organizational justice serves as a strong moderator, amplifying the association between leadership emotional intelligence factors and organizational performance in public universities in Western Kenya. The effect of leadership emotional intelligence on organizational performance is contingent upon the presence and degree of organizational justice inside the institution. The results corroborate prior studies that affirm the impact of organizational justice on organizational effectiveness. Das and Mohanty (2023) discovered that organizational justice positively influences leadership effectiveness and workplace harmony, hence strengthening the moderating impact identified in this study. Shahid et al. (2018) emphasized that perceptions of fairness influence the correlation between emotional intelligence and work satisfaction in universities, consistent with the findings of the present study. Yaqub et al. (2022) discovered that organizational justice did not significantly moderate the connection between employee engagement and performance at Pakistani colleges, indicating that institutional and cultural disparities may affect its moderating role.

Table 4.31: Regression Coefficients for Moderating Variable of Organizational justice

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.482	0.181		2.661	0.008
	Self-awareness	0.241	0.071	0.252	3.382	0.001
	Self-regulation	0.120	0.057	0.122	2.117	0.035
	Social skills	0.166	0.035	0.219	4.704	0.000
	Empathy	0.232	0.044	0.272	5.325	0.000
	Motivation	0.180	0.079	0.188	2.270	0.024
2	(Constant)	-0.074	0.160		-0.465	0.642
	Self-awareness	0.202	0.059	0.211	3.432	0.001
	Self-regulation	0.173	0.047	0.175	3.673	0.000
	Social skills	0.135	0.029	0.178	4.618	0.000
	Empathy	0.112	0.038	0.131	2.943	0.004
	Motivation	0.010	0.068	0.011	0.154	0.878
	Organizational justice	0.432	0.044	0.431	9.879	0.000
3	(Constant)	-6.717	1.414		-4.749	0.000
	Self-awareness	0.903	0.690	0.941	1.308	0.192
	Self-regulation	1.449	0.409	1.469	3.541	0.000
	Social skills	0.146	0.356	0.192	0.410	0.683
	Empathy	-0.206	0.446	-0.241	-0.461	0.645
	Motivation	-0.015	0.636	-0.015	-0.023	0.982
	Organizational justice	1.990	0.337	1.985	5.914	0.000
	Organizational Justice	-0.149	0.156	-1.123	-0.955	0.340
	*Self Awareness					
	Organizational Justice *	0.307	0.100	2.188	3.070	0.002
	Self regulations					
	Organizational Justice *	-0.006	0.081	-0.051	-0.076	0.939
	Social Skills					
	Organizational Justice *	0.067	0.102	0.553	0.663	0.508
	Empathy					
Organizational Justice *	0.011	0.152	0.085	0.073	0.942	
Motivation						

a. Dependent Variable: Organizational performance

Source: Field Data (2024)

The initial model, which exclusively examined leadership emotional intelligence characteristics, revealed that self-awareness, self-regulation, social skills, empathy, and motivation had substantial positive correlations with organizational performance. The coefficient for self-awareness was 0.241 ($p = 0.001$), indicating that a one-unit increase in self-awareness leads to a 0.241 improvement in organizational performance.

Correspondingly, self-regulation exhibited a coefficient of 0.120 ($p = 0.035$), social skills 0.166 ($p < 0.001$), empathy 0.232 ($p < 0.001$), and motivation 0.180 ($p = 0.024$), all signifying a favorable impact on organizational performance. The findings indicate that leadership emotional intelligence factors are substantial predictors of organizational effectiveness.

The second model, incorporating organizational justice as a predictor, revealed that organizational justice exerted a significant beneficial influence on organizational performance (coefficient = 0.432, $p < 0.001$). This affirms that organizational justice significantly impacts performance with leadership emotional intelligence characteristics. Although the leadership emotional intelligence factors continued to exhibit substantial positive correlations with organizational performance, the impact of motivation became non-significant ($p = 0.878$) upon the inclusion of organizational justice in the model.

In Model 3, the interaction between self-awareness and organizational justice did not reach statistical significance ($p > 0.05$), suggesting that organizational justice does not serve as a moderator in the relationship between self-awareness and organizational performance. This indicates that the influence of self-awareness on organizational performance tends to remain consistent, irrespective of the perceived fairness or justice of the organization.

The relationship between self-regulation and organizational justice demonstrated statistical significance ($p < 0.05$), indicating that organizational justice plays a moderating role in the connection between self-regulation and organizational performance. The affirmative nature of the coefficient suggests a direct moderating influence, indicating that as organizational justice rises, the beneficial effect of self-

regulation on organizational performance intensifies. To put it differently, although self-regulation independently contributes to organizational performance, the perception of fairness or justice within the organization may enhance the degree to which self-regulation affects performance. This may be understood as organizational justice serving as a "counterbalance" or a variable that amplifies the effect of self-regulation on performance.

The relationship between social skills and organizational justice did not yield statistically significant results ($p > 0.05$), indicating that organizational justice does not serve as a moderating factor in the connection between social skills and organizational performance. The influence of social skills on performance seems to operate independently of organizational justice, suggesting that the capacity to engage effectively with colleagues in the workplace affects performance irrespective of the perceived fairness or equity of the organization.

The relationship between empathy and organizational justice did not yield statistically significant results ($p > 0.05$), suggesting that organizational justice does not serve as a moderating factor in the connection between empathy and organizational performance. This indicates that the capacity for empathy, defined as the ability to comprehend and resonate with the emotions of others, affects performance regardless of one's views on fairness or justice within the organization.

The relationship between motivation and organizational justice was found to be statistically insignificant ($p > 0.05$), suggesting that organizational justice does not serve as a moderating factor in the connection between motivation and organizational performance. The motivational impetus of employees or leaders seems to impact

organizational performance independently of the perceived justice or fairness of the organization.

