

Emotional Intelligence and Organisational Commitment of Lecturers at Kyambogo University

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Abstract: *The study examined the casual link between emotional intelligence and organisational commitment of lecturers at Kyambogo University. Specifically, the study examined the link between the four emotional intelligence competencies of self-awareness, self-management, social awareness, and relationship management with organisational commitment of full-time lecturers at Kyambogo University. The three-component model of organisational commitment by Allen and Meyer, which describes it in terms of affective, normative, and continuance commitment, was used to assess the concept. Using the correlational research design, the study adopted the quantitative approach. The study participants were 175 full-time lecturers of the selected university. The data were collected using a self-administered questionnaire. Structural equation modelling (SEM) using SmartPLS was used to analyse the data. The study findings indicated that while self-management and social awareness were significant determinants of organisational commitment of full-time lecturers, relationship management and self-awareness were positive but insignificant determinants of organisational commitment. The study concluded that while self-management and social awareness are essential for the organisational commitment of lecturers, relationship*

management and self-awareness are not. Therefore, it was recommended that to promote the organisational commitment of lecturers, university managers should take cognisance of lecturers' self-management and social awareness more than relationship management and self-awareness.

Keywords: Affective, continuance, normative, relationship-management, self-awareness, self-management, social-awareness.

1. Introduction

The concept of organisational commitment was first defined by Becker (1960) as a disposition to engage in enduring behaviour by an employee resulting from side bets accruing from working for an organisation. Side bets denote the benefits to an individual because of the investment (e.g., time, effort, money) made in the organisation that hinder him or her from leaving because of the likelihood of losing the benefits such as family stability, connections, experience-related ease of work, growth, and accumulated pension (Mugizi et al., 2016). In their measure of the concept, Mowday et al. (1979) defined it as the degree to which one identifies with, is involved in, and is willing to remain part of the organisation. In their three-component model, Meyer and Allen (1990) posited that commitment described employees' affective, normative, and continuance attitudes to an organisation. The affective component describes the emotional connection of an employee to the values, goals, and vision of the organisation, as well as the positive emotional bond to colleagues and the work environment that creates a sense of loyalty and dedication in him or her (Rayo et al., 2022). Normative commitment refers to the obligation that employees develop towards the organisation that has invested in them a lot of time, money, and education and has developed them so that they feel the moral duty to continue providing their services to it (Serhan et al., 2022). Continuance commitment

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is related to side bets, meaning that an employee decides to stay with an organisation because of the perceived costs associated with quitting, such as loss of monetary, social, psychological, and other costs (Lambert et al., 2021).

Organisational commitment is significant for any organisation to reach its targets (Mwesigwa et al., 2020). This is because individuals with higher organisational commitment levels are generally loyal, productive and more willing to offer support to the organisation (Grund & Titz, 2022). Committed employees participate creatively and carry out activities that help to improve and enhance organisational performance (Tran et al., 2020). Organisational commitment decreases withdrawal behaviours, including tardiness, absenteeism, and turnover, all of which hurt the performance of the entire organisation (Kim et al., 2020). A strong commitment to the organisation leads to self-directed and conscientious application to the task, frequent attendance, less need for supervision, and a higher level of discretionary effort (Jakada et al., 2019). Committed members of an organisation are highly compatible and productive individuals because they are satisfied with their jobs and duty-bound. This increases the chance of organisational success because these individuals are successful in their roles and have the motivation to carry out voluntary activities essential for the success of the organisation and quality performance (Mugizi et al., 2015).

