



East African Journal of Interdisciplinary Studies
eajis.ensso.org

Volume 7, Issue 1, 2024

Print ISSN: 2707-529X | Online ISSN: 2707-5303

Title DOI: <https://doi.org/10.37284/2707-5303>

ENSO

EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

Validating the Measures of Emotional Intelligence-Based Performance Theory in the Context of Academic Staff at Kyambogo University, Uganda

Joshua Kimata Kato^{1*}, Wilson Mugizi², Peter Kyoziira² & Gracious Kaazara Ariyo¹

¹ Metropolitan International University P. O. Box 160, Kisoro, Uganda.

² Kyambogo University, P. O. Box 1, Kyambogo, Uganda.

*Author for Correspondence ORCID ID: <https://orcid.org/0009-0005-9337-3256>; Email: katokimatajoshu@gmail.com

Article DOI: <https://doi.org/10.37284/eajis.7.1.2226>

Date Published: **ABSTRACT**

20 September 2024

Keywords:

Emotional Intelligence, Self-awareness, Self-Management, Social-awareness, Relationship-Management.

The study validated the measures of Emotional Intelligence Based Performance Theory in the context of full-time academic staff at Kyambogo University. Basing on the conceptualization by Goleman (1998), Emotional Intelligence Based Performance Theory was studied in terms of self-awareness, self-management, social awareness, and relationship management. This cross-sectional study involved a sample of 201 from full-time academic staff at Kyambogo University, data were collected using a self-administered questionnaire. Descriptive statistics and structural equation modelling (SEM) using Smart PLS for partial least square structural equation modelling (PLS-SEM) were used to determine the measures of Emotional Intelligence Based Performance Theory. Descriptive results indicated that four constructs of Emotional Intelligence Based Performance Theory of self-awareness, self-management, social awareness and relationship management were high. PLS-SEM indicated that the four constructs of self-awareness, self-management, social awareness and relationship management were appropriate measures of the Emotional Intelligence Based Performance Theory. It was concluded that Kyambogo University managers need to promote a high level of self-awareness, self-management, social awareness and relationship management among academic staff. Therefore, the study recommended that Kyambogo University managers need to emphasise self-awareness, self-management, social awareness and relationship management among full-time academic staff.

APA CITATION

Kato, J. K., Mugizi, W., Kyoziira, P. & Ariyo, G. K. (2024). Validating the Measures of Emotional Intelligence-Based Performance Theory in the Context of Academic Staff at Kyambogo University, Uganda *East African Journal of Interdisciplinary Studies*, 7(1), 319-330. <https://doi.org/10.37284/eajis.7.1.2226>.

CHICAGO CITATION

Kato, Joshua Kimata, Wilson Mugizi, Peter Kyoziira and Gracious Kaazara Ariyo. 2024. "Validating the Measures of Emotional Intelligence-Based Performance Theory in the Context of Academic Staff at Kyambogo University, Uganda". *East African Journal of Interdisciplinary Studies* 7 (1), 319-330. <https://doi.org/10.37284/eajis.7.1.2226>.

HARVARD CITATION

Kato, J. K., Mugizi, W., Kyoziira, P. & Ariyo, G. K. (2024) "Validating the Measures of Emotional Intelligence-Based Performance Theory in the Context of Academic Staff at Kyambogo University, Uganda", *East African Journal of Interdisciplinary Studies*, 7(1), pp. 319-330. doi: 10.37284/eajis.7.1.2226.

IEEE CITATION

J. K., Kato, W., Mugizi, P., Kyoziira & G. K., Ariyo “Validating the Measures of Emotional Intelligence-Based Performance Theory in the Context of Academic Staff at Kyambogo University, Uganda”, *EAJIS*, vol. 7, no. 1, pp. 319-330, Sep. 2024.

MLA CITATION

Kato, Joshua Kimata, Wilson Mugizi, Peter Kyoziira & Gracious Kaazara Ariyo. “Validating the Measures of Emotional Intelligence-Based Performance Theory in the Context of Academic Staff at Kyambogo University, Uganda”. *East African Journal of Interdisciplinary Studies*, Vol. 7, no. 1, Sep. 2024, pp. 319-330, doi:10.37284/eajis.7.1.2226.

INTRODUCTION

The Emotional Intelligence-Based Performance Theory advanced by Goleman (1995) which explains the relationship between emotional intelligence competencies, and employee job performance informed this study. Emotional Intelligence Based-Performance Theory is based on ideas put forward by Salovey and Mayer (1990) who proposed five emotional intelligence competencies that must be possessed by the highly performing employee namely; identifying or perceiving emotions, using emotions to facilitate thought, understanding emotions and managing or regulating one’s emotions (Rathore & Bhatia, 2021). It is from Salovey and Mayer’s (1990) comprehensive model of emotional intelligence that Goleman (1995) advanced Emotional Intelligence-Based Performance Theory. The Emotional Intelligence-Based Performance Theory help to explain how emotional intelligence influences employees’ job success in any organisation. The Emotional Intelligence-Based Performance Theory states that there is a relationship between emotional intelligence competencies, employee work attitude, job success and performance. This is due to the fact that emotional intelligence affects behaviours and cognitive processes associated with physical, mental health, employee relationships and job performance (Nazari & Emami, 2013).

