Emotional Intelligence Competence and Job Performance of Part Time Academic Staff In Private Universities in Kampala Metropolitan Area

[1]Ssemwanga Sadat Lutaaya, [2]Prof. Muyinda Mande, [3]Dr. Edaku Charles

[1](PhD Candidate), [2](PhD), [3](PhD)

Nkumba University, Uganda

Abstract: **This study was purposely used to assess the influence of emotional intelligence on job performance of part time academic staff in private universities in Kampala Metropolitan Area. This was due to lack of closely related research; the implications of emotional intelligence was a mystery especially among such part time academics. Imagine this was no such a study about private universities in the Kampala Metropolitan, Uganda's most strategically competitive area in university education business. In that case, study investigated the effects of self-control and relationship management competencies on job performance of the same university academic staff in the metropolitan. These competencies are the basic constructs of emotional intelligence and were adapted from two of the theoretic Big five personality traits, namely neuroticism and agreeableness. Job performance was contextualised as a composition of task performance, contextual performance, and adaptive performance. As a descriptive and correlational research, the study adopted a quantitative and qualitative approach. It was found out that most of the target university academics were highly intelligent, emotionally ($\bar{x}$ =3.44; s=1.16), and performed their jobs virtually well ($\bar{x}$ = 3.04; s=1.19). Their self and social relations management competencies together predicted 84.1% of job performance. It was concluded that increase in emotional intelligence among such employees significantly led to equally better job performance, and vice versa. As such, it was recommended that any university education stakeholders should strive to enhance or maintain highly productive emotional intelligence among such university academics of study.**

Keywords: **Self-awareness, self-control, social awareness and relationship management, task performance, contextual performance, and adaptive performance.**

1. INTRODUCTION

1.1 Background to the Study

Than any other notions related to employees or their work, one would think that job performance is the most widely understood in human resource because it is widely researched. Rather, at least as a process and outcome it was narrowly understood especially with regard to its bearing from employee emotional intelligence. Emotional intelligence (EI) is the competence of individuals to understand and control their own emotions and recognize those of others to build relationships pertinent for achieving own goals (Colman, 2008). In human resource context, it is the capacity of an employee to appreciate, control, and express own emotions in a fashion that helps handle interpersonal work relationships judiciously and empathetically. On a positive note, emotional intelligence is the key to both personal and professional success. Basing on Goleman (1995), it is a function of five main constructs believed to induce efficacious job performance namely, self-awareness, self-regulation, motivation, empathy, and social skills. This study concentrated on the second and last constructs.

Carl (2010) defines job performance as the extent to which an employee successfully executes the work assigned. As concept, it falls into three categories, namely task, contextual and adaptive performances. Also known as counterproductive performance, task performance involves intentional actions that are part of the formal reward system and that address the requirements specified in job descriptions (Sackett & DeVore, 2001; Williams & Karau, 1991). In the university context, the contribution of such actions can be direct, in the case of academic staff as production workers as opposed to university managers whose contribution is indirect. In view of that, task performance covers the fulfilment of the requirements that are part of the contract between the employer and employee (Sonnentag *et al*., 2009).

Contextual performance, also understood as citizenship performance, is according to Rotundo and Sackett (2002) defined as the work process and outcome that contribute to corporate goals through employee contribution to the organization's shared setup. It includes situations such as demonstrating extra effort, following organizational rules and policies, helping and cooperating with others, or alerting colleagues about work-related problems (Borman and Motowidlo, 1993). Adaptive performance is defined as a process in which employees understand and adjust to change in a workplace (Pulakos *et al.*, 2000; Sonnentag and Frese, 2002). Following the mushrooming private universities in Uganda, National Council for Higher Education (NCHE) become more vigilant on service quality (NCHE, 2014; Republic of Uganda, 2008). In so doing NCHE requisitioned universities in its quality assurance framework of 2015 to employ academic staff with the right and enabling personality competences. The staff should be able accomplish assigned tasks in a manner consistent with the required service quality and needs of the clientele (NCHE; 2015; 2018).

NCHE underscores the role academic staff can play in propelling service quality, but job performance of part time academics in private universities in Uganda hardly matched their supposed personality competencies (Basheka, 2008; NCHE; 2015; 2018). There was widespread scrutiny of such universities and a lot of suspicion of their part time academic staff, on account of quality of service delivery and education (Alemiga & Kibukamusoke, 2019; Kayiira, 2009; Nakimuli & Turyahebwa, 2015; NCHE, 2010; Tibarimbasa, 2010). This mistrust was however not well explained. Was it due to job performance gaps? What was the cause of the academic staff underperformance, if any? Was it due to individual emotional intelligence? These questions impelled this study whose focus was timely for part time academics Kampala Metropolitan private universities that despite their strategic location in Uganda, had since inception been ignored in employee personality research.