Despite the acknowledged significance of organisational commitment, it was low among lecturers in universities in Uganda. They were lowly and affectively attached to their work, as exhibited by a lack of innovation in instruction and poor delivery of lectures using methods that did not involve students, absenteeism (Kasule et al., 2022), ineffective supervision of postgraduate students' research, and failure to carry out community outreaches (Nabunya et al., 2018). Accordingly, 78% of the lecturers failed to teach lessons assigned to them, 67% inadequately prepared for lectures to students, and 56% delayed evaluating students' coursework and tests during the semester (Namutebi, 2019). There were also reports of lecturers losing students' coursework and examination marks and delayed submission of results (Azikuru et al., 2017). Besides, there was a lack of normative and continuance commitment exhibited by a low sense of belonging, job ownership, and high turnover intention (Kizza et al., 2019). In addition, the lecturers of Kyambogo University exhibited low emotional intelligence, especially lack of self and relationship management. They quickly resorted to strikes and engaged in intrigue, infighting, and mistrust (Kasule, 2015). A number of them even engaged in counterproductive behaviours such as rampant gossip and rumour-mongering (Ojok, 2016). Some even expressed a lack of self and social awareness by being braggarts to students and looking down on them instead of helping them achieve (Simpuriso, 2022). The above contextual evidence showed that the organisational commitment of lecturers at Kyambogo University was low, as was their emotional intelligence. This prompted the study to examine how the emotional intelligence of lecturers was a determinant of their organisational commitment.

2. Literature Review

This section includes the theoretical and review of related literature. The theory suggests the existence of a link between the study variables, while the related literature shows the association between them.

2.1 Theoretical Underpinning

The Emotional Intelligence-Based Theory of Performance proposed by Goleman (1995) provided the foundation for relating emotional intelligence and organisational commitment. The theory explains how emotional intelligence determines an employee's organisational commitment (Suleman et al., 2020). The theory postulates that a link exists between emotional intelligence competencies and commitment (Doğru, 2022). This is because emotional intelligence affects behaviours and cognitive processes associated with physical and mental health and employee commitment (Liao et al., 2022). Goleman (1995) identified four sets of competences that help to create effective, persuasive,

outstanding and committed employees. These are self-awareness, self-management, social awareness and relationship management. The first competence of self-awareness describes an individual capacity to know how he or she feels, think about what he or she does, and respond to those feelings, and how they determine one's behaviours and those of others (Goleman, 1998).

Self-management is the capacity to manage painful emotions, such as worry and rage, and to restrain disruptive or damaging emotions to restrain emotional impulsivity (Gonzales, 2022). Eketu and Ogbu (2015) define social awareness as the capacity of an individual to listen to others, comprehend completely what was not said or only partially expressed thoughts and feelings of a person or part of a group or team, make decisions, and appreciate how culture and values impact a person's actions and behaviours. Relationship management means the process of handling situations involving other people's emotions, and it entails being conscious of one's feelings as well as those of others to build a successful relationship (Lumpkin & Achen, 2018). Base on the theory, this study examined how its four emotional intelligence competencies predicted organisational commitment lecturers at Kyambogo University.

2.2 Emotional Intelligence and Organisational Commitment

Emotional intelligence describes an individual's capacity to comprehend his or her feelings and the reason behind them, listen to others' feelings, and express feelings in useful ways (Harris et al., 2022). Alsughayir (2021) explains that emotional intelligence means one's capacity to recognise, understand and control own emotions and those of compatriots. Employees with high emotional intelligence can recognise and manage their emotions effectively. This helps them cope with stress and negative emotions, leading to better job satisfaction and commitment (Soto-Rubio et al., 2020). Personnel that possess high emotional intelligence are often empathetic towards colleagues. This fosters a sense of belonging and collaboration within the organisation. This helps to promote commitment as employees feel supported and valued by their colleagues (Udod et al., 2020). Emotional intelligence also helps employees resolve conflicts and disagreements effectively. When conflicts are resolved amicably, employees commit to the organisation because they perceive their workplace to be fair and respectful (Leonidou et al., 2021). Further, organisations whose workers have high emotional intelligence are effective because they are self-driven, productive, committed and aligned to the business of the organisation (Goleman, 2021).

The four competences of emotional intelligence (self-awareness, self-management, social awareness) have been examined in relation to organisational commitment. For instance, Abbas et al. (2020), Ahad et al. (2021), Baker et al. (2019), Davoudi et al. (2020), Getachew (2021), Latem (2017), Matheri et al. (2018), Mustafa et al. (2020), Sembiring et al. (2023), Warnakula et al. (2021) and Yuvaraj and Eveline (2018) have related self-awareness and organisational commitment. While the majority of studies indicated a positive relationship between self-awareness and organisational commitment, Abbas et al. (2020) and Matheri et al. (2018) reported that the relationship between them was insignificant. This suggested that the relationship was not definite, hence the need for further study. Further, scholars (e.g., Hashim et al., 2018; Javaid & Khalid, 2021; Kumar et al., 2021; Nagalingam et al., 2019; Rahiman et al., 2020; Sridevi et al., 2021; Osieko et al., 2017; Wameru et al., 2020; Warnakula et al., 2021) investigated the link between self-management and organisational commitment. However, conceptual and contextual gaps emerge from the above studies. However, none of these studies captured the context of organisations in Uganda. This thus attracted this study in the context of a university in Uganda.