Goleman (1995) first developed five set of emotional competencies that influence employee performance that involve self-awareness, self-regulation, motivation, social skills, and empathy claiming that the set of competencies helps to create effective, persuasive, outstanding employee performance. Self-awareness describes the capacity of an employee to be aware of and comprehend his or her emotions and moods, as well as how they affect others, whereas self-

regulation denotes the capacity to manage one's own feelings and responses. On the other hand, social competencies explain the ability to maintain good relationships and build a network, motivation entails the ability to face challenges and be optimistic, while empathy means the ability to perceive the subjective experience of another person (Punia et al., 2015). After an extensive study, Goleman (1998) bridged Emotional Intelligence Based Performance Theory into four dimensions with explicit capabilities and competencies that influence employee performance at the Workplace including self-awareness, self-management/regulation, social awareness and relationship management. The first two dimensions of self-awareness and self-management are described as personal competencies while the last two dimensions of social-awareness and relationship-management are defined as social competencies.

Self-awareness denotes the capacity to understand how individuals feel, why they feel the way they do, and how they respond to those feelings, while self-management entails the capacity to restrain an individual’s painful feelings and irrational desires (Goleman, 1998). Social awareness explains the ability to recognize, comprehend, and respond to the feelings of others whereas the capability to combine the first three elements of self-awareness, self-management, and social-awareness entails being conscious of one's own feelings as well as those of others in order to build a strong bond with them (Lubbadeh, 2020). Liao et al. (2022) contend that emotional intelligence affects behaviours and cognitive processes associated with physical, mental health, employee relationships and job performance. Letam (2017) argue that workers with higher level of emotional intelligence are self-driven, productive, aligned with the business, and tend to be committed. On

their side, Shafiq and Rana (2016) emphasise that workers with a greater level of emotional intelligence do not blame their institutions for their feelings of discontent and imbalance, but rather use their emotional intelligence to develop techniques for avoiding bad emotions and feelings. In addition, when employees control their emotions correctly, they are more likely to execute duties while remaining loyal and devoted to their work and the profession.

However, the emotional intelligence of full-time academic staff at Kyambogo University is low manifested by low self-awareness where some academic staff quickly resort to strikes rather than dialogue, there exist frequent disagreements among them, there prevail high rate of absenteeism, tardiness, sabotage, rampant gossip, and rumours (Ojok, 2016). A study by Kato et al. (2023) conducted at Kyambogo University reported that a number of academic staff brewing intrigue, in-fights and mistrust. On their part, Rwothumio et al. (2016) reported that some academic staff exhibited lack of self-management by impatiently demanding remuneration improvement and complaints over disappointing welfare practices. Nonetheless, other academic staff express lack of self and social awareness by showing off to students and looking down on them instead of helping them achieve their academic goals (Simpurisio, 2022). The above contextual and empirical evidence seem to suggest that emotional intelligence of full-time academic staff at Kyambogo University is low. Therefore, this study tested the measures of Emotional Intelligence Based Performance Theory in the context of academic staff at Kyambogo University to test;

- To establish self-awareness of academic staff at Kyambogo University
- To find out self-management of academic staff at Kyambogo University
- To determine social awareness of academic staff at Kyambogo University
- To establish relationship-management of academic staff at Kyambogo University

EMPIRICAL REVIEW

Emotional intelligence describes social intelligence that includes a collection of abilities and capacity to recognize, distinguish, and watch the careful assessment and expression of feelings in oneself and others (Serrat & Serrat, 2017). According to Lama et al. (2023), emotional intelligence refers to the capacity of an individual to recognize experience, comprehend, and control one's own emotions and those of others. On the other hand, Anand et al. (2023) define emotional intelligence as ability of an individual to perceive, understand, regulate, control and utilise emotions. Kato et al. (2023) posit that workers with high emotional intelligence are frequently compassionate towards associates. This creates a sense of belonging and collaboration within the organization, leading to improved performance as employees feel valued and supported by their colleagues. Further, emotional intelligence is an important set of skills that promote personal well-being, improves social connections, and helps an individual to succeed in many aspects of life, allows people to navigate their own emotions and the emotions of others with sensitivity and understanding, which leads to better relationships and successful leadership (Coronado-Maldonado & Benítez-Márquez, 2023). Goleman (1998) conceptualised emotional intelligence as a four-dimensional model that include self-awareness, self-management, social-awareness and relationship-management.