1.2 Statement of the Problem

The key problem was how much influence emotional intelligence, as personality factor, had on the performance of part-time academics in private universities in Kampala Metropolitan Area. As employees, such part time university academics were expected by the NCHE to be productively capable enough by virtue of their previous basic and professional training (NCHE, 2014; 2015; Ochwa-Echel, 2016). According to NCPEA (2009), this training successively moulds prospective academics into employees with prolific personality traits such as gainful emotional intelligence competences. Owens (2015) underscores the importance of shaped employee emotional intelligence as an enabling trait that can spur job performance. Nonetheless, such perceivably potential personality competency could not prevent the said suspicion related to alleged poor academic work ethics in such universities in Uganda. The suspicion stems from the staff underperformance reports. Beside the perceived daily commitment gaps of the academic staff in private universities, some of them could not release students results on time (*Interviews with UB and UC academic registrars,* 2018) and 22.7% of the academics rarely guided students enough to complete research on time (Atwebembeire *et al.*, 2018). Only 23.5% could offer to give consultancy to other institutions, and 13.3% externally represented their universities well. Aware of this these inconsistencies, this study was sought to verify the real performance

1.3 Purpose of the Study

The purpose of the study was to analyse the influence of emotional intelligence on job performance among part-time academic staff in private universities in Kampala Metropolitan Area of Uganda.

1.4 Objectives of the Study

1. To analyse the relationship between self-management personality competencies and job performance of part-time academic staff in private universities in Kampala Metropolitan Area.

2. To examine the contribution of social relationship management competencies to job performance of part time academic staff in private universities in Kampala Metropolitan Area.

1.5 Research Hypotheses

Ho1 There is no significant relationship between self-management personality competencies and job performance of part time academic staff in private universities in Kampala Metropolitan Area.

Ho2 There is no significant contribution of social relationship management competencies to job performance of part time academic staff in private universities in Kampala Metropolitan Area.

2. LITERATURE REVIEW

The main literature of review was about previous analyses related to emotional intelligence personality and job performance of employees with specific bias on part time university academic staff. This was proceeded by theoretical framework that covers the research theory used to underpin the study and from which a guiding conceptual framework was drawn. Specifically the related literature was reviewed in consistency with the two specific research objectives about self and relationship management vis-à-vis job performance.

2.1 Related Literature

One of the previous related analyses, is a study conducted on optimizing the development of emotional intelligence among investment bank employees (Antoni and Elzabé, 2015). The result shows that there were individual differences among the study participants. Of the EI strengths under review the findings indicated that the sample participants had an average total EI of x= 104.01; SD = 8.58, with stress tolerance (x= 105.58; SD = 10.92) and adaptability (x= 105.64; SD = 10.7) being the highest and interpersonal the lowest (x= 102.56; SD = 11.16). Antoni and Elzabé's study presents two research gaps for the current research to fill. One, the study was about bank employees not university part time lecturers, thus a sectoral gap. Two, it also left a content gap because it was narrow and not exhaustive in relation to all the constructs of emotional intelligence, namely self-awareness, self-control, social awareness and control among others.

Another related research was a study carried out by Yoke and Siti (2015) on emotional intelligence and job performance among school teachers in Malaysia. The study was based on a quantitative research approach involving the use of questionnaire survey for data collection from 384 primary school teachers. The study found out that self-emotional appraisal, others' emotional appraisal, use of emotion, and regulation of emotion was positively significant associated with job performance. The study made several theoretical contributions to emotional intelligence literature, and has had meaningful managerial implications to the school administrators. Despite being useful, the study could not explain implications of emotions of target part time academic staff. There was regrettable lack of attention on the same about such university employees in Uganda. The study also presented an approach research gap.