Studies (e.g., Bhatt et al., 2022; Sridevi, 2021; Vetriveilmany & Ismail, 2021; Rahiman et al., 2020; Green & Gabriel, 2019; Baker et al., 2019; Navas & Vijayakumar, 2018; Long & Kowang, 2015) examined the association between social-awareness and organisational commitment. However, all the studies did not capture organisations in the Ugandan context. In addition, Baker et al. (2019) related social awareness only to affective commitment. These gaps suggested the need for further

investigations of this study. Further, studies (Opiyo, 2021; Ume & Agha, 2020; Waweru et al., 2020a; Das et al., 2019; Yuvaraj & Eveline, 2018; Sawitheri et al., 2017; Bhalerao & Kumar, 2016) assessed the determinant of relationship management and organisational commitment. However, these studies also did not capture the context of an organisation in Uganda. This thus attracted this research considering lecturers in the context of a university in Uganda. Thus, the literature above led to the testing of the following hypotheses.

- H1: Self-awareness had a significant determinant on the organisational commitment of lecturers.
- H2: Self-management had a significant determinant on the organisational commitment of lecturers.
- H3: Social awareness had a significant determinant on the organisational commitment of lecturers.
- H4: Relationship management had a significant determinant on the organisational commitment of lecturers.

3. Methodology

The methodology section explains the methods that were used to collect and analyse the data. The data collected and analysed produced the findings that were the basis for the discussion, conclusions, and recommendations of the study.

3.1 Research design

The correlational research design, which involves collecting data on two or more variables and then using statistical methods to examine the relationship between them, was used to carry out this study (Cummings, 2020). Using the correlational research design, the connection between leadership behaviours and job satisfaction was established and interpreted (Paais & Pattiruhu, 2020). The data were collected from a sample of 207 out of 415 full-time lecturers of Kyambogo University. The sample size was determined based on the sampling Table by Krejcie and Morgan (1970). Nonetheless, the results were based on the data of 175 lecturers after data processing that involved treating missing data and outlier deletion. Simple random sampling was the basis for selecting the study participants. This gave an equal chance to every lecturer to participate in the study, which enabled producing generalisable findings.

3.2 Measurement of the variables

The predictor variable of emotional intelligence was measured in terms of self-awareness, self-management, social awareness, and relationship management (Okpara & Agwu, 2015; Zhou & Ee, 2012). The problem variable of organisational commitment was measured in terms of affective, normative, and continuous commitment (Allen & Meyer, 1996). The question items on the constructs in the questionnaire were scaled on a five-point Likert scale where one was the minimum and five the maximum (one represented the minimum [strongly disagree = SD] and five represented the ideal situation [strongly agree = SA]).

3.3 Data Analysis Methods

Structural equation modelling (SEM) was used to assess the predictive power of the dependent variable on the dependent. SEM was used to develop measurement and structural models using SmartPLS 3 (Sarstedt et al., 2021). This established appropriate indicators and constructs of problem and predictor variables and how the predictor variable determinant d the problem variable.

3.4 Ethical Consideration

In conducting this study, adherence to ethical requirements and principles was of utmost importance. The research received ethical approval from Kyambogo University, ensuring that the

study design, data collection methods, and participant interactions aligned with ethical standards. Throughout the research process, strict adherence was maintained to protect the rights, welfare, and confidentiality of the participants. Informed consent was obtained from all participants, and their voluntary participation was emphasised. Measures were taken to minimise any potential harm or discomfort, and participants were assured of their right to withdraw from the study at any time without consequences. Data handling and storage followed protocols to maintain participant confidentiality and privacy. Furthermore, the research team took precautions to avoid any conflicts of interest and to ensure transparency in reporting the findings, thereby upholding the integrity of the research process.