Self-awareness has been measured and defined by various researchers, including Sutton (2016), Rasheed et al. (2021), and Okpara (2015). The indicators that measure self-awareness by Sutton (2016) are that observing oneself, having insight into oneself, understanding others' behaviours, learning about oneself and one's worldview, continuously developing oneself, focusing on behavioural improvement, positive self-awareness, reassessing responsibilities, recognizing abilities and limitations, reflectiveness, realism about oneself, good self-image. The indicators of professional awareness and personal-awareness (Rasheed et al., 2021) are learning from past experiences, defining

professional aspirations, understanding motivations, managing stressful situations, recognizing reactions, openness to change, understanding responses to challenges, awareness of thoughts affecting abilities, reflecting on daily interactions. Okpara (2015) measured self-awareness with indicators that recognise and understand emotions, accept and use perceptions effectively, understanding oneself, values, and beliefs, knowing strengths and limits, having a strong sense of self-worth and capabilities. On their part, Zych et al. (2018) validated indicators that measure self-awareness that know how to label emotions, aware of the thoughts that influence emotions, differentiate one emotion from another, know how emotions influence action. Despite efforts to assess self-management, inconsistencies in the indicators used across studies reveal a gap in standardized measurement. This discrepancy emphasizes the necessity to review and confirm the relevance of the indicators in the existing measurement scale.

Further, the studies by Xue and Sun (2011), Zhou and Ee (2012), and Wallston et al. (2011), Zych et al. (2018) investigated various aspects of self-management. Xue and Sun (2011) measured self-management to include goal-setting and planning, time management, seeking help and resources, self-regulation and motivation, organization and environment. Zhou and Ee (2012) measured self-management with the indicators that making a to-do list daily, finishing tasks on time, creating schedules, seeking help to achieve goals, developing skills, setting long-term goals, being punctual, rewarding oneself for achieving goals, and preferring an orderly work environment. On their side, Wallston et al. (2011) measured self-management with the indicators that finding effective solutions for problems, handling oneself well, succeeding in projects, managing things effectively, and accomplishing goals. Zych et al. (2018) developed indicators that measure self-management that involve knowing how to motivate myself, have my goals clear, and pursue my objectives despite the difficulties.

Research on social awareness has identified various indicators that highlight its key aspects.

Zhou and Ee (2012) focused on recognizing emotions through facial expressions, understanding others' perspectives, and empathizing with their reactions. In contrast, Ingaldi et al. (2021) emphasized the importance of acknowledging one's responsibility towards others and considering the impact of one's choices on them. Similarly, Zych et al. (2018) measured social awareness through indicators such as understanding others' expectations, being attentive to their needs, and offering help when necessary. Souza et al. (2021) validated indicators that demonstrate care for others' feelings, sensitivity towards identifying emotions, and understanding others despite disagreements. Research on social awareness has used diverse indicators, with some overlap. This variation highlights the need for a standardized tool to consistently measure social awareness, leading to the development of a specific measurement scale.

On the other hand, Xue and Sun (2011) constructed and validated a relationship management scale with indicators that I get well along with most people, i understand other people, friends seek my help when in trouble, control my mood, I am good at finding other peoples' strengths, often give my friends constructive suggestions, control my emotions very well, take a positive view of my situation, do something to make myself happy, I am good at handling problems that come up in my relationships with other people, I am good at handling problems that come up in my relationships. Similarly, Funk and Rogge (2007) measured indicators of relationship management as meeting the needs, satisfaction with the relationship, meeting expectations, love for the relationship. In addition, Zhou and Ee (2012) measured relationship management with indicators that always apologising when I hurt others, trying to comfort others when they are sad, don't criticise others when having misunderstandings, being tolerant of other people's mistakes, and standing up for myself without putting others down. Zych et al. (2018) validated the indicators of relationship management that know how to motivate myself, have my goals clear, pursue my objectives despite

the difficulties. Studies on relationship management use different indicators, highlighting a need for standardization. This requires validating current measurement scales to ensure consistency and reliability.

METHODOLOGY

Research Design and Sample

The study used a cross-sectional research design to gather data from study participants at a certain point in time to provide a snapshot on the current conditions in reference to the examined variables (Maier et al., 2023). While data were collected from a sample of 201 full-time academic staff of Kyambogo University from a population of 415 based on the table for sample size determination provided by Krejcie and Morgan (1970), the results presented were based on data from 175 academic staff after data processing that eliminated missing data and outliers. Simple random sampling was utilized to collect data from respondents since it ensured that all academic staff members had equal opportunities to participate in the study. This made it possible to obtain the data required to generalize the study's conclusions.

