

**Utilization of Emotional Intelligence and Transformational Leadership for Employee  
Engagement in Public Universities in Kenya**

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Human Resource Management in the Jomo Kenyatta University of Agriculture and  
Technology**

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## DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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This thesis has been submitted for examination with our approval as the university supervisors.

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## **DEDICATION**

To God and the special people in my life. My husband, Joel Mwangi, for your love, support and belief that I could make it challenging me to steadily work hard. Thank you and may God grant us many joyous years together. My children, Tanya and Maya for your love, understanding, sacrifice and many questions encouraging me to stay focused.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>EI</b>	Emotional Intelligence
<b>TL</b>	Transformational Leadership
<b>EE</b>	Employee Engagement
<b>JKUAT</b>	Jomo Kenyatta University of Agriculture & Technology
<b>KU</b>	Kenyatta University
<b>UON</b>	University of Nairobi
<b>EU</b>	Egerton University

## **ABSTRACT**

This study focused on utilization of emotional intelligence and transformational leadership for the enhancement of employee engagement in Kenyan public universities.

Organizations the world over face challenges today which require reforms in the management and governance styles. Therefore the organizations continue to attempt to achieve more for less by creating and maintaining value and the key to facing these challenges is a motivated, well-trained and committed workforce. Consequently soft skills such as emotional intelligence have become relevant in leadership effectiveness and organizational success. Kenyan public universities are not exempt from these challenges. Therefore, the Kenyan public universities have to rethink their strategies to address the issue.

The overall objective of the study was to examine how emotional intelligence and transformational leadership may be utilized in public universities to enhance employee engagement. Transformational leadership is key in reforming organizations. Emotional intelligence assists on how leaders and employees meet the daily challenges that they face since emotions either lead to improved or decreased performance. Employee engagement requires that every person in the organization understands and is committed to the success of the business strategy. This goes beyond job satisfaction and incorporates aspects of commitment, pride and advocacy about the organization products and brand. Thus employees are either engaged, not engaged or disengaged as they carry out their day to day activities.

Available literature indicated that organizations benefit when emotional intelligence is utilized on transformational leadership to build a cohesive team. This is because staff engagement levels may be raised and creation and maintenance of value may be achieved.

The researcher obtained both qualitative and quantitative data. The study was carried out in public universities in Kenya. Stratified random sampling was used and data was collected using a questionnaire. The data was modeled and then it was analyzed using multivariate techniques.

The results of the findings were presented in chapter four and it was established that emotional intelligence impacts employee engagement significantly through the competencies in self awareness, social awareness, self management and social management. Transformational leadership was found to have a high effect on employee engagement through the elements of idealized influence, inspirational motivation, intellectual stimulation and individual consideration. The relationship between emotional intelligence and transformational leadership was also established. Consequently, universities should utilize emotional intelligence and transformational leadership for the enhancement of employee engagement.

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background of the study

Today, organizations face challenges that can be grouped into three categories namely; the sustainable challenge, the global challenge and the technology challenge. Human resource has become one of the most important resources for organizations as they rely on skilled workers to be productive, creative and innovative and to provide high-quality customer service to deal with the three challenges. However, the work is demanding and there is no guarantee of job security. Therefore how to attract and retain a committed, productive workforce in turbulent economic conditions that offer opportunity for financial success is an issue that organizations have to address through reforms Noe, *et al* (2008).

Higher education institutions, the world over, are facing new challenges which require reforms in their management and governance styles. The rise of new stakeholders, internal factors, together with globalization and the rapid pace at which new knowledge is created and utilized, growth in student enrolments and in the number of higher education institutions are among the recent developments which challenge higher education institutions Jowi (2003). The rapid expansion of university education has led to a number of challenges. According to UNESCO World Conference on higher education (1998), low funding from the exchequer, increased enrolment, limited access compared to the population level, increased enrolment without commensurate



improvement in available facilities, gender inequality and a low research capacity, are some of the problems facing universities in the region.

Public universities in Kenya have traditionally relied on Government funding to carry out their activities. Due to the harsh economic situations witnessed by the region over the recent past, Government support to these institutions has seen a steady decline forcing universities to operate under very tight budgets. This has led several governments to abandon their responsibility of promoting the growth and development of the higher education sector to the non-governmental organizations and private individuals Jowi (2003). The institutions of higher learning have, therefore, been forced to rethink their strategy and possibly look for extra sources of financing including establishing income-generating activities. They are caught in a fix between severe budget cuts and a flood of students in search of useful degrees resulting in overcrowding, low budgets and staff retention problems Ngome (2003). The change in funding requires employees to be fully engaged so that the organization can obtain its monies worth.

Further, public universities in Kenya face competition as they seek to offer university education to the public. The private sector is also competing for the same students and employees. According to Mwiria, *et al* (2007) by the year 2002 the number of students undertaking degree programs in private universities was 17% of the total number of the total number of university students in Kenya. Currently, there are seven public

universities with various constituent colleges and campuses as compared to more than seventeen private universities. Also in the past decade public universities have lost many full time staff to private universities. High staff turnover is aggravated by the exodus of other staff to various destinations and the failure of those sent abroad for further training to return to their home institutions. Foreign universities are also offering public universities competition as they aggressively advertise their programs in Kenya with others setting up campuses locally Mwiria, *et al* (2007).

Governance is perhaps the most critically needed area of reforms because higher education in Kenya has been the subject of much political manipulation and intervention. Partly as a consequence the public universities have experienced numerous strikes and closures over the past decade, prolonging the time required for graduation, disrupting academic years and driving prospective students and resident staff to private and overseas institutions. Governance is important too because it involves the recruitment of the individuals managing the higher education institutions and determines relevance and whether management structures are more or less open. Steps have already been taken to enhance the democratization of decision-making within the universities by promoting wider representation of staff and students in key university governing bodies and allowing staff a greater say in selecting senior university administrators. Any reform package requires a determined leader whose vision and support make possible the success of reform strategies Mwiria, *et al* (2007).

One variable that has recently gained much popularity as a potential underlying attribute of effective leadership is the construct of emotional intelligence (EI) Sosik and Mererian (1999). EI is described as a set of abilities that refer in part to how effectively one deals with emotions both within oneself and others Salovey and Mayer (1990). It has been proposed that in leadership, dealing effectively with emotions may contribute to how one handles the needs of individuals, how one effectively motivates employees, and makes them feel at work Goleman (1998). Today's effective leadership skills have been described to depend, in part on the understanding of emotions and the abilities associated with EI (Cooper & Sawaf, 1997; Goleman, 1998).

Leadership plays an important role in the engagement of employees. Management may be defined as influencing people and other resources to achieve meaningful results. According to Ulrich 1999 as cited by Hersey, Blanchard and Johnson (2008) leaders who are not getting results aren't truly leading or, more specifically, leaders who aren't getting desired results aren't truly leading. Leaders must learn to understand and focus on desired results. Leithwood and Montgomery 1982 as cited by Reed (2005) found that leaders are typically proactive and take steps to secure support for change initiatives on behalf of staff. Stalligns and Mohlaman 1981 also quoted by Reed (2005) indicate that leaders deemed effective in program implementation extend themselves to help employees, offer constructive criticism, and explain reasons for suggesting behavior changes. Effective leaders share ideas, set good examples, are well prepared, and care for the personal welfare of their staff members. Communicating the purpose of the

Universities and its vision for improvement and demonstrating visible commitment to the vision have also been cited as critical leadership functions in University improvement. Effective leaders articulate their vision and goals and demonstrate enthusiasm, reflecting a personal belief in and active support for their goals Aziz, *et al* (2009).

Transformational leadership has been found to be consistently related to organizational and leadership effectiveness in well over 100 studies Bryman, 1992; Lowe, Kroeck, & Sivasubramaniam, 1996 as quoted by Reeds (2005). Transformational leaders believe in the need for change. They, then articulate a vision of the future of the organization, and provide a model that is consistent with the vision. They then foster the acceptance of group goals and provide individualized support afterwards. As a result, followers of transformational leaders often feel trust and respect towards the leader and are motivated to do more than they are expected to do. Therefore, leaders change the beliefs and attitudes of their followers so that they are willing to perform beyond the minimum levels specified by the organization Aziz, *et al* (2009).

Employee engagement is also important. Tasker (2004) defines engagement as a beneficial two-way relationship where employees and employers “go the extra mile” for one another. According to Tasker, research conducted via the Personnel Today website involving 400 HR professionals, one in four organizations admitted that staff were not engaged, that the situation was worsening, and 44% said that tackling the issue of

engagement was an overwhelming challenge. This is a clear indication that the subject has not been systematically researched especially in providing an explanation for the increasing number of reports of disengagement in the workplace. According to Hochschild (1983), disengaged employees uncouple themselves from work roles and withdraw cognitively and emotionally. Kahn (1990) described engagement as the harnessing of organizational members to their work role; in engagement, employees express themselves physically, cognitively, and emotionally during the role performance. Employee engagement matters as it impacts on companies' bottom lines, both through HR related impacts such as recruitments and retention and through wider impacts on productivity, profit and achieving the aims and objectives of the organization.

## **1.2 Problem statement**

The dawning of the age of accountability wrought by reform movements beginning in the 1980s, necessitated reforms in the educational sector and universities were not exempt. Today, universities are aspiring to be recognized for their prestige in programs, research, publications, faculties, students, innovations, collaborations, industry linkages and entrepreneurships through certifications like ISO and other relevant recognitions. To fulfill such purposes universities need to transform and issues involving transformation and shift sphere around leadership Aziz, *et al* (2009).

Recent research on the association between employee's satisfaction and job performance suggests that the single most important contributor to the feelings of employee engagement, empowerment and satisfaction is based on the relationship they have with the leaders of the organization Eisenberger, *et al* (2002). Leadership is a critical factor

in Universities to steer the direction and implementation of processes towards reforms. Burns 1978 as cited by Reeds (2005) introduced the concept of transformation leadership describing it as not a set of specific behaviors but rather a process by which leaders and followers encourage one another to higher levels of morality and motivation. Although research has been carried out about effective leadership and the role that emotional intelligence plays in it, gaps exists in addressing the utilization of leadership and emotional intelligence for employee engagement.

During this age of information and highly skilled work teams, emotional intelligence has become an important skill to possess. It has become crucial for individuals to collaborate and communicate with each other on a vast array of projects than to exercise technical skills Holt & Jones, 2005 as cited by Reeds (2005). This is because as organizations continue to attempt to achieve more for less, soft skills such as emotional intelligence have become relevant in leadership effectiveness and organizational success. How universities may achieve more for less through soft skills such as emotional intelligence is a gap that needs to be filled.

Emotional intelligence and transformational leadership are key employee engagement because they are found to be present in the work place through corporate communications, marketing, safety, turnover, team leadership, influence and organizational awareness Holt & Jones, 2005 as cited by Reed (2005)). Studies on the role of managers in employee engagement have been carried out for instance

Michaelman (2004) notes that managers boost engagement levels of employees and Meisinger (2008) posits that management holds the key to employee engagement.

Studies have been carried out at doctoral level at for example at the Ohio State University, USA by Reeds (2005), who carried out an exploratory study on elementary principal emotional intelligence, leadership behavior, and openness. Also Hayward (2005) carried out research on the relationship between employee performance, leadership and emotional intelligence in a South African parastatal Organization. However, these studies have not been carried out in Kenyan public Universities to my knowledge. Therefore this study is a premier study which is a survey seeking to fill this gap in Kenyan public Universities. Previous studies have also been carried out in EI and TL and that EI relates to TL however how EI and TL relationship may be utilized in the engagement of employees is a gap that exists.

### **1.3 Research Objectives**

The overall objective of the study is to examine how emotional intelligence and transformational leadership may be used to enhance employee engagement in public universities.

#### **1.3.1 Specific objectives**

1. To establish the effect of self awareness and social awareness on employee engagement.
2. To determine the impacted of self management and relationship management on employee engagement.

3. To examine the contribution of idealized influence and inspirational motivation on employee engagement.
4. To determine the effect of intellectual stimulation and individual consideration on employee engagement.
5. To examine how the relationship between emotional intelligence and transformational leadership impact employee engagement.

#### **1.4 Research questions**

1. What is the effect of self awareness and social awareness on employee engagement?
2. Is employee engagement impacted by self management and relationship management?
3. What is the contribution of idealized influence and inspirational motivation on employee engagement?
4. What is the effect of intellectual stimulation and idealized consideration on employee engagement?
5. How does the relationship between emotional intelligence and transformational leadership impact employee engagement?

#### **1.5 Research Hypotheses**

The research hypotheses on this study are

Ho<sub>1</sub> Emotional Intelligence affects employee engagement

Ho<sub>2</sub> Transformational leadership contributes to employee engagement.



Ha<sub>3</sub> Employee engagement is impacted by the relationship between emotional intelligence and transformational leadership.

## **1.6 Theoretical Framework**

Emotional Intelligence has been found to be significant in how employees daily interact with one another, in teamwork and also in transformational leadership studies. Theories on Emotional intelligence may be traced from the models of Mayer and Salovey (1990), Bar-On (1997) and Goleman (1998). The three models have theoretical and statistical similarities as they seek to understand and measure the competencies involved in the recognition and regulation of one's emotions and others. This research focuses on the model of Goleman (1998) as he applies it to workplace situations. The model has four competencies namely self awareness, social awareness, self management and relationship management.

Transformational leadership proposed by Burns (1978) as cited by Reeds (2005) may be traced from the development of leadership theories. Transformational leadership was chosen for this study as studies have established that a relationship does exist between Emotional Intelligence and Transformational Leadership. Studies by Bass (1990) found that transformational leaders require multiple intelligences and that Emotional intelligence was one of them. Palmer *et al* (2001) also established that EI is related to TL. Mandell and Pherwani (2003) TL styles of managers could be predicted from EI scores. Based on these studies TL was found to be an appropriate construct for this

study as issues of reforms revolve around the leadership and specifically transformational leadership. The elements of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation and individual consideration.

Employee engagement theory may be traced from motivational studies. According to Luthand and Peterson (2002) work done by Kahn (1990, 1992) on personal engagement provides a convergent theory for empirically deriving employee engagement. He posits that EE is different from other employee role construct such as job involvement Lawler and Hall, (1970), commitment to organizations Mowday (1982) or intrinsic motivation Dec (1975). Employee engagement has got two precursors namely organization citizenship behaviour Barkworth (2004) and employee commitment Allen & Meyer (1990). According to Melcrum publishing (2005) about 74% HR professionals have cited EE to be an area of concern in organizations. Meere (2005) points out three levels of engagement. Lockwood (2006) discusses the drivers of engagement. The model of Robinson *et al* (2004) provides the drivers of engagement used in this study.

### **1.7 Justification of the Study**

Universities are facing competition and limited funding from the government and the challenge of recruiting and retaining qualified staff and having performance has resulted in performance appraisals, ISO 9000 certification and performance contracting being introduced in public universities in line with government policies and as measures to

ensure that they remain competitive. The sources of competitive advantage have changed through social and technological development at various international levels.

This study would also assist managers to develop the ability to effectively control team emotions through stress tolerance by successfully solving problems. According to Goleman (1998), emotional intelligence determines our potential for learning practical skills based on its four competencies. Our emotional competencies exhibit how much of that potential is translated into on-the-job capabilities. The emotional competence is learned capability based on emotional intelligence in higher work performance.

Knowledge regarding exactly how emotional intelligence and transformational leadership enhances employee engagement may lead to significant advances in leadership training and development programs, and the ability to select potentially effective leaders. The study will also assist in the need to design training programs and enhanced communication in an era of transformation. Therefore, the study of the utilization of emotional intelligence and transformational leadership for enhancement of employee engagement will assist universities to recruit and retain engaged staff cost effectively and this would sustain competitive advantage. It would also be useful in other public universities and would add new knowledge to the already existing knowledge on human resource management.

## **1.8 Scope and limitations of the Study**

The study focused on four public universities out of the seven in Kenya, for accessibility of the population, namely Egerton University, JKUAT, Kenyatta University and Nairobi University. The study was limited to institutions of higher learning specifically public universities although issues of emotional intelligence, transformational leadership and employee engagement traverse all organizations. Emotions, leadership and engagement at the workplace are a sensitive topic of study in that though in Kenyan societies though some emotions are openly displayed, discussions of emotions, leadership and one's engagement in the workplace are not yet very open. Therefore this study suffers from the limitations of all self-administered questionnaires. It is with an appreciation of these limitations that these results of the study are

### **1.9 Definition of Terms**

**Emotional Intelligence:** This refers to one's ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so to promote emotional and intellectual growth. (Mayer & Salovey, 1997).

**Leadership:** It is social process combined of both rational and emotional elements in which member or members of a group or organization influence the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities, individual motivation and abilities, power relations, and shared orientation.

**Transformational leadership:** It is a type of leadership style that leads to positive changes in those who follow. It is seen when leaders and followers make each other to advance to a higher level of moral and motivation. Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards common goals.

**Employee engagement:** This is a positive attitude held by the employee towards the organization and its values. It is a beneficial two-way relationship where employees and employers go the extra mile for one another. Engagement has got three dimensions, emotional engagement, cognitive engagement and physical engagement.

**Self Awareness:** This involves knowing one's internal states, preferences, resources and intuitions. It includes emotional self awareness, accurate self assessment and self confidence.

**Social awareness:** These competencies determine how we handle relationships. This includes empathy, service orientation, and organizational awareness.

**Self management:** This refers to how an individual handles internal states, impulses. It includes self control, trustworthiness, Conscientiousness, adaptability, achievement drive and initiative.

**Relationship Management:** This is adeptness at inducing desirable responses in others. It includes developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, teamwork and collaboration.

**Inspirational motivation** is the creation and presentation of a vision, use of symbols, emotional arguments and a demonstration of enthusiasm and optimism.

**Idealized influence** demonstrates behavior such as setting a personal example for followers, high standards of ethics and sacrificing for the benefit of the group.

**Intellectual stimulation** involves behaviors that increase awareness of problems and challenge followers to view problems from new perspectives thus encouraging innovation.

**Individual consideration** leaders work with individual followers to understand their needs and help them to identify personally rewarding goals thus providing support, encouragement and coaching to followers.

## **CHAPTER TWO**

### **2.0 REVIEW OF LITERATURE**

#### **2.1 Introduction**

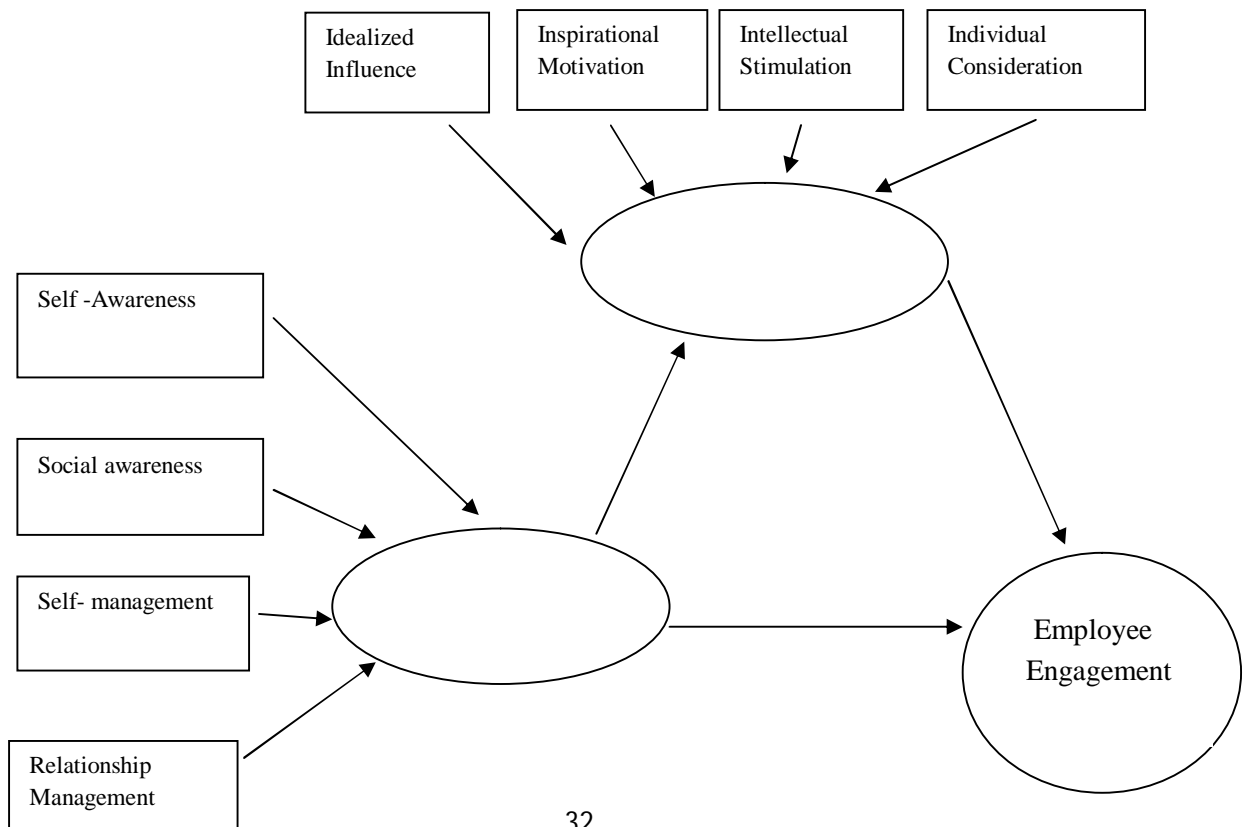
There are two types of variables, dependent and independent variables. Dependent variables are a consequence of independent variables which are antecedent to them. A conceptual framework consists of independent variables which cause changes to the dependent variables. Emotional intelligence and transformational leadership in this study are the independent variables and employee engagement is the dependent variable. Emotional intelligence and transformational are the antecedent variables to employee engagement.

Emotional intelligence is defined as one's ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so to promote emotional and intellectual growth (Mayer, & Salovey, 1998). Leadership is a process of social interaction where the leader's ability to influence the behavior of their followers can strongly influence performance outcomes. Employee engagement refers to going an extra mile beyond the call of duty. It was proposed that the relationship of emotional intelligence, transformational leadership and employee engagement will produce outcomes that are beneficial to public universities. The researcher adopted the model below to examine the effects of utilization of emotional intelligence and transformational leadership to enhance employee engagement. The research examined relationships independent of one another. The model adopted from Reeds (2005) translates the relationships of the three variables as shown in figure 2.1. The model

shows EI and TL as latent exogenous variables that influence the latent endogenous variable EE directly through EI competencies and TL elements.

## 2.2 Conceptual Framework.

The work of Goleman, Boyatzis, and McKee (2002) provides the framework for which EI influences EE. The latent variable Emotional Intelligence and transformational leadership influence employee engagement which is the endogenous variable. The emotional intelligence variable is made up of competencies that cluster into four domains namely self awareness, self management, social awareness and relationship management. Transformational leadership has four elements which make it up namely idealized influence, inspirational motivation, intellectual stimulation and individual consideration.





**Figure 2.1 Proposed model of EI and TL on EE**

**Source: Adapted and modified from Reeds (2005)**

**2.3 Emotional intelligence**

There are several definitions of emotional intelligence. For instance Martinez-Pons (1997) defines emotional intelligence as an array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures. Mayer, Salovey and Caruso (2000) explain emotional intelligence to include the ability to perceive, appraise and express emotion accurately and adaptively, the ability to understand emotions and emotional knowledge, the ability to access and generate feelings where they facilitate cognitive activities and adaptive action, and the ability to regulate emotions in oneself and others. Palmer and Jansen (2004) state that an emotionally intelligent person is one who is able to process emotion-laden information and then use this information in cognitive tasks and other required behaviours.

**2.3.1 Emotional Intelligence Theory**

Emotional intelligence was first mentioned by Aristotle as quoted by Goleman (1996) in Langley (2000). Aristotle argued that those who possess the rare skill to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way are at an advantage. Thorndike 1920 stated that there are different types of intelligence. He identified IQ intelligence, concrete intelligence and social intelligence.

Thorndike and Stein (1937) also wrote about social intelligence. The historical roots of emotional intelligence start from the research work of Wechsler (1958) who referred to “non-intellective” as well as “intellective” elements meaning affective, personal and social factors and in 1943 he proposed that non-intellective abilities are essential for predicting one’s ability to succeed in life. However it was not until Gardner wrote about multiple intelligence in 1983 that this work was further developed. He pointed out that people have the ability to know and understand their emotions as well as other individuals’ emotions and intentions. He pointed out that intrapersonal and interpersonal intelligence are as important as the type of intelligence typically measured by IQ and related tests. Later in 1989 Gardner and Hatch developed the idea of multiple intelligences, distinctly different from IQ Gardner and Hatch (1989) as cited by Hayward (2005).

In the 1940s, under the direction of Hemphill (1959), the Ohio State leadership studies suggested that consideration is an important aspect of effective leadership. That leaders who are able to establish mutual trust, respect and a certain warmth and rapport with members of their group will be more effective (Fleishman & Haris, 1962). The office of Strategic Services (1948) developed a process of assessment based on their earlier work of Murrey (1938) including the evaluation of non-cognitive, as well as cognitive abilities. This process evolved into the assessment center which was first used at AT & T in 1956. Many of the dimensions measured in assessment centres then and now involve social and emotional competencies such as communication, sensitivity, initiative

and interpersonal skills Thornton and Byham, (1982). By the early 1990s, there was a long tradition of research on the role of non-cognitive factors in helping people to succeed in both life and the workplace. The current work on emotional intelligence builds on this foundation Hayward (2005).

Salovey and Mayer (1990) carried out research based on these earlier works in order to establish Emotional intelligence and a genuine intelligence based on the concept and definition of intelligence. According to them intellect and emotional intelligence are two different constructs and they use different parts of the brain. Therefore as a term, emotional intelligence first made its first appearance in 1989 in an article by two American academic psychologists, Mayer and Salovey. They defined emotional intelligence as the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions. They came up with an ability model with four separate elements of Emotional intelligence namely identifying emotions, using emotions, understanding emotions and managing emotions. Goleman (1995) developed further the work of Salovey and Mayer, and in association with the Hay Group developed the following model of competencies.

**Table 2.1 Emotional intelligence typology**

<b>Self Awareness</b>	<b>Social Awareness</b>
Emotional self-awareness	Empathy
Accurate self-assessment	Service Orientation
Self Confidence	Organizational awareness

<b>Self –Management</b>	<b>Relationship Management</b>
Self Control	Developing Others
Trustworthiness	Influence
Conscientiousness	Communication
Adaptability	Conflict Management
Achievement drive	Leadership
Initiative	Change catalyst
	Building bonds
	Teamwork & collaboration

**Source: Adapted from (Goleman, Boyatzis & McKee, 2002)**

### **2.3.2 Self awareness Domain**

Goleman (1998) argues self-awareness is critical to understanding others and exhibiting empathy. The competences in the self-awareness domain enable the individuals to be cognizant of their own feelings and thoughts, as well as personal strengths and weaknesses. Emotional self awareness is taking cognizance of one’s emotions and their effects on self and others. This involves the recognition of how our emotions affect our performance, and the ability to use our values to guide decision making. He further posits that people with this competence know which emotions they are feeling and the reason for feeling that way. They are able to link their responses to their feelings, their effect on their performance and are aware of their values and goals. According to Reeds (2005) a study by Burckle and Boyatzis (1999) showed that individuals with high levels

of self awareness exhibited high levels of self-management, the second domain, nearly 50% of the time. However, individuals with low self-awareness exhibited high levels of self-management only 4% of the time.

Accurate Self assessment is knowing ones strengths and weaknesses. Goleman (1998) notes that people with this competence are aware of their strengths and weaknesses. They learn form experience because of being reflective; they seek feedback and learn from their mistakes for self improvement and development through continuous learning. He states that accurate self assessment was found to be a hallmark of superior performance among one hundred managers from twelve different organizations a competence that poor performers lacked. On 360-degree competence assessments average performers typically overestimate their strengths, whereas extemporary performers tend to underestimate their abilities.

Self confidence is having a strong sense of one's self-worth and capabilities. Goleman (1998) points out that people with this competence are decisive and can voice unpopular decisions once convinced that the decision is right despite opposition, disagreement and disapproval by others even those in authority. He cites a study of 112 entry-level accountants studied at Stanford University by Albert where it was those with highest sense of self efficacy who ten months later had the best job performance according to their supervisors. In a 60 year study of more that 100 IQ men and women tracked from early childhood to retirement, those who possessed self confidence during the early

years were most successful in their careers (Holahan & Sears, 1995) as cited by Reeds (2005).