These findings were also represented in the model equation as shown in below

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 M + \beta_7 X_1 M + \beta_8 X_2 M + \beta_9 X_3 M + \beta_{10} X_4 M + \beta_{11} X_5 M + \varepsilon$$

$$Y = -6.717 + 0.903 + 1.49 + 0.146 - 0.206 - 0.015 + 1.990 - 0.149 + 0.307 - 0.006 + 0.067 + 0.011$$

Where Y is the organisational performance in public universities in Western region Kenya. (**Dependent Variable**)

X₁ is the self-awareness (**Independent Variable**)

X₂ is the self-regulation (**Independent Variable**)

X₃ is the social skills (**Independent Variable**)

X₄ is the empathy (**Independent Variable**)

X₅ is the motivation (**Independent Variable**)

M is the organizational justice (**Moderating Variable**)

The results indicate a statistically significant moderating influence of organizational justice on the connection between self-regulation and organizational performance, whereas other dimensions of emotional intelligence, including self-awareness, social skills, empathy, and motivation, do not demonstrate notable moderation effects. The relationship between self-regulation and organizational justice demonstrated statistical significance ($p < 0.05$), suggesting that leaders who exercise self-regulation tend to excel when they perceive equity in decision-making and the distribution of

resources. This conclusion is corroborated by the work of Zhang et al. (2020), which demonstrates that organizational justice significantly improves the efficacy of self-regulated leaders through the cultivation of trust and the mitigation of uncertainty. In a similar vein, Khan et al. (2019) illustrated that perceptions of fairness enhance the beneficial impacts of self-regulation on job performance, especially within high-stress contexts. Nonetheless, certain recent studies challenge this conclusion. For instance, Nguyen et al. (2021) discovered that self-regulation constitutes a consistent characteristic that influences performance irrespective of external elements such as organizational justice. Their research indicates that individuals with high levels of self-regulation exhibit stable performance across varying environments, thereby questioning the moderating influence of justice.

The relationship between self-awareness and organizational justice did not yield statistically significant results ($p > 0.05$), suggesting that self-awareness affects organizational performance without being contingent upon perceptions of fairness. This discovery is consistent with the work of Görgens-Ekermans and Brand (2021), who identified self-awareness as a vital determinant of leadership effectiveness, irrespective of the organizational context or perceptions of justice. In a similar vein, Schutte and Loi (2021) illustrated that leaders possessing self-awareness exhibit superior adaptability to challenges, regardless of external fairness considerations. Conversely, Kim and Beehr (2022) discovered that self-awareness plays a role in the interaction with organizational justice, thereby affecting employee engagement and performance. Their research indicates that individuals with heightened self-awareness exhibit greater sensitivity to perceptions of justice, thereby challenging the prevailing findings. This

discrepancy could stem from variations in the methodologies employed to assess self-awareness or the particular outcomes that were scrutinized.

The relationship between social skills and organizational justice did not yield statistically significant results ($p > 0.05$), indicating that interpersonal effectiveness and teamwork enhance performance irrespective of perceptions of fairness. This is consistent with the findings of Côté et al. (2021), which indicate that social skills, including conflict resolution and collaboration, are advantageous across various organizational settings. In a similar vein, Barsade and Knight (2021) posited that social skills play a pivotal role in enhancing team performance, independent of the factors related to organizational justice. Rupp et al. (2020) discovered that social skills demonstrate greater efficacy in environments characterized by high levels of justice, as the presence of fairness cultivates trust and cooperation, thereby enriching interpersonal dynamics. This indicates that the interplay between social skills and performance could be influenced by contextual factors, which may account for the lack of a significant moderation effect observed in the present study.

The relationship between empathy and organizational justice did not reach statistical significance ($p > 0.05$), suggesting that an individual's capacity for understanding others positively influences performance, regardless of perceptions of fairness. This conclusion is corroborated by the work of Kock et al. (2022), which demonstrates that leaders exhibiting empathy cultivate constructive relationships and enhance team performance, irrespective of the principles of organizational justice. In a similar vein, Goleman and Boyatzis (2021) posited that empathy serves as a fundamental leadership competency, fostering improved communication and collaboration. In contrast, Skarlicki et al. (2021) discovered that empathy engages with organizational justice to

affect employee outcomes. Their research indicates that leaders who exhibit empathy tend to be more effective in environments characterized by high levels of justice, as the principle of fairness enhances the beneficial impacts of empathetic behavior. This divergence could stem from variations in the methodologies employed to assess empathy or the particular outcomes that were scrutinized. The relationship between motivation and organizational justice did not reach statistical significance ($p > 0.05$), indicating that employee motivation influences performance independently of perceptions of fairness. This is consistent with the findings of Deci et al. (2021), who posited that intrinsic motivation is influenced by internal elements such as autonomy and competence, rather than by external circumstances like fairness. In a similar vein, Locke and Latham (2020) identified that goal-setting and self-efficacy serve as fundamental catalysts for motivation and performance, irrespective of the influence of organizational justice. Colquitt et al. (2022) discovered that organizational justice strengthens the connection between motivation and performance, as a sense of fairness cultivates trust and commitment, thereby intensifying motivational outcomes. This apparent contradiction could arise from variations in the nature of motivation, whether intrinsic or extrinsic, as well as the particular performance metrics employed in the research studies.

4.8.5 Hierarchical Moderating Effect of Organizational justice on the Relationship between Leadership emotional intelligence and Organizational performance (All IVs combined)

This section elucidates the findings regarding the moderating effect of organizational justice on the interplay between leadership emotional intelligence and organizational

performance. The analysis diverges from 4.8.4 as the average of the five components of leadership emotional intelligence was calculated to produce a singular variable (leadership emotional intelligence). The research indicated that the process of examining the moderating effect encompasses three distinct stages.

Step One involved examining the impact of the independent variable, specifically the integration of leadership emotional intelligence, on the dependent variable.

The second step involved examining the influence of the independent variable, alongside the moderating variable of organizational justice, on the dependent variable.

Ultimately, the third step entailed examining the influence of the independent variable, the moderating variable, and the interaction term (the product of the independent and moderating variables) on the dependent variable. The moderating effect is observed when the interaction's influence is substantial in the subsequent step.

The three steps involved in hierarchical regression analysis for moderating effect were written as:

$$\text{Step One: } Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

$$\text{Step Two: } Y = \beta_0 + \beta_1 X_1 + \beta_2 M + \varepsilon$$

$$\text{Step Three: } Y = \beta_0 + \beta_1 X_1 + \beta_2 M + \beta_3 X_1 * M + \varepsilon$$

Where,

β_0 represented Constant Term,

β_i ; $i = 1$ to 3 is the regression coefficients which measured the change induced on the study variables.

X_1 = Leadership emotional intelligence

M = Organizational justice;

$X_1 * M$ = Interaction term between Leadership emotional intelligence and Organizational justice;

Y = Organizational performance and;

ε = Error/disturbance.