Instrument

The data collection instrument was a self-administered questionnaire constructed based on an earlier instrument by Okpara (2015) and Zhou and Ee (2012) who operationalized emotional intelligence in terms of self-awareness, self-management, social-awareness, and relationship-management. The indicators of self-awareness were that understand own feelings and what triggers them, have the ability to use my perception effectively, understand myself very well, know values and beliefs expected of me by others, remain confident in all situations, recognize my feelings and their effects on me, know my strength and limits, have a strong sense of self-worth. Indicators of self-management were that stay calm in stressful situations, and when things go wrong, control the way I feel when something bad happens, when upset with wait till I calmed down before discussing the issue.

Indicators of social awareness involve recognising how people feel by looking at their facial expressions, easy to understand why people feel the way they do, telling what someone is feeling, understanding why people react the way they do, have a pretty good idea why my friends get upset. The indicators of relationship management include always apologize when others are hurt, comforting others when they are sad, don't criticize others when have misunderstandings, tolerant of other people's mistakes, stand up for myself without putting others down. Before data collection, factor analysis using smartPLS was utilised to validate the instrument at the preliminary level. The indicators in each dimension were scaled using a five-point Likert scale, with one representing the worst-case scenario and five representing the best-case scenario. The anchors used were 1=Strongly Disagreed (SD), 2= Disagreed (D), 3= Not Sure (NS), 4=Agreed (A), and 5 = Strongly Agreed (SA).

Data Analysis

The data analysis included computing descriptive statistics in terms of frequencies and percentages for the lecturers' background characteristics. SmartPLS was used to create measurement models that ensured their validity and reliability. The measurement models included a validity and reliability test. Validity testing included calculating the Heterotriat-Monotrait (HTMT) ratio of correlation and the Average Variance Extracted (AVE) to determine whether the measure indicators were consistent and independent. Reliability tests involved Cronbach's Alpha and Composite Reliability (CR). In addition to Cronbach's Alpha, CR was tested since it allows indicators of variables to become reliable. Further, CR takes into account the external properties of the indicator variables. Partial least square structural equation modelling (PLS-SEM) was used to create the model that shows relevant indicators for the several components of the Emotional Intelligence Based Performance Theory.

RESULTS

Background Characteristics of the Study Participants

The study participants' background information included their gender, marital status, academic rank, time spent while teaching at university, and the highest academic qualification. In terms of sex, 69% of research participants were male, while 31% were female. Data on respondents' marital status revealed that 85.9% were married, 11.5% were single, and 2.6% were cohabiting. According to academic status, 41% were assistant lecturers, 39.1% were lecturers, 13.5% were senior lecturers, associate professors were 3.2%, graduate fellows accounted for 2.9%, and professors were 1.3%. The findings of the time spent while teaching at the university revealed that 73.7% of the teaching staff had spent over 5 years or more teaching at the university, 17.9% had taught for 3 to 4 years, 5.8% had taught for 1

to 2 years, and 2.6% had taught for less than a year. Regarding the highest academic qualification, 49.4% of the academic staff had Masters' degrees, 48% had PhDs, and 1.3% had Bachelor's degrees and postgraduate diplomas. As a result, the findings were applicable to academic personnel with various academic qualifications at the university.

Measurement Models

The measurement models included descriptive results in terms of means, validity tests namely Average Variance Extracted (AVE) and Heterotriat-Monotriat (HTMT) ratio of discriminant validity and reliabilities in terms of composite reliability (CR) and Cronbach's Alpha. Further, collinearity values in terms of Value Inflation Factor (VIF) values. The result follow in Tables 1 and 2 respectively.

Table 1: Descriptive Results, AVE and Heterotriat-Monotriat (HTMT) Discriminant Validity Assessment

Measures of Emotional Intelligence	Mean	AVE	RM	SA	SM	SA
RM	4.21	0.557	0.746			
S	4.33	0.603	0.295	0.329		
SM	3.87	0.586	0.323	0.198	0.765	
SA	3.89	0.608	0.482	0.776	0.306	0.780

Abbreviation: RM=Relationship-Management, S=Self-Awareness, Self-Management, SA=Social-Awareness, AVE= Average Variance Extracted

The descriptive results in *Table 1* indicate that Emotional Intelligence Based Performance Theory in terms of relationship-management (mean=4.21), self-awareness (mean=4.33), self-management (3.87) and social-awareness (3.89) were high. The AVE value for convergent validity revealed the different constructs that assessed Emotional Intelligence Based Performance Theory and all the AVE values were above 0.5 which is the threshold level (Cheung et al., 2023). The Heterotriat-Monotriat (HTMT) ratio of correlation measured discriminant validity to determine whether the constructs were independent enhance each construct/ dimension

independently measured the Emotional Intelligence Based Performance Theory. The results indicated that the Heterotriat-Monotriat ratio of correlations (HTMT) conditions was met because all the constructs of the theory did not exceed 0.90 which is the highest limit (Roemer et al., 2021). Therefore, the discriminant validity of all the constructs that measure the Path-gaol was confirmed (Hair Jr et al., 2020). This suggested that emotional intelligence dimensions of relationship-management, self-management, social-awareness and self-awareness measured the Emotional Intelligence Based Performance Theory.