### **2.3.3 The self management domain**

The self management domain is the second one and it refers to the ability to regulate distressing effects like anxiety and anger and to inhibit emotional impulsivity Goleman, *et al*, (2002). Self control is where one keeps their negative feelings and impulses in check especially when under pressure. Goleman (1998) states that people with this competence are able to manage well their impulsive feelings and distressing emotions. That they think clearly and stay focused under pressure. He notes that small-business owners and employees, life are less likely to become angry, depressed or agitated when faced with conflicts and strains on the job if they have a stronger sense that they control what happens to them.

Trustworthiness and conscientiousness is having integrity and honesty and taking responsibility for personal performance. Goleman (1998) notes that people with this competence act ethically and are above reproach. That trust is built through their reliability and authenticity where they admit their mistakes and confront unethical actions in others. They hold themselves accountable for meeting their objectives and are therefore able to meet commitments and keep promises as they are organized and careful in their work. He notes that sales representatives with most conscientious had the largest volume of sales for a large American appliance manufacturer.

The ability to be flexible and work effectively within a variety of changing situations, and with various individuals or groups is adaptability. It is working with ease in changing situation and circumstances. Goleman (1998) states that innovation and adaptability is being open to novel ideas and approaches and being flexible in responding to change. He further posits that people with this competence seek out and generate fresh ideas from a wide variety of sources and have originality in solving problems. That they shift priorities and handle well multiple demands and rapid change as they are flexible in how they see events.

Achievement drive is persistently pursuing a set standard of excellence irrespective of the obstacles faced. Goleman (1998) notes that people with this competence are results oriented having a high drive to meet their objective and standards. Therefore they set challenging goals and take calculated risks as they learn how to improve their performance pursuing information to reduce uncertainty and find ways to do better. He further points out that studies that compare star performers in executive ranks to average ones find the stars show signs of achievement drive. According to Spencer and & Spencer 1993 as quoted by Reed (2005) the need to achieve is the competence that most strongly sets apart superior and average executives. High performing executives tend to take more calculated risks, support enterprising innovations and set challenging goals for employees. Achievement is accomplishing things through one's own efforts, against a clear challenging standard of excellence. This competency is most effectively engaged in situations that provide immediate, concrete feedback from a credible source.

Initiative and optimism this refers to one's readiness to take up opportunities and act on them. Goleman (1998) notes that people with this competence pursue goals beyond what's required or expected of them and mobilize others through unusual enterprising efforts. They are persistent in seeking goals despite obstacles and setbacks. They are hopeful as they see setbacks as manageable circumstances. He notes that among middle managers at a large corporation, those who saw themselves as masters of their fate were less fazed by difficult challenges and more positive in the face of stresses than those who perceived their destiny to be out of their control.

#### **2.3.4 The social awareness domain**

The Social awareness has competencies which determine how we handle relationships. This includes empathy, service orientation, and organizational awareness. Empathy is being sensitive to others' feelings and perspectives and taking an active interest in their concerns. People with this competence listen well and are attentive to emotional cues as they show sensitivity and understand others' perspectives. They base their help to others on the needs and feelings of those they help. According to Spencer & Spencer 1993 as cited by Reeds (2005) the ability to read others' needs well comes naturally to the best managers of product development teams.



Service orientation is anticipating, recognizing, and meeting customers' needs. Goleman (1998) points out that people with this competence understand customer needs and match them to services or products. They look for ways to increase the satisfaction of the customer and loyalty. They act as a trusted advisor and grasp a customer's perspective and gladly offer appropriate assistance. He further notes that top performers transcend ordinary customer service model as a service ideal. That sales or continued patronage is a byproduct of servicing the client's needs.

Organizational awareness knows the emotional currents and power relationships in an organization. Goleman (1998) notes that people with this competence accurately read key power relationships and organizational and external realities. They detect crucial networks and understand forces that shape views and actions of clients, customers or competitors. He argues that executives continually have to balance seemingly conflicting points of view or interests from within and without. Therefore managers need political astuteness to be able to balance multitudinous perspectives from peers, bosses, subordinates, customers, competitors and other stakeholders.

That ability to understand and learn the internal and external power relationships in organizations is organizational awareness. It includes one's ability to identify real decision makers and individuals with influence Goleman (1998). This competence is vital to the behind the scenes networking and coalition building that allows individuals to wield influence, no matter what their professional role. Insight into group social

hierarchies requires social awareness on an organizational level, not just an interpersonal one. Ability to read situations objectively, without the distorting lens of their own biases and assumptions, allows individuals to respond effectively Boyatzis, (1982) as quoted by Reeds (2005).

### **2.3.5 The relationship management domain**

Relationship Management refers to adeptness at inducing desirable responses in others. It includes developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, teamwork and collaboration.

Developing others is going out to assist others abilities in the areas where one knows they need to develop. Goleman (1998) states that people with this competence acknowledge and reward others strengths and accomplishments. They offer useful feedback and identify people's needs for further growth. They foster a person's skills through mentoring, timely coaching and offering challenging assignments.

Influence is persuading and convincing others to support a specific agenda. Goleman (1998) notes that these people are skilled at winning people over as they fine-tune presentations to appeal to their listener. They also use complex strategies to build consensus and support. Communication is openly listening and giving feedback that is convincing. People with this competence deal with difficult issues straightforwardly as they are effective in give and take registering emotional cues in attuning their message. They seek mutual understanding as they listen well, welcoming information sharing

fully being open to good and bad news they remain receptive. Conflict management involves negotiating to resolve disagreements with diplomacy and tact. This competence requires people to handle difficult people and tense situations with diplomacy and tact. Potential conflict is spotted disagreements are brought to the open and help de-escalate through encouraging debate open discussion and they also orchestrate win-win solutions.

Leadership is about guiding and inspiring others. Goleman (1998) notes that this competence arouses enthusiasm for a shared vision and mission. Individuals step forward to lead as needed, regardless of position. They hold others accountable as they guide their performance leading by example. Building bonds involves one involving themselves in relationships and nurturing them. The competence requires people to informal networks to be cultivated and maintained. Mutually beneficial relationships should be sought while building rapport and keeping others in the loop. They make and maintain personal friendships among work associates. Change catalyst is where an individual may initiate or manage changes. People with this competence recognize the need for change and challenge the status quo. They remove barriers to change, champion and enlist others in its pursuit as they model the change expected of others.

Teamwork is working on collective goals using group synergy. Goleman (1998) notes that people with this competence model team qualities such as respect, helpfulness and cooperation. They draw all members to active participation which is enthusiastic. They build team identity and commitment protecting the group and its reputation while

sharing credit. Collaboration is working with others cooperatively on a shared goal. According to Goleman (1998) people with this competence balance a focus on task with attention to relationships. They collaborate sharing information resources and plans promoting a friendly cooperative climate. They also spot and nurture opportunities for collaboration. Langhorn (2004) researched on restaurant managers in the UK and found that EI can contribute up to 21% of the success of managers. He further pointed out that managers without EI can contribute to as much as 12% of team member turnover. Team members tend to share moods, both good and bad, with better moods improving performance Totterdell, *et al* 1998 as cited by Reed, (2005).

Historically, productivity improvement focused on technology and capital equipment to reduce the input of labor costs. Improved output was thought to be more production by applying industrial engineering techniques such as methods analysis and work flow among others. Individual productivity transcends from the individual to help create a more productive organization. This suggests that emotional intelligence, transformational leadership and employee engagement help produce higher performance. For example leaders and coworkers must possess the ability to understand others and what their needs are if they are to maximize their influence on the team. Employee engagement plays a key role in human capital retention and perhaps even acquisition, depending on the image being projected to potential candidates by those presently employed within the organization. Also, teams with satisfied team members tend to be higher performers Felts (2006). Employers want employees who will do their best work and the employees want good work. Employers want engaged

employees because they deliver improved business performance. This study therefore was aimed at creating this awareness in public universities.

Emotional intelligence has become a vital part of how today's leaders meet the significant challenges they face. Emotional intelligence can help leaders in an evermore difficult leadership role. In the middle of the Talent War, especially at the highest level in organizations, emotional intelligence can give developing leaders a competitive edge. A certain level of emotional intelligence is necessary to learn the emotional competencies Gowing (2001). Emotional competencies are linked to and based on emotional intelligence.

Both Kemper (1999) and Goleman (1998) support the findings that emotional intelligence can be improved through appropriate training. In a study by Slaski and Cartwright (2003), managers were encouraged to develop awareness of aspects of themselves, and their relationships with others, through an examination of their emotional experiences, Results showed that after six months, participants showed increases in levels of EI and also demonstrated statistically significant improvements in general health, morale, distress, quality of work life, subjective stress and performance. These results are confirmed by Prati's (2005) research efforts Chrusciel (2006). This evidence provides strong support that an individuals EI may benefit from an organization training and development program. In conclusion maximum development in all competencies is not necessary but the ability to draw on one or more competencies

form each of the four domains is. It is the interplay of competencies from these four clusters that distinguishes exemplary leaders from average ones Goleman, *et al* (2002).

## **2.4 Transformational Leadership**

A review of leadership literature reveals an array of definitions concerning its nature and application. Burns (1978) suggested that leadership is one of the most often observed and least understood phenomenon on earth. Conceptualized from managerial to militant, parliamentary to political, formal to informal, transactional to transformational, the formal study of leadership continues to attract the attention of researchers.

Beyond defining leadership, studies consistently centre on the question: What makes a leader effective or ineffective? Yukl (2002) asserted leadership effectiveness is not conveniently quantified by organizational outcomes and results. Many definitions have been given on leadership but according to Bass (1997) leadership has been conceived as the focus of group process, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behaviors, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as an initiation of structure, and as many combinations of this definition.

### **2.4.1 Leadership Theories**

The two early approaches to leadership were trait and behavioural theories. Trait theories focused on identifying the personal traits that differentiated leaders from followers. Before the World War II hundreds of studies were conducted to pinpoint the traits of successful leaders as the traits theory showed that leaders were born. These include Stogdill's and Mann's 1948 findings that identified five traits; intelligence, dominance, self-confidence, level of energy and activity and task relevant knowledge Bateman (2007).

Contemporary trait research carried out in 1983 further demonstrated that the majority of a leader's behaviour could be attributed to stable underlying traits. Lord 1986 according to Brodbeck *et al* 2000 as cited by Bateman (2007) came up with leadership prototypes to single out specific traits namely intelligence, masculinity and dominance.

The behavioral styles theory was an outgrowth of two events: the seeming inability of the trait theory to explain leadership effectiveness and the human relations movement an outgrowth of the Hawthorne Studies. The Ohio State Studies according to Fleishman 1998 cited by Bateman (2007) showed two independent dimensions of leader behaviour: consideration and initiating structure. The University of Michigan Studies 1976 research concluded that effective leaders tend to have supportive or employee-centered relationships with employees, use group rather than individual methods of supervision and set high performance goals. Blake and Mouton 1982 developed a managerial/leadership Grid representing four leadership styles found by crossing concern for production and concern for people. Leader Member Exchange theory

(LMX) argues that because of time pressures, leaders establish a special relationship with a small group of their followers Bateman (2007). Published studies of leadership traits share little consistency between the lists of desirable traits. Further, traits considered essential to leadership generally lack conceptual consensus Stogdill, 1974, and early researchers tended to minimize the impact of the relationship between leader attributes within the context of a specific situation Hayward (2005).

In a study of life insurance company executives, the most successful in terms of corporate growth and profit were those who drew upon a wide range of leadership styles. High performing executives were adept at all four of the styles that have apposite impact on climate-visionary, democratic, affiliative, and coaching. Matching them with the appropriate circumstances. However, the same executives rarely exhibited the coercive or pacesetting styles Williams, 1994 as cited by Reed (2005).

According to Fiedler 1993 situational control refers to the amount of control and influence that the leader has in her or his immediate work environment ranging from high to low. This theory prompted others to examine the contingency nature of leadership. A primary limitation of contingency/situational approach to leadership is that these theories are often complex and difficult to test empirically. However, each theory seems to provide some insight to leadership effectiveness in spite of methodological weaknesses and conceptual complexities that ma limit utility Yukl (2002).



Path-Goal theory based on expectancy theory was proposed by House 1971 as cited by Hersey and Blanchard (2004). Expectancy theory is based on motivation to exert effort increases as one effort performance outcome expectations improve. It is designed to help a leader choose the method of decision making that best fits the nature of the problem being faced; it may be either authority decision, consultative decision or group decision Bateman (2007).

Hersey and Blanchard (1988) developed the situation leadership theory. They argued that effective leader behavior depends on the readiness level of a leader's followers. Studies have shown that there are two views of leadership that have emerged in the past fifteen years. The transactional leaders who enhance the subordinates' readiness to perform at expected levels, by offering rewards for acceptable performance, resulting in the desired outcomes defined by the leader Bass and Avolio (1990). The transformational leaders inspire their subordinates to adopt the organizational visions as their own as they attempt to heighten their values, concerns and developmental needs Cacioppe (1997). According to Bass and Avolio (1990), leadership and management overlap but each performs unique set of activities or functions and are charged with the responsibility of implementing the vision and the strategic plan. The discussion of Hersey and Blanchard's 'maturity' of followers provides a bridge into the theory of transformational leadership in which Burns (1978), Bass (1985), as well as Kouzes and Posner 1987 provide the key texts as cited by Reed (2005).

According to Reed (2005) the term 'transformational leadership' is derived from work done by Burns 1978. Building on humanistic psychological theories, Burns suggested that leadership was actually a relationship between leader and follower. Burns articulated two broad kinds of such leadership, transactional and transformational. Transactional leadership approach involves a series of transactions in which transactional leaders use their legitimate, reward and coercive powers to give commands and exchange rewards for services rendered. Burns also conceptualized a second leader-follower relationship built on the mutual elevation of the leader and the followers' needs up the scale of Maslow's 1954 hierarchy of needs. Both the leader and follower are 'transformed' by the experience. Review of transformational leadership literature suggests that, though transactional leadership can be effective in times of stability, transformational leadership is considerably more effective Bass (1985).

According to Bateman (2007) Charismatic leaders are dominant, exceptionally self confident and have a strong conviction in the moral righteousness of their beliefs. He points out that charisma contributes to transformational leadership. Further transformational leaders get people excited and revitalize organizations as they get people to transcend personal interests and perform beyond their expectations. He also points out that pseudo transformational leaders talk a good game but ignore followers' real needs as their own self-interests take precedence. Shermerhorn (2002) states that there are six attributes of transformational leadership namely, vision, charisma, symbolism, empowerment, intellectual stimulation and Integrity.

Robbins (2007) states that transformational leadership build on transactional leadership and produces levels of follower effort and performance that go beyond what would occur with a transactional approach alone. The TL leader is capable of having a profound and extraordinary effect on followers. They encourage creativity and innovation and goal setting in followers. A review of 87 studies testing transformational leadership found that it was related to motivation and satisfaction of flowers and to the higher performance and perceived effectiveness of leaders. Transformational leadership is more correlated with lower turnover rates, higher productivity and higher employee satisfaction. A study on Canadian bank managers found TL training that where managers underwent training they performed better than those who did not. According to House charisma and Transformational leadership are synonymous but Bernard Bass considers charisma to be part of TL since to him TL is broader. However several research studies show that a leader who scores high on TL also scores high on charisma so that in practice their measures are equivalent. Kirk and Shamir (2002) also note that research proposes four components and that the first two elements are similar to specified behaviors in charismatic leadership theories.

#### **2.4.2 Transformational Leadership elements**

Bass (1995) refers to transformational leadership, which recognizes that influencing followers is crucial to organizational performance in a model with four elements. Idealized influence is the first element which involves demonstrating behavior such as

setting a personal example for followers, high standards of ethics and sacrificing for the benefit of the group. There is provision of vision and sense of mission, instills pride, gains respect and trust. The leader serves as a role model and expresses personal standards that unite the followers thus change the follower's goals and beliefs so that they are able to perform beyond their expectations.

Inspirational motivation the second element involves creation and presentation of a vision, use of symbols, emotional arguments and a demonstration of enthusiasm and optimism. Provision of vision and sense of mission, instills pride, gains respect and trust. The leader serves as a role model and expresses personal standards that unite the followers thus change the follower's goals and beliefs so that they are able to perform beyond their expectations. Communication of high expectations, use of symbols to focus efforts, and expression of important purposes in simple ways is done. They inspire and excite their followers that they are able to accomplish great things.

Intellectual stimulation the third element displays behaviours that increase awareness of problems and challenge followers to view problems from new perspectives thus encouraging innovation. Promoting intelligence, rationality and careful problem solving and encouraging innovation takes place. The leaders allow the followers to come up with new ways of solving problems.

Individual consideration is the fourth element where leaders work with individual followers to understand their needs and help them to identify personally rewarding goals

thus providing support, encouragement and coaching to followers. It also involves giving Personal attention where each employee is treated as an individual, coaching and advising by the leader. The leaders are compassionate, appreciative and responsive to the employees' needs and they thus celebrate individual achievements.

Kark and Shamir (2002) have found TL to be a multifaceted, complex and dynamic form of influence in which leaders can affect followers by highlighting different aspects of the followers, social self-concept and change their focus from one level to another. This is likely to determine whether the followers see themselves primarily in terms of their relationship with the leader or in terms of their organizational group membership. They suggested that different leadership behaviors could account for priming these distinct aspects of follower, self-concept and followers' identification. Furthermore, these different forms of influence are important because they can lead to differential outcomes.

Dionne, Yammarino, Atwater, and Spangler (2004) posited that by means of individualized consideration, a leader addressed issues of competence, meaningfulness and impact with each team member, and encourages continued individual development. Kark and Shamir (2002) found that TL behavior such as intellectual stimulation increases the follower's feeling of self-worth because they transmit the message that the leader believes by being cooperative, loyal, and committed. The most significant effect of TL is that of influencing followers to transcend self-interest for the sake of the welfare of the organization.

Jung, chow and Wu (2003) indicated that TL has significant and positive relations in terms of both empowering and fostering an innovation, supporting organizational climate. Dvir, *et al* (2002) have found TL to have a positive impact on the development of followers' empowerment in terms of their engagement in the tasks and specific self-efficacy. They confirmed the hypothesis that follower development can influence performance to show that TL affects development as well as performance.

Shin, *et al* (2003) found that TL positively relates to follower creativity, followers' conversation, and intrinsic motivation. TL boosts intrinsic motivation and provides intellectual stimulation, the followers are encouraged to challenge the status quo and the old ways of doing things. Kark and Shamir (2002) suggested that transformational leaders can have a dual effect, exerting their influence on followers through the creation of personal identification with the leader and social identification with the work unit and that these different forms of identification can lead to differential outcomes Modassir and Singh (2008).

## **2.5 Employee Engagement**

### **2.5.1 Introduction**

Engagement is a positive attitude held by the employee towards the organization and its values. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organization. Engagement has got three dimensions, the emotional engagement where one is emotionally involved

with one's work, cognitive engagement i.e. focusing on the job and physical engagement, being willing to go the extra mile (Lockwood, 2007).

Historically, religion has played a key role in providing a socially constructed frame of reference for people to attach meaning to the work they perform. Indeed, the role of religion in creating a nexus between work and society was of primary concern to Karl Marx who argued that religion had provided the ideological superstructure for capitalism (Livingstone and Fiorenza 1997). He argued that individuals sought self-determination, intentionality and creativity through praxis. The theme of Marx's view that individuals seek self-determination, intentionality and creativity through work has effectively been picked by the humanistic psychology movement of the 20<sup>th</sup> Century.

Starting with the Hawthorne experiments of the 1930's a string of theories purportedly demonstrated the individual's intrinsic needs for achievement were developed including Maslow's hierarchy of needs in 1970, McGregor's Theory Y of 1985, Herzberg's hygiene factors in 1968 and McClelland's needs based theories of human motivation in 1987 . These theories stressed management's role in fostering motivated employees and have had a pivotal influence in management's approach to employees as the search for high performance in business has historically been seen as a question of motivation Fox 2006 as cited by Hersey, Blanchard and Johnson (2008). Indeed, the high level of recent interest in employee engagement can be characterized as further evidence of

management's preoccupation with understanding what drives employee motivation, involvement and engagement in workplace (Saks 2006).

Employee engagement has several definitions for example IES (2004) defines engagement as "a positive attitude held by the employee towards the organization and its values. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organization. The organization must work to develop and nurture engagement, which requires a two-way relation between the employer and employee". Kahn (1990) defines engagement as 'the harnessing of organizational member's selves to their work roles, in engagement people employ and express themselves physically, cognitively, and emotionally during role performance. Personal disengagement refers to the uncoupling of selves from work roles, in disengagement, people withdraw and defend themselves physically, cognitively, or emotionally during role performance. Thus to Kahn engagement means to be psychologically present when occupying and performing an organizational role.

Saks (2006) cites Rothbard (2001) who defines engagement as psychological presence but goes further to state that it involves two critical components: attention and absorption. Attention is the cognitive availability and the amount of time one spends thinking about a role. Absorption is being engrossed in a role and refers to the intensity of one's focus on a role. Vazirani (2007) defines employee engagement as the level of commitment and involvement an employee has towards their organization and its values.



Therefore engagement is a positive attitude held by the employee towards the organization and its values. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organization.

Employee engagement is a relatively new term then in HR literature that started to come to prominence from 2000 onwards. Melcrum Publishing (2005) found that from a global survey of over, 1,000 communication and HR practitioners 74% began to formally focus on the issue between 2000 and 2004. Employee engagement builds upon and goes further than commitment and motivation in the management literature Woodruffe, (2006) as cited in CIPD, 2006a). According to Rafferty et al (2005) the concept of employee engagement has its foundation, on two well-researched precursors – employee commitment and organizational citizenship behavior.

Engagement then although sharing strong characteristics with commitment and OCB is about more than each of the two concepts on their own. According to Rafferty et al (2005) engagement is a two way mutual process between the employee and the organization. Therefore then engagement refers to a multi dimensional concept that involves some kind of two-way interaction between the employee and the organization. Schmidt (2004) defines engagement as bringing satisfaction and commitment together. He further contends that while satisfaction and commitment are the two key elements of engagement, neither on their own is enough to guarantee engagement.

Right Management (2006) defines true engagement as every person in the organization understanding and being committed to the success of the business strategy, and that this goes beyond more than just simple job satisfaction and incorporates aspects of commitment, pride and advocacy about the organization's products and brand. Whilst the onus is on the organization to manage communication effectively to involve employees and align them with the organization, this clearly requires input and feedback from employees as well to make the process work.

Saks (2006) states that in recent years there has been a great deal of interest in employee engagement. He further quotes Robinson et al (2004) that employee engagement has become a widely used and popular term. Further employee engagement has been defined in many different ways linking it to organizational commitment and organizational citizenship. The two were precursors to employee engagement. May et al (2004) states that engagement may be thought as an antecedent to job involvement in that individuals who experience deep engagement in their roles should come to identify their jobs.

According to Meere (2005) as cited by Scottish Executive Social Research (2007) there are three levels of engagement: Engaged – employees who work with passions and feel a profound connection to their organization. They drive innovation and move the organization forward. Not engaged – employees who attend and participate at work but

are timeserving and put no passion or energy into their work. Disengaged – employees who are unhappy at work and who act out their unhappiness at work. Therefore, the key elements that underpin a definition of employee engagement include drivers of engagement and outcomes.

### **2.5.2 Dimensions and outcomes of engagement.**

Engagement has three dimensions emotional engagement- being very involved emotionally with one's work, cognitive engagement – focusing very hard whilst at work and physical engagement – being willing to go the extra mile for your employer IES (2004). There are three basic aspects to EE namely: a) the employees and their own psychological make up and experience. b) the employers and their ability to create the conditions that promote employee engagement and c) interaction between employees at all levels. Vizirani (2007). Though organizations have traditionally relied on financial measures to evaluate their performance, value, and health for example cashflow, revenue and profitability remain important financial indicators of effective performance however 'soft' human oriented measures such as employee attitudes, traits and perceptions are also now being recognized as important predictors of employee behavior and performance. Within over 2,500 business, health care, and education units Gallup has empirically determined employee engagement to be a significant predictor of desirable organizational outcomes such as customer satisfaction, retention, productivity and profitability. Luthans (2002).

The outcomes of engagement involve staff being able to get involved in the organization and feel that they are genuinely participating and contributing to its performance. Staff have pride in their organization and endorse it as a place to work and do business with to people outside the organization. Staff demonstrate real commitment to their job and the organization and are prepared to go the extra mile. However, the employee engagement outcomes do vary according to a range of factors reflecting organizational and employee characteristics.

Understanding and improving an employee's experience of work can create significant benefits for both the organization and the employee. Lack of commitment and motivation in staff is central to disengagement hence the need for employees to be engaged to avoid meaningless work. IES (2004) points out that employee engagement is linked with advocacy, performance and job satisfaction outcomes. Higgs (2006) further points out that literature on engagement has shown that organizations with high levels of engagement have a more than 70% probability of achieving their goals than those with lower levels of engagement. High engagement organizations achieve better operating margins. Firms with a higher level of engagement outperform industry sector growth by 6%. A 5% increase in engagement can lead to a 0.7% increase in operating margins. Employees in high engagement organizations are twice as likely to remain with their employer than those in lower level engagement organizations. Thus EE is critical to any organization that seeks to retain valued employees public universities inclusive. Further raising and maintaining employee engagement lies in the hands of an organization and

requires a perfect blend of time, effort, commitment and investment. Hence TL and EE are critical at this time in the public universities when employees are seeking employability security with many universities coming up. Public universities need to retain their staff and raise their performance levels in the wake of performance contracting. The need then for transformational leadership to play a role in engaging the employees is key. Therefore, the key elements that underpin a definition of employee engagement include drivers of engagement and outcomes (Robinson, 2004).

### **2.5.3 Drivers of Engagement**

The drivers of engagement are a two – way relationship between the employer and employee. The importance of the individual being able to align themselves to the products, services and values of the organization. The ability of the organization to communicate its vision, strategy, objectives, and values to its staff so that they are clearly understood. Management give staff sufficient elbow room and autonomy to let them fulfill their potential. The employer is highly effective at engaging in two-way communication with its staff, in particular encouraging upward communication. Management from the top to the bottom of the organization are committed leaders and that the key role of the immediate line manager/supervisor is recognized as one the most important conduits to achieving effective employee engagement (Lockwood 2006).

IES (2004) identified the drivers of engagement to be that the strongest driver of all is a sense of feeling valued and involved with the following key components: involvement

in decision making, extent of employees views are listened to and valued by managers, opportunity to develop jobs and the organization concern for employees health and wellbeing. Line management is seen as playing a very important role in fostering employee sense of involvement and value.

**2.5.4 Models of Employee engagement**

The approach to employee engagement, discussed by Robinson et al (2004), stresses the importance of feeling valued and involved as a key driver of engagement. Within this umbrella of feeling valued and involved there are a number of elements that have a varying influence on the extent to which the employee will feel valued and involved and hence engaged. Robinson et al (2004) states that this can be a useful pointer to organizations towards those aspects of working life that require serious attention if engagement levels are to be maintained or improved.



## **Figure 2.2 Model of the drivers of employee engagement**

**Source: Adapted from Robinson et al (2004)**

Penna 2006 as cited in CIPD (2006a) presents a hierarchical model of engagement factors which illustrates the impact each level will have on the attraction, engagement and retention of talent. Schmidt (2004) frames engagement within the context of organizational health and workplace well-being.

The importance of good management and effective communication has been highlighted as key vehicles through which employee engagement can be implemented. The organization must work to engage employees and establish a two-way relationship between the employer and employee. Michaelman (2004) notes that the defining contribution of great managers is that they boost the engagement levels of the people who work for them through selection, expectation setting, motivation and development. Great managers in leading engagement seek the right fit for a person's talent, they work to see that employees are rewarded for their performance and they endeavor to ensure that talent is developed through progressively more challenging and meaningful assignments.

IES (2004) has a model in which there is a strong link between feeling valued and involved and engagement. They also state like the Civil service that regardless of the

sector the drivers of engagement are common to all organizations. Engagement drivers tend to fall under twelve common areas of policy or practice which include vision and direction, career development, recognizing employee contributions, line management, work itself and environment, organizational effectiveness and ethics, employee involvement and autonomy, work life balance, reward, information flow and internal communication, resources and corporate image and reputation.