In Africa, a related study by Bambale, Kassim, and Jakada (2016) presented some relevant empirical evidence but at the same time also left some research gaps. The study was about emotional intelligence and job satisfaction among lecturers of universities in Kano State in Nigeria. The study engaged 335 lecturers representing 2,502 academic staff of all the universities in Kano State. The findings show that there was a significant relationship between use of emotion, regulation of emotion with job satisfaction while self-emotional appraisal and other emotion appraisal were found to have no relationship with same criterion. It was therefore recommended that universities should introduce an emotional Quotient programs to bring out the best in the lecturers and form powerful workplace values, relationships, and efficacies. Nonetheless, Kano state universities could not be the same as private universities in Kampala Metropolitan. A contextual gap lingered for this study to fill. Implications of university ownership equally counted for further research.

In Uganda, one of the previous related research was done to examine the effect of emotional intelligence on employee performance in the private sector. Kinyara Sugar Limited was covered as a case study (Noel and Mosoti, 2016). A sample 208 respondents was involved for field survey. The findings suggest that improved self-awareness of employees led to improved employee's performance. It was also discovered that the improved ability of employee's self-management resulted into improved employee's general performance. In relation, employee's improved social-awareness aspects contribute positively to their general performance. In addition, study findings show that there was a positive effect of improved relationship management skills on their general performance. The study concluded that well developed management skills of the four domains of emotional intelligence; self-awareness, self-management, social-awareness and relationship management enable employees to understand and manage their abilities and control their short comings.

Well, these conclusions were a useful motivation to address the apparently sectoral research gap the same Noel & Mosoti's study presented. It was also presumed this could be different with part time academic staff in the metropolitan!

2.2 Research Theory

This study was anchored on selected emotional intelligence traits of the Big five personality theory (Fiske, 1949; Goldberg, 1990) used as the theoretical framework used to underpin research. Verified by Paul Costa and Robert McCrae in 1992, this theory was developed by Lewis Goldberg in 1990 (Costa & McCrae, 1992; McCrae & Costa, 2008). The emotional personality traits the study adapted for substantiation include neuroticism and agreeableness. The two were used on account that they present personality descriptors specifically perceived appropriate for designing the conceptual framework and eventual research instruments. In relation the theory particularly posits that individuals high in neuroticism tend to experience mood swings, anxiety, moodiness, irritability and sadness. Those low in this trait tend to be more stable and emotionally resilient. For agreeableness, the theory suggests that high end persons tend to be more cooperative, while those low in the trait tend to be more competitive and even manipulative (Boele & Mlacic, 2015). Worthy noting, the theory does not specifically point to professions or defined occupational forms but was good to adapt and underpin research because it offered reliable conceptual characterisation of the independent research variable. It also exhibited some insinuations of individual productivity or job performance as the dependent research variable of study.

2.3 Conceptual Framework

The conceptual framework was used to illustrate variable relationships reflected in the theoretical framework and that were eventually surveyed, verified to fill the research gaps. The relationships captured link self and social relations management personality employee job performance vis-à-vis part time university academic staff.
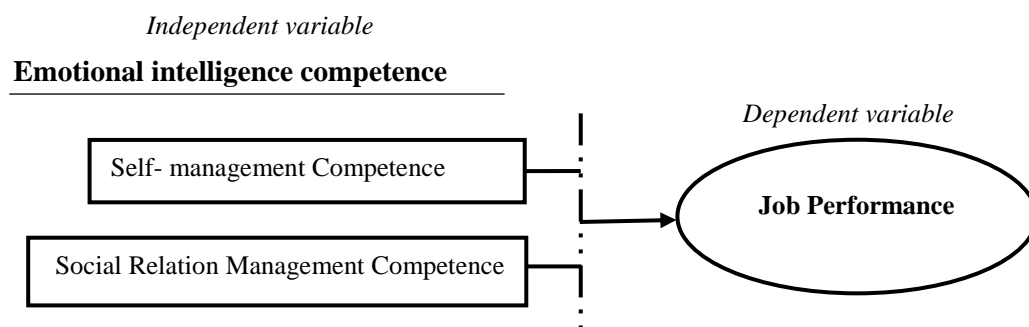
Source: Adapted from the Big Five Personality Trait Theory (Goldberg, 1990).

Figure 1. Influence of Emotional Intelligence on Job Performance

2.4 Conclusion

The review of literature was useful for justifying the current study due to the research gaps detected in previous related empirical analyses, the theoretical framework and conceptual framework. Particularly more pertinent were the research gaps key of which according to the review included the content gap, institutional gap, occupational gap, temporal research gap, contextual and approach research gaps. Equally, the theoretical framework was significant because it presents a research theory well explained to anchor the study. So was the conceptual framework from which the real research excursion was drawn for survey and versification of relationships between variables of research. With all that done, literature review was critical to the research process completed to fill the knowledge lacuna.