Table 2: Reliability and collinearity

Constructs	(α)	CR	VIF
Relationship-Management	0.602	0.790	1.410
Self-awareness	0.779	0.858	1.174
Self-management	0.762	0.849	1.233
Social awareness	0.837	0.885	1.347

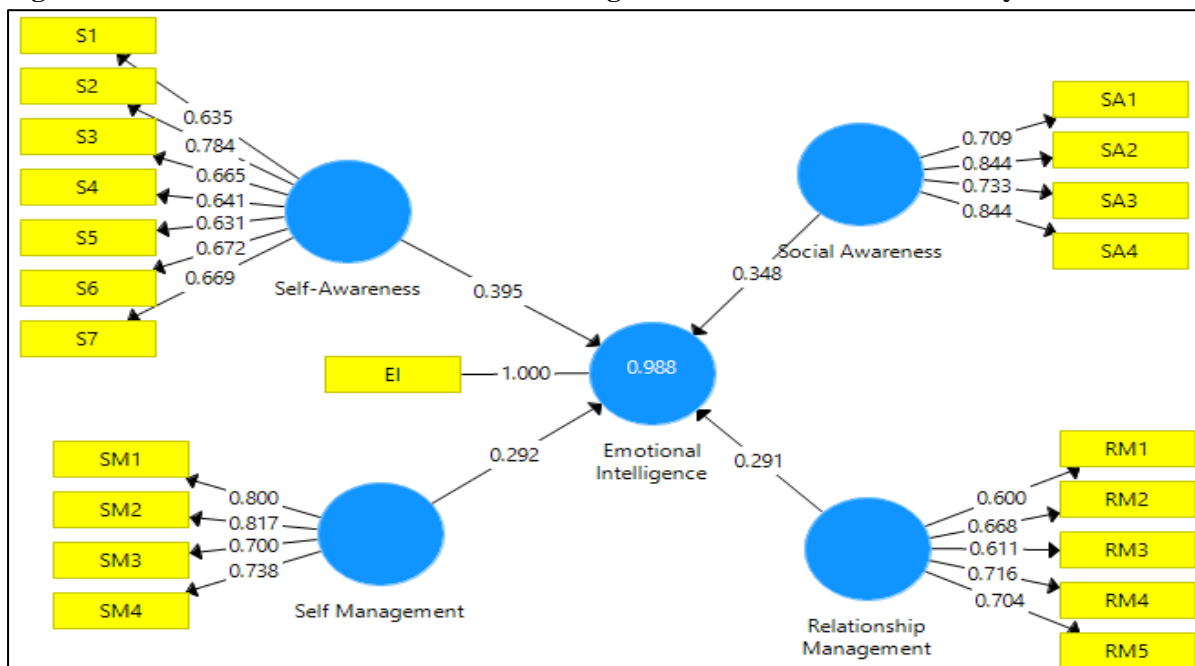
Table 2 shows that Cronbach's Alpha (α) and composite reliability (CR) values were higher than the minimum of 0.70, indicating that the indicators of the variables were reliable. In calculating reliability, composite reliability was preferred since Cronbach Alpha has limitations of presuming that all indicator features are the same in the study population, therefore decreasing the reliability scores. In addition, Cronbach's Alpha is sensitive to the number of items on the scale and often underestimates the reliability of internal consistency (Hair Jr. et al., 2021). However, composite reliability is liberal since it takes into account the external properties of the indicator variables (Fu et al., 2022). Further, the Collinearity (VIF) test demonstrated that there

was no high correlation (collinearity) between the constructs that measured the Emotional Intelligence Based Performance Theory because the results were less than 5, which is the maximum (Tomaschek et al., 2018). The VIF results indicated that the constructs used to measure the Emotional Intelligence Based Performance theory were independent, and hence measured the theory independently.

Structural Model for Emotional Intelligence Based Performance Theory

Structural equation modelling was used to determine the Emotional Intelligence Based Performance Theory measures. Figure 1 displays the results.