Melcrum publishing (2005) report based on a global survey of over 1,000 multinationals concluded that from an organization's point of view it's the senior executives that set the tone of engagement in an organization. They identified the six top drivers of engagement from senior management perspective as communicating a clear vision of the future, building trust in the organization, involving employees in decision making that will affect them, demonstrating commitment to the organization's values, being seen to respond to feedback and demonstrating genuine commitment to employee's well being. Moorcroft (2006) came up with four key objectives of a communication strategy that would help create outcomes in support of organization's objectives as follows, helping employees develop a better understanding of how what they do related to the organization's vision, strategies and goals. Create a more dynamic and interactive communication environment that involves employees in thinking about and understanding how they can influence business results. Ensure employees are getting the information they need to help frame and guide their day-to-day decisions. Promote and recognize the desired behaviors and outcomes in communication. The CIPD model



of employee engagement model brings various elements of employee engagement together, individual factors, aspects of working life, management, attitudes to work and outcomes for the organization.

The model emphasizes that there is a lot that senior managers and line managers can do to drive up engagement. Therefore, employee engagement has positive impact on organizational performance. If employees are not engagement with the overall strategies and objectives of an organization then their day to day activities will not be focused on achieving these objectives. Employee engagement then affects productivity and organizational performance, customer outcomes, employee retention, meaning at work, advocacy of the organization and organizational climate.

## **2.6 Critical Evaluation of Independent Variables**

### **2.6.1 Critic on Emotional Intelligence**

Since its popularization by Goleman (1995) the concept of EI has been the subject of on-going controversy. For instance Becker (2003) critics EI centering on two issues. First that EI is not sufficiently developed as a construct to enable advances in our understanding of behaviour in organizational settings. Jordan, Ashkanasy and Hartel

(2002) respond and see this as part of healthy development of a new construct, which Weick (1989) as cited by Jordan, Ashkanasy, and Hartel (2002) suggests involves a three-stage process. The first stage is variation or focused imagination, where scholars debate issues concerning the new construct in a free wheeling fashion. Selection is the second stage where the new construct is subject to validation testing, for retention. They point out further that at that point EI was at the selection stage entering the retention phase which is the last phase.

Becker's (2003) second issue is on measurement. Recent research into measures based on Mayer and Salovey definition has progressed enormously in the last few years including ability assessment. Becker implies that lack of definitive measure of a construct precludes its use of theory development as the theory would be difficult to test. However, Jordan, Ashkanasy and Hartel (2002) point out that many of the best established measures of organizational behaviour constructs continue to attract controversy for example organizational commitment by Allen and Meyer (1990).

Landy (2005) criticises EI and argues that most of the research in support of the construct of emotional intelligence lies outside the scientific tent and the construct thus represents a continuation of a long line of discredited research into social intelligences. Locke (2005) attacks emotional intelligence at its theoretical core, arguing that the construct is inadequately defined and even contradictory, and posits further that its application, especially in respect to leadership, is hopelessly flawed.

### **2.6.2 Critic on Leadership**

Critic of leadership by Jago (1982) argues that thousands of empirical investigations of leaders have been conducted in the last 75 years, and no clear and unequivocal understanding exists as to what distinguishes leaders from non leaders, and what distinguishes effective from ineffective leaders. He further points out that multiple interpretations of leadership phenomena exist, each providing some insight into the role of leader but each remaining an incomplete and wholly inadequate explanation of complex relationships. Stogdill as cited by Jago (1982) astutely notes that there are almost as many definitions of leadership as there are persons who have attempted to define the concept.

### **2.6.3 Critic on Employee Engagement**

Critics of employee engagement argue for example Pugh and Dietz (2008) that organizational effectiveness and the ways by which the engagement construct can be studied are at different levels of analysis. They see the organization as an appropriate unit of analysis not only for behaviour but engagement as well.

Newman and Harrison (2008) critic the definition and state that it does not matter what you call it or how you measure it because it is all the same thing. They suggest that any measure of state engagement is simply redundant with what already exists. Further Meyer and Gagne (2008) as cited by Macey and Schneider (2008) point out that there is no consensus on how to measure engagement. Further, they agree that engagement is

not measured by indicators of the work environment as they measure engagement in formative terms by forming twelve individual components in composite as causes of engagement.

Burke (2008) points out that interventions to enhance engagement do not need to focus exclusively on the work environment. He shows that the kinds of behaviours that management wants to see happen can be influenced greatly through interventions focused on skill-based learning and not just on factors influencing the immediate work environment. Griffin et al (2008) argues that engagement kinds of behaviour whether at the individual, team or organizational level, can be best understood as a result of and in a context of uncertainty. Frese (2008) as cited by Macey and Schneider (2008) argues that certain behaviours that we would normally identify as engagement are often the result of something other than being positively engaged in work which may be negative.

In conclusion it is worth noting that unlike harder sciences for example physics, chemistry and biology where well accepted laws may govern phenomena, the soft science of behavior in organizations remains an imprecise, inexact exploration into the causes and consequences of complex human interactions. Equivocal explanations of organizational events abound; each competing explanation, of course, often having unique implications for the practicing or aspiring manager and employee trying to apply social science knowledge towards solving problems encountered in their job role Jago (1982).

## **2.7 Conclusion**

Available literature indicates, sustainable competitive advantage is possible where leaders utilize emotional intelligence on themselves and the employees to build a cohesive team. Other universities may not be in a position to copy the work duplicate the team. Leadership and emotional intelligence assist in building an engaged team. The team will also be engaged using the drivers of engagement to ensure optimal performance resulting in competitive advantage. This then becomes a strong point for the university to remain competitive.

Leadership literature is replete with studies that focus on individual performance, i.e. effectiveness and success, in various occupations. Historically, a trait approach to explaining behavior would identify and validate specific capabilities against effectiveness measures. An integrated concept of emotional intelligence offers a theoretical structure for leadership style and linking it to leadership behavior and job performance Reeds (2005). Recent literature on emotional intelligence promotes guarded optimism for the predictive value of emotional intelligence on leadership performance. Transformational leadership style has been shown to relate to the emotional intelligence in general and positively correlated with specific, resonant managerial styles, and negatively correlated to specific dissonant leadership styles Burbach (2004).

Transformational leader behavior was also found to significantly correlate with emotional intelligence to a greater degree than transactional leader behavior (Leban, 2004). Drawing on theories of leadership, emotional intelligence and social psychology, Byron (2003) examined how a manager's ability to accurately decode emotions from nonverbal behavior subordinate and supervisor perceptions of managerial job performance. The study revealed that nonverbal emotional decoding skills are positively correlated with supervisor ratings of overall job performance for a range of female managerial and non-managerial employees. Secondly, Byron (2003) found that managers who are better nonverbal emotional decoders receive higher ratings from their subordinates and have higher employee retention rates.

## **2.8 Research Gaps**

The research gaps based on previous research include how organizations may achieve more for less through soft skills such as emotional intelligence.

Exactly how and to what extent EI accounts for effective transformational leadership is currently unknown.

How an organization engages the workforce and ensures that right from the recruitment stage they obtain an engaged workforce.

The present study intends to compensate for the relative dearth of research focusing on utilization of emotional intelligence and transformational leadership for the enhancement of employee engagement.

## **CHAPTER 3**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Research Design.**

The research design was quantitative and the designs, techniques and measures produced discreet numerical or quantifiable data. There were several objectives of the study therefore the researcher assessed the objectives using both qualitative and quantitative methods. This enabled both methods to supplement each other in that the qualitative method provided in-depth explanations while the quantitative methods provided the hard data needed to meet required objectives. Both methods were also used to avoid bias in that the subjectivity associated with qualitative research was minimized by the objectivity of the quantitative research. The quantitative data was obtained from the

likert scale questions and the qualitative data was obtained from the semi structured questions.

A survey was carried out in an attempt to collect data from the selected sample to determine the current status of the population with respect to EI, TL and EE. The survey research carried out was a self report study which required the collection of quantifiable information from the sample. Survey research was chosen because according to Mugenda and Mugenda (1999) it seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour or values. It is also used for explaining or exploring the existing status of two or more variables, at a given point in time. It is also the best method for social scientists interested in collecting original data for the purposes of describing a population which is too large to observe directly. The targeted sample was in this study was 1068.

Therefore the researcher carried out a survey and the responses generated both qualitative and quantitative data. According to Mugenda & Mugenda (1999) qualitative research is advantageous in that it permits research to go beyond the statistical results usually reported in quantitative research and it is best used to explain human behaviour. Quantitative research was chosen because it relies on confirming, proving or substantiating using measurements of the variables. Therefore, quantitative data was obtained from the Likert scale questions. Qualitative data resulted from the open-ended



questions and observations. Using both qualitative and quantitative assisted the researcher to avoid bias.

### 3.2 Population & Sampling frame

The study was carried out in public universities in Kenya. The target population was four out of the seven public universities. The three universities were JKUAT, Kenyatta University, and University of Nairobi and Egerton University. There were approximately 1671 employees of JKUAT, 2306 employees at Kenyatta University and 4048 at university of Nairobi and 2664 staff members at Egerton University. The table below indicates the breakdown of the staff cadre in each university

**Table 3.1 Target Population**

<b>University/ Staff Cadre</b>	<b>University of Nairobi</b>	<b>Kenyatta University</b>	<b>Egerton University</b>	<b>JKUAT</b>
Management	11	9	13	14
Teaching	1224	698	646	402
Middle	1546	697	755	756
Grades I-IV	1267	902	1250	499
<b>TOTAL</b>	<b>4048</b>	<b>2306</b>	<b>2664</b>	<b>1671</b>

### 3.3 Sample and Sampling Techniques

The researcher adopted stratified random sampling because the population of interest was not homogeneous it was heterogeneous. This enabled the target population to be

divided into mutually exclusive sub-populations (strata). Then simple random sampling was used in each of the strata to ensure actual representation of the population. The universities have got four categories of staff, management, teaching staff, non –teaching staff and grades I-IV staff. The sample therefore comprised of 10,689 target population and according to Mugenda & Mugenda (1999) a sample size for populations greater than 10,000 units should have a minimum sample of 384. Therefore the study was to have a minimum target sample size of 384. The sample frame was 1,062 for this study constituting about 10% of the population and the researcher distributed 1,000 questionnaires in the four public universities. 520 filled in questionnaires were received back from the four public universities. However the correctly filled in questionnaires were 484 with 100 more respondents of the minimum targeted population.

**Table 3.2 Sample**

<b>University/</b>	<b>University of</b>	<b>Kenyatta</b>	<b>Egerton</b>	<b>JKUAT</b>	
<b>Staff Cadre</b>	<b>Nairobi</b>	<b>University</b>	<b>University</b>		
Management	1	1	1	1	
Teaching	122	69	64	40	
Middle	154	69	75	75	
Grades I-IV	126	90	125	49	<b>3.4</b>
<b>TOTAL</b>	<b>403</b>	<b>229</b>	<b>265</b>	<b>165</b>	<b>In</b>

**struments**

The main research tool was a structured questionnaire, which was preferred as it would provide a relatively simple and straightforward approach to the study. Therefore data was collected using a questionnaire (see appendix A) and observations were also be made from the existing policy documents. The questionnaire was appropriate to gather data from a large sample minimizing bias and saved on time where responses were within the given timeframe. The questionnaires were administered to the respondents because they were able to read and write. The questionnaire also ensured that there was no opportunity for bias as the questions and responses were presented on paper and it had confidentiality.

The researcher utilized the Genos Emotional Intelligence Inventory short version designed specifically for workplace applications by Palmer and Stough (2001) to construct her questions. The questions measure how employee typically think, feel and act at work thus exhibiting emotional competencies from the four domains. The researcher also based her questions on the ability model of Salovey and Mayer (1989) later modified by Goleman (1998) using the four elements to ensure that she captured all the key factors of emotional intelligence. A five point likert scale ranging from 1=Almost never, 2=rarely, 3=sometimes, 4=usually, 5=Almost always.

The questionnaire was constructed using the elements of Bass (1995) model for transformational leadership. The elements included idealized influence or Charismatic leadership, Inspirational motivation or leadership, Intellectual stimulating and individual consideration. Eight statements indicating level of satisfaction on a five point likert scale

were used. 1= completely dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied and 5= completely satisfied.

Employee engagement was measured from the existing staff using a questionnaire since there is an onus on the organization to retain key staff once they are recruited. According to CIPD (2006a) the first step towards building an engaged workforce is to get a measure of employee attitudes, to identify the areas that need improvement. Robinson et al (2004) notes that trying to get a measure of engagement is challenging given the range of complex factors being assessed. Therefore, the use of attitude survey is encouraged and he developed a survey comprising of twelve engagement statements. Therefore the researcher modified the twelve statements based on the drivers of engagement to construct the questionnaire. The attitude survey adopted a five point Likert type scale (on each of the statements corresponding to various dimensions in the questionnaire for instance e.g. 1=strongly disagree to 5 = strongly agree).

Therefore the latent variable EI was measured by employee self report responses on the how they perceive the competencies that cluster into four domains namely self awareness, self management, social awareness and relationship management. Ultimately these four domains collapse into one principal emotional intelligence. Transformational leadership was also measured on the same instrument on survey items based on the four elements that make up transformational leadership namely idealized influence, inspirational motivation, intellectual stimulation and individual consideration.

Employee engagement is the endogenous variable measured by the drivers of engagement and the items of each of these dimensions serve as the observed variables of enhanced employee engagement.

### **3.5 Data Collection procedure**

The data was collected from the month of October 2009 to January 2010. The researcher personally administered questionnaires where possible and also engaged the services of one research assistant.

The researcher with the assistance of a research assistant distributed one thousand questionnaires in the three public universities by walking from one office to another. It was not possible to get all the employees gathered in one room and in some cases employees who are stationed in the office like secretaries served as contact points in that the filled in questionnaires were left in their custody for the researcher to collect them from there. The respondents then gave timeframes within which they would fill in the questionnaires between one and two weeks. A total of 548 questionnaires were received back from the respondents. 28 questionnaires were eliminated as spoilt as they were incomplete. Therefore a total of 520 questionnaires were entered in SPSS. A further 36 questionnaires were deleted during the data cleaning process and the researcher remained with 484 questionnaires to analyze.

### **3.6 Pilot test**

Validity and reliability evidence of the questionnaire was provided by a pilot test before the questionnaires were administered. The research instrument was pretested using a sample of 1.5% as per Mugenda & Mugenda (1999) that a successful pilot study would use 1% to 10% of the actual sample size. The respondents used for pretesting were similar to the sample under study using procedures similar to those of the actual study.

### **3.7 Data Processing and Analysis**

Data was coded and entered during the month of February 2010. The data was organized and accounted for in terms of noting patterns, themes, categories and regularity. The qualitative data was analyzed by first coding, categorizing into themes and analyzing using appropriate statistical tests for descriptive statistics and frequency distributions such as means, percentages, standard deviations and measures of central tendency.

The relationship between variables was expressed using effect statistics such as correlations, relative frequencies and differences in means. The Statistical Package for Social Science (SPSS) was used in the analysis to execute quantitative data. The qualitative data was analyzed by first creating categories, themes and patterns. The themes and categories was done using codes by use of SPSS text editor.

The researcher then evaluated and analyzed the data to determine the adequacy of information and the credibility, usefulness, consistency in answering the research

questions. The researcher then interpreted the data and formulated generalizations. Quantitative data was entered in SPSS using the codes already allocated on the questionnaire. All the questionnaires which were considered spoilt were deleted in the cleaning process. The researcher then embarked on analyzing the data using the formulae in SPSS such as cross tabulations, and Karl Pearson's coefficient of correlations. The universities were categorized using codes to ensure that the researcher obtained data for each university separately. Further the data was analyzed do each university. The data was also put together for all the four public universities and analyzed.

## **CHAPTER 4**

### **4.0 RESEARCH FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the raw data of the research findings and discusses the findings. Analysis of the relationship was analyzed using both bivariate and multivariate statistical measures. This is because data was obtained on two variables for the background information and four objectives: namely 1) To determine the effect of self awareness and social awareness on employee engagement, 2) To determine the impact of self management and relationship management on employee engagement, 3) To examine the contribution of idealized influence and inspirational motivation on employee engagement and 4) to determine the effect of intellectual stimulation and individual consideration on employee engagement. According to Kothari (2004) correlations can be studied through cross tabulation and Karl Pearson's coefficient of correlations.

Further Karl Pearson's coefficient of correlation was used for objective 5) to establish the relationship between emotional intelligence and transformational leadership. This was found appropriate as it is the most widely used method for measuring the degree of relationship between two variables. Examining how the relationship between emotional intelligence and transformational leadership impact employee engagement was measured and determined for objective 6). Principal component analysis and actor analysis were also carried out.



The study aimed at answering six questions namely:

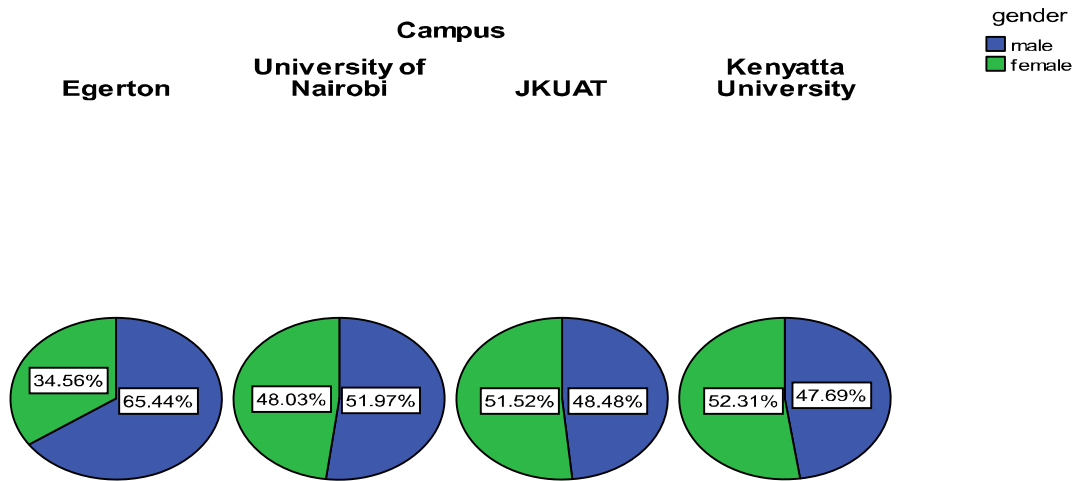
- 1) What is the effect of self awareness and social awareness on employee engagement?
- 2) Is employee engagement impacted by self management and relationship management?
- 3) What is the contribution of idealized influence and inspirational motivation on employee engagement?
- 4) What is the effect of intellectual stimulation and idealized consideration on employee engagement?
- 5) Is there a relationship between emotional intelligence and transformational leadership?
- 6) How does the relationship between emotional intelligence and transformational leadership impact employee engagement?

A questionnaire was administered to respondents for information on these questions.

The questionnaire consisted of three sections each measuring one of the three variables under study. The quantitative and qualitative findings were obtained.

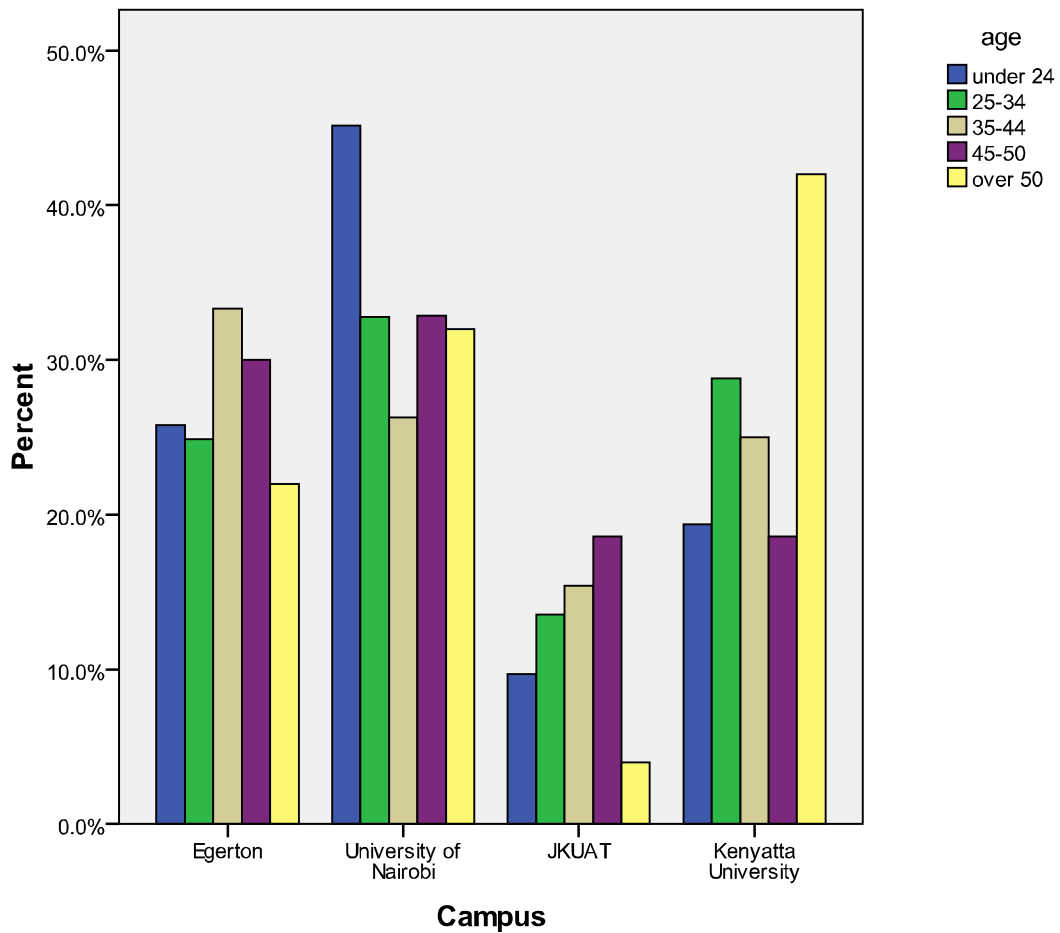
#### **4.2 Background information**

The background information of the respondents such as gender, age, level of education and job category was analyzed and the results are presented. The alpha values for the three variables were also obtained.



**Figure 4.1 Gender per university**

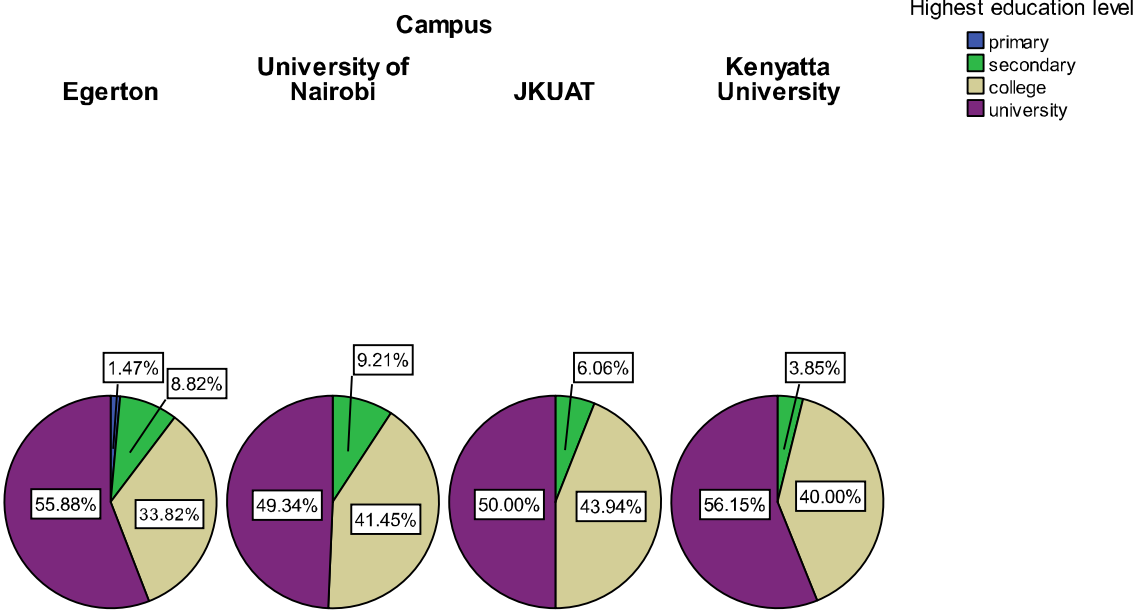
The findings of the study indicated the gender per university. Egerton University had 65 % male respondents and 35% female. This indicates that generally there were more male respondents in Egerton University for the study. University of Nairobi had 52% male respondents and 48% female respondents while JKUAT had 52% female respondents and 48% female. Kenyatta University had 48% male respondents and 52% female respondents. The results of the findings show that generally universities were gender sensitive in employment except for Egerton University where the disparity was very wide between the male and the female.



**Figure 4.2 Respondents age**

The age of the respondents per university show that Egerton University had about 28% employees under 24 years, 27% employees between 25-34 years, about 35% employees 35-44 years, about 30% were 45-50 years and 23% were over 50 years. Therefore the largest numbers of employees fall between 35 and 44 years. University of Nairobi had employees under 24 years being about 47%, 25-34 years about 34%, 35-44 years about 28%, 45-50 years about 35% and over 50 years about 34%. The highest number of employees in Nairobi University falls under 24 years of age. JKUAT had employees

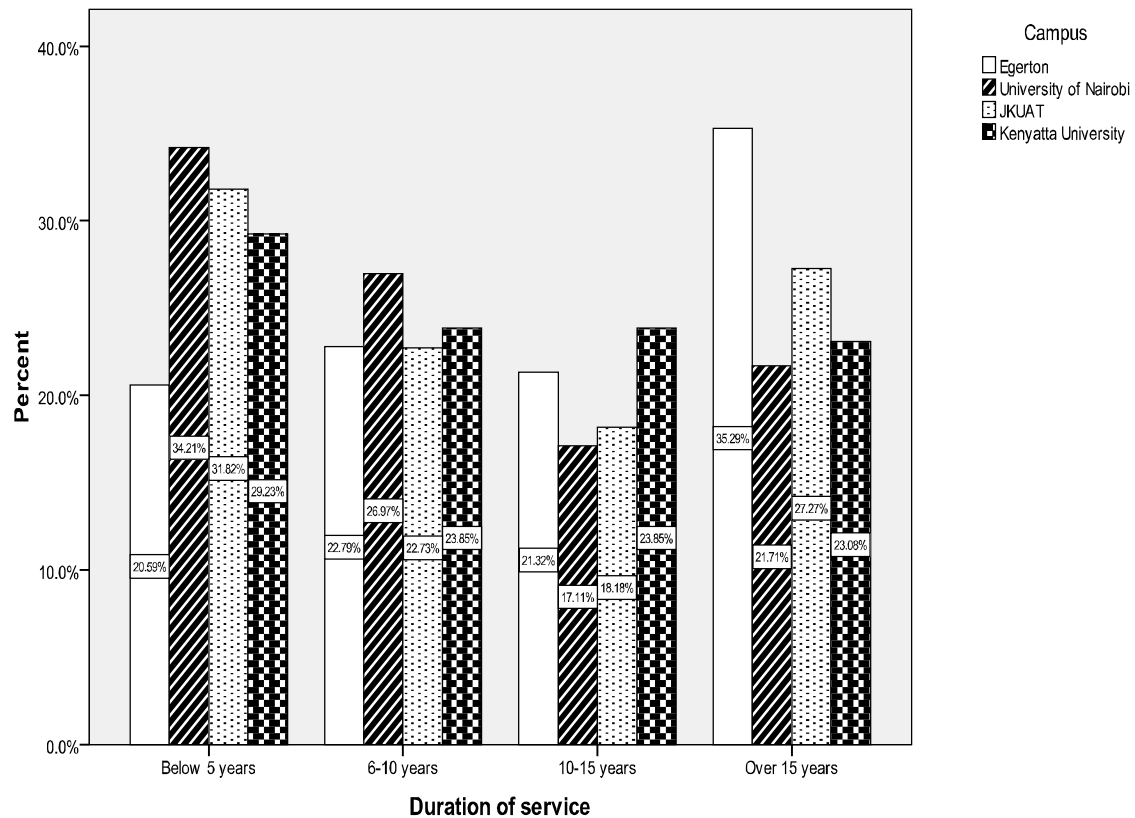
under 24 years about 9%, 25-34 years 13%, 35-44 years about 15%, 45-50 years 17% and over 50 years about 5%. Therefore the highest number of employees in JKUAT falls under 45-50 years. Kenyatta University had under 24 years about 19%, 25-34 years about 30%, 35-44 years about 27%, 45-50 years 19% and over 50% about 46%. Therefore the highest number of employees in Kenyatta University is over 50 years of age. The study findings show that the public universities have all age groups represented among its employees.