3. METHODOLOGY

The study embraced a post positivism philosophy for purpose of defining the procedure data collection, analysis and utilisation (Robson, 2002). As paradigm post-positivism has the same principles as positivism, but was desirable because it recommends more inclusive and exhaustive research procedures (Willis, 2007), considered ideal for the current study that sought inclusivity. The study used an integrated research design that included descriptive and correlational structures sought to operationalize the research philosophy. The descriptive part of the design (Murphy, 2013) was used to obtain

data on what existed about and describe the levels of the study emotional intelligences among the target academics. It was likewise applied on their job performance. The correlational design, which basing on Creswell (2008) used assess the extent to which the emotional intelligence in question co-varied with job performance. To achieve the purpose of the design the study followed a quanti-quali approach for collection and analysis of data from the area of study. Data was collected from 5 random private universities proportionately selected from the 4 districts that formed the Greater Kampala Metropolitan Area (GKMA) (Kampala Capital City Act of 2010). Basing on NCHE (2018), the study specifically selected 4 of the 11 universities in Kampala District, 1 of the 4 universities in Wakiso District, and 2 others of the lone universities in Mukono District and Mpigi District, respectively.

Data was collected using the questionnaire and interviews guides from a sample of 208 respondents. Of these were 67 student leaders and 121 part time academic staff selected using stratified random sampling, and asked to fill the questionnaire. The sample also comprised 20 respondents who, as key informants were purposively selected and asked to fill the interview guide. They included 5 Directors of Academics, 5 Directors of Human Resource, 5 Directors of Quality Assurance, 5 and Directors of Finance. The collected data was analysed using descriptive and inferential tools basing on the Scientific Package for Social Scientists (SPSS). As descriptive tools, the frequency distribution was used for data on background variables of respondents, while Arithmetic Mean ($\bar{x}$), and Standard Deviation (s) were adopted for analysis of quantitative data directly related to the research objective. The content interpretive analysis technique was used on similar qualitative data. Of inferential tools, the simple and multiple linear regression tests were employed to determine levels of prediction and significance within variable relationships also reflected in the research objectives.

4. RESEARCH RESULTS

The results of the study include findings presented, analyzed and interpreted following the collection of data in the empirical phase. The results were limited to data recorded from research instrument returns gathered at a response rate of 91.8% with the questionnaire at 93.6% (178 of 188) and the interview guide at 90.0% (18 or 20). Although the main results were findings directly consistent with research objectives, evidence on background variables of questionnaire respondents was presented to verify their response potential and authenticity. All the respondents, despite being perceived as regular participants, were reliable enough for quality information about the levels and relationship of emotional intelligence and job performance of the target academic staff. Once more, the target academics were part time staff in the five private universities in Kampala Metropolitan Area.

4.1 Description of the Dependent Variable

The dependent variable of study was job performance, which was never explained specifically among the university academic staff of study, despite similar employee analyses widely made in previous research. Results on were explicitly categorized according to task performance, contextual performance, and adaptive performance of the academics. Once again, the three categories are findings about forms of job performance that was never ever analyzed in such explicit fashion in previous employee performance research. Table 1 presents results recorded through the questionnaire and these include responses of students and academic staff. Students input here was primary for job performance assessment of such staff as their lecturers.

Table 1: Statistical results about Academic staff job Performances

Dimensions	N	Mean	Std. Deviation
Task performance	175	2.92	1.14
Contextual job performance	175	3.07	1.25
Adaptive Performance	175	3.06	1.19
Average Indices ('Lvljp')	175	3.04	1.19

Source: Field research (2019)

According to the majority of the part time academics investigated performed more moderately in contextual tasks ($\bar{x}$ = 3.07; s= 1.25) and adaptive duties ($\bar{x}$ = 3.06; 1.19). They scored just fairly in task performance. All this led to the following transformed average indices ('Lvljp'), a moderate arithmetic mean ($\bar{x}$ = 3.04) and closely spread standard deviation (s= 1.19). This meant that regular respondents widely rated the performance of sample part time academics as being virtually high. As such, the level of job performance of such part time university academics was more relative in the target universities in Kampala Metropolitan. A similar realisation was reflected in reports shared in the key informants'

interviews. Also, the interview informants indicated that their part time academics were mainly most effective in contextual performance, followed by adaptive performance and then task performance in that order.