The relevant results are summarized in Table 4.32

Table 4.32: Model Summary for Moderating Variable of Organizational justice

Model	R	Change Statistics							
		R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F	df1	df2	Sig. F Change
1	.835 ^a	.697	.696	.229040	.697	481.683	1	209	.000
2	.892 ^b	.796	.794	.188642	.098	100.100	1	208	.000
3	.897 ^c	.804	.802	.185023	.009	9.218	1	207	.003

a. Predictors: (Constant), Leadership emotional intelligence

b. Predictors: (Constant), Leadership emotional intelligence, Organizational justice

c. Predictors: (Constant), Leadership emotional intelligence, Organizational justice, Leadership emotional intelligence*Organizational justice

Source: Field Data (2024)

Table 4.32 indicates that Model 1 reveals a regression analysis of the independent variable, leadership emotional intelligence, concerning organizational performance, resulting in a R^2 value of 0.697. This signifies that the emotional intelligence of leadership explained 69.7% of the variance in the dependent variable. Furthermore, in Model 2, the results indicated that the incorporation of organizational justice as a moderating variable exhibited a significant and combined relationship between the independent variable and the moderating variable regarding the organizational performance of public universities in Western Kenya. $p < 0.05$. The R^2 increased from 0.697 (69.7%) to 0.796 (79.6%), reflecting an addition of 0.098 (9.8%) to the model.

Model 3 seeks to investigate the degree to which organizational justice affects the relationship between leadership emotional intelligence and the performance of public universities in Western Kenya. The interaction terms between the independent variable and the moderator, namely Organizational Justice, were integrated into the regression model, yielding a R square value of 0.804. This signified an increase of 0.9% in the final R square, implying a potentially substantial moderating influence of organizational justice on the link between leadership emotional intelligence and organizational performance in public colleges in Western Kenya.

Table 4.33: Regression Coefficients for Moderating Variable of Organizational justice

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
1 (Constant)	.442	.178		2.485	.014
Leadership emotional intelligence (LEI)	.948	.043	.835	21.947	.000
2 (Constant)	-.034	.154		-.218	.827
LEI	.636	.047	.560	13.451	.000
Organizational Justice (OJ)	.418	.042	.417	10.005	.000
3 (Constant)	.719	.290		2.477	.014
LEI	.438	.080	.386	5.477	.000
OJ	.266	.065	.265	4.112	.000
LEI*OJ	.041	.013	.311	3.036	.003

a. Dependent Variable: Organizational Performance

Source: Field Data (2024)

The findings presented in Table 4.33 reveal the coefficient associated with the moderating effect of organizational justice on the interplay between leadership emotional intelligence—encompassing all five independent variables—and the

organizational performance of public universities in Western Kenya. In model 1, which included leadership emotional intelligence, the B coefficient is 0.948, $p=0.00$, indicating that a unit increase in leadership emotional intelligence would lead to a significant increase in organizational performance by 0.948 units. In model 2, the introduction of organizational justice yielded a B coefficient of 0.636 for leadership emotional intelligence, with a significance level of $p=0.000$, while organizational justice itself presented a B coefficient of 0.418, also with $p=0.000$. This posits that a unit increase in organizational justice would lead to a significant increase in organizational performance by 0.418 units. In model 3, upon the inclusion of organizational justice interaction leadership emotional intelligence, the B coefficient for leadership emotional intelligence was found to be 0.438 ($p=0.000$), while for organizational justice it was 0.266 ($p=0.000$). Additionally, the interaction of organizational justice and leadership emotional intelligence yielded a coefficient of 0.041 ($p=0.003$). This hypothesis suggests that a single unit increase in organizational justice would result in a 0.041 unit enhancement in the impact of leadership emotional intelligence on the organizational performance of public universities in Western Kenya. This suggests that the concept of organizational justice plays a crucial role in moderating the connection between leadership emotional intelligence and the performance of public universities in Western Kenya. The model equation presented below also encapsulates these findings.

$$Y=0.442+0.948X_1$$

$$Y=-0.034+0.636X_1+0.4181M$$

$$Y=0.719+0.438X_1+0.266M+0.041X_1M$$

Where Y is the organizational performance of public universities in Western Kenya

(Dependent Variable)

X₁ is the Leadership emotional intelligence **(Independent Variable)**

M is the organizational justice **(Moderating Variable)**

Table 4.34: Null Hypothesis

Hypotheses	Verdict
H₀₁: Self awareness has no significant influence on organisational performance in public universities in Western region Kenya	Reject
H₀₂: Self regulation has no significant influence on organisational performance in public universities in Western region Kenya.	Reject
H₀₃: Social skills have no significant influence on organisational performance in public universities in Western region Kenya.	Reject
H₀₄: Empathy has no significant influence on organisational performance in public universities in Western region Kenya.	Reject
H₀₅: Motivation has no significant influence on organisational performance in public universities in Western region Kenya.	Reject
H₀₆: Organisational justice has no significant moderating influence on the relationship between leadership emotional intelligence and organisational performance in public universities in Western region Kenya.	Reject

Source: Field Data (2024)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter encapsulates the principal findings of the study and draws conclusions regarding the impact of leadership emotional intelligence on the organizational performance of public universities in the Western region of Kenya. Ultimately, the chapter delineates suggestions for further inquiry while also articulating the study's implications for policy, theory, and practice, thereby contributing to the advancement of knowledge concerning the philosophical orientation of the research.

5.2 Summary of the Findings

The objective of the study was to examine the influence of leadership emotional intelligence on organisational performance in public universities in Western region Kenya. From this general objective, this study aimed to identify the influence of self-awareness, self-regulation, social skills, empathy on organisational performance in public universities in Western region Kenya. and to determine the moderating influence of organizational justice on the relationship between leadership emotional intelligence and organisational performance in public universities in Western region Kenya.

5.2.1 Influence of Self Awareness on Organisational Performance in Public Universities in Western Region Kenya.

The study's descriptive analysis revealed that self-awareness is highly rated among employees in public universities in Western Kenya. Respondents demonstrated a strong awareness of their strengths and weaknesses, the impact of emotions on performance,

and openness to feedback, with an overall mean score of 4.04. However, some areas, such as actively seeking feedback and maintaining confidence in interactions, require improvement. The findings suggest that self-awareness plays a crucial role in shaping professional conduct, emotional intelligence, and workplace performance.

The simple linear regression results indicated a strong positive relationship between self-awareness and organizational performance, with an r -value of 0.725 and an R^2 value of 0.525. This implies that self-awareness accounts for 52.5% of the variation in organizational performance. The regression model was statistically significant ($F = 231.261$, $p = 0.000$), and the standardized coefficient ($\beta = 0.725$) showed that self-awareness has a substantial impact on organizational performance. Furthermore, multiple regression analysis confirmed that self-awareness remained a significant predictor of organizational performance even when controlling for other emotional intelligence components, with $\beta = 0.241$ and $p = 0.001$. These findings align with previous studies, affirming the positive influence of self-awareness on workplace performance.