### **Figure 4.3 Educational level**

The level of education for the employees in the university was also sought in the questionnaires. Egerton university findings indicated that primary certificate holders were about 2%, secondary level certificate holders were about 9%, middle level college certificate holders were about 33% and university degree holders were about 56%. Therefore the highest numbers of employees in Egerton University were university graduates. University of Nairobi had 9% secondary certificate holders, 42% middle college certificate holders and 49% university degree holders. Therefore the highest numbers of staff were university graduates at Nairobi University.

JKUAT had 6% secondary certificate holders, 44% middle level college certificate holders and 50% university degree holders. This also showed that the highest number of employees in JKUAT were university graduates. Kenyatta University showed 4% secondary certificate holders, 40% middle level college certificate holders, and 56% university degree holders. Therefore Kenyatta University had university degree holders as the highest number of employees. The findings are in line with Ngome (2003) who points out the high rate of enrolment of students in universities resulting in a high number of graduate job seekers. Hence the highest numbers of employees in the four public universities were graduates indicating that academic qualifications were taken in to consideration as a basis to higher employees.



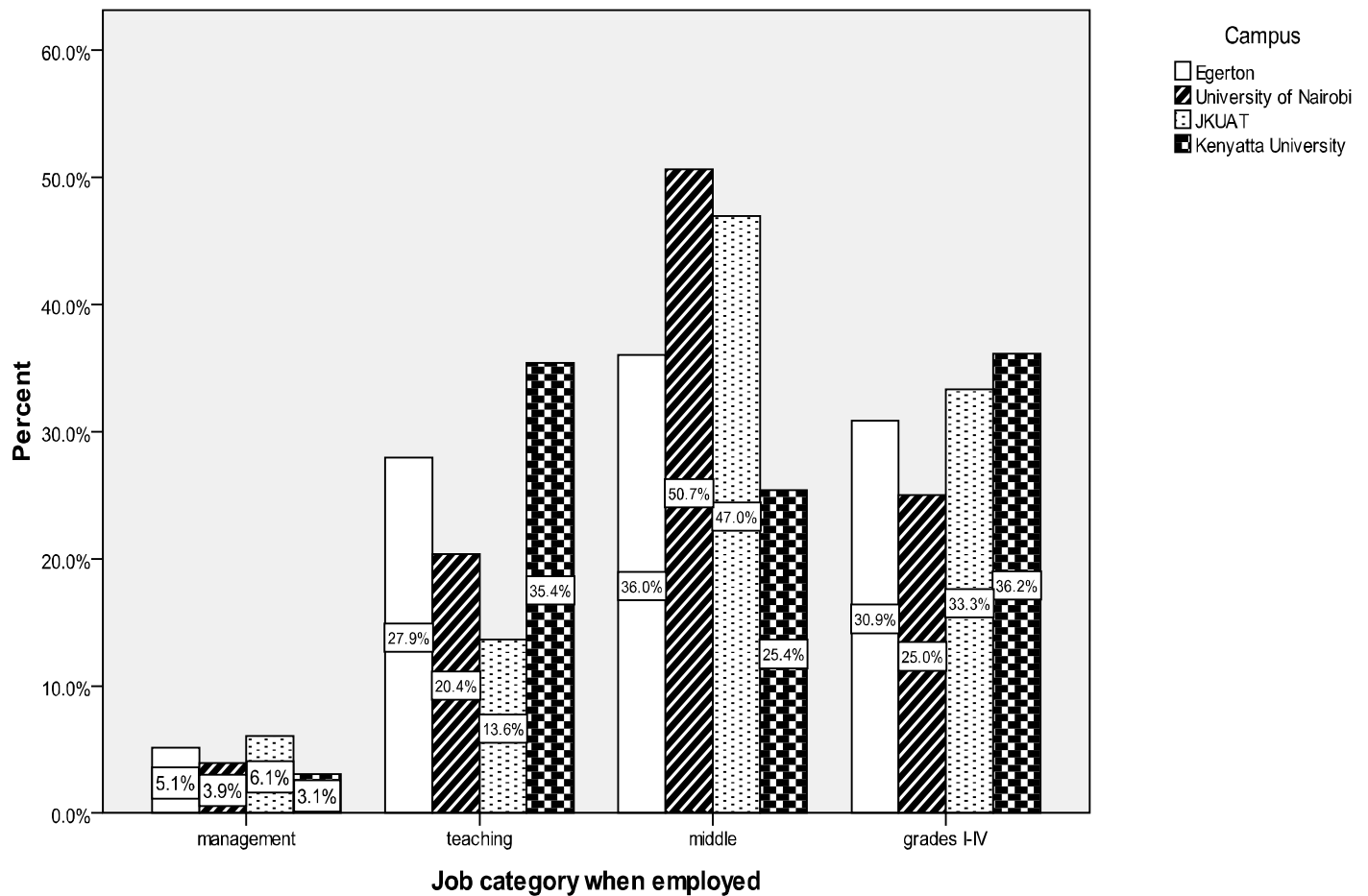
#### 4.4 Duration of Service

The research findings indicate that employees below five years were 20% for Egerton university, 34 % for Nairobi university, 32% for JKUAT and 29% for Kenyatta univeristy. Therefore university of nairobi had the highest number of employees serving below five years of service. Employees who had served for 6-10 years were 23% for Egerton university, 27% for Nairobi university, 23% for JKUAT and 24% for KU. Nairobi univeristy had the highest number of staff serving between 6 and 10 years of service followed by KU. 10-15 years of service employees for Egerton university were 21%, univerity of Nairobi had 17%, JKUAT had 18% and KU had 24%. KU had the highest

KU had the highest number of staff serving between 10 and 15 years followed by Egerton university. Employees who had served over 15 years were 36% for Egerton, 22% for university of Nairobi, 27% for JKUAT and 25% for KU. Egerton had the highest number of employees who had served for over 15 years followed by JKUAT. Therefore majority of the employees had served below 5 years. These findings are in line with Mwiria et al (2007) who argues that there is a high staff turnover in public universities generally. He also points out that the demand for university education is high thus indicating gradual expansion of universities.



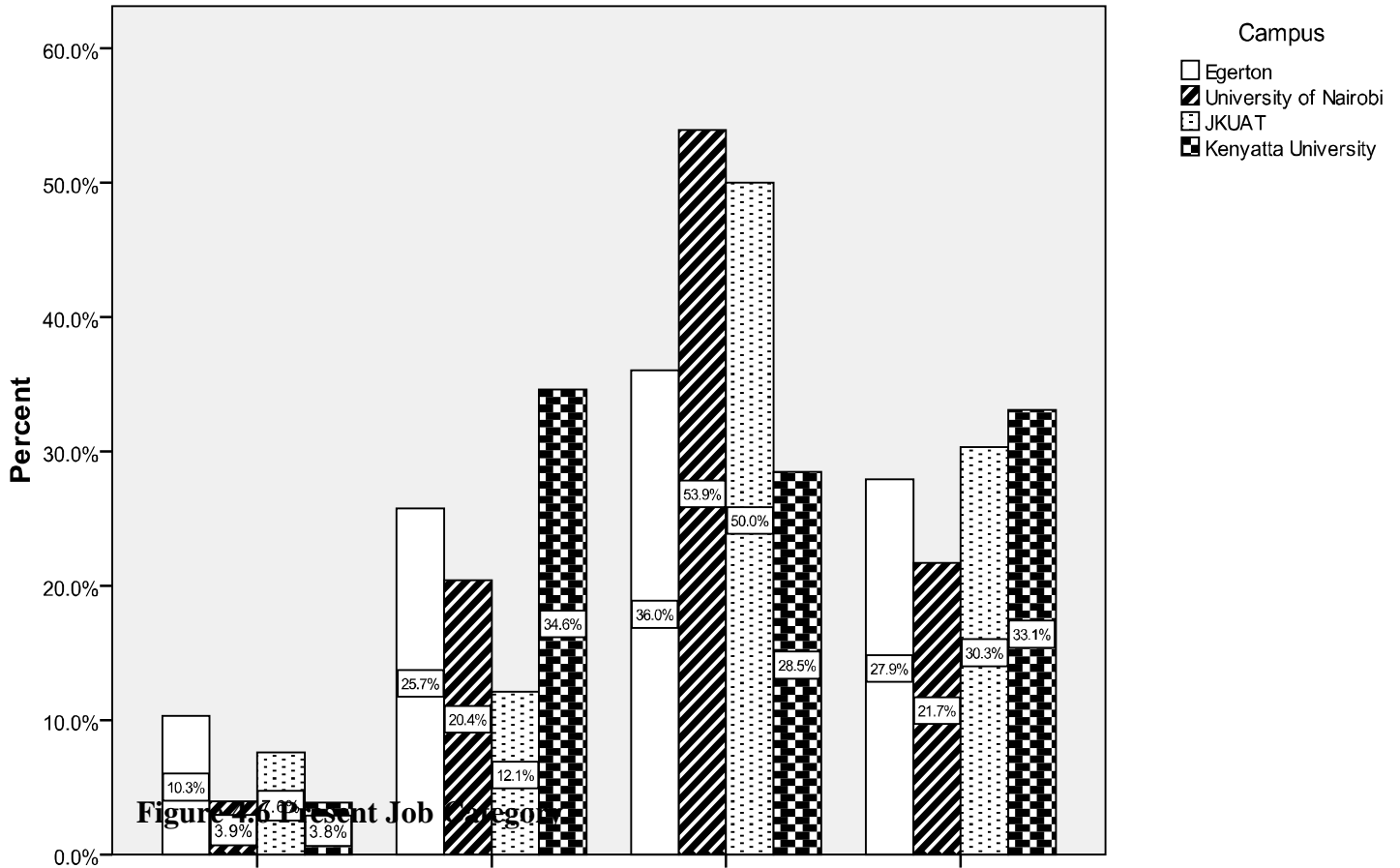




**Figure 4.5 Job Category**

Egerton university had 5% management when employed, university of Nairobi had 4% , JKUAT had 6% and KU had 3%. This shows that JKUAT had the highest number of management members when employed. The teaching staff were 28% when employed for Egerton University, 20% for Nairobi university, 14% for JKUAT and 35% for KU. Therefore KU had the highest number of teaching staff when employed. Egerton had 36% middle employees, university of Nairobi had 51%, JKUAT had 47% and KU had 25%. This shows that Nairobi University had the highest number of middle staff category when

employed. Egerton had 31% for grades I-IV, Nairobi University had 25%, JKUAT had 33% and KU had 36%. Therefore KU had the highest grade I-IV category of staff members when employed. The findings show the composition of the staff who work in the university.



**Figure 4.6 Present Job Category**  
 Egerton University had 10% employees at management for present job category, university of Nairobi had 4%, JKUAT had 8% and KU had 4%.

Egerton university had 27% teaching staff, university of Nairobi had 20%, JKUAT had 12% and KU had 35%. The middle level staff for Egerton were 36%, Nairobi university had 54%, JKUAT had 29% and KU had 29%. Grades I-IV was 28% for Egerton, 22% for university of Nairobi, 30% for JKUAT and 33% for KU. Comparing job category when employed and present job category staff seem to have moved from one job category to another. Notably the staff teaching staff have reduced and the management staff have increased. The grades I-IV have reduced and the

middle staff have increased. Therefore generally staff move from teaching to management and grades I-IV to middle level. The middle level staff do not seem to change job cadre.

Schmitt & Klimoski (1991) as cited by Little (2006) define a construct as a concept that has been deliberately created or adopted for a scientific purpose. A construct cannot be observed it must be inferred. For example by observing a set of behaviours one might infer that a person possess a particular construct. Merely attaching a name to a collection of survey items does not make it a construct.

Further, the measure must be validated by comparing and contrasting the construct with similar and different contrasts to demonstrate that it is related those constructs in theoretically predictable ways. Consequently, the values of alpha for the three constructs are given below showing reliability. The values range between .910 for intellectual stimulation and individual consideration which is the highest and .858 for self and social awareness which is the lowest. The values therefore indicate high reliability.

**Table 4.1      Alpha Values**

	<b>CRONBACH'S ALPHA</b>	<b>NO. OF ITEMS</b>
Self awareness & social awareness	.858	17
Self Management & Social Management	.863	23
Idealized influence & Inspirational motivation	.901	16
Intellectual stimulation & individual consideration	.910	16
Emotional intelligence & transformational leadership	.860	24

### **4.3 Emotional Intelligence findings**

Emotional intelligence was measured using the part B section I of the questionnaire. Respondents used a five point likert scale to respond to the questions. The first three questions (6a-c) corresponded to self awareness comprising of emotional self-awareness, accurate self-assessment and self confidence. Questions 6d) to i) on self management examined self control, trustworthiness, conscientiousness, adaptability, achievement drive and initiative. Social awareness responses were obtained from questions 6j) – k). Relationship management questions were question 6l) to p). The breakdown of emotional intelligence into four separate elements was in line with the adopted model of Goleman (1998). The results of the descriptive data on emotional intelligence based on cross tabulation with gender, and education level are then presented below: The analysis results were one tailed and two tailed.

**Table 4.2: EI descriptive statistics**

	Mean	Median	Mode	Std. Deviation	Variance	Range	Minimum	Maximum
<b>SELF AWARENES</b>								
Emotional Self awareness	3.86	4.00	4	.847	.717	4	1	5
Accurate Self Assessment	4.05	4.00	4	.876	.768	4	1	5
Self confidence	4.29	4.00	5	.770	.593	4	1	5
<b>SELF MANAGEMENT</b>								
Self control	3.90	4.00	4	.837	.700	4	1	5
Trustworthiness & conscientiousness	4.45	5.00	5	.702	.492	4	1	5
Adaptability	4.06	4.00	4	.763	.583	4	1	5
Optimism	4.34	4.00	5	.705	.497	4	1	5
Initiative	4.18	4.00	4	.717	.514	4	1	5
Achievement drive	4.12	4.00	4	.777	.604	4	1	5
<b>SOCIAL AWARENESS</b>								
Empathy & Service Orientation	4.18	4.00	4	.791	.625	4	1	5
Organizational Awareness	3.58	4.00	4	.933	.870	4	1	5

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**RELATIONSHIP****MANAGEMENT**

Developing others	3.86	4.00	4	.813	.660	4	1	5
Leadership & building bonds	4.17	4.00	4	.755	.570	4	1	5
Influence & change catalyst	3.86	4.00	4	.865	.749	4	1	5
Communication & Conflict Management	3.87	4.00	4	.874	.765	4	1	5
Teamwork & Collaboration	4.39	4.00	5	.671	.450	4	1	5

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The mean for self awareness ranged from 4.29 on Self confidence to 3.86 on emotional self awareness. The standard deviation on self management was from .837 to .702. The variance on social awareness was .870 and .625 respectively. Relationship management mean was highest at 4.39 and lowest at 3.86. Developing others and influence and change catalyst had similar mean at 3.86. The standard deviation on relationship management ranged from .874 on communication and conflict management to .671 on teamwork and collaboration. Therefore generally the emotional intelligence competency five point likert scores were dispersed as mean score ranged from 4.39 to 3.5.

**4.3.1: Self and Social awareness effect on EE results per university**

The effect of self awareness and social awareness on employee engagement was determined per university and the results are hereby presented.

**Table 4.3: Egerton Self and Social Awareness**

	Emotional self awareness	Accurate self assessment	Self confidence	Empathy & Social awareness	Organizational awareness
vision and direction	.262**	.215*	.218*	.018	.051
Career development	-.085	-.048	-.086	.108	.028
Recognizing employee contribution	.067	.000	-.107	.012	.095
Line management	.086	.071	.017	.144	.144
Work itself and environment	.130	.158	.131	.021	.206*
Organizational effectiveness and ethics	.208*	.280**	.316**	.296**	.339**
Employee involvement and autonomy	.003	.250**	.041	.179*	.306**
Work life balance	.066	.137	.030	.095	.222**
Reward	-.009	.017	-.198*	.062	.120
Information flow and internal communication	.025	.109	.063	.051	.184*
Resources	.105	.057	.018	-.060	.154
Corporate image and reputation	.081	.188*	.167	.147	.131

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

Egerton University had emotional self awareness significant at 0.01 for vision and direction(.262). This shows that employees recognize their emotions and their effect on others. Therefore employees see how their role supports the organization’s inspiring vision an direction and want to play their part well at Egerton University. It was also significant at 0.05 level of significance for organizational effectiveness and ethics (.208). This means that running day to day activities well without wasting time and by making the most of what everyone has to offer is affected by employees recognition of their emotions and their effect to self and others. It was not found to be significant for career development, recognizing employee contribution, line management, work itself and environment, employee

involvement and autonomy, work life balance, reward, information flow and internal communication, resources and corporate image and reputation.

Accurate self assessment was for Egerton University found to be significant at 0.01 level of significance for Organizational effectiveness and ethics (.280) and employee involvement and autonomy (.250). This shows that employees seeking out feedback and learning from their mistakes is affects how employees make the most of what everyone has to offer, which saves time, enables learning, adaptability and improvement. Accurate self assessment also assists employees to feel that they influence what the university does so that they have a bigger personal stake and care more about the significance of Egerton University. It was also found to be significant at 0.05 level of significance for vision and direction (.215). This is because employees also see how their role supports the organization's inspiring vision and direction and want to play their part well.

Egerton University had Self confidence significant at 0.05 level of significance for vision and direction (.218). This shows that employees are sure of their self worth and capabilities and therefore they clearly see how their role supports Egerton university inspiring vision and direction and want to play their part well. Self confidence was negatively significant at 0.05 level of significance for reward (-.198). This reveals that employees self worth and capabilities correlation with reward is negatively significant as the pay and benefits do not fairly reflect the value of the work employees do and therefore employees may not likely stay. It was also significant at 0.01 level of significance for Organizational effectiveness and ethics (.316). Employees self worth and capabilities assist to run day to day activities well without wasting time and by making the most of what each has to offer. Therefore they learn, adapt and improve and are therefore positive to change.



Egerton University had empathy and social awareness significant at 0.01 level of significance for organizational effectiveness and ethics (.296). Sensitivity to others needs is linked to how day to day activities are run, saving time and utilizing whatever each individual employee offers. It was also significant at 0.05 level of significance for employee involvement and autonomy (.179). Sensitivity to others needs also affects employee feelings that they influence what the university does so they have a bigger personal stake and care more about its success. Organizational awareness in Egerton University was significant at 0.01 level of significance for organizational effectiveness and ethics (.339), and employee involvement and autonomy (.306). Understanding emotional currents and power relationships in Egerton University affects the day to day running of activities, it affects learning and assist in positive change. It also affects the employee perception on their contribution to the university. It was also 0.05 significant for work itself and environment (.206) and for Information flow and internal communication (.184). Understanding emotional currents and power relationships is linked also to work enjoyment for employees and they get a lot out of it since the work place environment meets their needs therefore they can focus on the job and the big picture. It is also linked to employees doing their job well as they have up to date information, and their views are heard.

**Table 4.4: University of Nairobi Self and Social awareness**

	Emotional self awareness	Accurate self assessment	Self confidence	Empathy & Social orientation	Organizational awareness
vision and direction	.190*	.359**	.259**	.166*	.203*
Career development	.060	.298**	.007	-.037	.011

Recognizing employee contribution	.034	.298**	-.025	-.105	.160*
Line management	.109	.279**	.114	.138	.200*
Work itself and environment	.020	.178*	.026	.033	.132
Organizational effectiveness and ethics	.061	.326**	.193*	.157	.213**
Employee involvement and autonomy	-.037	.154	-.006	.075	.085
Work life balance	.091	.300**	.006	.109	.253**
Reward	-.125	.102	-.076	-.043	.076
Information flow and internal communication	-.012	.232**	-.038	.012	.222**
Resources	-.065	.103	-.086	.041	-.001
Corporate image and reputation	-.018	.141	-.041	-.040	.008

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

University of Nairobi had Emotional self awareness was found to be significant at 0.01 level of significant only for vision and direction (.190). Recognition of employee emotions and their effect on self and others is linked to employees clearly seeing how their role supports the organization's inspiring vision and direction and want to play their part well. It was not found to be significant for career development, recognizing employee contribution, line management, work itself and environment, organizational effectiveness and ethics, employee involvement and autonomy, work life balance, reward, information flow and internal communication, resources and corporate image and reputation.

Accurate self assessment, was highly significant on employee engagement for University of Nairobi as it was found to be significant at 0.01 level of significance for vision and direction (.359), career development (.298), recognizing employee contribution (.298), line management (.279), Organizational effectiveness and ethics (.326), work life balance (.300) and information flow and internal communication (.232). Seeking out feedback and learning from mistakes affects employees perception of their role in supporting Nairobi University vision and direction. It is also linked to the university commitment to help an employee to develop his/her skills and make progress in a clear career path. It also affects employee appreciation and rewarding for doing a good job, therefore they take pride in their work and they put in extra effort when its needed. It also shows that employees work with confidence towards corporate goals because they are supported by line managers. Accurate self assessments also is linked to the perception that the university recognizes employees personal needs therefore they are there for it and doing jobs well because of up to date information and listening to views. Further accurate self assessment was significant at 0.05 level of significance on work itself and environment (.178). This shows that employees enjoy their work and get a lot out of it sine the workplace environment meets our needs, employees focus on the job and the bigger picture.

Self confidence was for university of Nairobi was only significant for vision and direction (.259) at 0.01 level of significance. This links employees self worth and capabilities to their views on how their role supports the organization's inspiring vision and direction and wan to play their part well. It was also significant for organizational effectiveness and ethics (.193) at 0.05 level of significance. Self worth and capabilities also is linked to the running of the

day to day activities well without wasting time and by making the most of what everyone has to offer, assists learning, adapting, improvement and positive change.

Empathy and social orientation was only significant for vision and direction (.166) at 0.05 level of significance for University of Nairobi. This shows that sensitivity to others needs is linked to how employees clearly view their role as supporting the university inspiring vision and direction and want to play their part well. Organizational awareness at University of Nairobi was significant at 0.01 level of significance for Organizational effectiveness and ethics (.213), Work life balance(.253) and Information flow and internal communication (.222). This links understanding emotional currents and power relationships in the university to daily running of activities well, without wasting time and making the most of what everyone has to offer, assists in learning, adapting, improvement and positively to change. It also shows that employees enjoying work and getting a lot out of it since the workplace environment meets employee needs and they can focus on the job and the big picture is affected by understanding emotional currents and power relationships in the university. Organizational awareness is also perceived to affect doing the job well because of right priorities, up to date information and employees views being heard. It was also found to be significant at 0.05 level of significance for vision and direction (.203), recognizing employee contribution(.160), and Line management (.200). There is also a link with how employees see their role as supporting the university vision and direction and want to play their part well. Employee perceive a link with appreciation and reward for doing a good job, so they take pride in their work and put in extra effort when its needed. Support from the line management on the university goals and individuals is also positively perceived.

**Table 4.5: JKUAT Self and Social awareness**

	Emotional self awareness	Accurate self assessment	Self confidence	Empathy & Social awareness	Organizational awareness
vision and direction	.104	.245*	.439**	.402**	.225
Career development	.170	.031	.131	-.038	.258*
Recognizing employee contribution	.330**	.134	.170	-.058	.208
Line management	.106	.065	.077	-.005	.201
Work itself and environment	.225	.155	.232	.060	.368**
Organizational effectiveness and ethics	-.004	-.069	.022	.125	.081
Employee involvement and autonomy	.185	.049	.272*	.232	.213
Work life balance	.251*	.101	.330**	.068	.227
Reward	.057	-.022	-.003	.041	.122
Information flow and internal communication	.230	.048	.200	.150	.102
Resources	.207	.104	.171	.035	.196
Corporate image and reputation	-.003	.104	.164	.173	.195

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

JKUAT had emotional self awareness significant at 0.01 level of significance for recognizing employee contribution (.330). This shows that recognition of emotions and their effect on self and others is linked to employees perceiving that they are appreciated and rewarded for doing a good job so they take pride in their work and put in extra effort when its needed. It was also at 0.05 level of significant for work life balance (.251). Recognition

of emotions and their effect on self and others has an effect on employees perception that the university recognizes their personal needs therefore employees are there for it. It was not significant for vision and direction, career development, recognizing employee contribution, line management, work itself and environment, organizational effectiveness and ethics, employee involvement and autonomy, reward, information flow and internal communication, resources and corporate image and reputation.

Accurate self assessment was found for JKUAT to be significant at 0.01 level of significance for vision and direction (.245) only. Seeking out feedback and learning from mistakes was linked to employees clearly seeing how their role supports the JKUAT.'s inspiring vision and direction and thus they want to play their part well. Self confidence was in JKUAT significant at 0.01 level of significance for vision and direction (.439) and work life balance (.330). Self worth and capabilities is linked to the perception of seeing how employees roles support the university inspiring vision and direction. It is also linked to university recognition of personal needs. It was also significant at 0.05 level of significance for employee involvement and autonomy (.272). This links self worth and capabilities to employees feeling that they influence what the university does so they have a bigger personal stake and care more about its success.

Empathy and social awareness was only significant at 0.01 level of significance for vision and direction (.402) in JKUAT. This shows that sensitivity to other people's needs is associated with clearly seeing how employees role supports the university's inspiring vision and direction and they want to play their part well. JKUAT had organizational awareness significant at 0.01 level only for work itself and environment (.368). Understanding emotional currents and power relationships in the university was linked to employees

enjoying work and getting a lot out of it since the workplace environment meets their needs, they can focus on the job and the bigger picture. It was also significant at 0.05 level of significance for Career development (.258). Employees understanding of emotional currents and power relationships in the university was also perceived to affect the university commitment to help them develop their skills and make progress in a clear career path.

**Table 4.6: Kenyatta University Self and Social awareness**

	Emotional self awareness	Accurate self assessment	Self confidence	Empathy & Social awareness	Organizational awareness
vision and direction	.212*	.204*	.040	.202*	.320**
Career development	-.019	-.061	-.090	-.089	.234**
Recognizing employee contribution	.024	.126	-.012	.137	.244**
Line management	.039	.024	-.141	-.029	.342**
Work itself and environment	.199*	-.007	-.044	-.027	.285**
Organizational effectiveness and ethics	.158	.136	-.020	-.073	.154
Employee involvement and autonomy	.107	.062	.067	-.072	.226**
Work life balance	.107	-.005	-.024	.021	.326**
Reward	.186*	-.011	-.065	.084	.126
Information flow and internal communication	-.046	.115	-.056	-.148	.241**
Resources	.285**	.136	.309**	.036	.244**
Corporate image and reputation	.192*	.121	-.033	.069	.287**

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

Kenyatta University had emotional self awareness significant at 0.01 level of significance for resources (.285). This shows that employees recognition of their emotions and their effect on self and other is perceived to affect university provision of resources for employees to do their job well. It was also significant at 0.05 level of significance for vision and direction (.212), work itself and environment (.199) and reward (.186). Recognition of emotions and their effect on self and others is also linked to employees clearly seeing how their role supports the organizations inspiring vision and direction and want to play their part well. It is affects the view that the pay and benefits fairly reflect the value of the work an employee does therefore he/she is more likely to stay.

Accurate self assessment in Kenyatta University was found to be significant at 0.05 level of significance for vision and direction (.204). Seeking feedback and learning from mistakes is linked to employees clearly seeing how their roe supports the organization's inspiring vision and direction and want to play their part well. Self confidence in Kenyatta University was only significant at 0.01 level of significance for resources (.309). Being sure of self worth and capabilities was viewed as affecting university provision of resources for employees to do their job well. Empathy and social awareness was significant at 0.05 level of significance for vision and direction (.202) only in Kenyatta University. Sensitivity to others needs made employees clearly see how their role supports the organization's inspiring vision and direction and want to play their part well.