4.2 Verification of Hypotheses

This section entails findings relevant to the verification of validity of the two research null hypotheses; Ho1, and Ho2, respectively. For informed inferences, the level of change in the independent variable involved were described a head of the eventual verification. For hypothesis one (Ho1) the independent variable was self-management competencies, while for the second hypothesis (Ho2) the variable was social relationship management.

4.2.1 Hypothesis One

In this null hypothesis it was presumed that there was no significant relationship between self-management personality competencies and job performance of part time academic staff in private universities in Kampala Metropolitan Area.

Description of Self-management Competencies

Self-management was conceptualized as a function of self-awareness and control. Table 2 presents statistical results about the target university staff competencies of self-management.

Table 2: Self-management competencies of the target part time university academics

Construct	N	Mean	Std. Deviation
Self-awareness competence ('Pa')	111	3.46	1.07
Self-control ('Sc')	111	3.49	1.20
Grand Average Indices ('lvlselfmgt')	111	3.48	1.14

Source: Field research (2019)

The levels of self-awareness ($\bar{x} = 3.46$; $s= 1.07$) and self-control ($\bar{x} = 3.49$; $s= 1.20$) being highly rated amongst majority of respondent university academic staff, led to a high grand arithmetic mean ($\bar{x} = 3.48$) and with a standard deviation less spread from the mean ($s= 1.14$). This indicates that most of the academic staff of survey generally rated themselves as being highly intelligent in managing personal traits. By implication, most part time academics in private universities in Kampala Metropolitan were highly competent in self-management. This was corroborated in interview reports from key informants, who further indicated that the target academic staff were more intelligent in self-control than self-awareness social awareness.

Verification of Hypothesis One

With the independent and dependent variables described already, verification of the null hypothesis was well informed. As earlier implied, simple and multiple linear regression tests were administered for that purpose. Table 3 presents inferential statistical results computed from simple linear regression

Table 3: Simple regression of self- management competencies and job performance of the target university academics.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig. (*p*)
		B	Std. Error	Beta (*β*)		
1	(Constant)	.231	.171		1.348	.181
	Level of self-management	.912	.047	.884	19.498	.000

a. Dependent Variable: Level of Job performance

Source: Field research (2019)

The statistics in Table 3 most relevant for intended bivariate inference was *β*= 0.884; *p*=0.000. The result led to the following realization: self- management of the sample university academics as a personality competency was positively important and related (*β*= 0.884) to their job performance. The relationship was very significant from zero (*p*=0.000; <0.05). This infers that increase in such personality competency significantly led to increase in job performance of similar academic staff in Kampala Metropolitan Area. Results from the multiple regression test were summarized in Tables 4 and

5. These were used to accurately determine how much self-management predicted job performance and specific productivity contributions of the parameters involved; self-awareness and control.

Table 4: Model Summary of the predictive relationship of self-management personality competency and job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.884[a]	.782	.778	.54550

a. Predictors: (Constant), Self-control, Personal awareness

Source: Field research (2019)

Statistic R^2= 0.782 in the table indicate that the personality competencies of self-management among the sample part time university academics predicted 78.2% of the job performance. The rest 21.8% was predicted by other personal factors.

Table 5: Multiple regression of specific self- management competencies and job performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.222	.179		1.239	.218
	Personal awareness	.482	.146	.449	3.304	.001
	Self-control	.433	.131	.449	3.306	.001

a. Dependent Variable: Level of Job performance

Source: Field research (2019)

Specifically the results in the table above were computed and interpreted based on the recommended model equation which when applied read as follows: Y= 0.222+ 0.482Awareness + 0.433Control. This means, leaving the independent factors constant, the level of job performance was 0.222. The equation also means that a unit increase in the personal awareness competence led to 48.2% (B= 0.482), and a unit increase in the self-control competence resulted in 43.3% (B= 0.433) increase in the performance of the sample university academics.

All the co-variances above were significant at p=0.001 (<0.05). Therefore personal awareness and self-control of the target part time university academics significantly influenced their job performance. This, coupled with the simple regression results, connote that there was a significant relationship between self-management personality competencies and job performance of the part time academic staff in the target universities Kampala Metropolitan Area. Null research hypothesis One was thus rejected.

4.2.2 Hypothesis Two.

This null hypothesis assumed that there was no significant contribution of social relationship management competencies to job performance of part time academic staff in private universities in Kampala Metropolitan Area.