Figure 2: Structural model for Emotional Intelligence Based Performance theory



The Figure 1 shows that emotional intelligence was investigated as a four-dimensional concept that included self-awareness, self-management, social-awareness and relationship-management. For self-awareness seven out of the eight items (S1-S7) measuring self-awareness loaded highly

above the 0.50 which was the minimum validity value using factor analysis (Hair Jr. et al., 2021) while one item (S8) did not load. For self-management, all the four constructs measuring the same loaded highly above the threshold value of 0.5. For social-awareness, four out of five items

(SA1-SA4) loaded highly above the minimum value, while one item (SA5) did not load. For relationship-management, all the five items measuring the same loaded above 0.50. Items retained were valid measure of the constructs in the model.

DISCUSSION

The results revealed that the four constructs of self-awareness, self-management, social-awareness and relationship management were appropriate measures of Emotional Intelligence-Based Performance Theory. For example, for self-awareness it was affirmed that the indicators measured the construct consistent with the previous researchers. The analysis indicated that continuously developing oneself, focusing on behavioural improvement, positive self-awareness, reassessing responsibilities, recognizing abilities and limitations, reflectiveness, (Sutton, 2016), defining professional aspirations, understanding motivations, managing stressful situations, recognizing reactions, openness to change (Rasheed et al., 2021), accepting and using perceptions effectively, understanding oneself, know how to label emotions, aware of the thoughts that influence emotions, differentiate one emotion from another (Okpara, 2015; Zych et al., 2018). With the current consistent with the previous measurement scales, it can be affirmed that the indicators studied were valid measures of self-awareness.

For self-management, it was confirmed that the indicators measured the construct consistent with the previous researchers. As such, the study indicated that goal-setting and planning, time management, seeking help and resources, self-regulation and motivation, making a to-do list daily, finishing tasks on time, creating schedules, seeking help to achieve goals, developing skills, setting long-term goals, being punctual rewarding oneself for achieving goals, preferring an orderly (Xue & Sun, 2011; Zhou & Ee, 2012), finding effective solutions for problems, handling oneself well, succeeding in projects, managing things effectively (Wallston et al., 2011), know how to

motivate myself, have my goals clear, pursue my objectives despite the difficulties (Zych et al., 2018). The results align with earlier research, confirming that the indicators examined accurately reflect self-management capabilities, thereby validating their use as effective measurement tools.

For social-awareness, it was confirmed that the indicators measured the construct consistent with the earlier researchers. For instance, the indicators that focused on recognizing emotions through facial expressions, understanding others' perspectives, and empathizing with their reactions (Zhou & Ee, 2012), the importance of acknowledging one's responsibility towards others and considering the impact of one's choices on them, understanding others' expectations, being attentive to their needs, and offering help when necessary, demonstrate care for others' feelings, sensitivity towards identifying emotions, and understanding others despite disagreements (Zych et al., 2018; Souza et al., 2021). Consistent results confirm that the studied indicators accurately measure social-awareness, validating their use.

On the other hand, it was confirmed that the indicators measured relationship-management consistent with the earlier researchers. For instance, get well along with most people, understand other people, friends seek my help when in trouble, control my mood, good at finding other peoples' strengths, often give my friends constructive suggestions, control my emotions very well, take a positive view of my situation, do something to make myself happy, good at handling problems that come up in my relationships with other people, good at handling problems that come up in my relationships (Xue & Sun, 2011), meeting the needs, satisfaction with the relationship, meeting the expectations, that know how to motivate myself, have my goals clear, pursue my objectives despite the difficulties (Funk & Rogge, 2007; Zhou & Ee, 2012; Zych et al., 2018). Consistent results verify that the studied indicators accurately evaluate relationship-management skills, affirming their effectiveness as measurement instruments.

CONCLUSION

The study concluded that indicators assessed in this article to measure Emotional Intelligence Based Performance Theory, namely self-awareness, self-management, social-awareness and relationship-management are valid and reliable. For self-awareness that indicators are that understand own feelings and what triggers them, have the ability to use my perception effectively, understand myself very well, know values and beliefs expected of me by others, remain confident in all situations, recognize my feelings and their effects on me, know my strength and limits. For self-management the indicators are that stay calm in stressful situations, and when things go wrong, control the way I feel when something bad happens, when upset with wait till I calmed down before discussing the issue. For social awareness, the indicators were that recognize how people feel by looking at their facial expression, easy to understand why people feel the way they do, tell what someone is feeling, understand why people react the way they do. While for relationship management the indicators were that always apologize when others are hurt, comfort others when are sad, don't criticize others when have misunderstandings, tolerant to other people's mistakes, stand up for myself without putting others down.