Organizational awareness in Kenyatta University was significant at 0.01 level of significance for vision and direction (.320), career development (.234), recognizing employee contribution (.244), line management (.342), work itself and environment (.285), employee involvement and autonomy (.226), work life balance (.326), informational flow



and internal communication (.241), resources (.244) and corporate image and reputation (.287). Employees understanding of emotional currents and power relationships in the university was perceived to affect employees clearly see how their role supports the organization's inspiring vision and direction and want to play their part well. It also affects university commitment to help employees develop their skills and make progress in a clear career path, employees appreciation and reward for doing a good job, so they take pride in their work and put in extra effort when its needed.

Working with confidence towards corporate goals because line managers support the goals and employees is also perceived together with employees enjoying their work and getting a lot out of it since the workplace environment meets their needs therefore they can focus on the bigger picture. The feeling that employees influence what the university does so they have a bigger personal stake and care more about its success and university recognition of personal needs therefore employees are there for it were also perceived. Further, doing the job well, having right priorities and up to date information shared by the university, provision of resources and recognition of things done well at the university by stakeholders and pride in the university and employees desire to play their part to keep the reputation were also lined to employees understanding of emotional currents and power relationships in Kenyatta University. However, organizational effectiveness and ethics and reward were not at all significant.

**Table 4.7 : All Universities Self and Social Awareness**

	Self awareness			Social awareness	
	Emotional self awareness	Accurate self assessment	Self confidence	Empathy and social orientation	Organizational awareness
Vision and direction	.213**	.272**	.251**	.164**	.160**
Career development	.014	.073	-.030	-.012	.096*
Recognition of employee contribution	.088	.143**	-.027	-.014	.157**
Line Management	.086	.121**	.019	.081	.208**
Work itself and environment	.114*	.117*	.072	.022	.214**
Organizational effectiveness and ethics	.125**	.212**	.173**	.148**	.202**
Employee involvement and autonomy	.044	.142**	.077	.100*	.182**
Work- life balance	.113*	.150**	.059	.082	.249**
Reward	-.016	.008	-.128**	.015	.111*
Information flow and internal Communication	.036	.137**	.016	.004	.184**
Resources	.097*	.099*	.076	.017	.109*
Corporate image and reputation	.053	.138**	.060	.067	.119**

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

The effect of self awareness and social awareness was examined by calculating the correlations. It was found to be positively significant at 0.01 level of significance on the vision and direction. The 0.05 level correlation for career development was only significant for organizational awareness, self confidence, empathy and social orientation were found to be negative. Recognition of employee contribution was found to be 0.01 significant at accurate self assessment (.121) and organizational awareness (.157). It was negatively

correlated on self confidence and empathy and social orientation. Line management is positively correlated with self awareness at 0.01 level of significance on accurate self assessment at .121. It is also positively correlated on social awareness at 0.01 level of significance on organizational awareness at .208. Work itself and environment had a 0.05 level of significance on self awareness and 0.01 significance on organizational awareness. Organizational effectiveness and ethics was found to be correlated for both self awareness and social awareness at 0.01 level of significance. Employee involvement and autonomy was not significant at emotional self awareness and self confidence but was found to be significant at 0.01 significance on accurate self assessment and organizational awareness. It was also significant at 0.05 level of significance on empathy and social orientation. Work life balance was found to be significantly correlated with accurate self assessment and organizational awareness at 0.05 level of significance. It was also significant at 0.05 level of significance on emotional self awareness however it was not significant on self confidence and empathy and social orientation.

Reward was not significant on accurate self assessment and empathy and social orientation. However it was highly negatively correlated on self confidence at 0.01 level of significance and correlated with organizational awareness at 0.05 level of correlation. Information flow and internal communication was not significant on emotional self awareness, self confidence and empathy and social orientation. It was significant at 0.01 level of significance on accurate self assessment and organizational awareness. Resources were not significant on self confidence and empathy and social orientation, however, they were significant at 0.05 level of significance on emotional self awareness, accurate self assessment and organizational awareness. Self awareness was found significant at 0.01 level of significance

on accurate self assessment but not on emotional self awareness to correlate with corporate image and reputation. It was significant on social awareness at 0.01 level of confidence on organizational awareness and not on empathy and social orientation. Therefore self awareness and social awareness generally correlate with employee engagement.

#### **4.3.2 Self and Relationship management**

The impact of self and social management was calculated and the results per each university are presented.

**Table 4.8: Egerton university Self and Relationship Management**

	Self control	Trustworthiness & conscientiousness	Adaptability	Optimism	Initiative	Achievement drive	Developing others	Leadership & building bonds	Influence & change catalyst	Communication & conflict management	Teamwork & collaboration
vision and direction	.120	.158	.086	.122	.253**	.046	.062	.223**	.033	.100	.148
Career development	.043	.137	-.095	.161	.054	-.087	.232**	.236**	.210*	-.056	.190*
Recognizing employee contribution	.098	.054	.107	-.016	.036	-.039	.078	.127	.155	.081	.105
Line management	.014	.113	.033	.181*	.043	.086	.004	.186*	.017	.091	.253**
Work itself and environment	.081	.013	.049	.195*	.138	.129	.074	.134	.159	.095	.193*
Organizational effectiveness and ethics	.267**	.304**	.359**	.273**	.253**	.235**	.305**	.294**	.123	.223**	.340**
Employee involvement and autonomy	.018	.035	.116	.118	.115	-.021	.262**	.224**	.170*	.024	.143
Work life balance	.130	.025	.067	-.035	-.017	.051	.240**	.084	.066	.075	.081
Reward	.019	-.088	.043	-.046	-.062	-.241**	.218*	-.017	.166	-.046	-.013
Information flow and internal communication	.003	.102	.041	.053	.097	-.052	.128	.172*	.226**	-.025	.235**
Resources	.064	-.053	.103	.130	.058	.007	.090	.093	.055	.037	.126
Corporate image and reputation	.117	.230**	.169*	.080	.174*	.084	.324**	.215*	.109	-.014	.207*

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

Egerton University was for self control found to be significant in organizational effectiveness and ethics (.267) at 0.01 level of significance. This shows that when employees keep their impulsive feelings under control and restrain negative actions when under pressure, they run their day to day activities well without wasting time and by making the most of what everyone has to offer they learn, adapt and improve and are therefore positive to change. It was not found to be significant for vision and direction, career development, recognizing employee contribution, line management, work itself and environment, employee involvement and autonomy, work life balance, reward, information flow and internal communication, resources and corporate image and reputation.

Trustworthiness & conscientiousness was found to be significant only on organizational effectiveness and ethics (.304) at 0.01 level of significance for Egerton University. Therefore maintaining standards of honesty and integrity assists in running the day to day activities well without wasting time and by making the most of what everyone has to offer they learn, adapt and improve and are therefore positive to change. Egerton University had Adaptability also significant at 0.01 level of significance for organizational effectiveness and ethics (.359) and corporate image and reputation (.169) at 0.05 level of significance. The effect on running their day to day activities well without wasting time and by making the most of what everyone has to offer they learn, adapt and improve and are therefore positive to change is again emphasized by the link with working with ease within a variety of changing situations. Recognition by stakeholders and pride in the university was also important in adaptability.

Optimism was at 0.01 level of significance for organizational effectiveness and ethics (.273). Openness to new ideas to improve self performance was also significant in that it played a role in running the day to day activities well without wasting time and by making the most of what everyone has to offer they learn, adapt and improve and are therefore positive to change. It was also significant at 0.05 level of significance for Line management(.181) where employees work with confidence due to support from the line managers for the goals and themselves and work itself and environment (.195) in that employees enjoy their work and get a lot out of it since the work place environment meets their needs, they can focus on the bigger picture.

Initiative was 0.01 level significant for vision and direction (.253) as acting on opportunities when need arises was linked to employees clearly seeing how their roles supports the organizations inspiring vision and direction and want to play their part well. It also tied at the same level of significance for organizational effectiveness and ethics. (.253) showing a link in the running of their day to day activities well without wasting time and by making the most of what everyone has to offer they learn, adapt and improve and are therefore positive to change. Achievement drive was only significant for organizational effectiveness and ethics (.235) at 0.01 level of significance in that persistence in pursuing goals despite obstacles and setbacks affected the running of the day to day activities well without wasting time and by making the most of what everyone has to offer they learn, adapt and improve and are therefore positive to change. It was negatively significant on reward (-.241) at the same level of significance. Persistence in pursuing goals despite obstacles and setbacks was not reflected in the pay and benefits.



Developing others was found to be significant at 0.01 level of significance for career development (.232), organizational effectiveness and ethics (.305), employee involvement and autonomy (.262), work life balance (.240) and corporate image and reputation (.324). It was also significant at 0.05 level of significance for reward (.218). This shows that building others abilities was connected to Egerton university commitment to develop employee skills and make progress on a clear career path and it also assists in running their day to day activities well without wasting time and by making the most of what everyone has to offer they learn, adapt and improve and are therefore positive to change. The university also recognizes their personal development needs, there is recognition by stakeholders and pride in the university and it is also perceived as a benefit that employees get.

Leadership and building bonds was found at 0.01 level to be significant for vision and direction (.223), career development (.236), Organizational effectiveness and ethics (.294) and employee involvement and autonomy (.224). It was also significant at 0.05 level of significance for line management (.186) and information flow and internal communication (.172) and corporate image and reputation (.215). Inspiring others to work together towards common goals was perceived to be linked to employees clearly seeing how their role supports the organization's inspiring vision and direction and want to play their part well. Also university commitment to develop employee skills and make progress in a clear career path and it also assists in running their day to day activities well without wasting time and by making the most of what everyone has to offer they learn, adapt and improve and are therefore positive to change. The feeling that employees influence what the university does and care about its success, support from supervisors is also implied, sharing of up to date information and recognition by stakeholders and pride in the university are also linked.

Influence & change catalyst was at 0.01 level significant for information flow and internal communication (.226). This shows that persuading, convincing and impacting others to support specific agenda is perceived to be connected to sharing of information in the university. It was at 0.05 level significant for career development (.210) reflecting university commitment to develop employee skills and have clear career path progression and employee involvement and autonomy (.170) in that employees feel they influence what the university does so they view themselves as stake holders.

Communication & conflict management was at 0.01 level significant for organizational effectiveness and ethics (.223). Negotiating and resolving disagreements with diplomacy and tact at individual and group levels assist in the running of their day to day activities well without wasting time and by making the most of what everyone has to offer they learn, adapt and improve and are therefore positive to change. Teamwork & collaboration was found significant at 0.01 level of significance for line management (.253), organizational effectiveness and ethics (.340) and information flow and internal communication (.235).

Working cooperatively to be part of a team was perceived to be linked to support from line management and the running of their day to day activities well without wasting time and by making the most of what everyone has to offer they learn, adapt and improve and are therefore positive to change. It was also linked to upto date information sharing in the university. It was at 0.05 level of significant for career development (.190), where the university is committed to develop employee skills, work itself and environment (.193) involving employees enjoying work and getting the most out of it and work place meeting

their needs and corporate image and reputation (.207) on recognition by stakeholders and pride in the university.

Therefore for Egerton University the links repeated mainly are organizational effectiveness and ethics, information flow and communication and corporate image and reputation for self management and social management.

**Table 4.9: University of Nairobi Self and Relationship Management**

	Self		Trustworthiness &		Achievement	Developing	Leadership &	Influence &	Communication &	Teamwork &	
	control	Adaptability	conscientiousness	Optimism	Initiative	drive	others	building bonds	change catalyst	conflict management	collaboration
vision and direction	.122	.072	.032	.074	.223**	.200*	.289**	.253**	.254**	.327**	.078
Career development	.055	-.008	.006	.054	.065	.093	.054	.070	.024	.090	.036
Recognizing employee contribution	.092	-.098	-.055	.025	-.063	.099	.069	.048	.065	.129	-.039
Line management	.180*	.042	.118	.123	.189*	.185*	.172*	.219**	.203*	.159	.149
Work itself and environment	.059	-.017	-.001	.013	.001	.063	.094	.058	.094	.110	.064
Organizational effectiveness and ethics	.030	.022	.065	.072	.130	.222**	.229**	.225**	.146	.224**	.168*
Employee involvement and autonomy	-.064	-.028	-.006	-.008	.052	.140	.090	.127	.122	.092	.088
Work life balance	.152	.080	.093	.076	.060	.140	.214**	.110	.177*	.133	.089
Reward	.042	-.005	.066	.005	-.021	.067	.178*	.073	-.010	.152	.138
Information flow and internal communication	.110	.082	-.028	.056	-.004	.079	.152	.140	.119	.141	.104
Resources	-.002	-.024	-.011	-.013	-.012	.132	.059	.088	.094	.065	.049
Corporate image and reputation	.038	-.076	.081	.017	.062	.055	.101	.107	.132	.096	.096

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



It was found that self control was not significant at 0.01 level of significance but it was significant for line management (.180) at 0.05 level only. This shows that keeping impulsive feelings under control and restraining negative actions when under pressure is connected to working with confidence towards corporate goals and support from line managers. There was no significance for adaptability, trustworthiness and conscientiousness and optimism. However, optimism was significant at 0.01 level for vision and direction (.223) in that employees openness to new ideas to improve self performance allows employees to see clearly how their role supports the organization's inspiring vision and direction. It was also significant for line management (.189) at 0.05 level indicating working with confidence on corporate goals and support from supervisors.

Achievement drive was significant at 0.01 level of significance for organizational effectiveness and ethics (.222) showing that persistence in pursuing goals despite obstacles and setback is linked to running day to day activities well without wasting time and by making the most of what everyone has to offer, they learn, adapt and improve and are therefore positive to change. It was also significant at 0.05 level for vision and direction (.200) connecting employees clearly seeing how their role supports the organization's inspiring vision and direction and want to play their part well and line management (.200) in working with confidence towards corporate goals due to support from line management.

Developing others was significant at 0.01 level of significance for vision and direction (.289) in that building others abilities helps employees to clearly see how their role supports the organization's inspiring vision and direction and want to play their part well. Organizational effectiveness and ethics (.229) significantly assists in running day to day

activities well without wasting time and by making the most of what everyone has to offer, they learn, adapt and improve and are therefore positive to change. Work life balance (.214) shows that ability to develop others shows that the university recognizes employees personal needs. It was also significant at 0.05 level for line management (.172) where support from supervisors and working with confidence is concerned and reward (.178) is also connected to the benefits received by employees.

Leadership and building bonds was significant at 0.01 level for vision and direction (.253) where inspiring others to work together towards common goals is linked to employees seeing how their role supports the university vision and direction, line management (.219) connects working together towards common goals to support from supervisors and confidence to work towards common goals and organizational effectiveness and ethics (.225) as it assists in running day to day activities well without wasting time and by making the most of what everyone has to offer, they learn, adapt and improve and are therefore positive to change. Influence and change catalyst was found to be significant at 0.01 level for vision and direction (.254). Therefore persuading, convincing and impacting others to support specific agenda links with employees clearly seeing how their role supports the organization's inspiring vision and direction. It was at 0.05 level significant for line management (.203) showing support from management and working with confidence towards corporate goals and work life balance (.177) for recognition of employee personal needs.

Communication and conflict management was found to be significant at 0.01 level for vision and direction (.327) involves sharing up to date information and listening to employee views



and organizational effectiveness and ethics (224) as it assists in running day to day activities well without wasting time and by making the most of what everyone has to offer, they learn, adapt and improve and are therefore positive to change..Teamwork and collaboration was only significant at 0.05 level for organizational effectiveness and ethics in that it involves running day to day activities well without wasting time and by making the most of what everyone has to offer, they learn, adapt and improve and are therefore positive to change.



**Table 4.10 JKUAT Self and relationship management**

	Self control	Trustworthiness & conscientiousness	Adaptability	Optimism	Initiative	Achievement drive	Developing others	Leadership & building bonds	Influence & change catalyst	Communication & conflict management	Teamwork & collaboration
vision and direction	.173	.159	.205	.051	.130	.268*	.269*	.140	.176	.260*	.246*
Career development	.000	.175	.075	.018	-.037	-.004	.103	.012	.053	-.128	-.090
Recognizing employee contribution	.062	-.049	.033	.147	-.006	.126	.188	.093	.036	-.041	-.047
Line management	-.007	.045	.087	.130	.055	.092	.172	-.059	.140	.040	-.144
Work itself and environment	.046	-.078	.053	.043	.154	.139	.221	.082	.229	.070	.002
Organizational effectiveness and ethics	.005	-.120	.155	.044	.020	.208	.266*	-.164	.119	-.072	-.114
Employee involvement and autonomy	.255*	.150	.184	-.051	.116	.235	.268*	.036	.065	.033	.020
Work life balance	.238	.036	.026	-.087	.294*	.151	.138	.114	.182	.136	.136
Reward	-.012	-.076	.097	.282*	.106	.049	.111	.146	.068	-.017	-.072
Information flow and internal communication	.139	-.144	.097	-.016	.002	.239	.175	.142	.296*	.100	-.089
Resources	.167	.004	.159	.046	.176	.149	.190	.114	.230	.027	.027
Corporate image and reputation	-.025	-.038	.008	.058	.065	-.082	.341**	.087	.248*	-.029	.019

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



The impact of self management and relationship management on employee engagement results for JKUAT show that self control was not found to be significant. Trustworthiness and conscientiousness was also not found significant. Adaptability was also not found significant in this study. Therefore vision and direction, career development, recognizing employee contribution, line management, work itself and environment, organizational effectiveness and ethics, employee involvement and autonomy, work life balance , reward, information flow and internal communication, resources and corporate image and reputation were not found to have significance at either 0.01 level of significance or 0.05 level of significance.

Optimism was found to be significant only for reward (.282) at 0.05 level of significance in that openness to new ideas to improve self performance was connected to employees perceiving that the pay and benefits fairly reflect the value of work done and are likely to stay. Initiative had at 0.05 level of significance at work life balance (.294). This shows that readiness to act on opportunities whenever need arises is linked to JKUAT recognizing employee personal needs and being there for the university. Achievement drive was found to be significant at 0.05 level of significance for vision and direction (.268). This shows that persistence in pursuing goals despite obstacles and set backs is perceived to assist employees see how their role support the university vision and direction.

Developing others was significant at 0.01 level of significance for corporate image and reputation. Building others abilities is connected to recognition by stakeholders and pride in the university. It was also found significant at 0.05 level for vision and direction (.269) where building others abilities is perceived to show how employee roles support the university vision and direction. Organizational effectiveness and ethics (.266) is linked as it shows how running day to day activities well without wasting time and by making the most

of what everyone has to offer, they learn, adapt and improve and are therefore positive to change. Employee involvement and autonomy (.268) as building others abilities is perceived to show employees that they influence what the university does as stake holders and hence they care about its success. Leadership and building bonds was not found to be significant. Influence and change catalyst was significant at 0.05 level for information flow and internal communication (.296), this links persuading, convincing and impacting others to support specific agenda with sharing up to date information in the university. Corporate image and reputation (.248) connects building others abilities with recognition by stakeholders and pride in the university. Teamwork and collaboration was significant at 0.05 level for vision and direction (.246) where working cooperatively with others to be part of a team is connected to employees seeing how their role supports the university vision and direction.

**Table 4.11: KU Self and relationship management**

	Self control	Trustworthiness & conscientiousness	Adaptability	Optimism	Initiative	Achievement drive	Developing others	Leadership & building bonds	Influence & change catalyst	Communication & conflict management	Teamwork & collaboration
vision and direction	-.013	.215*	-.060	.172	.075	-.037	.029	.118	.140	-.015	.096
Career development	.116	.117	-.095	-.103	-.015	-.171	-.107	-.008	-.032	-.086	.057
Recognizing employee contribution	.154	.204*	.074	-.075	.047	-.095	.134	-.041	.088	-.014	-.027
Line management	.025	.163	-.018	.038	.132	-.195*	-.006	-.057	-.069	-.051	.097
Work itself and environment	-.007	.031	-.043	.064	.227**	.060	-.015	-.056	-.117	.017	-.032
Organizational effectiveness and ethics	-.026	.049	-.143	-.031	.025	-.111	.030	.093	-.090	-.031	-.011
Employee involvement and autonomy	.179*	.238**	.004	.072	-.018	-.019	.041	.107	-.025	-.096	.031
Work life balance	.067	-.081	.105	-.085	-.003	.010	.163	-.009	-.144	-.099	-.165
Reward	.112	.059	.125	.104	.084	.014	-.019	.041	.092	-.068	-.145
Information flow and internal communication	.184*	.042	.094	-.030	-.062	-.122	.140	-.007	-.046	-.003	-.140
Resources	.137	.162	.144	.132	.223*	.040	.095	.035	.100	.033	.036
Corporate image and reputation	.123	.154	-.011	.137	.111	-.102	.036	.083	.003	.024	-.064

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





Determining the impact of self management and relationship management on employee engagement results for Kenyatta University were as follows. Self control was significant at 0.05 level for employee involvement and autonomy (.179) and information flow and internal communication (.184). This shows the perception that keeping impulsive feelings under control and restraining negative actions when under pressure is linked with employees feeling that they influence what the university does and hence have a personal stake and care about its success. It is also linked to sharing up to date information.

Trustworthiness and conscientiousness had at 0.01 significance level employee involvement and autonomy (.238). This connects maintaining standards of honesty and integrity with employees feeling that they influence what the university does. It also had vision and direction (.215) showing that employees see clearly how their contribution supports the vision and direction. Recognizing employee contribution (.204) at 0.05 level of significance shows that honesty and integrity maintenance results in employees perceiving appreciation and reward for doing a good job hence they take pride and put extra effort. Adaptability and optimism was not found significant.

Initiative was found significant at 0.01 level for work itself and environment (.227). This links readiness to act on opportunities whenever need arises to employees enjoying their work and getting a lot out of it since the workplace environment meets their needs. It was also significant at 0.05 level for resources (.223) in that readiness to act on opportunities whenever need arises results in provision of resources by Kenyatta university for the employee to do his job well.

Achievement drive was negatively significant for line management ( $-.195$ ). This shows that persistence in pursuing goals despite obstacles and setbacks is perceived as not yielding support from the line managers. Developing others and leadership and building bonds were not found significant. Influence and change catalyst, communication and conflict management and teamwork and collaboration were also not found significant in Kenyatta University.

**Table 4.12: All Universities self and relationship management**

	Self Control	Trust worthiness & Conscientiousness	Adaptability	Optimism	Initiative	Achievement drive	Developing others	Leadership & Building bonds	Influence & Change catalyst	Communication & Change catalyst	Teamwork & collaboration
Vision and direction	.120**	.160**	.087	.105*	.207**	.112*	.169**	.197**	.153**	.196**	.141**
Career development	.056	.084	-.038	.041	.036	-.033	.073	.082	.059	-.020	.075
Recognition of employee contribution	.092*	.029	.012	.006	-.006	.009	.096*	.052	.090*	.063	.001
Line Management	.076	.119**	.036	.121**	.117**	.050	.082	.099*	.078	.078	.138**
Work itself and environment	.053	.005	.013	.076	.106*	.084	.086	.057	.091*	.081	.085
Organizational effectiveness and ethics	.087	.144**	.113*	.108*	.138**	.141**	.221**	.150**	.095*	.141**	.151**
Employee involvement and autonomy	.054	.092*	.058	.033	.076	.066	.160**	.130**	.101*	.037	.088
Work- life balance	.144**	.039	.080	-.014	.064	.085	.201**	.077	.077	.074	.046
Reward	.029	-.039	.042	.046	.000	-.037	.129**	.048	.060	.010	.000
Information flow	.089*	.016	.063	.020	.014	.006	.141**	.110*	.147**	.061	.053

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and internal communication											
Resources	.067	.028	.076	.058	.082	.072	.095*	.080	.112*	.051	.067
Corporate image and reputation	.075	.139**	.034	.063	.111*	.010	.188**	.126**	.112*	.032	.102*

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

Self management and relationship management impact were correlated on employee engagement at both 0.01 level of significance and 0.05 level of significance. Vision and direction was highly significant at both 0.01 level and 0.05 level except on adaptability. Career development was not found to be significant at all. Recognition of employee contribution was only significant at 0.05 level of significance on self control (.092), developing others (.096), and influence & change catalyst (0.090). Line management correlation was significant at 0.01 level of significance on trustworthiness & conscientiousness (.119), optimism (121), initiative (117), and teamwork and collaboration (.138). It was significant at 0.05 level of significance on leadership & Building bonds (.099). Correlation of self management and relationship management was only significant at 0.05 level of significance on initiative (.106) and influence & change catalyst (.091) for work itself and environment.

Significant correlation was found for organizational effectiveness and ethics at 0.01 level of significance except in optimism (.108) where it was significant at 0.05 level. However it was not significant on self control. Significance was also found on trustworthiness & conscientiousness (.092) for employee involvement and autonomy, significant on developing others (.160), leadership & building bonds (.130) and influence & change catalyst (.101). It was not significant on self control, adaptability, optimism, initiative, achievement drive, communication & change catalyst and teamwork & collaboration.

Self management and relationship management was found significantly correlated with work life balance only with self control (.144) and developing others (2.01) only. Significance was only found in developing others (.129) at 0.01 level of significance on reward. Correlation was significant on self control (.089), developing others (.141),

leadership & building bonds (.110) and influence & change catalyst (.147) for information flow and internal communication. Also significance was found on trustworthiness & conscientiousness (.139), developing others (.188), and leadership & building bonds (.126) for corporate image and reputation. However, it was not significant on self control, adaptability, optimism, achievement drive, and influence & change catalyst. Therefore generally self management and relationship management impacted employee engagement.

Factor analysis was done to examine emotional intelligence. Normally for less than 30 variables with more than 250 cases, then variables explaining above 60% of the variability are retained and the others discarded. The extraction method used was Principal Component Analysis and the Rotation Method employed was Varimax with Kaiser Normalization. The rotation converged in five iterations for EI with 9 variables remaining out of 16.

**Table 4.13: EI factor analysis**

	Component		
	1	2	3
Teamwork and Collaboration	.702	.030	.296
Trustworthiness & Conscientiousness	.676	.323	.001
Optimism	.667	.293	.020
Initiative	.625	.306	.191
Leadership & Building Bonds	.597	.022	.475
Empathy & Social Orientation	.496	.164	.425
Accurate self assessment	-.007	.712	.223
Emotional self awareness	.161	.669	.133
Self confidence	.401	.614	.042
Self control	.169	.538	.221
Adaptability	.307	.498	.210
Achievement drive	.364	.422	.238
Organizational awareness	-.053	.167	.725
Communication & conflict management	.131	.243	.645
Influence and change catalyst	.277	.174	.597
Developing others	.306	.193	.592

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

Boyatzis and Goleman (1998) conceptualized emotional intelligence as a four factor structure with components as Self awareness, self management, social awareness and relationship management. According to this four factor model the emotional intelligence competences should cluster into to four domains. However factor analysis of emotional intelligence in this study resulted in three components with loadings between .712 and .614. This shows that the emotional competencies that are highly significant in this study are , teamwork and collaboration, trustworthiness and Conscientiousness, optimism, initiative, emotional self awareness, self confidence, organizational awareness, accurate self assessment, and communication & conflict management.

**Table 4.14: Emotional intelligence aspects**

	Frequency	Percent
no comment	214	44.2
seeking views	44	9.1
communication	34	7.0
team work	48	9.9
Integrity	41	8.5
conducive environment	103	21.3
Total	484	100.0

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

The employees identified five aspect of the university that would assist them to better manage themselves at work. Conducive working environment had the highest percentage at about 21% followed by teamwork at 10%, seeking employees views was at 9%, integrity



had 8% and communication was the lowest with 7%. The findings indicate the value that employees place on having a conducive working environment and teamwork.

#### 4.4 Transformational leadership

This was measured based on the model of Bass (1995) of four elements namely idealized influence leadership, inspirational leadership, intellectual stimulating and individual consideration. Respondents were required to select on a five point likert scale the extent to which they agreed with the statements (1= strongly dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied and 5=completely satisfied). The descriptive statistics for transformational leadership are below.