Description of Social Relationship Management

Social relationship management was perceived as mix of social awareness and relationship control. Descriptive statistical results on the variable were presented in Table 6.

Table 6: Social relations management competencies of the target part time university academics

Construct	N	Mean	Std. Deviation
Social awareness ('Sa')	111	3.31	1.22
Relationship control ('Rlshcrtl')	111	3.47	1.13
Grand Average Indices ('lvlselfmgt')	111	3.39	1.18

Source: Field research (2019)

According to results in the table above, the social awareness competence of the sample university academic staff was at $\bar{x}$= 3.31; s=1.22 rated as being dominantly high. Likewise, their capacity to control social relationships was largely highly rated at $\bar{x}$= 3.47; s=1.13. When transformed together these statistics generated a grand average indices comprising an equally high arithmetic mean ($\bar{x}$= 3.39) and a closely spread standard deviation (s=1.18) as the overall staff rating of their competence to manage their social relationships. It such a case, most of the research sample academics highly rated their

competence is such social intelligence personality. This signifies that majority of part time academics in private universities in Kampala Metropolitan highly intelligent in social relationship management. This was also reflected in the interview perceptions shared by key informants; their subordinate academic staff competently managed work relations within and beyond the departments of service. The informants also indicated that the academics were more competent in social relations control than social awareness.

Verification of Hypothesis Two

Similarly verification of the null hypothesis Two was equally was done from a knowledgeable perspective. The verification was also completed using simple and multiple linear regression analyses. The statistical results from simple linear regression were summarized in Table 7.

Table 7: Simple regression of social relationship management competencies and job performance of the target university academics.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig. (p)
		B	Std. Error	Beta (β)		
1	(Constant)	.356	.135		2.638	.010
	Level of social relations management	.897	.038	.917	23.837	.000

a. Dependent Variable: Level of Job performance

Source: Field research (2019)

The most relevant result was that the personality competence to manage social relations and job performance by the sample part time university academics were positively related and that relationship was important at β= 0.917. It was also very significant at p=0.000; <0.05. The implication was that a rise in the competence of the target university academics to manage social relationships would significantly lead to increase in their job performance and vice versa.

The multiple regressed variable results were used to determine how exactly social relations management predicted job performance (Table 8) and specific contributions of its constructs including social awareness and relationships control (Table 9).

Table 8: Model Summary of the predictive contribution of social relations management to job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.920[a]	.846	.843	.45591

a. Predictors: (Constant), Relationship management, Social awareness

Source: Field research (2019)

One of the statistic in Table 8 is that R^2= 0.846 and this meant that that the social relations management competencies of the sample university academics predicted 84.6% of job performance. The other 15.4% was predicted by other interpersonal factors.

Table 9: Multiple regression of social relations management competencies and job performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.190	.157		1.212	.228
	Social awareness	.082	.185	.088	.443	.658
	Relationship Control	.847	.201	.834	4.215	.000

a. Dependent Variable: Level of Job performance

Source: Field research (2019)

Also with a similar model equations (Y= 0.190+ 0.082Soawareness + 0.847Rcontrol), it was interpreted that the level of job performance was 0.190 at constant independent factors. It was also realized that as a lone independent factor, a unit increase in the social awareness competence contributed to 84.7% (B= 0.847), and a unit increase in the social-control competence resulted in 8.5% (B= 0.082) increase in the performance of the university academics investigated.

According to the related results in the table, contribution staff social relations control competence was very significant at p=0.000 (<0.05) while influence of their social awareness was not. This suggests that the productivity prediction of social relations management was significant only because of their capacity to control relationship with others. Nonetheless, beside the simple regression results, the multiple variable regression still indicated that the personality competency of the target part time academic staff significantly contributed to their job performance in the private universities of research. As such null research hypothesis Two was also rejected.

5. SUMMARY OF RESULTS

Basing on the research objectives, this section covers a summary of key of the above results hypothesis by hypothesis. The main result that crosscuts all the two hypotheses was that the level of job performance of the target part time university academic staff was more relative in the private universities in Kampala Metropolitan. Their performance was most effective in contextual duties followed by adaptive roles and then formally assigned tasks in that order.

Specifically related to hypothesis one, the descriptive results revealed that most of these part time academics were highly competent in self-management, and the inferential context, such personality competency positively and significantly led to increase in job performance. To be more exact the competency predicted 78.2% of their job productivity. The results particularly show that personal awareness and self-control of the target part time university academics as specific variable parameters were each significantly influential in how they performed their jobs.