4. Results

The results include descriptive and inferential analysis from the data gathered from the respondents. The results were the basis for the discussion, conclusions, and recommendations of the study.

4.1 Demographic Attributes of Participants

The findings on demographic characteristics revealed that males were the larger per cent (72.0%) while females were 28.0%. Regarding academic ranks, 40.0% were assistant lecturers, 39.4% were lecturers, 13.1% were senior lecturers, 3.4% were associate professors while 2.9% were graduate fellows and 1.1% were professors. The majority, 74.3% had teaching experience of 5 years and above, followed by 17.7% with experience of 3 to 4 years, 5.1% with experience of 1 to 2 years, and 2.9% with experience of less than a year. With respect to qualifications, 48.6% had masters' degrees, 48.0% had PhDs, while 1.7% had bachelors' degrees and post-graduate diplomas. These findings imply that lecturers with a wide range of characteristics participated in the study, and thus the findings can be generalised.

4.2 Measurement Models

The measurement models were developed in order to establish the data's reliability and validity as well as the independence of measures (no collinearity). Validity tests considered average variance extracted (EVA) for convergent validity and heterotrait-monotrait (HTMT) ratio correlations for discriminant validity. In order to determine whether the indicators for each construct were close and, thus appropriate measures, convergent validity was calculated using AVE. Discriminant validity was used to ensure that the latent variables used to test the casual relationships were truly distinct from one another. Calculating the heterotrait-monotrait (HTMT) ratio of correlations was done to measure the discriminant validity of a reflectively assessed construct compared to other construct measures in the same model. This made it possible to determine whether the indicators of constructs accurately described the constructs.

Table 1: *Testing the discriminant validity of the research variables using the HTMT discriminant assessment*

Organisational Commitment	Affective	Continuance	Normative	
Affective				
Continuance	0.266			
Normative	0.408	0.653		
Emotional Intelligence	Relationship Management	Self-awareness	Self-management	Social Awareness
Relationship Management	0.746			
Self-awareness	0.295	0.329		
Self-management	0.323	0.198	0.765	
Social Awareness	0.482	0.776	0.306	0.780

Table 1 shows the average variance extracted (AVE) for organisational commitment and emotional intelligence with their respective dimensions. All constructs had AVE values above the minimum of 0.5, confirming the convergent validity (Cheung et al., 2023). The results in Table 1 also demonstrated that HTMT requirements were met because the ratio correlations did not surpass 0.90, which is the maximum (Baharum et al., 2023). The measures were independent. The reliability tests using Cronbach's alpha (α) and composite reliability (CR) were established to confirm the reliability of the indicators of the different constructs for the variable under study. Composite reliability (CR) was also calculated to cater for Cronbach's alpha weakness of assuming that all indicators have similar characteristics across the population, lowering the internal consistency of the indicators (Hair Jr. et al., 2021). Composite reliability is tolerant because it provides room for outer characteristics of the indicators of the constructs, which increases their reliability (Boal-San Miguel & Herrero-Prieto, 2020).

Table 2: Composite Reliability and Cronbach's Alpha for the Study Constructs

Organisational Commitment	Cronbach's Alpha (α)	Composite Reliability
Affective Commitment	0.813	0.859
Continuance Commitment	0.774	0.838
Normative Commitment	0.591	0.754
Relationship-Management	0.602	0.790
Self-awareness	0.779	0.858
Self-management	0.762	0.849
Social-awareness	0.837	0.885

The findings in Table 2 demonstrate that all composite reliability values were above 0.7, indicating a sufficient degree of reliability for the indicators that measured the constructs. This is because, according to Haji-Othman and Yusuff (2022), the minimum level of composite reliability is 0.70.

4.3 Structural Modelling for Emotional Intelligence and Organisational Commitment

To ascertain the casual link between the variables, a structural equation model was developed. Figure 1 presents the results.