**Table 4.15 TL descriptive statistics**

	Mean	Median	Mode	Std. Deviation	Variance	Range	Minimum	Maximum
<b>IDEALIZED INFLUENCE</b>								
There is trust and respect for leadership	3.43	4.00	4	.888	.788	4	1	5
Employees are treated as individuals and their views and ideas are sought and contributions valued	2.93	3.00	3	1.012	1.024	4	1	5
<b>INSPIRATIONAL MOTIVATION</b>								
Employees are encouraged to achieve the university mission	3.60	4.00	4	.944	.892	4	1	5

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Individual and team								
accomplishments are	3.03	3.00	3	1.065	1.133	4	1	5
celebrated								
<b>INTELLECTUAL</b>								
<b>STIMULATION</b>								
There is openness to change	3.02	3.00	3	1.051	1.105	4	1	5
and new ideas								
Anticipating and meeting								
customer needs	3.47	4.00	4	.908	.825	4	1	5
<b>INDIVIDUAL</b>								
<b>CONSIDERATION</b>								
Employees are encouraged to	3.36	3.00	4	1.069	1.142	4	1	5
get involved in goal setting								
Development of employee								
skills, knowledge and abilities	3.25	3.00	3	1.073	1.152	4	1	5

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

The means scale scores ranged from 3.47 (intellectual stimulation) to 2.93 (idealized influence). This reflected a general similarity. The standard deviations obtained from the five point likert scale ranged from 1.073 for development of employee knowledge and skills to .888 for trust and respect for leadership. The median was between three and four and also the mode. The variance was from 1.152 for development to f employee skills and knowledge and abilities to .788 for trust and respect for leadership.

#### **4.4.1 Idealized influence and inspirational motivation**

Idealized influence was measures using two questions on trust and respect for leadership and employees being treated as individuals and their views and ideas being sought and

contributions valued. The contribution of idealized influence and inspirational motivation on employee engagement was examined and the results per each university are given.

**Table 4.16 Egerton University idealized influence and inspirational motivation**

	There is trust and respect for leadership	Employees are treated as individuals and their views and ideas are sought and contributions valued	Employees are encouraged to achieve the university mission	Individual and team accomplishments are celebrated
vision and direction	.156	.137	.118	.110
Career development	.284**	.236**	.222**	.239**
Recognizing employee contribution	.314**	.434**	.319**	.417**

Line management	.237**	.316**	.291**	.290**
Work itself and environment	.172*	.209*	.201*	.278**
Organizational effectiveness and ethics	.167	.172*	.125	.098
Employee involvement and autonomy	.214*	.235**	.188*	.167
Work life balance	.319**	.358**	.234**	.237**
Reward	.435**	.470**	.311**	.348**
Information flow and internal communication	.131	.156	.252**	.156
Resources	.220*	.334**	.178*	.294**
Corporate image and reputation	.160	.180*	.273**	.138

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

The contribution of idealized influence and inspirational motivation on employee engagement for Egerton University results indicate that trust and leadership found at 0.01 level significant career development (.284), recognizing employee contribution (.314), line management (.237), work life balance (.319) and reward (.435). This indicated that trust and respect for leadership contributed to university commitment to help employees develop their skills, appreciation and reward for doing a good job, support from supervisors is facilitated, employees feel that they influence what the university does. Also the pay and benefits are perceived to fairly reflect the value of the work employees do.

It was also significant for employees being treated as individuals and their views and ideas are sought and contributions valued at 0.01 level of significant for career development (.236), recognizing employee contribution (.434), line management (.316), employee involvement and autonomy (.235), work life balance (.358), reward (.470) and resources

(.334). It was significant at 0.05 level for work itself and environment (.209), organizational effectiveness and ethics (.172) and corporate image and reputation (.180). This shows that employees place great significance in how they are treated as individuals and whether their views and ideas are sought where drivers of engagement are concerned for Egerton University.

Inspirational motivation contribution on employee engagement had two questions namely employees are encouraged to achieve the university mission and individual and team accomplishments are celebrated. Employees are encouraged to achieve the university mission was found significant at 0.01 level of significance for career development(.222), recognizing employee contribution (.319). Line management (.291), work life balance (.234), information flow and internal communication (.252) and corporate image and reputation (.273). It was also at 0.05 level significant for work itself and environment (.201), employee involvement and autonomy (.188) and resources (.178). Achievement of university mission at Egerton university employees are significantly satisfied.

Individual and team accomplishments are celebrated was found at 0.01 level significant for career development (.239), recognizing employee contribution (.417), line management (.290), work itself and environment (.278), work life balance (.237), reward (.348) and resources (.294). This is perceived when the university supports development of skills, appreciation and reward for doing a good job, support from supervisors, enjoying work and getting a lot out of it when workplace environment meets employee needs. Also when the university recognizes personal needs, pay and benefits and provision of resources.

**Table 4.17: University of Nairobi idealized influence and transformational leadership**

	There is trust and respect for leadership	Employees are treated as individuals and their views and ideas are sought and contributions valued	Employees are encouraged to achieve the university mission	Individual and team accomplishments are celebrated
vision and direction	.250**	.273**	.348**	.249**
Career development	.290**	.561**	.394**	.537**
Recognizing employee contribution	.216**	.497**	.447**	.599**
Line management	.292**	.500**	.409**	.502**
Work itself and environment	.223**	.528**	.338**	.460**
Organizational effectiveness and ethics	.280**	.268**	.241**	.235**
Employee involvement and autonomy	.198*	.300**	.306**	.237**
Work life balance	.402**	.580**	.448**	.486**
Reward	.166*	.404**	.294**	.400**
Information flow and internal communication	.333**	.426**	.291**	.432**
Resources	.155	.429**	.373**	.309**
Corporate image and reputation	.169*	.465**	.356**	.405**

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

There is trust and respect for leadership was found to be significant at 0.01 level for vision an direction (.290), recognizing employee contribution (.216), line management (.292), work itself and environment (.223), organizational effectiveness and ethics (.280), work life balance (.402) and information flow and internal communication (.333). It was also significant at 0.05 level for employee involvement and autonomy (.198) and corporate image and reputation (.169). Employees seeing their contribution to university vision and

direction is affected by trust and respect, also employee appreciation and reward for doing a good job and support from supervisors. Trust and respect also involves enjoying work and workplace meeting employee needs and the day to day running of the university making the most of every individual. University recognition of personal needs, sharing of up to date information, feeling that the employees influence what Egerton university does and stakeholder recognition and pride in the university.

Employees are treated as individuals and their views and ideas are sought and contributions valued was significant at 0.01 level at vision and direction (.273), career development (.561), recognizing employee contribution (.497), line management (.500), work itself and environment (.528), organizational effectiveness and ethics (.268), employee involvement and autonomy (.300), work life balance (.580), reward (.404), information flow and internal communication (.426), resources (.429) and corporate image and reputation (.465). This contributes to employees clearly seeing how their role supports the university vision and direction, development of employee skills, appreciation and reward for doing a good job, support from supervisors, workplace environment meeting employee needs, pay and benefits, sharing of up to date information, provision of resources, and stakeholder recognition and pride in the university.

Employees are encouraged to achieve the university mission was found all positive at 0.01 level of significant. Vision and direction (.348), career development (.394), (recognizing employee contribution (.447), line management (.409), work itself and environment (.338), organizational effectiveness and ethics (.241), employee involvement and autonomy (.306), work life balance (.448), reward (.294), information flow and internal communication

(.291), resources (.373) and corporate image and reputation (.356). This shows that employees perceived a significant contribution of individual consideration.

Individual and team accomplishments are celebrated was found to be significant at 0.01 level of significance for all. Vision and direction (.249), career development (.537), recognizing employee contribution (.599), line management (.502), work itself and environment (.460), organizational effectiveness and ethics (.235), employee involvement and autonomy (.237), work life balance (.486), reward (.400), information flow and internal communication (.432), resources (.309) and corporate image and reputation (.405). Nairobi University then found individual consideration contributing highly to employee engagement through celebration of individual and team accomplishments.

**Table 4.4.3: JKUAT Idealized influence and inspirational motivation**

	Employees are treated as			
	There is trust and respect for leadership	individuals and their views and ideas are sought and contributions valued	Employees are encouraged to achieve the university mission	Individual and team accomplishments are celebrated
vision and direction	.373**	.288*	.229	.066
Career development	.028	.346**	.192	.428**



Recognizing employee contribution	.289*	.536**	.287*	.451**
Line management	.074	.410**	.293*	.422**
Work itself and environment	.300*	.570**	.354**	.429**
Organizational effectiveness and ethics	.302*	.329**	.391**	.216
Employee involvement and autonomy	.331**	.354**	.457**	.309*
Work life balance	.310*	.472**	.362**	.386**
Reward	.170	.623**	.320**	.418**
Information flow and internal communication	.478**	.456**	.415**	.388**
Resources	.323**	.550**	.466**	.460**
Corporate image and reputation	.255*	.474**	.347**	.193

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

The contribution of idealized influence and inspirational motivation on employee engagement results for JKUAT show that there is trust and respect for leadership was found significant at 0.01 level of significance for vision and direction (.373), information flow and internal communication (.478) and resources (.323). It was also significant at 0.05 level for recognizing employee contribution (.289), work itself and environment (.300),

organizational effectiveness and ethics (.302), work life balance (.310) and corporate image and reputation (.255). Trust and respect contribute to employees seeing how their role supports university vision and direction. It also affects sharing up to date information, provision of resources, appreciation and reward for doing a good job, workplace meeting employee needs thus they enjoy work day to day running of the university making the most of what everyone has to offer and stakeholder recognition and employee pride.

Employees are treated as individuals and their views and ideas are sought and contributions valued was significant at 0.01 level for career development (.346), recognizing employee contribution (.536), line management (.410), work itself and environment (.570), organizational effectiveness and ethics (.329), employee involvement and autonomy (.354), work life balance (.472), reward (.623), information flow and internal communication (.456), resources (.550) and corporate image and reputation (.474). It was only 0.05 significant for vision and direction. This shows that JKUAT employees perceive the treatment as individuals and their views and ideas being sought and contributions valued to highly contribute to employee engagement.

Employees are encouraged to achieve the university mission was 0.01 level significant for work itself and environment (.354), organizational effectiveness and ethics (.391), employee involvement and autonomy (.457), work life balance (.362), reward (.320), information flow and internal communication (.415), resources (.466) and corporate image and reputation. It was only significant at 0.05 level for recognizing employee contribution (.287) and line management (.293). Vision and direction and career development were not significant. JKUAT connect employee encouragement to achieve university mission to employee

appreciation and reward for doing a good job, support from supervisors, workplace environment meeting employee needs, running of day to day activities and employees feeling that they influence what the university does. It also linked university recognition of personal needs, pay and benefits, sharing of up to date information, provision of resources and recognition by stakeholders and pride in the university.

Individual and team accomplishments are celebrated was found significant at 0.01 level of significant for career development (.428), recognizing employee contribution (.451), line management (.422), work itself and environment (.429), work life balance (.386), reward (.418), information flow and internal communication (.388) and resources (.469). It was also significant at 0.05 level for employee involvement and autonomy (.309). Vision and direction, organizational effectiveness and ethics, and corporate image and reputation were not significant. Celebrating employee accomplishments was linked to development of employee skills, appreciation and reward, support from supervisors, workplace environment meeting employee needs and employees feeling that they influence what the university does. It also connected with pay and benefits, sharing of up to date information, provision of resources and university recognizing employee personal needs.

**Table 4.18: KU Idealized influence and inspirational motivation**

	There is trust and respect for leadership	Employees are treated as individuals and their views and ideas are sought and contributions valued	Employees are encouraged to achieve the university mission	Individual and team accomplishments are celebrated
vision and direction	.239**	.270**	.241**	.344**
Career development	.216*	.472**	.227**	.378**
Recognizing employee contribution	.329**	.454**	.309**	.399**
Line management	.135	.304**	.095	.363**
Work itself and environment	.290**	.191*	.315**	.343**
Organizational effectiveness and ethics	.550**	.290**	.235**	.362**
Employee involvement and autonomy	.330**	.361**	.140	.331**
Work life balance	.375**	.496**	.221*	.321**
Reward	.272**	.419**	.245**	.397**
Information flow and internal communication	.399**	.481**	.215*	.504**
Resources	.243**	.107	.194*	.323**

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Corporate image	.307**	.304**	.295**	.464**
and reputation				

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

Idealized influence and inspirational motivation results for Kenyatta University show that there is trust and respect for leadership was found significant at 0.01 level for vision and direction (.239), recognizing employee contribution (.329), work itself and environment (.290), organizational effectiveness and ethics (.550), employee engagement and autonomy (.330), work life balance (.375), reward (.272), information flow and internal communication (.399), resources (.243) and corporate image and reputation (.307). Trust and respect for leadership was found significant for employees seeing how their role supports the university vision and direction, appreciation and reward, workplace environment meeting employee needs, daily running of the university and employees feeling that they influence what the university does. University recognition of personal needs, pay and benefits, sharing of information, provision of resources and stakeholder recognition and employee pride in the university were also linked.

Employees are treated as individuals and their views and ideas are sought and contributions valued was significant at 0.01 level for vision and direction (.270), career development (.472), recognizing employee contribution (.454), line management (.304), organizational effectiveness and ethics (.290), employee involvement and autonomy (.361), work life balance (.496), reward (.419), information flow and internal communication (.481) and corporate image and reputation (.304). It was also significant at 0.05 level for work itself and environment (.191). However it was not significant at all for resources. Employees being

treated as individuals and their views and ideas sought and contributions valued was highly connected to employee engagement.

Inspirational motivation for Kenyatta University results indicate that employees are encouraged to achieve the university mission was 0.01 level significant for vision and direction (.241), career development (.227), recognizing employee contribution (.309), work itself and environment (.315), organizational effectiveness and ethics (.235), reward (.245) and corporate image and reputation (.295). It was also significant at 0.05 level for work life balance (.221) and information flow and internal communication (.215). It was not significant for line management and resources. This shows that employees clearly see how their role supports the university, development of employee skills, appreciation and reward for doing a good job, work place environment meeting employee needs, the daily running of the university, pay and benefits and stakeholder recognition and employee pride in the university were linked to encouragement of employees to achieve university mission. It was also connected to the university recognizing employee personal needs and sharing up to date information.

Individual and team accomplishments are celebrated was significant at 0.01 level for all vision and direction (.344), career development (.378), recognizing employee contribution (.399), line management (.363), work itself and environment (.343), organizational effectiveness and ethics (.362), employee involvement and autonomy (.331), work life balance (.321), reward (.397), Information flow and internal communication (.504), resources (.323) and corporate image and reputation (.464). Inspirational motivation was

therefore highly perceived to have an effect on employee engagement for Kenyatta University.

**Table 4.20: All Universities idealized influence and inspirational motivation**

	Idealized Influence		Inspirational Motivation	
	There is trust and respect for leadership	Employees are treated as individuals and their views and ideas are sought and contribution valued	Employees are encouraged to achieve the university mission	Individual and team accomplishments are celebrated
Vision and direction	.238**	.219**	.236**	.199**
Career development	.229**	.420**	.284**	.400**
Recognition of employee contribution	.283**	.483**	.355**	.495**

Line Management	.206**	.387**	.290**	.393**
Work itself and environment	.228**	.376**	.298**	.377**
Organizational effectiveness and ethics	.315**	.257**	.226**	.233**
Employee involvement and autonomy	.259**	.305**	.264**	.263**
Work- life balance	.355**	.470**	.323**	.349**
Reward	.250**	.451**	.287**	.357**
Information flow and internal communication	.317**	.377**	.278**	.375**
Resources	.226**	.364**	.300**	.346**
Corporate image and reputation	.204**	.342**	.321**	.301**

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

The contribution of idealized influence and inspirational motivation on employee engagement is shown on above. All the results indicate that both idealized influence and inspirational motivation are all significant at 0.01 level of significance. Vision and direction, career development, recognition of employee contribution, line management,



work itself and environment, organizational effectiveness and ethics, employee involvement and autonomy, work life balance, reward, information flow and internal communication, resources and also corporate image and reputation have a great contribution from transformational leadership. This shows that the contribution of idealized influence and inspirational motivation on employee engagement was indeed very significant.

#### **4.4.2 Intellectual stimulation and individual consideration results per university**

The effect of intellectual stimulation and individual consideration on employee engagement had four questions. There is openness to change and new ideas and anticipating and meeting customer needs for intellectual stimulation. Employees are encouraged to get involved in goal setting and development of employee skills, knowledge and abilities for individual consideration. The results were first analyzed per each university and then collectively.

**Table 4.21: EU stimulation and individual consideration**

	There is openness to change and new ideas	Anticipating and meeting customer needs	Employees are encouraged to get involved in goal setting	Development of employee skills, knowledge and abilities
vision and direction	.182*	.172*	.110	.255**
Career development	.172*	.393**	.385**	.460**
Recognizing employee contribution	.357**	.403**	.367**	.482**
Line management	.437**	.352**	.309**	.358**
Work itself and environment	.265**	.298**	.272**	.343**
Organizational effectiveness and ethics	.178*	.242**	.118	.272**
Employee involvement and autonomy	.179*	.341**	.253**	.309**
Work life	.333**	.332**	.265**	.369**

balance	.000	.000	.002	.000
	136	136	136	136
Reward	.383**	.440**	.391**	.459**
Information flow and internal communication	.147	.301**	.225**	.239**
Resources	.295**	.218*	.193*	.249**
Corporate image and reputation	.121	.226**	.231**	.312**

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

Egerton university had there is openness to change and new ideas had at 0.01 level significant recognizing employee contribution (.357), line management (.437), work itself and environment (.265), work life balance (.333), reward (.383) and resources (.295). It was also significant at 0.05 level for vision and direction (.182), career development (.172), organizational effectiveness and ethics (.178) and employee involvement and autonomy (.179). However it was not found significant for information flow and internal communication and corporate image and reputation. Openness to change and new ideas was perceived by employees in Egerton University to link with appreciation and reward for doing a good job, support from supervisors, workplace environment meeting their needs, recognition of personal needs and provision of resources. It was also connected to employees seeing how their role supports the university vision and direction, development

of employee skills, running of day to day activities and the feeling that employees influence what the university does.

Anticipating and meeting customer needs was at 0.01 level significant for career development (.393), recognizing employee contribution (.403), line management (.352), work itself and environment (.298), organizational effectiveness and ethics (.242), employee involvement and autonomy (.341), work life balance (.332), reward (.440), Information flow and internal communication (.301) and corporate image and reputation. It was also at 0.05 level significant for vision and direction (.172) and resources (.218). This connects intellectual stimulation highly with employee engagement for Egerton University.

Employees are encouraged to get involved in goal setting was at 0.01 level significant for career development (.385), recognizing employee contribution (.367), line management (.309), work itself and environment (.272), employee involvement and autonomy (.253), work life balance (.265), information flow and internal communication (.225) and corporate image and reputation (.231). It was also at 0.05 level significant for resources (.193). Egerton University had goal setting encouragement highly connected to employee engagement in all the drivers of engagement except for daily running of activities well without wasting time and making the most of what everyone has to offer, employees learn, adapt and improve and are therefore positive to change. This shows that promoting competence, efficiency, innovation and openness in everyday business practice is not significant in this university. This may be explained by the fact that work practices and process may not be designed to be efficient for employees and the perception that the culture is not open to diversity.

Development of employee skills, knowledge and abilities was significant for employee engagement at 0.01 level of significance for vision and direction (.255), career development (.460), recognizing employee contribution (.482), line management (.358), work itself and environment (.343), organizational effectiveness and ethics (.272), employee involvement and autonomy (.309), work life balance (.369), information flow and internal communication (.239), resources (.249) and corporate image and reputation (.312). Development of employees' skills, knowledge and abilities was highly connected to individual consideration showing the important role that transformational leadership plays ensuring that training for employees takes place.

**Table 11b) UoN Intellectual Stimulation and individual consideration**

	There is openness to change and new ideas	Anticipating and meeting customer needs	Employees are encouraged to get involved in goal setting	Development of employee skills, knowledge and abilities
vision and direction	.211**	.281**	.370**	.387**
Career development	.552**	.397**	.518**	.543**
Recognizing employee contribution	.575**	.396**	.456**	.502**
Line management	.429**	.353**	.484**	.539**
Work itself and environment	.475**	.285**	.495**	.570**
Organizational effectiveness and ethics	.232**	.235**	.333**	.254**

Employee involvement and autonomy	.332**	.158	.358**	.372**
Work life balance	.628**	.423**	.565**	.583**
Reward	.507**	.281**	.410**	.476**
Information flow and internal communication	.514**	.341**	.490**	.514**
Resources	.496**	.208**	.496**	.489**
Corporate image and reputation	.511**	.314**	.461**	.482**

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

There is openness to change and new ideas were found significant for all at 0.01 level of significance for Nairobi University. Vision and direction (.211), career development (.552), recognizing employee contribution (.575), Line management (.429), work itself and environment (.475), organizational effectiveness and ethics (.232), employee involvement and autonomy (.332), work life balance (.628), reward (.507), information flow and internal communication (.514), resources (.496) and corporate image and reputation (.511). This shows that employees perceive the leadership to be transformational in that change and new ideas are accepted.

Anticipating and meeting customer needs was found significant at 0.01 level for all except for employee involvement and autonomy. Vision and direction (.281), Career development (.397), recognizing employee contribution (.396), line management (.353), work itself and environment (.285), organizational effectiveness and ethics (.235), work life balance (.423), reward (.281), information flow and internal communication (.341), resources (.208) and corporate image and reputation (.314). Though Nairobi university employees do not feel that

they influence what the university does in anticipating and meeting customer needs, they highly link all the other drivers of engagement.

Employees are encouraged to get involved in goal setting for all. Vision and direction (.370), career development (.518), recognizing employee contribution (.456), line management (.484), work itself and environment (.495), organizational effectiveness and ethics (.333), employee involvement and autonomy (.358), work life balance (.565), reward (.410), information flow and internal communication (.490), resources (.496) and corporate image and reputation (.461). This shows that the leaders work with individual employees to understand their needs and help them to identify personally rewarding goals.

Development of employee skills, knowledge and abilities was also all significant. Vision and direction (.387), career development (.543), recognizing employee contribution (.502), line management (.539), work itself and environment (.570), organizational effectiveness and ethics (.254), employee involvement and autonomy (.372), work life balance (.583), reward (.476), information flow and internal communication (.514), resources (.489) and corporate image and reputation (.482). Nairobi university employees therefore perceive their leaders to be transformational in that they are individually considerate thus encouraging employees to be engaged in their work.

**Table 4.23: JKUAT Intellectual stimulation and individual consideration**

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	There is openness to change and new ideas	Anticipating and meeting customer needs	Employees are encouraged to get involved in goal setting	Development of employee skills, knowledge and abilities
vision and direction	.199	.132	.216	.038
Career development	.384**	.175	.419**	.455**
Recognizing employee contribution	.597**	.360**	.282*	.454**
Line management	.526**	.398**	.295*	.320**
Work itself and environment	.452**	.356**	.462**	.512**
Organizational effectiveness and ethics	.341**	.402**	.280*	.207
Employee involvement and autonomy	.409**	.490**	.406**	.143
Work life balance	.507**	.464**	.465**	.318**
Reward	.468**	.470**	.294*	.161
Information flow and internal communication	.412**	.588**	.394**	.205
Resources	.375**	.596**	.465**	.347**
Corporate image and reputation	.307*	.208	.403**	.511**

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



The effect of intellectual stimulation and individual consideration on employee engagement JKUAT results show that there is openness to change and new ideas was found significant at 0.01 level for career development (.384), recognizing employee contribution (.597), line management (.526), work itself and environment (.452), organizational effectiveness and ethics (.341), employee involvement and autonomy (.409), work life balance (.507), reward (.468), information flow and internal communication (.412) and resources (.375). Corporate image and reputation (.307) was 0.05 level of significance. However it was not significant for vision and direction. This shows that employees perceive the leadership to invite followers to look at problems differently and encourage innovation.

Anticipating and meeting customer needs was 0.01 level significant for recognizing employee contribution (.360), line management (.398), work itself and environment (.356), organizational effectiveness and ethics (.402), employee involvement and autonomy (.490), work life balance (.464), reward (.470), information flow and internal communication (.588) and resources (.596). However it was not significant for vision and direction, career development and corporate image and reputation. Thus linking intellectual stimulation to a great extent the drivers of employee engagement for Nairobi University.

Employees are encouraged to get involved in goal setting was found 0.01 level significant for career development(.419), work itself and environment(.462), employee involvement and autonomy (.406), work life balance (465), information flow and internal communication(394), resources (.465) and corporate image and reputation (.403). It was significant at 0.05 level of significance for recognizing employee contribution (.282), line

management (.295), organizational effectiveness and ethics (.280) and reward (.294). This connects encouragement to goal set with employees being engaged in their workplace.

Development of employee skills, knowledge and abilities was 0.01 level significant for career development (.455), recognizing employee contribution (.454), line management (.320), work itself and environment (.512), work life balance (.318), resources (.347) and corporate image and reputation (.511). However it was not significant for vision and direction, organizational effectiveness and ethics and employee involvement and autonomy. Thus linking individual consideration where leaders work with individual followers to understanding their needs and helping them to identify their personally rewarding goals.

**Table 4.24: Kenyatta university intellectual stimulation and individual consideration**

	There is openness to change and new ideas	Anticipating and meeting customer needs	Employees are encouraged to get involved in goal setting	Development of employee skills, knowledge and abilities
vision and direction	.336**	.187*	.269**	.355**
Career development	.382**	.270**	.325**	.572**
Recognizing employee contribution	.562**	.435**	.425**	.505**
Line management	.371**	.202*	.238**	.340**
Work itself and environment	.454**	.351**	.361**	.345**
Organizational effectiveness and ethics	.482**	.382**	.462**	.401**
Employee involvement and autonomy	.456**	.413**	.308**	.336**
Work life balance	.474**	.287**	.265**	.421**
Reward	.355**	.168	.238**	.218*
Information flow and internal communication	.570**	.316**	.446**	.475**
Resources	.359**	.285**	.384**	.348**
Corporate image and reputation	.517**	.255**	.415**	.333**

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

The effect of intellectual stimulation and individual consideration on employee engagement for Kenyatta University results indicate there is openness to change and new ideas was found significant in all at 0.01 level of significant. Vision and direction (.336), career development (.382), recognizing employee contribution (.562), line management (.371), work itself and environment (.454), organizational effectiveness and ethics (.482), employee involvement and autonomy (.456), work life balance (.474), reward (.355), information flow and internal communication (.570), resources (.359) and corporate image and reputation (.517). This linked intellectual stimulation to all the drivers of employee engagement where openness to change and new ideas is concerned.

Anticipating and meeting customer needs was also found significant in all except reward at 0.01 level. Vision and direction (.187), career development (.270), recognizing employee contribution (.435), line management (.202), work itself and environment (.351), organizational effectiveness and ethics (.382), employee involvement and autonomy (.413), work life balance (.287), (.316), resources (.285) and corporate image and reputation (.255). Kenyatta university employees perceive intellectual stimulation where leaders invite followers to look at problems differently and encourage innovation to be connected to all drivers of engagement.

Employees are encouraged to get involved in goal setting was found significant for vision and direction (.269), career development (.325), recognizing employee contribution (.425), line management (.238), work itself and environment (.361), organizational effectiveness and ethics (.462), employee involvement and autonomy (.308), work life balance (.265),

reward (.238), information flow and internal communication (.446), resources (.384) and corporate image and reputation (.415). This shows that individual consideration is highly linked to drivers of employee engagement. Development of employee skills, knowledge and abilities was also significant for all at 0.01 level. Vision and direction (.355), career development (.572), recognizing employee contribution (.505), line management (.340), work itself and environment (.345), organizational effectiveness and ethics (.401), employee involvement and autonomy (.336), work life balance (.421), reward (.218), information flow and internal communication (.475), resources (.348) and corporate image and reputation (.333). Kenyatta University perceive individual consideration where leaders work with individual employees to understand their needs and help them to identify personally rewarding goals to be connected to all the drivers of employee engagement.

**Table 4.25: All Universities intellectual stimulation and individual consideration**

	Intellectual stimulation		Individual consideration	
	There is trust and respect for leadership	Employees are treated as individuals and their views and ideas are sought and contribution valued	Employees are encouraged to achieve the university mission	Individual and team accomplishments are celebrated
Vision and direction	.210**	.207**	.236**	.269**
Career	.386**	.332**	.427**	.515**

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development				
Recognition of				
employee	.518**	.401**	.406**	.485**
contribution				
Line Management	.432**	.326**	.354**	.411**
Work itself and				
environment	.403**	.308**	.399**	.456**
Organizational				
effectiveness and	.281**	.296**	.281**	.267**
ethics				
Employee				
involvement and	.324**	.313**	.329**	.302**
autonomy				
Work- life balance	.475**	.372**	.390**	.439**
Reward	.427**	.324**	.349**	.376**
Information flow				
and internal	.409**	.370**	.393**	.371**
communication				
Resources	.398**	.294**	.388**	.367**
Corporate image				
and reputation	.358**	.257**	.368**	.408**

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

The effect of individual stimulation and individual consideration on employee engagement is correlated at 0.01 level of significance. Vision and direction, career development, recognition of employee contribution, line management, work itself and environment, organizational effectiveness and ethics, employee involvement and autonomy, work life balance, reward, information flow and internal communication, resources and also corporate image and reputation are greatly affected by transformational leadership. Thus intellectual stimulation and individual consideration had an effect on employee engagement.