Results used to verify research hypothesis two indicated that majority of the university academics of study were highly intelligent in social relationship management, with their capacity to control social relations taking the lead compared to social awareness competency. Nevertheless, increase in their competence in managing social relationships as a whole significantly led to increase in individual job productivity. To be more accurate, the results further revealed that such competency predicted 84.6% of their job performance. It was however realized that this productivity prediction was significant only because of the staff capacity to control relationship with others compared to their social awareness whose contribution less significant.

6. CONCLUSIONS

From the results above it was concluded that part time academic staff in private universities in Kampala Metropolitan Area and beyond performed better mainly because of their capacity to control their social relations and personal traits. This collation of emotional intelligence productivity was followed by their self and social awareness competencies, in that order. Only the contribution of social awareness wasn't significant and it was therefore not surprising that job performance of such academics would lag behind their perceived level of emotional intelligence. This means, such emotional weak link could be the starting point for any efforts to improve the influence of emotional intelligence on job performance of such university staff. Their capacity to know more of their weak qualities in the workplace would be second priority in attempt to match performance of individual academics as employees with their emotional potentials. This emotional intelligence productivity experience is possible for any employees involved in university teaching particularly in private universities.

7. RECOMMENDATIONS

In light of the study objectives, recommendations were made basing on the study findings and most particularly, job performance gaps of some emotional intelligence traits.

Most of the target part time academic staff in this study were reported to have sufficient emotional intelligence, however, passionate collegiate and continuous in-service training about the same is of great essence. Likewise, any of these training should be collective responsibility of all education authorities, institutions and organizations in their own capacities. All the constructs of emotional intelligence analyzed in this study should be focused on in any related training for inclusive competencies of a university academic staff, but more emphasis should be put of social awareness.

Education authorities including NHCE and DHET should demand universities for deliberate and certified emotional intelligence training of all potential teacher trainees either at undergraduate or postgraduate levels. It should not just be part of the organizational behavior module widely taught at universities, and which in Uganda is limited to social sciences. Rather, emotional intelligence should be separately handled as a course unit for which distinct assessment would be made and eventually a certificate awarded to successful trainees. In same spirit, employer universities including the

target private universities should then as a prerequisite ask teaching job applicants for such certification. Serving academic staff, part time academics inclusive should also be required to pursue in-service training in the same personality competence either through collegiate postgraduate education or refresher courses.

Emotional intelligence competence development should be consistently sought for all; new and old, competent and less competent academic staff especially part time academic who have more liberty of switching universities. For this purpose, beside the initiative from employer universities, and support from formal teacher training institutions, education civil society and partners like UNESCO can be lobbied for more support for consistent in-service including academic staff workshops.

REFERENCES

[1] *Alemiga, J., and Kibukamusoke M. (2018).Determinants of the quality of academic staff in the process of teaching and learning in private universities in Uganda.* Africa's Public Service Delivery and Performance Review 7*(1), a244*

[2] Antoni, B. and Elzabé, N. (2015). Personality type: optimizing the development of emotional intelligence. *Problems and Perspectives in Management*, *13*(4), 115-123

[3] Atwebembeire, J., Namubiru, P. S., Musaazi, J.C.S and Malunda, P. N. (2018).Staff participation and quality teaching and research in private universities in Uganda.*Journal of Education and Practice, 9*(17), pp. 111-121

[4] Basheka, B. C. (2008). *Value for money and efficiency in higher education': resources management and management of higher education in Uganda and its implications for quality education outcomes.* Paris: OECD

[5] Boele, D. R. and Mlacic, B. (2015).Big five factor model, theory and structure. *International Encyclopedia of the Social & Behavioral Sciences, 2*: pp.559-566

[6] Carl, H. (2010). *What is the Definition of job performance?* Lawton, OK: Myself

[7] Colman, A. (2008). *A dictionary of psychology*. Oxford: Oxford University Press.

[8] Costa, P.T. and McCrae, R.R. (1992). *Four ways five factors are basic: Personality and individual differences.* Odessa FL: Psychological Assessment Resources.

[9] Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* New Jersey: Pearson: Merrill Prentice Hall.

[10] Fiske, D.W. (1949). Consistency of the factorial structures of personality. *Social Psychology, 44,* 329-344.

[11] Goldberg, L. R. (1990). An alternative "description of personality": The big-five factor structure. *Journal of Personality & Social Psychology*, *59*, 1216–1229

[12] Goleman, D (1995). *Emotional intelligence: why it can matter more than IQ*. New York: Bantam Books.