5.2.2 Influence of Self Regulation on Organisational Performance in Public Universities In Western Region Kenya.

The descriptive analysis indicated that self-regulation is a crucial attribute among employees in public universities in Western Kenya. Respondents generally agreed that they could manage emotions, adapt to changes, and stay composed in frustrating situations, with an overall mean score of 4.15. However, 42.7% strongly agreed and 45% agreed that they struggled with emotional regulation, highlighting an area for improvement. Most respondents (52.1% agreed, 37.9% strongly agreed) indicated

they could adapt to new changes within the university, while 51.2% agreed and 39.8% strongly agreed that they could handle multiple demands effectively. Nevertheless, a smaller percentage (22.3% strongly agreed, 50.7% agreed) reported maintaining focus under pressure, suggesting that stress management is a challenge for some employees.

The simple linear regression analysis established a moderate positive correlation ($R = 0.612$) between self-regulation and organizational performance. With an R^2 value of 0.375, self-regulation accounted for 37.5% of the variation in organizational performance. The regression model was statistically significant ($F = 125.181$, $p = 0.000$), and the standardized coefficient ($\beta = 0.612$) indicated that self-regulation positively influences performance, though not as strongly as some other factors. Multiple regression analysis further confirmed that self-regulation remained a significant predictor of organizational performance ($\beta = 0.120$, $p = 0.035$), even when other emotional intelligence components were controlled. These findings suggest that self-regulation contributes to organizational success, particularly in maintaining a stable and efficient work environment.

5.2.3 Influence of social skills on Organisational Performance in Public Universities in Western Region Kenya.

The descriptive analysis revealed that social skills are essential for effective collaboration and communication in public universities in Western Kenya.

Encouraging open communication and debates was the most highly rated aspect, with a mean score of 4.50, indicating strong agreement among respondents. Active listening, understanding non-verbal cues, and interpreting emotions through tone were also well-rated, with mean scores of 4.33, 4.02, and 4.18, respectively. However,

maintaining a cooperative work atmosphere (mean = 3.73) and handling difficult people with diplomacy (mean = 3.91) were areas with slightly lower scores, suggesting that conflict resolution and teamwork dynamics require improvement. The aggregate mean score of 4.08 suggests that, while social skills are generally strong, certain aspects need further enhancement.

The simple linear regression analysis showed a moderate positive correlation ($R = 0.579$) between social skills and organizational performance, with an R^2 value of 0.336, meaning social skills explain 33.6% of the variation in organizational performance. The regression model was statistically significant ($F = 105.640$, $p = 0.000$), confirming that social skills play a crucial role in enhancing performance. The standardized coefficient ($\beta = 0.579$) indicates that improved social skills contribute to better organizational outcomes. Multiple regression analysis further confirmed that social skills remained a significant predictor of organizational performance ($\beta = 0.166$, $p = 0.000$), even when controlling for other emotional intelligence factors. These findings align with studies emphasizing the role of social skills in teamwork, service delivery, and institutional effectiveness.

5.2.4 Influence of Empathy on Organisational Performance in Public Universities in Western Region Kenya.

The descriptive analysis revealed that empathy is a key emotional intelligence trait among respondents in public universities in Western Kenya. The highest-rated aspect was detecting differences between people's feelings and behaviors, with a mean score of 4.56, indicating strong agreement among respondents. Other highly rated areas included being approachable for discussions (mean = 4.19), seeing things from others'

perspectives (mean = 4.21), and assisting others in difficult situations (mean = 4.25). However, balancing personal tasks while supporting others (mean = 4.03) and offering support proactively (mean = 4.00) received slightly lower ratings, suggesting areas for improvement. The overall aggregate mean score of 4.2 demonstrates that while empathy is generally strong, some individuals may struggle with balancing personal responsibilities and extending support when needed.

The simple linear regression analysis revealed a strong positive correlation ($R = 0.681$) between empathy and organizational performance, with an R^2 value of 0.464, meaning empathy explains 46.4% of the variation in organizational performance. The regression model was statistically significant ($F = 181.058$, $p = 0.000$), confirming that empathy plays a crucial role in enhancing performance. The standardized coefficient ($\beta = 0.681$) indicates that employees with high empathy levels contribute significantly to improved organizational outcomes. Multiple regression analysis further confirmed that empathy remained a significant predictor of organizational performance ($\beta = 0.232$, $p = 0.000$), even when controlling for other emotional intelligence factors. These findings align with studies emphasizing empathy's role in fostering teamwork, communication, and overall institutional effectiveness.

5.2.5 Influence Of Motivation On Organisational Performance In Public Universities In Western Region Kenya.

The descriptive analysis revealed that motivation plays a crucial role in influencing organizational performance among employees in public universities in Western Kenya. The highest-rated motivation factors included making personal sacrifices to meet higher goals (mean = 4.23), determination in achieving goals despite setbacks (mean = 4.17),

and the ability to change ineffective methods (mean = 4.13). However, aspects such as self-motivation when feeling low (mean = 3.91) and looking at setbacks objectively (mean = 3.97) were rated slightly lower, suggesting that some respondents struggle with maintaining internal motivation and managing setbacks constructively. The aggregate mean score of 4.08 indicates that while motivation is generally high among employees, certain areas such as resilience and self-driven persistence need improvement.

The simple linear regression analysis showed a strong positive correlation ($R = 0.681$) between motivation and organizational performance, with an R^2 value of 0.464, indicating that motivation accounts for 46.4% of the variation in organizational performance. The regression model was statistically significant ($F = 181.058$, $p = 0.000$), confirming that motivation has a significant impact on performance. The standardized coefficient ($\beta = 0.681$) further supported the importance of motivation in enhancing workplace outcomes. The multiple regression analysis found that even when controlling for other factors such as self-awareness, self-regulation, social skills, and empathy, motivation remained a significant predictor of organizational performance ($\beta = 0.180$, $p = 0.024$). These results emphasize that motivated employees contribute positively to university performance, particularly when they are driven by goal achievement and continuous learning.