Recommendations

The study recommends that researchers can use the indicators assessed in this article to measure the four elements of Emotional Intelligence Based Performance Theory namely self-awareness, self-management, social-awareness and relationship-management. These indicators have been tested and validated, providing a robust framework for scholars to investigate the Emotional Intelligence Based Performance Theory in various contexts. By using these indicators, researchers can confidently explore how these different elements of emotional intelligence influence different behavioural variables. For self-management the indicators include understand own feelings and what triggers them, have the ability to use my perception effectively, understand myself very

well, know values and beliefs expected of me by others, remain confident in all situations, recognize my feelings and their effects on me, know my strength and limits. For self-management the indicators involve staying calm in stressful situations, and when things go wrong, control the way I feel when something bad happens, when upset with wait till I calmed down before discussing the issue. Further, for social-awareness the indicators include recognize how people feel by looking at their facial expression, easy to understand why people feel the way they do, tell what someone is feeling, understand why people react the way they do. While for relationship management the indicators include always apologize when others are hurt, comfort others when are sad, don't criticize others when have misunderstandings, tolerant to other people's mistakes, stand up for myself without putting others down.

REFERENCES

- Anand, N., Gorantla, V. R., Ranjan, R., & Morcos, H. (2023). Emotional intelligence: An important skill to learn now more than ever. *F1000Research*, *12*, 1146.
- Cheung, G. W., Cooper-Thomas, H. D., Lau, R. S., & Wang, L. C. (2023). Reporting reliability, convergent and discriminant validity with structural equation modeling: A review and best-practice recommendations. *Asia Pacific Journal of Management*, 1-39. <https://doi.org/10.1007/s10490-023-09871-y>
- Coronado-Maldonado, I., & Benítez-Márquez, M. D. (2023). Emotional intelligence, leadership, and work teams: A hybrid literature review. *Heliyon*, *9*, e20356 <https://doi.org/10.1016/j.heliyon.2023.e20356>
- Fu, Y., Wen, Z., & Wang, Y. (2022). A comparison of reliability estimation based on confirmatory factor analysis and exploratory structural equation models. *Educational and Psychological Measurement*, *82*(2), 205-224. <https://doi.org/10.1177/00131644211008953>

- Funk, J. L. & Rogge, R. D. (2007). Testing the ruler with item response theory: Increasing precision of measurement for relationship satisfaction with the couple's satisfaction Index. *Journal of Family Psychology*, 21, 572-583.
- Goleman, D. (1995). *Emotional intelligence. Why it can matter more than IQ*. New York, Bantambooks. Retrieved from: <https://www.premiumcoaching.be/uploads/images/emotional%20intelligence%20Daniel%20Goleman.pdf>
- Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). Partial least squares structural equation modelling (PLS-SEM) using R: *A workbook 197*. Springer Nature. <https://link.springer.com/book/10.1007/978-3-030-80519-7>
- Ingaldi, M., Brožová, S., & Zhuravskaya, M. (2021). Social awareness and responsibility in context of Polish service companies. *System Safety: Human-Technical Facility-Environment*, 3(1), 71-78.
- Kato, K. J., Mugizi, W., Kyoziira, P., & Kasule, G. W. (2023). Emotional intelligence and organizational commitment of Lecturers at Kyambogo University. *Interdisciplinary Journal of Sociality Studies*, 3, 19-33. <https://doi.org/10.38140/ijss-2023.vol3.03>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607- 610. <https://doi.org/10.1177/001316447003000308>
- Lama, P. B., Bhattarai, K. R., & Chataut, M. (2023). Emotional intelligence and organizational commitment of faculty members, Tribhuvan University. *Journal of Development Review*, 8(2), 125-137.
- Liao, S. H., Hu, D. C., & Huang, Y. C. (2022). Employee emotional intelligence, organisational citizen behaviour and job performance: a moderated mediation model investigation. Employee relations. *The International Journal*, 44(5), 1109-1126. <http://dx.doi.org/10.1108/ER-11-2020-0506>
- Maier, C., Thatcher, J. B., Grover, V., & Dwivedi, Y. K. (2023). Cross-sectional research: A critical perspective, use cases, and recommendations for IS research. *International Journal of Information Management*, 70, 102625. <https://doi.org/10.1016/j.ijinfomgt.2023.102625>
- Nazari, K., & Emami, M. (2012). Emotional intelligence: Understanding, applying and measuring. *Journal of Applied Science Research*, 8(3), 1594-1607. <http://dx.doi.org/10.2139/ssrn.2302304>
- Ojok, L. (2016). Organisational factors influencing strikes in Institutions of higher learning in Uganda: A case of Kyambogo University (Doctoral dissertation, Uganda Management Institute).
- Okpara, A. (2015). Self-awareness and organisational performance in the Nigerian banking sector. *European Journal of Research and Reflection in Management Science*, 3 (1), 53-70
- Okpara, A. (2015). Self-awareness and organisational performance in the Nigerian banking sector. *European Journal of Research and Reflection in Management Science*, 3 (1), 53-70
- Punia, N., Dutta, J., & Sharma, Y. (2015). Emotional intelligence: A theoretical framework. *International Journal of Scientific & Engineering Research*, 6(5), 967-1006
- Rasheed, S. P., Sundus, A., Younas, A., Fakhar, J., & Inayat, S. (2021). Development and testing of a measure of self-awareness among nurses. *Western journal of nursing research*, 43(1), 36- 44. <https://doi.org/10.1177/0193945920923079>
- Rathore, D., & Bhatia, H. (2021). Original article evolution of emotional intelligence. *Journal of Positive Psychology*, 84-95