The factor analysis for transformational leadership resulted in one component. Therefore there was no iteration because only one component was extracted.

**Table 4.26: TL Factor Analysis**

	Component
	1
Openness to change and new ideas	.804
Individual treatment and valuing of views	.769
Employees involvement in goal setting	.766

Development of employee skills	.751
Celebration of accomplishments	.751
Anticipating and meeting customer needs	.696
Employees encouraged on university mission	.632
Trust and respect for leadership	.631

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

A factor analysis of transformational leadership extracted one factor with loadings from .804 for openness to change and new ideas and .631 for trust and leadership being the lowest. Individual treatment and valuing of views, employees involvement in goal setting, development of skills, celebration of accomplishments range between .769 and .751 indicating closeness in similarity where loading is concerned. Anticipating and meeting customer needs, employees being encouraged to achieve university mission and trust and respect for leadership loadings are from .696 to .631. The factor analysis results indicate that all the elements of transformational leadership were perceived to be highly significant by university employees.

**Table 4 27: Transformational leadership HR management**

Frequency	Percent
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no comment	140	28.9
Respect and trust	45	9.3
Fair treatment	133	27.5
openness to change	17	3.5
goal setting	54	11.2
Training	95	19.6
Total	484	100.0

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

Employees suggested five ways in order of priority that would assist leadership in managing human resource in the university. The highest percentage was fair treatment with 28%, followed by training with 20%, goal setting was third with 11% , respect and trust had 9% and openness to change had 4%. The findings indicate that employees place great value in fair treatment by the HR and training to develop their capacity.

#### **4.4.3 EI and TL relationship**

The relationship between emotional intelligence and transformational leadership was examined and factor analysis was carried out. Normally for factor analysis less than 30 variables with more than 250 cases, then variables explaining above 60% of the variability are retained and the others discarded. The extraction method used was Principal Component Analysis and the Rotation Method employed was Varimax with Kaiser Normalization. The

rotation converged in five iterations for EI with 9 variables remaining out of 16. There was no iteration for TL because only one component was extracted however EE had three iterations resulting in 8 variables from 12. 34 strong variables remained in total out of 43 after carrying out factor analysis.

**Table 4.28: EI and TL relationship**

	Idealized Influence	Idealized influence	Inspiration Leadership	Inspiration Leadership	Intellectual Stimulation	Intellectual Stimulation	Individual Consideration	Individual Consideration
<b>Self Awareness</b>								
Emotional self-awareness	.163**	.076	.079	.097*	.096*	.173**	.125**	.102*
Accurate self-assessment	.121**	.074	.115*	.107*	.073	.106*	.038	.074
Self Confidence	.057	-.052	.111*	.006	-.034	.076	-.020	-.026
<b>Self Management</b>								
Self Control	.101*	.073	.097*	.094*	.077	.178**	.055	.014
Trustworthiness & Conscientiousness	.097*	-.015	.132**	.055	-.063	.133**	.031	.000
Adaptability	.020	.045	.060	-.046	-.032	.045	-.020	-.032
Optimism	.026	.015	.146**	.062	-.010	.051	.044	.029
Initiative	.115*	-.012	.145**	.049	.004	.085	.079	.059
Achievement drive	.038	-.053	.098*	-.030	-.035	.030	.034	.001
<b>Social Awareness</b>								
Empathy & Service Orientation	.095*	.016	.149**	.042	-.004	.113*	.057	.079
Organizational awareness	.064	.169**	.104*	.129**	.237**	.099*	.145**	.229**
<b>Relationship</b>	.153**	.117**	.146**	.070	.109*	.183**	.066	.122**

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**Management**

Developing others

Leadership &amp; Building

.078	.023	.084	.063	.007	.141**	.110*	.059
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Bonds

Influence &amp; Change

.132**	.098*	.098*	.149**	.078	.197**	.159**	.111*
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Catalyst

Communication &amp; conflict

.046	.079	.043	.129**	.104*	.099*	.113*	.069
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management

Teamwork &amp;

.081	-.025	.121**	.011	-.009	.123**	.087	.057
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Collaboration

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

The self awareness domain had emotional self awareness (.163) and accurate self assessment (.121) significantly related to trust and respect for leadership. Also for self management, self control (.101), trustworthiness & conscientiousness (.097) and initiative (.115) were related to trust and respect. The social awareness domain had empathy and service orientation (.95) connected to trust and respect while relationship management connected developing others (.153) and influence and change catalyst (.132).

Employees being treated as individuals was related to social awareness domain in organizational awareness (.169), developing others (.117) for relationship management and influence and change catalyst (.098). Employees being encouraged to achieve the university mission had the most significant link as it was related to accurate self assessment (.115), self confidence (.111), almost all the self management domain namely self control (.097), trustworthiness & conscientiousness (.132), optimism (.146), initiative (.145) and achievement drive (.098). It was also connected to the social awareness domain on empathy and service orientation (.149) and organizational awareness (.104). The relationship management domain had developing others (.146), influence and change catalyst and teamwork and collaboration.

Celebrating individual and team accomplishments was linked to self awareness domain on emotional self awareness (.097), accurate self assessment (.107), and self management domain and the self management domain had self control (.094), social awareness linked organizational awareness (.129) and the relationship management had influence and change catalyst (.149) and communication and conflict management (.129). Openness to change and

new ideas was connected to emotional self awareness (.096), organizational awareness (.237), developing others (.109) and communication and conflict management (.104).

Anticipating and meeting customer needs was connected to emotional self awareness (.173), accurate self assessment (.106), self control (.178), trustworthiness and conscientiousness (.133), empathy and service orientation (.113), organizational awareness (.099), developing others (.183), leadership and building bonds (.141), influence and change catalyst (.197), communication and conflict management (.099) and teamwork and collaboration (.123).

Employees encouragement to get involved in goal setting was significant to emotional self awareness (.125), organizational awareness (.145), leadership and building bonds (.110), influence and change catalyst (.159) and communication and conflict management (.113).

Development of employee skills, knowledge and abilities was connected to emotional self awareness (.102), organizational awareness (.229), developing others (.122) and influence and change catalyst (.111).

There is a correlation between emotional intelligence and transformational leadership. Specifically, most of the emotional intelligence competencies were significantly correlated to the transformational leadership. The self awareness competency correlated with transformational leadership except in the statement that employees are treated as individuals and their views and ideas are sought and contributions valued of idealized influence. It is worth noting that employees encouragement to achieve the university mission correlated with all the attributes of self management. The social awareness competencies significantly correlated with transformational leadership at both 0.01 and 0.05 level of significance. The five competencies of relationship management also correlated significantly. The study

findings support the model of Reeds (2005) which shows that EI and TL are related. This is because the elements of TL require EI competencies to be accomplished.

## 4.5 Employee Engagement

### 4.5.1 Descriptive and factor analysis

Employee engagement was measured in line with drivers of engagement. The CIPD (2006) model brings various elements of employee engagement together such as individual factors, aspects of working life, management attitudes to work and outcomes for the organization. Findings for employee engagement are presented with a likert scale of 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree.

**Table 4.29 Employee engagement descriptive statistics**

	Mean	Median	Mode	Std. Deviation	Variance	Range	Minimum	Maximum
<b>EMPLOYEE</b>								
<b>ENGAGEMENT</b>								
Vision and Direction	3.84	4.00	4	.848	.719	4	1	5
Career development	3.24	3.00	4	1.037	1.075	4	1	5
Recognizing employee contribution	2.97	3.00	3	1.134	1.287	4	1	5
Line Management	3.43	3.00	3	.946	.896	4	1	5
Work itself & environment	3.27	3.00	3	.952	.907	4	1	5
Organizational effectiveness and ethics	3.62	4.00	4	.917	.842	4	1	5

Employee involvement & autonomy	3.48	4.00	4	.985	.971	4	1	5
Work life balance	2.99	3.00	3	1.000	1.000	4	1	5
Reward	2.73	3.00	2	1.113	1.239	4	1	5
Information flow and internal communication	3.13	3.00	3	1.006	1.012	4	1	5
Resources	3.19	3.00	3	.996	.992	4	1	5
Corporate image and reputation	3.55	4.00	4	.976	.952	4	1	5

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

Recognizing employee contribution, work life balance and reward had a similar mean from 2.97 to 2.73. Vision and direction, career development, line management, work itself & environment, organizational effectiveness and ethics, employee involvement & autonomy, information flow and internal communication, resources and corporate image and reputation were similar across the scales. Vision and direction had the highest mean score of 3.84 with information flow and internal communication being the lowest with 3.13.

**Table 4.30: Employee engagement factor analysis**

	Component	
	1	2
Reward	.793	-.084
Work life balance	.711	.297
Resources	.698	.145



Information flow and internal communication	.694	.209
Recognizing employee contributions	.678	.284
Work itself and environment	.606	.419
Career development	.592	.247
Corporate image and internal communication	.590	.334
Line management	.525	.463
Employee involvement and autonomy	.514	.507
Vision and mission	.032	.779
Organizational effectiveness and ethics	.236	.718

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

Factor analysis for employee engagement resulted in two factors being extracted. Factor I ranged from .793 to .606 for the significant factors that correlated highly namely reward .793, work life balance.711, resource .698, information flow and internal communication .694n, recognizing employee contributions .678 and work itself and environment.606. Factor 2 had vision and direction.779 and organizational effectiveness and ethics .718. Career development.592, corporate image and internal communication.590, line management.525, employee involvement and autonomy.514 were below 60% in this study.

**Table 4.31: Employee engagement enhancement ways**

	Frequency	Percent
no comment	114	23.6
pay, salary and benefits	131	27.1
recognition	113	23.3
resources	45	9.3
training	52	10.7
Promotion	29	6.0
Total	484	100.0

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

Five ways that the university would use to enable employees to feel valued and encouraged to go the extra mile in their performance of duties were pay, salary and benefits which had the highest percentage of 27%, followed by recognition with 23%, training and 11% , resources had 9% and promotion had 6%. Therefore generally employees would feel valued if the pay, salary and benefits and recognition were use by the universities to enhance their engagement levels.

## **4.6 Findings discussion.**

### **4.6.1 Effect of self and social awareness on EE all universities discussion**

It is worth noting that different universities have different perceptions even though some are similar. For instance in establishing the effect of self awareness and social awareness on employee engagement a comparison of the four public universities reveals different perceptions with some similarities. Self awareness was measured by emotional self awareness, accurate self assessment and self confidence. Social awareness was measured by empathy and social awareness and organizational awareness.

Egerton University strongly perceived that only emotional self awareness and accurate self assessment and self confidence were linked to employee engagement in vision and direction. This shows that employees recognition of their emotions and their effect on self and others, seeking out feedback and learning from mistakes, and being sure of one's self worth and capabilities are perceived to be linked to employees clearly seeing how their role supports the university inspiring vision and direction and want to play their part well. However, sensitivity to others needs and understanding emotional currents and power relationships in the university which measure social awareness were not perceived as being significant. University of Nairobi however perceived that self awareness and social awareness both significantly had an effect on vision and direction where employees clearly see how their role supports the university vision and direction and want to play their part well. This shows that in university of Nairobi, sensitivity to others needs and employees understanding of emotional currents and power relationships in the university are also linked to vision and direction.

JKUAT found accurate self assessment, self confidence and empathy and social awareness linked to vision and direction. Kenyatta University perceived emotional self awareness, accurate self assessment, empathy and social awareness and organizational awareness to affect vision and direction. However for all the universities accurate self assessment was perceived to be linked to vision and direction where employees clearly see how their role supports the organization's inspiring vision and direction and want to play their part well. This is in line with Goleman (1998) who points out that self-awareness is critical to understanding others

Egerton University did not perceive self awareness and social awareness to be significant in career development where the university is committed to help employees develop their skills and make progress in a clear career path. Nairobi University had accurate self assessment significant for career development. JKUAT had organizational awareness (understanding emotional currents and power relationships in the university) linked to vision and direction. Kenyatta University perceived organizational awareness linked to vision and direction. There is a similarity in JKUAT and Kenyatta University. Boyatzis, 1982 as cited by Reeds 2005 also points out that the ability to read situations objectively, without the distorting leans of employees own biases and assumptions allows individuals to respond effectively.

Egerton University did not have any significance for self awareness and social awareness for recognition of employee contribution. University of Nairobi perceived that accurate self assessment (seeking out feedback and learning from mistakes together with understanding emotional currents and power relationships in the university) was linked recognizing

employee contribution. JKUAT had only emotional self awareness linked recognizing employee contribution. Kenyatta University perceived organizational awareness linked to employees appreciation and being rewarded for doing a good job so they take pride in their work and put in extra effort when its needed (recognizing employee contribution).

Egerton University did not link self awareness and social awareness to line management. University of Nairobi linked accurate self assessment and organizational awareness to line management in that employees work with confidence towards corporate goals because line managers support the goals and employees. Self awareness and social awareness was not linked to line management for JKUAT. Kenyatta University perceived organizational awareness to be linked to line management.

Egerton University found organizational awareness significant for work itself and environment. Accurate self assessment was perceived by University of Nairobi to affect work itself and environment. JKUAT had organizational awareness significant and Kenyatta University had emotional self awareness and organizational awareness. Therefore Egerton University, JKUAT and Kenyatta University all found organizational awareness significant in this study where employees enjoy work and getting a lot out of it since the workplace environment meets employees needs , therefore they can focus on the job and the big picture. Egerton University linked emotional self awareness, accurate self assessment, self confidence, empathy and social awareness and organizational awareness to organizational effectiveness and ethics. University of Nairobi also had accurate self assessment, self confidence and organizational awareness. Self awareness and social awareness was not significant for organizational effectiveness and ethics for JKUAT and Kenyatta University.

Therefore Egerton and Nairobi University linked accurate self assessment, self confidence and organizational awareness as perceived to affect the day to day running of activities well without wasting time and making the most of what everyone has to offer so employees learn, adapt and improve and are therefore positive to change.

Accurate self assessment, empathy and social awareness and organizational awareness were perceived as significant for employee involvement and autonomy for Egerton University. Accurate self assessment, self confidence and organizational awareness were linked to employee involvement and autonomy for University of Nairobi. JKUAT linked self confidence and Kenyatta University perceived organizational awareness to be significant. Therefore Egerton University, Nairobi University and Kenyatta University found organizational awareness affecting employee involvement and autonomy. This means that understanding emotional currents and power relationships in the three universities assisted employees feel that they influence what the university does so they have a bigger personal stake and care more about its success.

Organizational awareness was linked to work life balance for Egerton University. University of Nairobi had accurate self assessment and organizational awareness as being significant. JKUAT linked emotional self awareness and self confidence while Kenyatta University found organizational awareness to be significant. Therefore Egerton, Nairobi and Kenyatta Universities perceived organizational awareness as affecting work life balance. Therefore understanding emotional currents and power relationships in the three universities was linked to recognition of employees personal needs and therefore they are there for the University.

Self confidence was perceived in Egerton University to be negatively linked to reward. This is because though employees are sure of their self worth and capabilities, the pay and benefits do not fairly reflect the value of the work they do so they may not be likely to stay. Self awareness and social awareness was not at all significant for reward at University of Nairobi and JKUAT. but Kenyatta University had emotional self awareness significant.

Organizational awareness was significant for information flow and internal communication in Egerton University. Accurate self assessment and organizational awareness was linked to information flow and internal communication for Nairobi University. Self and social awareness was not linked to information flow and internal communication for JKUAT but it was significant for organizational awareness in Kenyatta University. Organizational awareness in Egerton, Nairobi and Kenyatta University was found significant in that understanding emotional currents and power relationships in the two universities affected sharing of information and views being heard.

Self awareness and social awareness was not linked to resources for Egerton University and also for Nairobi University and JKUAT. Kenyatta University had emotional self awareness, self confidence and organizational awareness significant for corporate image and reputation. Accurate self assessment was significant for corporate image and reputation at Egerton University. Self awareness and social awareness had no significance for Nairobi University and JKUAT where corporate image and reputation is concerned. However Kenyatta University linked emotional self awareness and organizational awareness to corporate image and reputation.

#### **4.6.2 Self and Relationship management impact**

Determining the impact of self management and relationship management on employee engagement comparison of universities yielded the following results. Self management was measured by self control, trustworthiness and conscientiousness, adaptability, optimism, initiative and achievement drive. Relationship management was measured by developing others, leadership and building bonds, influence and change catalyst, communication and conflict management and teamwork and collaboration.

Egerton University only found self control significant for organizational effectiveness and ethics. University of Nairobi had self control significant for line management. JKUAT had self control significant for employee involvement. Kenyatta university had employee involvement and autonomy impacted. The findings are in agreement with Goleman (1998) who identified emotional control as the ability to keep one's impulsive feeling and emotions under control and restrain negative actions when provoked, faced with opposition, hostility or when working under pressure. Further, Boyatzis 1982 as quoted by Reeds found that among managers and executives, top performances are able to balance drive and ambition with self control, suppressing personal needs in the service of organization's goals.

Trustworthiness and conscientiousness was for Egerton university linked to organizational effectiveness and ethics and corporate image and reputation. Trustworthiness and conscientiousness was not significant for Nairobi University and JKUAT. Trustworthiness and conscientiousness was significant for vision and direction, recognizing employee



contribution and employee involvement and autonomy for Kenyatta University. The findings are in agreement with Reed (2005) that individuals who exhibit this competency maintain integrity and take responsibility for personal performance.

Adaptability was connected to organizational effectiveness and ethics for Egerton University. Nairobi University had adaptability not at all significant and also JKUAT. Adaptability was not significant for Kenyatta University. Optimism was perceived to be significant for Egerton University with organizational effectiveness and ethics. Optimism was also not significant for Nairobi University. It was significant for JKUAT for reward. It was not significant for Kenyatta University.

Initiative was linked to organizational effectiveness and corporate image and reputation for Egerton University. Initiative impacted vision and direction and line management for Nairobi University. It affected work life balance for JKUAT. Initiative impacted work itself and environment and resources for Kenyatta University. Crant, 1995 and Rosier 1996 as cited by Reeds (2005) agree with these findings in that those with initiative competence act before being forced to do so by external events.

Achievement drive connected with organizational effectiveness and ethics together with reward for Egerton University. Nairobi University had achievement drive perceived to affect vision and direction, line management and organizational effectiveness and ethics. Achievement drive affected vision and direction for JKUAT. Achievement drive was significant for line management for Kenyatta University. This is supported by the need to

continually improve performance by Spencer and Spencer 1993 as quoted by Reeds (2005) as it strongly sets apart superior and average executives.

Developing others was significant for career development, organizational effectiveness and ethics, employee involvement and autonomy, work life balance, reward and corporate image and reputation for Egerton University. Developing others for Nairobi University was connected with vision and direction, line management, organizational effectiveness and ethics, work life balance and reward. JKUAT had developing others linked to vision and direction, organizational effectiveness and ethics, employee involvement and autonomy and corporate image and reputation. Developing others was not at all significant for Kenyatta University.

Egerton University had leadership and building bonds linked to vision and direction, career development, line management, organizational effectiveness and ethics, employee involvement and autonomy, information flow and internal communication and corporate image and reputation. Leadership and building bonds impacted vision and direction, line management and organizational effectiveness and ethics for Nairobi University. Leadership and building bonds was found for JKUAT not significant and also for Kenyatta University. Goleman (1999) supports these findings as he points out that this competence implies a desire to lead others and those adept at it draw on a range of personal skills to inspire others to work together towards common goals. He further notes that these leaders articulate and arouse enthusiasm for a shared vision and mission.

Influence and change catalyst for Egerton University impacted vision and direction, career development, employee involvement and autonomy and information flow and internal communication. Nairobi University had influence and change catalyst affect vision and direction, line management and organizational effectiveness and ethics. Influence and change catalyst was for JKUAT was significant for information flow and internal communication and corporate image and reputation. It was not significant for Kenyatta University. The findings are supported by Reed (2005) who cites Spencer and Spencer 1993 that the ability to persuade, convince or impact others in order to get them to support a specific agenda or course of action is an emotional competence that emerges over and over again as a hall mark of high performance particularly among supervisors, managers and executives. They also point out that this competence requires authenticity and the ability to put collective goals before self-interests to keep effective persuasion from becoming manipulation.

Egerton University had communication and conflict management perceived to affect organizational effectiveness and ethics. Influence and change catalyst was connected to vision and direction for vision and direction, and organizational effectiveness and ethics for Nairobi University. JKUAT had communication and conflict management impact vision and direction. It was not significant for Kenyatta University. The findings are in line with what Goleman (1998) posits that this competence involves spotting trouble as it is brewing and taking steps to calm those involved thus handling difficult people with diplomacy, encouraging debate and open discussion and orchestrating win-win situations.

Egerton University was found to impact career development, line management, work itself and environment, organizational effectiveness and ethics, information flow and internal communication and corporate image and reputation. Nairobi University had teamwork and collaboration significant for organizational effectiveness and ethics. Teamwork and collaboration was significant for vision and direction in JKUAT. It was not significant for Kenyatta University. Goleman (1998) notes that teamwork has taken on increased importance in the last decade with the trend toward team-based work in many organizations and these findings clearly indicate that universities are not exempted from the trend. Further, Totterdell, Kellet, Teuchmann & Briner, 1998 as cited by Reed (2005) point out that the positive mood of a team leader at work promotes worker effectiveness and retention. Therefore positive emotions and harmony in a top management team predict its effectiveness.

In conclusion, Goleman notes that maximum development in all competencies is not necessary but that the ability to draw on one or more competencies from each of the four domains namely self awareness and social awareness and self management and relationship management is. Therefore it is the interplay of competencies from these four clusters that distinguishes exemplary leaders from average ones.

#### **4.6.3 Idealized influence and inspirational motivation**

It is worth noting that for the four universities, transformational leadership was highly perceived to be linked to employee engagement. Egerton University found trust and respect for leadership to be significant in all the drivers of engagement except for organizational effectiveness and ethics. Nairobi University found all the drivers of engagement to be

significant for trust and respect for leadership except for resources. JKUAT does not link career development, line management and reward to trust and respect for leaders. Kenyatta University does not connect line management to trust and respect for leadership. Line management for JKUAT and Kenyatta University are not linked to employee engagement where trust and respect for leadership are concerned. But they were highly linked for both Egerton and Nairobi University. Ideally employees should perceive line managers to be role models for the university values and desired behaviours and to be supporting university policies and procedures and applying them in practice.

Vision and direction, and information flow and internal communication where employees are treated as individuals and their views and ideas are sought and contributions valued were not significant for Egerton University. There were no exceptions in linking employees treatment as individuals and their views being taken seriously for Nairobi university. JKUAT links all the drivers of employee engagement as employees are treated as individuals and their views and ideas sought and contributions valued. Kenyatta University does not link resources to employees being treated as individuals and their views and ideas being sought and contributions valued.

Employee encouragement to achieve the university mission did not link vision and direction and organizational effectiveness for Egerton university. Nairobi university employees perceived employee encouragement to achieve university mission to be linked to employee engagement. JKUAT did not link vision and direction and career development to the encouragement to achieve the university mission. Kenyatta University does not link line

management and employee involvement and autonomy to employees being encouraged to achieve the university mission.

Also vision and direction, organizational effectiveness, employee involvement, information flow and internal communication, and corporate image and reputation were not significant for individual and team accomplishments being celebrated at Egerton University. All the drivers of engagement were linked to individual and team accomplishments being celebrated at Nairobi University. Vision and direction, organizational effectiveness and ethics, and corporate image and reputation were not connected to individual and team accomplishments being celebrated at JKUAT. Kenyatta University linked all drivers of engagement to individual and team accomplishments being celebrated.

Though some aspects of idealized influence and inspirational motivation were not connected in the drivers of engagement for the four public universities they were connected in at least one university. Therefore generally the study findings indicate a significant contribution towards employee engagement in every aspect. This is supported by Dvir et al (2002) who posit that transformational leadership has a positive impact on the development of follower's empowerment in terms of their engagement in the tasks and specific self-efficacy. Further, Kark and Shamir (2002) found transformational leadership to be a multifaceted, complex and dynamic form of influence in which leaders can affect followers by highlighting different aspect of the followers, social self-concept and change their focus from one level to another.

#### **4.6.4 Intellectual stimulation and individual consideration**

Egerton University does not link information flow and internal communication to openness to change and new ideas. Nairobi University linked openness to change and new ideas to all the drivers of engagement. JKUAT did not link openness to change and new ideas to vision and direction. Kenyatta University linked openness to change and new ideas to all drivers of employee engagement. Generally intellectual stimulation was found significant to employee engagement in public universities. The findings are supported by Shin et al (2003) that transformational leadership relates to follower creativity and provides intellectual stimulation by encouraging followers to challenge the status quo and the old ways of doing things.

Egerton University linked anticipating and meeting customer needs to all the drivers of engagement. Anticipating and meeting customer needs was not linked to employee involvement for Nairobi University. JKUAT did not connect vision and direction and career development to anticipating customer needs. Kenyatta University linked anticipating and meeting customer needs to all the drivers of engagement. Therefore generally intellectual stimulation was perceived as having an effect on employee engagement. This is in line with the findings of Kart and Shamir (2002) that transformational leadership behaviours such as intellectual stimulation increases the follower's feeling of self worth.

Employees encouragement to get involved in goal setting was not perceived to be linked to vision and direction and organizational effectiveness and ethics for Egerton university. Nairobi University perceived employees encouragement to get involved in goal setting to contribute to all the drivers of engagement and also JKUAT and Kenyatta University. The significance of three universities linking encouragement to get involved in goal setting may

be supported by the need for universities to remain ISO certified and the government requirement for employees to enter into performance contracts.

Development of employee skills, knowledge and abilities was connected to all the drivers of engagement by Egerton and Nairobi University. However, developing of employee skills, knowledge and abilities was not linked to vision and direction, organizational effectiveness and employee involvement and autonomy for JKUAT. Kenyatta University linked development of employee skills, knowledge and abilities to all drivers of engagement. Therefore three universities linked developing employees skills, knowledge and abilities to employee engagement clearly showing the high need for training among university employees and thus underscoring the significance of individual consideration. The findings support Dionne, Yammarino, Atwater, and Spangler (2004) who posit that by means of individual consideration, a leader addressed issues of competence, meaningfulness and impact with each team member and encourages continued individual development.

Therefore the effect of intellectual stimulation and individual consideration is perceived to be of great significance for employee engagement in universities. Specifically, anticipating and meeting customer needs was perceived to be significant by two universities. Employee encouragement to get involved in goal setting and development of employee skills, knowledge and abilities which constitute individual consideration had three universities linking all drivers of engagement linked. These findings are in agreement with Bass 1995 as cited by Reed (2005) in his model of transformational leadership of charismatic leadership, inspirational leadership, intellectual stimulating and individual consideration. Melcrum publishing (2005) report based on a global survey of of over 1,000 multinationals also



agrees with the findings as it concluded that from an organization's point of view it's the senior executives that set the tone of engagement in an organization.

#### **4.6.5 EI and TL Relationship**

The universities perceived that a relationship existed between emotional intelligence and transformational leadership. Each element of transformational leadership correlated with at least competence of emotional intelligence except for adaptability which is the self management domain. Therefore in this study EI is perceived to have a moderation role on transformational leadership elements. Majority of the significant relationships with the elements of transformational leadership were found to be in the social awareness and the relationship management domain. The findings are in agreement with various research studies carried out in the past. For example Walter and Bruch argue that EI has a dual moderating role of charismatic leaders as EI moderates the linkage between positive affect and charismatic leadership. They also point out that EI also is likely to moderate the relationship between leader's positive feelings and work attitudes. Sosik & Megerian (1999) contribute that leader's self-awareness moderates the relationship between aspects of EI and transformational leadership behaviour. Hackett & Hortman (2008) also in the relationship of emotional competencies to transformational leadership notes that a majority of the significant relationship were in the relationship management domain. Studies conducted by Barling et al 2000 as cited by Modissor and Singh (2008) found that EI is associated with TL in three aspects idealized influence, inspirational motivation and individualized consideration.