5.2.6 Influence of Organisational Justice on The Relationship Between Leadership Emotional Intelligence And Organisational Performance In Public Universities In Western Region Kenya

The descriptive analysis of organizational justice in public universities revealed high levels of perceived fairness, procedural transparency, and respectful treatment among employees. The highest-rated aspects included performance evaluation based on merit (mean = 4.40), procedures being free of bias (mean = 4.31), and information tailored to employees' needs (mean = 4.28). However, areas such as accurate performance appraisal (mean = 3.90) and leadership refraining from improper remarks (mean = 3.98) scored slightly lower, indicating some concerns regarding appraisal accuracy and communication. The aggregate mean score of 4.15 suggests that while organizational justice is perceived positively, improvements in performance evaluation and leadership communication are necessary.

The hierarchical regression analysis confirmed that organizational justice moderates the relationship between leadership emotional intelligence (self-awareness, self-regulation, social skills, empathy, and motivation) and organizational performance. The results showed that leadership emotional intelligence alone explained 70.2% of the variance in organizational performance ($R^2 = 0.702$). Adding organizational justice increased the explanatory power to 79.9% ($R^2 = 0.799$), and including interaction terms further improved it to 82.5% ($R^2 = 0.825$). The significant interaction between self-regulation and organizational justice suggests that higher perceived fairness strengthens the positive impact of self-regulation on performance. However, the interactions between organizational justice and self-awareness, social skills, empathy, and motivation were not statistically significant, implying that these factors influence performance independently of organizational justice perceptions.

5.3 Conclusions

The study concludes that self-awareness is a critical determinant of organizational performance in public universities. Employees who exhibit high self-awareness are more likely to manage their emotions effectively, seek feedback for improvement, and maintain professional relationships, all of which contribute to institutional success. Given the strong correlation between self-awareness and performance, fostering self-awareness can significantly enhance overall organizational efficiency and effectiveness.

The study concludes that self-regulation significantly impacts organizational performance in public universities in Western Kenya. Employees who can regulate their emotions, stay composed under pressure, and adapt to changes contribute to a more stable and efficient work environment. While self-regulation plays a crucial role, some employees still struggle with emotional control and stress management, indicating a need for further support and training.

The study concludes that social skills significantly influence organizational performance in public universities in Western Kenya. Employees who possess strong communication abilities, active listening skills, and conflict resolution techniques contribute to a more effective and cooperative work environment. However, areas such as fostering a friendly workplace and managing difficult interactions require further attention. Enhancing these skills can lead to improved teamwork, productivity, and overall institutional success.

The study concludes that empathy significantly influences organizational performance in public universities in Western Kenya. Employees who demonstrate strong empathy contribute to a more inclusive, supportive, and collaborative work environment. The

ability to understand and address colleagues' emotions enhances teamwork, communication, and overall productivity. However, some areas, such as balancing personal tasks with supporting others and proactively offering help, require further attention.

The findings indicate that organizational justice plays a crucial role in enhancing the effect of leadership emotional intelligence on organizational performance in public universities. Specifically, fairness and procedural justice strengthen the impact of self-regulation on performance, reinforcing the need for fair policies and ethical leadership. However, organizational justice does not significantly moderate the influence of self-awareness, social skills, empathy, and motivation, suggesting that these emotional intelligence components independently contribute to performance.

5.4. Recommendations

Public universities should invest in professional development programs focusing on self-awareness training. This could include leadership coaching, emotional intelligence workshops, and structured feedback mechanisms to help employees recognize their strengths, manage emotions, and improve interactions. Encouraging a culture of self-reflection and feedback will further enhance organizational performance and contribute to a more productive work environment.

Public universities should implement professional development programs focused on emotional intelligence and self-regulation training. This can include stress management workshops, resilience-building initiatives, and leadership coaching to enhance employees' ability to manage emotions and adapt to changing work environments.

Encouraging a culture of self-discipline and emotional control will contribute to improved organizational performance and workplace harmony.

Public universities should invest in training programs focused on communication, conflict resolution, and teamwork development. Leadership workshops, mentorship programs, and peer collaboration initiatives should be introduced to enhance social skills among staff members. Encouraging open communication and fostering a cooperative work environment will strengthen organizational performance and create a more engaged and motivated workforce.

Public universities should invest in training programs that enhance empathy skills, including active listening, emotional intelligence, and conflict resolution. Leadership development initiatives should emphasize the importance of empathetic communication in fostering teamwork and organizational success. Additionally, universities should create a supportive work culture that encourages collaboration and peer mentoring, ensuring that empathy is integrated into daily professional interactions to improve overall performance.

The study concludes that motivation significantly influences organizational performance in public universities in Western Kenya. Employees who demonstrate a strong sense of determination, adaptability, and a willingness to go beyond required tasks tend to enhance institutional effectiveness. However, challenges such as self-motivation during low moments and objectivity in handling setbacks need to be addressed to ensure sustained performance improvement.

Public universities should implement motivational strategies, such as recognition programs, professional development opportunities, and performance-based rewards, to sustain high motivation levels among employees. Additionally, institutions should provide resilience-building and stress-management training to help employees maintain self-motivation and effectively manage setbacks. Creating a work environment that encourages personal growth and goal-setting will further enhance employee commitment and, consequently, improve overall organizational performance.

Public universities should enhance organizational justice by refining performance appraisal systems, ensuring transparency in decision-making, and fostering open communication between leadership and staff. Training programs on ethical leadership and unbiased evaluation processes should be implemented to improve procedural fairness and leadership communication. Additionally, since self-regulation is particularly influenced by perceived fairness, institutions should create policies that encourage emotional discipline and equitable treatment to maximize its positive effect on performance.

5.5 Contribution to Theory, Policy, Practice and Knew Knowledge

This research is anticipated to provide a substantial contribution to the theoretical, policy, and practical dimensions within the realm of human resource management.

5.5.1 Theoretical implications

The study was guided by the Mayer & Salovey Model of Emotional Intelligence, which emphasizes the ability to perceive, understand, manage, and regulate emotions. The

results confirm that leadership emotional intelligence plays a crucial role in organizational performance, particularly through self-regulation and motivation. However, the study extends the model by highlighting the moderating role of organizational justice, showing that fairness in procedures and leadership actions enhances the impact of emotional intelligence on performance. This finding enriches the emotional intelligence framework by incorporating contextual organizational factors that shape leadership effectiveness.

Additionally, the study aligns with Equity Theory and Social Exchange Theory, which propose that fair treatment fosters positive employee attitudes and behaviors. The results validate the assumption that when employees perceive fairness, they are more engaged and productive, particularly in environments that demand emotional regulation. Furthermore, the research supports Expectancy Theory, as it demonstrates that employees who perceive organizational justice are more likely to be motivated and contribute to performance improvements. By integrating these theories, the study offers a comprehensive framework that links emotional intelligence, fairness, and motivation in driving organizational success.