- Roemer, E., Schuberth, F., & Henseler, J. (2021). HTMT2—an improved criterion for assessing discriminant validity in structural equation modeling. *Industrial management & data systems*, 121(12), 2637- 2650. <http://dx.doi.org/10.1108/IMDS-02-2021-0082>
- Rwothumio, J., Musaazi, J.C.S., & Orodho, J.A. (2016). Academic staff perception on the effectiveness of recruitment process in Kyambogo University. *IOSR Journal of Research and Methods in Education*, 6(4), 25-32. <http://dx.doi.org/10.9790/7388-0604032532>
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185- 211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Serrat, O., & Serrat, O. (2017). Understanding and developing emotional intelligence. *Knowledge solutions: Tools, methods, and approaches to drive organizational performance*, 329-339. https://doi.org/10.1007/978-981-10-0983-9_3
- Shafiq, M., & Rana, A. R. (2016). Relationship of emotional intelligence to organisational commitment of college teachers in Pakistan. *Eurasian Journal of Educational Research*, 62, 1-14. <http://dx.doi.org/10.14689/ejer.2016.62>
- Simpuriso, C. (2022). *Students' perception of lecturers' ethical conduct in higher institutions of learning: a case of Kyambogo University* (Doctoral dissertation, Kyambogo University [unpublished work]).
- Souza, R. R. D., Faiad, C., & Rueda, F. J. (2021). Construction and validity evidence of a Socioemotional Skills Scale for University Students. *Avaliação Psicológica*, 20(4), 445-454. <http://dx.doi.org/10.15689/ap.2021.2004.22005.06>
- Sutton, A. (2016). Measuring the effects of self-awareness: Construction of the self-awareness outcomes questionnaire. *Europe's journal of psychology*, 12(4), 645. <https://doi.org/10.5964/ejop.v12i4.1178>
- Tomaschek, F., Hendrix, P., & Baayen, R. H. (2018). Strategies for addressing collinearity in multivariate linguistic data. *Journal of Phonetics*, 71, 249-267. <https://doi.org/10.1016/j.wocn.2018.09.004>
- Wallston, K. A., Osborn, C. Y., Wagner, L. J., & Hilker, K. A. (2011). The perceived medical condition self-management scale applied to persons with HIV/AIDS. *Journal of health psychology*, 16(1), 109-115. <https://doi.org/10.1177/1359105310367832>
- Xue, G., & Sun, X. (2011). Construction and validation of self-management scale for undergraduate students. *Creative Education*, 2(02), 142. <https://doi.org/10.4236/ce.2011.22020>
- Zhou, M., & Ee, J. (2012). Development and validation of the social emotional competence questionnaire. *International Journal of Emotional Education*, 4(2), 27-42
- Zych, I., Ortega-Ruiz, R., Muñoz-Morales, R., & Llorent, V. J. (2018). Dimensions and psychometric properties of the Social and Emotional Competencies Questionnaire (SEC-Q) in youth and adolescents. *Revista latinoamericana de psicología*, 50(2), 98-106.

APPENDIX**Appendix 1: Instruments**

Construct	Item	Measure
Section A: Emotional Intelligence		
Self-awareness (S)	S1	I understand my own feelings and what trigger s them
	S2	I have the ability to use my perception effectively
	S3	I understand myself very well
	S4	I know values and beliefs expected of me by others
	S5	I remain confident in all situations
	S6	I recognize my feelings and their effects on me
	S7	I know my strength and limits
	S8	I have a strong sense of self-worth
Self-Management (SM)	SM 1	I can stay calm in stressful situations
	SM 2	I stay calm when things go wrong
	SM3	I can control the way I feel when something bad happens
	SM4	When upset with someone, I will wait till I have calmed down before discussing the issue
Social-Awareness (SA)	SA1	I recognize how people feel by looking at their facial expression
	SA2	It is easy for me to understand why people feel the way they do
	SA3	I can tell what someone is feeling, if sad, angry, or happy
	SA4	I understand why people react the way they do in different situation
	SA5	I have a pretty good idea why my friends get upset
Relationship-Management (RM)	RM1	I always apologize when I hurt others unintentionally
	RM2	I always try to comfort others when they are sad
	RM3	I try not to criticize others when we have misunderstandings
	RM4	I am tolerant to other people's mistakes
	RM5	I stand up for myself without putting others down