Analysis by Sivanathan and Fekken 2002 as cited by Modissor and Singh (2008) showed that the followers perceived leaders with high EI as more effective and transformational. They found that EI conceptually and empirically related to TL behaviours. Hence they concluded that having high EI increased one's TL behaviours. Gardner and Stough (2002) found that leaders with a high EI component of understanding emotions were able to perceive accurately the extent to which followers' expectations can be raised. This related the TL's subcomponent of inspirational motivation. They also found that a major component individualized consideration is the capacity to understand followers' needs and interact accordingly. With emphasis on empathy and the ability to manage relationships positively, leaders having EI are likely to manifest individualized consideration. Palmer et al (2001) as cited by Modassir & Sing found that the inspirational motivation and individualized consideration components of TL are significantly correlated with the ability to both monitor and manage emotions in oneself and others.

Research by Hackett and Hortman (2008) on the relationship of emotional competencies to transformational leadership on education leaders clearly indicated that emotional competencies are related to transformational leadership. Further, Kerr, Garvin, Heaton and Boyle (2005) conducted studies on emotional intelligence and leadership effectiveness which showed EI as a strong predictor of leadership effectiveness. Research carried out by Palmer, *et al* (2008) EI correlated with several components of TL suggesting it may be an important component of effective leadership. Research carried out by Naeem and Saif (2008) on the Pakistani Banking sector, empirical analysis revealed that EI is a strong predictor of service quality in case of foreign banking in Pakistan.

Research by Modassir and Singh (2008) on the relationship between EI with TL and Organizational citizenship behaviour involving 57 leaders and 114 respondents found that EI of leaders enhances OCB of followers. He further tested the mediation role of EQ basing it on Barron & Kenny (1986) regression models and found that TL as an independent variable does not affect the mediator EI and OCB. Research carried out by Chrusciel (2006) on considerations in dealing with change decision management shows that EI may be a predictor of success, in cognitive based performance. Thus one can conclude that transformational leadership and emotional intelligence are positively correlated.

#### **4.6.6 EI and TL impact**

The relationship between EI and TL impacts employee engagement. The research findings indicate that each university links drivers of engagement with emotional intelligence and transformational leadership in a unique way. For instance Egerton University and the competencies of self and social awareness linked to vision and direction, organizational effectiveness, employee involvement and autonomy work life balance, reward and information flow and internal communication. University of Nairobi significantly related all competencies of self and social awareness to vision and direction. Also, at least one competence was linked to drivers of engagement except for employee involvement and autonomy, reward, resources and corporate image and reputation. JKUAT had vision and direction linked, career development, work itself and environment, employee involvement and autonomy and work life balance. Kenyatta University linked all the competencies to employee engagement except for reward.

The effect of self awareness and social awareness on employee engagement is also different for different universities. Egerton University links vision and direction, career development, line management, work itself and environment, organizational effectiveness and ethics, employee involvement and autonomy, work life balance, reward, information flow and internal communication and corporate image and reputation. University of Nairobi connected vision and direction, line management, organizational effectiveness and ethics work life balance, reward and information flow and internal communication. JKUAT linked vision and direction, organizational effectiveness and ethics, employee involvement and autonomy, work life balance and corporate image and reputation. Kenyatta University linked vision and direction, recognizing employee contribution, line management, work itself and environment, employee involvement and autonomy, and reward to the competencies.

Egerton University linked all the elements of idealized influence and inspirational motivation to all the drivers of employee engagement except for vision and direction. Organizational effectiveness and ethics and information flow and internal communication were only linked to at least one element. Nairobi University linked all elements to the drivers of engagement and JKUAT. All the elements of intellectual stimulation and individual consideration were significant to the drivers of engagement for Egerton University and Nairobi University. All drivers of engagement were connected to the elements except for vision and direction. Therefore the relationship between EE and TL impact EE in a great way. This is because all elements of TL are perceived to be significantly related to EE which in turn impacts the drivers of engagement. Whenever the university employees perceived a driver of engagement to be significant for EI it was also

significant for TL so that the relationship greatly enhanced the impact it had on EE. This is in line with Lockwood (2006) who posits that the drivers of engagement are a two –way relationship between the employer and employee. Further, that the ability of the organization to communicate its vision, strategy, objectives, and values to its staff so that they are clearly understood enables individuals to be able to align themselves to the products, services and values of the organization. She, in additions argues that management commitment from the top to the bottom of the organization line managers included is one of the most important conduits to achieving effective employee engagement.

Michaelman (2004) notes that the defining contribution of great managers is that they boost the engagement levels of the people who work for them through selection, expectation setting, motivation and development. Great managers in leading engagement seek the right fit for a person’s talent, they work to see that employees are rewarded for their performance and they endeavor to ensure that talent is developed through progressively more challenging and meaningful assignments. This research established that leadership as being of great significance as it linked all drivers of engagement to transformational leadership. It is worth noting that in this era of performance contracting in public universities the right fit for a person’s talent and setting of performance goals by line management is key in employee engagement.

The findings are also in agreement with Thomas (2009) who notes that there are four intrinsic rewards that drive employee engagement. He argues that extrinsic rewards played a dominant role in earlier eras, when work was generally more routine and bureaucratic, and when complying with rules and regulations was paramount. This work offered workers few intrinsic rewards, so that extrinsic rewards were often the only motivational tools available

to organizations. Extrinsic rewards remain significant of course but and unfair pay can be a de-motivator. He also points out that once issues of unfairness have been settled day to day motivation is more strongly driven by intrinsic rewards which include a sense of meaningfulness, a sense of choice, a sense of competence and a sense of progress. Drivers which university employees have placed great significance in this study.

Meisinger (2008) also notes that management holds the key to employee engagement. She points out that finding and keeping the right people in the right skills presents a major challenge for organizations. Engaging those people to voluntarily deliver maximum effort in key strategic areas adds another dimension to the challenge. She underscores the importance of communication in that when senior managers regularly communicate with employees, their organizations experience higher levels of engagement and lower turnover rates. Involving employees in the decisions that affect their jobs invests them in the overall success of the organization. Openness to new ideas also emphasized and that the best ideas should be supported and the originators recognized and rewarded no matter where they are in the organization. This is in line with the findings of the study where employees lay great significance in their views being sought, implemented, employee recognition and reward.

This study indeed strongly emphasizes the role of utilizing emotional intelligence and transformational leadership in employee engagement. Lockwood (2006) supports this as she notes that managers who demonstrate seven characteristics promote employee engagement. The characteristics include showing commitment to diversity, taking responsibility for successes and failures, demonstrating honesty and integrity, helping to find solutions to problems, respect and care for employees as individuals, setting realistic performance expectation and defending direct reports. This study has pointed out the importance of the

line manager in employee engagement both with emotional intelligence and transformational leadership.

Seijts and Crim (2006) review literature that offers several avenues for action on how leaders can engage employees, head, hearts and hands. They came up with the Ten C's of employee engagement namely, connect where leaders show that they value employees, career involving leaders providing challenging and meaningful work with opportunities for career advancement, clarity requiring leaders to communicate a clear vision, convey where leaders clarify their expectations about employees and provide feedback, and congratulate involving praise and recognition for strong performance. This research has also had connect, career, clarity, convey and congratulate as elements of engagement perceived to be of great significance by university employees. The other five C's include contribute where employees input matters in a meaningful way, control requiring control over the flow and pace of jobs, collaborate for teamwork with trust and cooperation, credibility in maintenance of reputation and high ethical standards and confidence where leadership exemplifies high ethical and performance standards. The C's relate well with emotional intelligence finding in this study and also place emphasis on the role of leadership where engagement is concerned.

Therefore the relationship between Emotional intelligence and transformational leadership was established and that it impacted employee engagement. However this research did not explore the extent to which this takes place. Goleman (1998) notes that EI competencies are learnt. The insight that emotional intelligence can be improved upon through training allows universities to explore ways to improve these skills within the desired staff. One of

the key benefits to be gained by an organization in promoting the use of emotional intelligence is that of enabling organizational staff to regulate their own emotions when dealing with customers. The implication is that if a staff person can project the appropriate emotions when dealing with a customer, the customer-vender relationship will be strengthened.

The various attributes that have been discussed in this research have illustrated how EI and TL assists employees in enhancing engagement in universities. The attributes affect universities through human capital acquisition, development and retention. If employees are not happy with their jobs, supervisors, and/or peers then they are not likely to project a positive image to potential applicants. The presence of emotional intelligence among leaders could greatly enhance the work environment which could transcend to more successful recruitment efforts. (Noe, Hollenbeck, Gert, & Write, 2006).

At the same time, emotional intelligence and transformational leadership may enable employees to be more positive and committed to the organization along with becoming higher performers, which would enhance their ability to get promoted and experience multiple facets of professional and personal development. Organizations are willing to spend more time and money on employees who are stable and committed than they are on those who are marginal performers who possess negative attitudes. As discussed previously, employees who are dissatisfied generally attempt to change the conditions either through their supervisor or possibly leaving the organization (Noe, Hollenbeck, Gerhart & Write, 2006).



Daily interactions with colleagues, peers, friends and management require us to use our emotional intelligence and transformational leadership attributes whether or not we are cognizant of doing so. Thus everyone internal and external to the university discerns the value of team efforts from groups that can successfully synergize. Therefore, the recognition, utilization, and training related to EI and TL can easily become a means of not only promoting team interactions but also personal development. This in turn provides the opportunity to influence the corporate climate so that employees in the organization can modify the culture to be more adaptive to issues of change transformation towards world class universities. It is thus worth concluding that the relationship between emotional intelligence and transformational leadership impacts employee engagement. Therefore utilization of EI and TL would enhance EE in Kenyan public universities.

## CHAPTER 5

### 5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

The research findings indicate that each university links drivers of engagement with emotional intelligence and transformational leadership in a unique way. For instance Egerton University and the competencies of self and social awareness linked to vision and direction, organizational effectiveness, employee involvement and autonomy work life balance, reward and information flow and internal communication. This shows that for Egerton university emotional recognizing emotions and their effect on self and others, seeking out feedback and learning from mistakes and being sure of self worth and capabilities is has an effect on employees perceiving that they clearly see how their role supports the organization's inspiring vision and direction and want to play their part well.

University of Nairobi significantly related all competencies of self and social awareness to vision and direction. University of Nairobi employees perceive that clearly seeing how their role supports the organization's inspiring vision and direction and their desire to play their part well is affected by both self and social awareness competencies. Also, at least one competence was linked to drivers of engagement except for employee involvement and autonomy, reward, resources and corporate image and reputation. JKUAT had vision and direction linked, career development, work itself and environment, employee involvement and autonomy and work life balance. Therefore JKUAT employees perceive that the university vision and direction is linked to how they see their role in supporting the vision and direction and want to play their part well. Kenyatta University linked all the competencies to employee engagement except for reward. Employees of Kenyatta

University perceive that all competencies of self and social awareness have an effect on all the drivers of engagement.

Egerton University links vision and direction, career development, line management, work itself and environment, organizational effectiveness and ethics, employee involvement and autonomy, work life balance, reward, information flow and internal communication and corporate image and reputation. University of Nairobi connected vision and direction, line management, organizational effectiveness and ethics, work life balance, reward and information flow and internal communication. JKUAT linked vision and direction, organizational effectiveness and ethics, employee involvement and autonomy, work life balance and corporate image and reputation. Kenyatta University linked vision and direction, recognizing employee contribution, line management, work itself and environment, employee involvement and autonomy, and reward to the competencies.

Idealized influence and inspirational motivation was by Egerton University linked all the drivers of employee engagement and individual consideration to all the drivers of employee engagement except for vision and direction. Organizational effectiveness and ethics and information flow and internal communication were only linked to at least one element. Nairobi University linked all elements to the drivers of engagement and JKUAT. This indicates that employees value trust and respect for leadership, being treated as individuals and their views and ideas being sought and contributions being valued. The encouragement to achieve the university mission and individual and team accomplishments being celebrated highly contribute to employee engagement.

Intellectual stimulation and individual consideration elements were significant to the drivers of engagement for Egerton University and Nairobi University. All drivers of engagement were connected to the elements except for vision and direction. Openness to change and new ideas and anticipating customer needs were examined for intellectual stimulation in this study and they were highly perceived to have an effect on employee engagement. The relationship between emotional intelligence and transformational leadership was established to be significant and found to significantly impact employee engagement.

A comparison of the universities perceptions on EI and TL utilization of EE show that for self and social awareness Egerton University only linked organizational effectiveness and ethics to all the competencies of social and self awareness. Self and relationship management has Organizational effectiveness and ethics correlating with all the competencies of self and relationship management except for influence and change catalyst. Idealize influence and inspirational motivation was perceived by Egerton University to have a contribution in the following drivers of engagement, career development, recognizing employee contribution, line management, work itself and environment, employee involvement and autonomy, work life balance, reward and resources. Intellectual stimulation and individual consideration was by Egerton University perceived to have an effect on all the elements except for vision and direction and organizational effectiveness and ethics for the individual consideration aspect where employees are encouraged to get involved in goal setting and for Information flow and internal communication and corporate image and reputation where openness to change and new ideas is concerned for intellectual stimulation.

University of Nairobi found vision and direction to be significant to all the competencies of self and social awareness. University of Nairobi had six of the eleven competencies of self and relationship management correlating with vision and direction namely initiative, achievement drive, developing others, leadership & building bonds, influence & change catalyst and communication & conflict management. Idealized influence and inspirational motivation was perceived by University of Nairobi to be in all the drivers of engagement except for resources where in trust and respect for leadership it was not significant. University of Nairobi had all intellectual stimulation and individual consideration elements significant in employee engagement except for the aspect of anticipating and meeting customer needs where employee involvement and autonomy is concerned in intellectual stimulation.

JKUAT only found three of the five competencies of self and social awareness to be competent. Vision and direction correlated with achievement drive, developing others, communication & conflict management and teamwork & collaboration for self and relationship management. Idealize influence and inspirational motivation was for JKUAT linked to all the elements of employee engagement except for trust and respect for leadership in career development, line management, reward. Also corporate image and reputation was not found significant in individual and team accomplishments being celebrated. Intellectual stimulation and individual consideration was significant in all drivers of engagement except for vision and direction. The aspect of anticipating and meeting customer needs in intellectual stimulation was not significant also in corporate image and reputation ad also developing of employee skills and knowledge as an individual

consideration aspect was perceived not significant in organizational effectiveness and ethics, employee involvement and autonomy and information flow and internal communication.

Kenyatta University linked the social awareness component of organization awareness to all the drivers of employee engagement except for Organizational effectiveness and ethics. Work itself and environment correlated with initiative and line management with achievement drive and employee involvement and autonomy with self control and trustworthiness & conscientiousness. Vision and direction was also significant with trustworthiness & conscientiousness. Therefore the drivers of employee engagement did not correlate well with the competencies of self and relationship management. Idealized influence and inspirational motivation for KU was perceived to contribute to the drivers of employee engagement except for resources which did not link with employees being treated as individuals and their views and ideas being sought and valued for idealized influence.

Line management and employee involvement and autonomy also did not link with the aspect in inspirational motivation where employees are encouraged to achieve the university mission. Intellectual stimulation and individual consideration was perceived to be significant for all the drivers of employee engagement except for reward in the aspect of intellectual stimulation where anticipating and meeting customer needs is concerned. Therefore the findings indicate that in University of Nairobi has got highest percept of utilization of effect of the competencies of emotional intelligence and the contribution of elements of transformational leadership for the engagement of employees. This is followed by Kenyatta University, JKUAT and Egerton University.

### **5.3 Conclusion**

Vision and direction and organizational effectiveness and ethics both correlated with all the competencies of self and social awareness domains thus they had the most significant effect of self and social awareness on employee engagement. This shows that self and social awareness domains effect on employee engagement is on employees seeing clearly how their role supports the organizations inspiring vision and direction and wanting to play their part well. It also shows that running day to day activities well without wasting time and by making the most of what everyone has to offer, employees learn, adapt and improve and are therefore positive to change is affected by the self and social awareness domain. Further, organizational awareness is the competence that correlated with all the drivers of employee engagement. This shows the importance of understanding emotional currents and power relationships in the universities for employees. Generally, vision and direction is the driver of engagement that all universities linked to self and social awareness competencies. These competencies enable individuals to be cognizant of their own feelings and thoughts as well as personal strengths and weaknesses.

Employee engagement is impacted by self and relationship management in that vision and direction significantly linked with all the competencies except for adaptability in this study. Organizational effectiveness and ethics linked with all the competencies except for self control. Further developing others was linked to all the drivers of engagement except for line management and work itself and environment. Almost all the competencies are perceived by the universities to be linked to at least one driver of employee engagement. Self management is the ability to regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity. The relationship management domain competencies have the

most direction affect on the interaction with other people hence the link of the competencies with almost all drivers of engagement. This indicates for universities that soft skills like emotional intelligence may be utilized to achieve more for less.

Idealized influence and inspirational motivation elements were significant for the drivers of engagement. Intellectual stimulation and individual consideration had all drivers of employee engagement significant too. This shows that public universities place great significance on leadership and specifically transformational leadership. Public universities are facing major reforms and increasing demands for higher performance as service organizations and employees are a critical asset. Through understanding how employees think and feel about their work and which aspects are most important evidence-based decisions can be made on employees and change strategies. This is because issues of transformation revolve around leadership and the influence the leaders have on the followers. Employee engagement also tends to be greatly impacted by leadership in that the responsibility of the drivers of engagement mainly lies with the leadership.

It was also established that there is a relationship between emotional intelligence and transformational leadership. The relationship between EI and TL is most significant where organizational awareness is concerned which involves understanding emotional currents and power relationships in the university which linked all elements of TL except for trust and respect for leadership. Also influence and change catalyst is linked to all except for openness to change and new ideas. This is followed by developing others though it does not connect with celebration of individual and team accomplishments and employees encouragement to get involved in goal setting. Emotional self awareness which involves recognition of self



emotions and their effect on self and others is linked to the TL elements except for employees being treated as individuals and their views and ideas sought and contributions valued. It is also not linked to employees being encouraged to achieve the university mission. It is worth noting that at least each element of TL showed a relationship with at least one competence of EI except for adaptability which requires working with ease within a variety of change situations and this is an individual alone display of competence.

Further it was established that the relationship impacted employee engagement. Therefore there is need for good practice to be instituted on the drivers of engagement for public universities to ensure that employees are engaged and thus positively impacting performance. A university that is permeated with emotional intelligence and transformational leadership from top to bottom would convey to its own personnel, as well as to customers, suppliers, GoK., and the community and other stakeholders at large that it has its eyes on the future. That it is confident that it has personnel who are pulling together for the common good, and places a premium on its intellectual resources and flexibility on the development of its people. This would require universities to train line management beyond supervisory skills as the study findings show TL is perceived to be linked to all drivers of engagement.

In conclusion, Human Resource Managers can play a critical role in encouraging utilization of EI and TL by establishing systems that are equitable, carefully making management development programs, establishing fair compensation systems and designing jobs towards increased employee engagement. This is because it is important to not only recognize the value of EI and TL but to encourage and promote the improvement of these skills within the

university. That way, a win-win scenario is achieved for both the individual and the University and EE is enhanced through EI and TL.

### **5.3 Recommendations**

The drivers of employee engagement explored in this study are on areas of policy or practice that often have an influence on engagement which employees tend to respond positively to. Emotional intelligence through self and social awareness and self and relationship management domains was seen to affect and impact employee engagement through mainly vision and direction and organizational effectiveness and ethics. Specifically organizational awareness was pointed out as the most significant EI competence that is linked to all the drivers of engagement. TL has all the drivers of engagement linked to it. Therefore good practice recommendations are therefore made this study.

1. It is recommended that Kenya public universities recognize the role that employee engagement plays in the achievement of the university mission.
2. That Kenyan public universities appreciate Emotional Intelligence and its contribution in working situations for employees and provide training where possible. For instance for promotion for those positions within the organization that require a high level of inter-personal interactions, EI assessments can be an effective tool in identifying placement.
3. That since transformational leadership plays a key role in enhancing employee engagement in this era of Kenyan public universities attempting to become world class universities should lay emphasis on training in leadership skills and specifically idealized influence, inspirational motivation, individual stimulation and individual consideration. Management should come up with regular training programs that go

beyond supervisory skills to embrace EI and TL development. Further, module should be developed for university students to learn self development on how they can utilize EI and TL for EE as the future leaders of tomorrow.

4. University policy needs to support an understanding and appreciation of how individuals utilize EI and transformational leadership to enhance employee engagement. For instance an individual exhibiting a high level of transparency may be willing to take unpopular positions, may at times reject conventional wisdom and take reasonable risks. Such an individual should be developed in line with his area of strength to enhance innovation and creativity.
5. That the leadership set up policies and guidelines on the each of the drivers of engagement explored for vision and direction, career development, recognizing employee contribution, line management, work itself and environment, organizational effectiveness and ethics, employee involvement and autonomy, work life balance, reward, information flow and internal communication, resources and corporate image and reputation.
6. Successful employee engagement requires a holistic approach with multiple functions working together to understand, increase and sustain engagement levels. It is therefore recommended that each university leadership conduct a survey to gauge the engagement levels of the employees and where possible institute changes that positively impact how employees think and feel about their work.
7. It is further recommended that for a particular university to obtain more for less through soft skills, utilization of emotional intelligence and transformational leadership should be implemented at the university administrative hierarchy namely, the university, the faculties and individual staff.

#### **5.4 Recommendation for further Research**

This research has attempted to mirror the state of the literature and provided a framework which cannot cover all potentially relevant aspects. In spite of important advances, a lot of work remains to fully understand how EI and TL may be utilized for the enhancement of EE. This research however hopes to stimulate further research, enabling universities to draw on an extensive, coherent body of knowledge to nurture emotional intelligence and transformational leadership among its employees for employee engagement.

This exploratory study of utilization of emotional intelligence and transformational leadership for enhancement of employee engagement should be considered as a survey. Goleman, et al (1998, 2000, and 2001) have published popular findings of strong and significant relationships of similar variables in corporate environments, and this study attempted to probe the heuristics of those findings in public university settings.

1. Therefore this study and its findings should be viewed as a starting point for more extensive research related to utilization of emotional intelligence and transformational leadership for the enhancement of employee engagement.
2. Also, research on other variables presumed related, either directly or indirectly to employee engagement should be researched on. Further, utilization of emotional intelligence and transformational leadership among lecturers and students be explored.
3. Future research should examine utilization of emotional intelligence and transformation leadership with a different sample from organizations other than learning institutions.
4. In addition, organizational environment would be an influencing factor determining whether an individual can exercise the training received on EI and TL. Hence need for research on how the training would influence organizational culture.

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Appendix I

## SURVEY QUESTIONNAIRE

Instruction: Kindly respond to all questions by putting a tick in the box matching your answer or write your answer in the space provided if it is not included in the choices.

### Part A.

#### 1. Respondents Gender and Age

Male ( )                  Female ( )

Under 24 ( )                  25 – 34 ( )      35-44 ( )                  Over 50 ( )

#### 2. Highest Educational Level

Primary ( )                  Secondary ( )                  College ( )                  University ( )

3. How long have you been working in the University  
 (a) Below 5 years b) 6-10 years (c) 10 – 15 years (d) Over 15 years
5. Job category when employed  
 (a) Management (b) Teaching  
 (c) Middle (d) Union  
 (e) Present Job Category.....

**Part B: Section I Emotional Intelligence**

6. Tick the appropriate box (1=Almost never, 2=rarely, 3=sometimes, 4=Usually, 5=Almost always)

	1	2	3	4	5
a) I recognize my emotions and their effect on self and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I seek out feedback and learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am sure of my self worth and capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I keep my impulsive feelings under control and restrain negative actions when under pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I maintain standards of honesty and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I work with ease within a variety of changing situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I am open to new ideas to improve self performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I am ready to act on opportunities whenever need arises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I am persistent in pursuing goals despite obstacles and setbacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I am sensitive to other people's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) I understand emotional currents and power relationships in my university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Whenever I sense others developmental needs I build their					

- abilities. □ □ □ □ □
- m) I inspire others to work together towards common goals. □ □ □ □ □
- n) I persuade, convince and impact others to support  
specific agenda or course of action. □ □ □ □ □
- o) I negotiate and resolve disagreements with diplomacy and  
tact for at individual and group levels. □ □ □ □ □
- p) I work cooperatively with others to be part of a team. □ □ □ □ □

7. Identify in order of importance five aspects of the University that would assist you to better manage yourself at work.

- a).....
- b).....
- c).....
- d).....
- e).....

**Part B: Section II Transformational leadership**

8. To what extent are you satisfied with the following aspects of your firm.

(1=completely dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied, 5=completely satisfied)

- |  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| a) There is trust and respect for leadership   | □ | □ | □ | □ | □ |
| b) Employees are treated as individuals and their views and<br>ideas are sought and contributions valued | □ | □ | □ | □ | □ |
| c) Employees are encouraged to achieve the university mission  | □ | □ | □ | □ | □ |

- d) Individual and team accomplishments are celebrated
- e) There is openness to change and new ideas
- f) Anticipating and meeting customer needs
- g) Employees are encouraged to get involved in goal setting
- h) Development of employee skills, knowledge and abilities

9. Suggest five ways in order of priority that would assist leadership in managing human resource in your university.

- a).....
- b).....
- c).....
- d).....
- e).....

**Part B: Section III Employee Engagement**

10.To what extent do you agree or disagree with the following statements about your University. (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

1 2 3 4 5

- i) I clearly see how my role supports the organization’s inspiring vision and direction and want to play my part well.
- ii) The University is committed to help me develop my skills and



- make progress in a clear career path
- iii) I am appreciated and rewarded for doing a good job, so I take pride  
in my work and put in extra effort when its needed.
- iv) I work with confidence towards corporate goals because my line  
manager supports them and supports me.
- v) I enjoy my work and get a lot out of it since the workplace  
environment meets our needs, I can focus on the job and the  
bigger picture.
- vi) We run our day-to-day activities well without wasting time and  
by making the most of what everyone has to offer, we also learn,  
adapt and improve and are therefore positive to change.
- vii) I feel that I influence what the University does so I have a bigger  
personal stake and care more about its success.
- viii) The university recognizes my personal needs therefore  
I am here for it.
- ix) The pay and benefits fairly reflect the value of the work I do is  
I'm more likely to stay.
- x) I do my job well because I have the right priorities and  
up-to-date information. The organization shares with me information  
and my views are heard and taken seriously.
- xi) The University provides resources for me to do my job well.
- xii) The things we do well at the University are recognized by our  
stakeholders and admired. I am proud to work at the University and  
desire to play my part to keep that reputation.

11. Prioritize five ways that the university would use to enable you feel valued and encourage you to go the extra mile in your performance of duties.

a).....

b).....

c).....

d).....

e).....

**WORK PLAN**

<b>PERIOD</b>	<b>ACTIVITY</b>
JANUARY – APRIL 2009	WRITING AND PRESENTING RESEARCH PROPOSAL
MAY – SEPTEMBER 2009	CORRECTING THESIS PROPOSAL
OCTOBER 2009 – JANUARY 2010	DATA COLLECTION
FEBRUARY 2010	DATA ENTRY
MARCH 2010	ANALYZING DATA AND WRITING THESIS

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APRIL – MAY 2010

CORRECTION OF THESIS

JUNE 2010

SUBMISSION OF THESIS

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**ESTIMATED RESEARCH BUDGET**

<b>ITEMS</b>	<b>COSTS</b>
TYPING & TYPESETTING	KSHS.20,000.00
PHOTOCOPYING	KSHS.14,000.00
STATIONERY	KSHS.6,000.00
BINDING	KSHS.5,000.00
RESEARCH ASSISTANT	KSHS.40,000.00
MISCELLANEOUS	KSHS.1,000.00
<b>TOTAL</b>	<b>KSHS. 86,000.00</b>

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## **LETTER OF INTRODUCTION**

I am a Ph.D. student at JKUAT undertaking research. The title of my thesis is utilizing emotional intelligence, and transformational leadership for employee engagement in public universities in Kenya.

This study aims at determining how universities may use human resource to enhance competitiveness. Therefore your participations very important in this study and will be highly appreciated.

I assure you that the information you provide will be used for academic purposes only and will be treated with uttermost confidentiality.

Finally, the report of the findings can be sent to you on request. My address is as indicated below:

Thank you.

Caroline Mwangi

SHRD

JKUAT

P.O. Box 62000 00200

NAIROBI