[13] Kampala Capital City Authority (2014).*Strategic plan- 2014/2015- 2018-2019*. Kampala: KCCA

[14] Kampala Capital City Authority (2015).*Proposed Kampala physical development plan*. Kampala: Directorate of Physical planning, KCCA Uganda

[15] Kassin, S. (2003). *Psychology*. New Jersey, NJ: Prentice-Hall, Inc USA

[16] Kayiira, K. (2009). *Uganda: Private universities could close*. Kampala: World University News

[17] McCrae, R.R. and Costa, P.T (2008). The five factor theory of personality. In John, O.P., Robins, R.W. and Pervin, L.A. (Eds.*Handbook of personality: theory and research*. New York: Guildford, pp. 159-181

[18] Murphy, J. (2013). *Descriptive research design.* Frankfurt: University of Frankfurt, Germany.

[19] Nakimuli, A. and Turyahebwa, A. (2015).Institutional efficiency in selected universities in Uganda. *Journal of Education and Practice*, 6 (10), 90-96

[20] National Council for Higher Education (2010).*The state of higher education and training in Uganda 2010*. Kampala: NCHE, Ministry of Education and Sports, Uganda

[21] National Council for Higher Education (2014).*The state of higher education and training in Uganda: a report on higher education delivery and institutions*. Kampala: NCHE, Ministry of Education and Sports, Uganda

[22] National Council for Higher Education (2015). *Quality assurance framework for universities and the licencing process for higher education institutions*. Kampala: NCHE, Ministry of Education and Sports, Uganda

[23] National Council for Higher Education (2016).*Private universities in Uganda*. Kampala: NCHE, Ministry of Education and Sports, Uganda

[24] NCHE (2018).*List of private universities in Uganda*. Kampala: Ministry of Education and Sports (MoES)

[25] NCHE (2018).*Varsities operating below standard*. Kampala: NCHE, MOES, Uganda

[26] NCPEA (2009). Character education: an historical overview *International Journal of Educational Leadership Preparation, Vol. 4*(1)

[27] Noel, A. &Mosoti, Z. (2016). The effect of emotional intelligence on employee performance in the private sector: a case of Kinyara sugar limited. *IOSR Journal of Business and Management, 18* (12): 1-5

[28] Ochwa-Echel, J. (2016). Private Universities in Uganda: Issues and Challenges. *International Journal of Education and Social Science, 3* (3), 7-18

[29] Owens, M. (2015).*Why personality matters in the workplace?* California: Truity Psychometrics LLC

[30] Pulakos, E. D., Arad, S., Donovan, M. A., and Plamondon, K. E. (2000). Adaptability in the workplace: development of a taxonomy of adaptive performance. *Journal of Applied Psychology*, *85*(4), 612-624

[31] Republic of Uganda (2008).*Government White Paper: Report of the 2007 McGregor Committee on universities in Uganda*. Kampala: Ministry of Education & Sports (MOES).

[32] Robson, C. (2002). *Real World Research. A Resource for Social Scientists and Practitioner-Researchers (Second Edition)*. Malden: Blackwell

[33] Rotundo, M. and Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: a policy-capturing approach. *Journal of Applied Psychology, 87,* 66-80.

[34] Sackett, P. R., and DeVore, C. J. (2001).Counterproductive behaviours at work. In N. Anderson, D. Ones, H. Sinangil, & C. Viswesvaran (Eds.), *Handbook of industrial, work, and organizational psychology* (pp. 145–164). London: Sage, UK

[35] Sonnentag, S. and Frese, M. (2002).*Psychological management of individual performance: performance concepts and performance theory*. Chichester: John Wiley & Sons

[36] Sonnentag, S., Volmer, J. and Spychala, A. (2009).*Job performance.* New Jersey, NJ: John Wiley & Sons

[37] Tibarimbasa, A. K.M. (2010).*Factors affecting the management of private universities in Uganda.* Kampala: Unpublished Thesis, PhD in Educational Management of Makerere University

[38] Williams, K. D. and Karau, S. J. (1991). Social loafing and social compensation: The effects of expectations of co-worker performance', *Journal of Personality and Social Psychology, 61*, 570-581.

[39] Yoke, L.B. and Siti, A.P. (2015).Emotional Intelligence and Job Performance among School Teachers in Malaysia. *Asian Social Science, 11*(13): 227-234