5.5.2 Practice Implications

The study provides actionable insights for university management and human resource professionals in fostering leadership emotional intelligence and strengthening organizational justice. The findings highlight the importance of developing self-awareness, self-regulation, and empathy among university leaders to create a more productive work environment. Training programs focusing on emotional intelligence

can improve decision-making, enhance conflict resolution skills, and promote a culture of collaboration, ultimately boosting organizational performance.

Moreover, the research underscores the need to prioritize fairness in performance evaluations, promotions, and leadership interactions. University leaders should implement transparent policies that ensure equal opportunities for professional growth. Encouraging open communication, offering constructive feedback, and providing fair dispute resolution mechanisms will help create a workplace where employees feel valued and motivated to contribute to institutional goals.

5.5.3 Policy Implications

The findings support the need for policy frameworks that integrate emotional intelligence and organizational justice into leadership training, recruitment, and performance evaluation systems. Public universities should develop structured policies that assess emotional intelligence competencies in leadership selection processes. Institutional policies should also emphasize ethical leadership, equitable treatment, and clear communication channels, ensuring that employees perceive fairness in decision-making processes.

Additionally, university administrations and government agencies should institutionalize employee development programs that promote emotional intelligence and fairness in management practices. Policies on workplace ethics, psychological safety, and employee well-being should be reinforced to foster a supportive and high-performing institutional culture. By incorporating emotional intelligence into

leadership policies, public universities can enhance leadership effectiveness, improve staff morale, and ultimately contribute to better organizational outcomes.

5.5.4 New Knowledge Generated

This PhD thesis makes significant contributions to Human Resource Management (HRM) by integrating leadership emotional intelligence (EI) and organizational justice (OJ) as key drivers of organizational performance in public universities. Unlike previous studies that treat EI and OJ separately, this research establishes organizational justice as a moderating factor that enhances the impact of leadership emotional intelligence on performance. The findings reveal that self-regulation and motivation have the strongest direct influence on performance, while social skills and empathy contribute indirectly. Additionally, the study introduces a hierarchical approach to EI competencies, demonstrating that justice amplifies the effectiveness of emotionally intelligent leadership rather than acting as a direct predictor of performance. This novel perspective shifts the focus from simply ensuring fairness in HR practices to leveraging justice as a strategic tool for leadership effectiveness.

Furthermore, the study provides empirical evidence linking EI to university performance, offering a new conceptual framework for HRM in public sector institutions. By validating EI models in non-commercial settings, the research expands their applicability beyond corporate environments, emphasizing their relevance in bureaucratic and resource-constrained institutions like public universities. Practical HRM interventions recommended include EI-based leadership training, justice audits, and structured coaching programs to enhance leadership effectiveness. Ultimately, this research provides quantifiable proof that developing emotionally intelligent leadership

within academia can significantly improve decision-making, faculty engagement, and overall institutional success, reinforcing the need for structured HR policies that prioritize EI development.

5.6 Suggestion for Further Studies

While this study successfully met its aim concerning the impact of leadership emotional intelligence on organizational performance in public universities in the Western region of Kenya, several avenues for additional research arise from the study's scope, methodology, and findings. Initially, while the findings are applicable to public universities, they do not extend to private institutions. This suggests that subsequent research should concentrate on private universities or that a comparative analysis should be undertaken.

In light of the findings, five independent variables accounted for as much as 70.2% of the variations observed in organizational performance within public universities in the Western region of Kenya. Consequently, the study advocates for future research to explore additional variables related to leadership emotional intelligence.

It is evident that organizational justice as a moderator significantly moderated the relational between leadership emotional intelligence and organisational performance, this discourse, is not conclusive and further studies should investigate whether, these interactions can have significant effect on other aspects educational outcomes beyond selected organizational outcomes used in this study.

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APPENDICES I: INTRODUCTION LETTER

Dear
Sir/Madam,

RE: INTRODUCTION

My names are Priscah Avion Luchivisi a Postgraduate Student at Masinde Muliro University of Science and Technology, in the School Of Business Administration. I am currently carrying out a study on “Leadership Emotional Intelligence, Organisational Justice and organisational Performance in Public Universities Western Region, Kenya” as a partial fulfillment of my Degree of Doctor of Philosophy in Business Administration in Human Resource Management.

I therefore humbly request your few minutes in filling the attached questionnaire to the best of your knowledge. The information given will be handled confidentially, and will only be used exclusively for academic purposes.

Your
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APPENDIX II: QUESTIONNAIRE

Dear Participants,

Kindly fill this questionnaire. Information obtained from the study will be treated with utmost confidentiality and strictly used for academic purposes only. Your cooperation will be highly appreciated. Please answer the questions as objective as possible as your contributions will be highly valuable to this study. You are kindly requested **NOT** to write your name on the questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

Please indicate your responses to items below by ticking for each of the statements below.

1. What is your age bracket?
 - a) 31-40 years[]
 - b) 41-50 years[]
 - c) 51-60 years[]
 - d) Above 60 years[]
2. What is your gender?
 - a) Male []
 - b) Female []
3. What is your highest level of education?
 - a) Certificate []
 - b) Diploma[]
 - c) Degree []
 - d) Master Degree []
 - e) PHD[]

f) Any Other

4. What is your title scale in the university?

a) Graduate Assistant []

b) Assistant Lecturers []

c) Lecturers []

d) Senior Lecturers []

e) Associate Professors []

f) Professors []

SECTION B: LEADERSHIP EMOTIONAL INTELLIGENCE

Part I: Self Awareness

Kindly indicate your level of agreement on the following statements on self awareness. Kindly tick as appropriate where 1 = strongly disagree, 2 =disagree, 3 = fairly agree, 4 = agree and 5 = strongly agree.

Sno	Statements on Self awareness	5	4	3	2	1
1	My supervisor is aware of his/her strengths and weaknesses					
2	My supervisor is aware that his/her feelings affect his performance					
3	My supervisor is open to feedback					
4	My supervisor encourages feedback as it improves performance					
5	My supervisor always meet deadlines					
6	My supervisor can quickly realize when he/she is losing temper					
7	My supervisor strive to build professional networks at work					
8	my supervisor has confidence in interacting with others					

Part II: Self Regulation

Kindly indicate your level of agreement on the following statements on self regulation. Kindly tick as appropriate where 1 = strongly disagree, 2 =disagree, 3 = fairly agree, 4 = agree and5 = strongly agree.

Sno	Statements on Self Regulation	5	4	3	2	1
1	My supervisor usually find it difficult to regulate his/her emotions					
2	My supervisor can keep himself/herself positive and composed in frustrating situations					
3	My supervisor keep calm even when change occurs abruptly					
4	My supervisor smoothly handle several demands, shifting priorities and rapid change					
5	My supervisor is always ready to adapt to new changes that arise in the university					
6	My supervisor remain focused and think clearly under pressure					
7	My supervisor can control himself/herself when he/she hears bad news					
8	My supervisor manage his/her impulsive feelings well					

Part III: Social Skills

Kindly indicate your level of agreement on the following statements on social skills. Kindly tick as appropriate where 1 = strongly disagree, 2 =disagree, 3 = fairly agree, 4 = agree and5 = strongly agree.

Sno	Statements on Social Skills	5	4	3	2	1
1	My supervisor promotes open communication and encourage open debates					
2	It's easy for my supervisor to understand non verbal messages of others					
3	My supervisor is skilled at the art of active listening					
4	My supervisor can tell how others are feeling by listening to their tone					
5	My supervisor make and maintain personal friendships at work					
6	My supervisor promotes a friendly and cooperative work atmosphere					
7	My supervisor can handle difficult people and situations with diplomacy					
8	My supervisor is able to influence and inspire my colleagues					

Part IV: Empathy

Kindly indicate your level of agreement on the following statements on empathy. Kindly tick as appropriate where 1 = strongly disagree, 2 =disagree, 3 = fairly agree, 4 = agree and5 = strongly agree.

Sno	Statements on Empathy	5	4	3	2	1
1	My supervisor can easily detect the difference between other people's feelings and behaviour					
2	People find it comfortable to discuss their problems with my supervisor					
3	My supervisor is able to balance his/her individual own tasks with supporting others					
4	My supervisor find it easy to see things from another person's perspective					
5	My supervisor is sensitive to the feelings of others					
6	My supervisor enjoy cooperating with others in accomplishing a task					
7	My supervisor help others in coming out of difficult situations					
8	My supervisor easily extent support and advice to others when needed					

Part V: Motivation

Kindly indicate your level of agreement on the following statements on motivation. Kindly tick as appropriate where 1 = strongly disagree, 2 =disagree, 3 = fairly agree, 4 = agree and5 = strongly agree.

Sno	Statements on Motivation	5	4	3	2	1
1	My supervisor is determined in achieving goals despite setbacks					
2	My supervisor make personal sacrifices to meet higher goals					
3	My supervisor is able to change the way of doing things when current methods are not working					
4	My supervisor look at setbacks objectively					
5	My supervisor pursue goals beyond what is required					
6	My supervisor can always motivate himself/herself when he/she feels low					
7	My supervisors continuously learn to improve his/her work results					
8	My supervisor constantly strive to improve performance					

SECTION C: ORGANISATIONAL JUSTICE

Kindly indicate your level of agreement on the following statements on Organisational Justice. Kindly tick as appropriate where 1 = strongly disagree, 2 =disagree, 3 = fairly agree, 4 = agree and5 = strongly agree.

Sno	Statements on Organisational Justice	5	4	3	2	1
1	My performance evaluation is warranted based on my performance					
2	The appraisal of my performance provides an appropriate assessment of the task I accomplished.					
3	Procedures employed in my organisation are free of bias					
4	I can express my feelings and views about the procedures in my organisation					
5	Overly, I am treated with dignity and respect					
6	The leadership in my organisation refrains from improper comments and remarks					
7	Information is tailored to my specific needs in my organisation					
8	The procedures in my organization are thoroughly explained					

SECTION C: ORGANISATIONAL PERFORMANCE

Kindly indicate your level of agreement on the following statements on Organizational Performance. Kindly tick as appropriate where 1 = strongly disagree, 2 =disagree, 3 = fairly agree, 4 = agree and5 = strongly agree.

Sno	Statements on Organizational Performance	5	4	3	2	1
1	Graduation rate has increased in my organisation in the last one year					
2	I am satisfied with the graduation rate in my organisation					
3	My organisation has increased the number of research publication					
4	My organisation has increased research funding to increase research output					
5	My organisation has ensured customers are satisfied with services offered					
6	My organisation treats customer complaints as priority					
7	Myorganisation has met all the targets set in the performance contract					
8	Myorganisation provides a conducive environment for employees to meet its goals					

The End.

Thank you for your cooperation

APPENDIX III: INTERVIEW SCHEDULE FOR DVCs AND REGISTRAR

1) Self-Awareness:

- a. Comment on the self-awareness of the teaching staff in your university
- b. Are you satisfied with their self-awareness, say why

2) Self-regulation:

- a. Are there instances where faculty members are stressed with workload and other responsibilities within the university
- b. Are you satisfied with teaching staff self-regulation

3) Social Skills

- a. Are there incidences where teaching staff handle conflicts or difficult interactions with colleagues and students?
- b. Are you satisfied with the why faculty members handle conflicts or difficult interactions with colleagues and students?

4) Empathy

- a. Do you think teaching staff are sensitive to the feelings and perspectives of their students and colleagues,
- b. How do you ensure that teaching staff are sensitive to the feelings and perspectives of their students and colleagues?

5) Motivation

- a. Comment on the motivation of the teaching staff in your university
- b. Are you satisfied with their motivation, say why

6) Organizational Justice

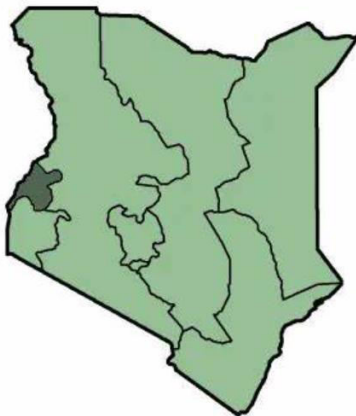
- a. Do you think teaching staff in your university perceive to be treated fairly, respectfully and with dignity
- b. How do you ensure that teaching staff feel treated with dignity and respect in their roles?

7) Organizational Performance

In general, how has your organization performed in terms of:

- a) Student enrolment
- b) Graduation rate
- c) Research Output

APPENDIX IV: STUDY MAP





APPENDIX V: NACOSTI PERMITS


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **N04873** Date of Issue: 16/August/2024

RESEARCH LICENSE



This is to Certify that Ms. Priscah Luchvisi Avion of Musinde Muliro University of Science and Technology, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Bungoma, Busia, Kakamega, Vihiga on the topic: Leadership Emotional Intelligence, Organisational Justice and Organisational Performance in Public Universities Western Region, Kenya for the period ending : 16/August/2025.

License No: NACOSTI/P/24/39036

N04873
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

See overleaf for conditions

National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to ensure and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to

The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:

- i. Endanger national security
- ii. Adversely affect the lives of Kenyans
- iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
- iv. Result in exploitation of intellectual property rights of communities in Kenya
- v. Adversely affect the environment
- vi. Adversely affect the rights of communities
- vii. Endanger public safety and national cohesion
- viii. Plagiarize someone else's work

The License is valid for the proposed research, location and specified period.

The license and any rights thereunder are non-transferable

The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.

The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.

Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.

The License does not give authority to transfer research materials.

The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.

The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.

The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.

Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.

The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.

The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.

Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation (NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

**APPENDIX VI: INSTITUTIONAL SCIENTIFIC AND ETHICS REVIEW
COMMITTEE**



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

Tel: 056-31375

Fax: 056-30153

E-mail: ierc@mmust.ac.ke

Website: www.mmust.ac.ke

P. O. Box 190,
50100.

Kakamega,
KENYA

Institutional Scientific and Ethics Review Committee

REF: MMU/COR: 40312 Vol 6(01)

Date: January 09th, 2025

To: Ms. Priscah Avion Luchivisi

Dear Ms. Luchivisi

RE: Leadership Emotional Intelligence, Organisational Justice and Organisational Performance in Public Universities Western Region, Kenya.

This is to inform you that the *Masinde Muliro University of Science and Technology Institutional Scientific and Ethics Review Committee (MMUST-ISERC)* has reviewed and approved your above research proposal. Your application approval number is **MMUST/ ISERC/002/2025**. The approval covers for the period *January 09th, 2025 to January 09th, 2026*.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by **MMUST-ISERC**.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **MMUST-ISERC** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **MMUST-ISERC** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to **MMUST-ISERC**.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed

Yours Sincerely,

Prof. Gordon Nguka (PhD)

Chairperson, Institutional Scientific and Ethics Review Committee

Copy to:

- The Secretary, National Bio-Ethics Committee
- Vice Chancellor
- DVC (PR&I)

APPENDIX VII: RESEARCH APPROVAL



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: directordps@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

6th August, 2024

Priscah Avion Luchivisi
PBA/H/01-70568/2021
P.O. Box 190-50100,
KAKAMEGA.

Dear Ms. Luchivisi

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your PhD proposal entitled "*Leadership Emotional Intelligence, Organizational Justice and Organizational Performance in Public Universities Western Region, Kenya*" and appointed the following as supervisors:

1. Prof. Robert Egessa - SOBE, MMUST
2. Dr. Jackline Odera - SOBE, MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Business and Economics Graduate Studies Committee and Chairman, Administration and Management Department. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your PhD thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,



Prof. Stephen Odebero, PhD, FIEEP
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

APPENDIX VIII: MASENO UNIVERSITY



MASENO UNIVERSITY
OFFICE OF THE DEPUTY VICE-CHANCELLOR
PARTNERSHIPS, RESEARCH & INNOVATIONS
(PRI)

Tel: 254-22203411, 03591231
Direct Line: 254-057-351464
E-mail: dvcpri@maseno.ac.ke

Private Bag
MASENO
Kenya

Ref: MSU/DVCPRI/PC/R3

Date: 9th December, 2024

Priscah Avion Luchivisi,
PBA/H/01-70568/2021,
P. O. Box 190-50100,
KAKAMEGA.

Dear Ms. Luchivisi,

RE: REQUEST TO CONDUCT PILOTING

Reference is made to the above subject matter.

I am pleased to inform you that your request to conduct piloting on the study: **“Leadership Emotional Intelligence, Organizational Justice and Organizational Performance in Public Universities Western Region, Kenya”**, has been approved.

Please note that upon completion of your research, you are expected to submit a copy of your research report to my office.

Yours faithfully

PROF. JOHN OGO NI AGURE,
AG. DEPUTY VICE-CHANCELLOR, PARTNERSHIPS, RESEARCH & INNOVATIONS

Copy to: Vice-Chancellor
University Security Office

APPENDIX IX: ALUPE UNIVERSITY



ALUPE UNIVERSITY

**OFFICE OF THE DEPUTY VICE CHANCELLOR ACADEMICS RESEARCH
& STUDENTS AFFAIRS (ARSA)**

REF: AU/DVC ARSA/PAL/CORR.01/VOL.01/25

DATE: 10/03/2025

Priscah Avion Luchivisi
Masinde Muliro University
P.O.BOX 190-50100
KAKAMEGA (K)

Dear Madam,

RE: PERMISSION TO CONDUCT RESEARCH

We acknowledge receipt of your letter dated 6/03/2025.

Having reviewed the supporting documents from the MMUST ISERC and NACOSTI respectively, this is to inform you that your request is hereby granted.

By copy of this letter the Deans of Schools are hereby requested to assist you in the data collection exercise.

Sincerely Yours.

DR. WILLIAM OKEDI
Ag. DEPUTY VICE CHANCELLOR (ARSA)

Cc: Vice Chancellor
Deans

APPENDIX X: KAIMOSI FRIENDS UNIVERSITY



KAIMOSI FRIENDS UNIVERSITY (KAFU)

Tel: 0722443717
E-mail: dvcasa@kafu.ac.ke
Website: www.kafu.ac.ke

P.O. Box, 385
Kaimosi-50309
Kenya

Office of the Deputy Vice-Chancellor (ASA&R)

REF: KAFU/500/GEN/073/VOL.1 (42)

17th December, 2024

Mr. Priscah Avion Luchivisi
PBA/H/01-70568/2021
P.O. Box, 190-50100
KAKAMEGA
Email: pluchivisi@minust.ac.ke

Dear Ms. Luchivisi

RE: REQUEST TO CONDUCT AN ACADEMIC RESEARCH IN OUR INSTITUTION

We acknowledge receipt of your request on the above subject.

I am glad to inform you that your request to conduct research on the study: "*Leadership Emotional Intelligence, Organizational Justice and Organizational Performance in Public Universities, Western Region, Kenya*", Kenya" has been approved and you are required to report to the Directorate of Research, Innovation and Outreach before commencing the exercise subject to providing the following:

1. Clearance and informed consent
2. Survey tool
3. Schedule of planned research

Thank you for choosing our institution as your area of conducting research.

Yours sincerely

Prof. Julius Kipkemboi
ACTING DEPUTY VICE-CHANCELLOR (ASA&R)

Copy to: Vice-Chancellor