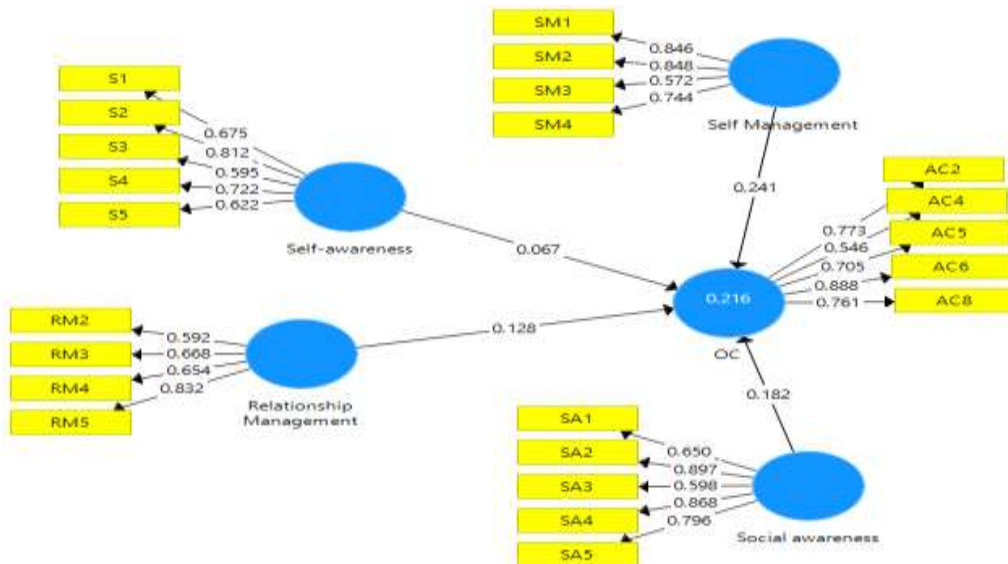


Figure 1: Structural Modeling for Emotional Intelligence and Organisational Commitment

The findings in Figure 1 reveal that for the concept of self-awareness, five out of eight indicators that measured the same loaded above 0.5 and three items (S6, S7, and S8) did not load highly using Factor Analysis. For self-management, all four indicators loaded highly. For social awareness, all five items (SA1-SA5) also loaded highly and for relationship management, four out of five items (RM2-RM5) highly except for (RM1). All the indicators that did not load were not considered in the model. Figure 1 shows four hypotheses to the effect that self-awareness (H1), self-management (H2), social awareness (H3), and relationship-management (H4) have significant determinants on the organisational commitment of lecturers.

Table 3: Structural Model for Emotional Intelligence and Organisational Commitment

Emotional Intelligence and Organisational Commitment	B	Mean	STD	T	P
Self-awareness → Organisational commitment	0.067	0.094	0.080	0.847	0.397
Self-Management → Organisational Commitment	0.241	0.241	0.089	2.694	0.007
Relationship Management → Organisational commitment	0.128	0.132	0.096	1.328	0.185
Social-awareness → Organisational commitment	0.182	0.178	0.081	2.250	0.025
R ² = 0.216					
Adjusted R ² = 0.195					

The results in Figure 1 and Table 3 show that self-management ($\beta = 0.241, t = 2.694, p = 0.007 < 0.05$) and social awareness ($\beta = 0.182, t = 2.250, p = 0.025 < 0.05$) positively and significantly predicted the organisational commitment of lecturers. However, relationship management ($\beta = 0.128, t = 1.328, p = 0.185 > 0.05$) and self-awareness ($\beta = 0.067, t = 0.847, p = 0.397 > 0.05$) positively but insignificantly predicted organisational commitment. Therefore, while hypotheses two and four were supported, hypotheses one and three were not. The path model shows that the four emotional intelligence components of self-awareness, self-management, social awareness, and relationship management contributed 0.216 (21.6%) to the commitment of lectures. The adjusted R2 suggested that the significant factors, namely self-management and social awareness, contributed 0.195 (19.5%) to the commitment of lecturers. The coefficients of determination meant that 80.5% of the differences in organisational commitment among lecturers were accounted for by factors outside this model. The respective betas (β) suggest that self-management had a more significant effect, followed by social awareness.

5. Discussion

The findings of the study indicated that self-awareness had a positive but insignificant association with the organisational commitment of lecturers. The finding was consistent with Abbas et al. (2020) and Matheri et al. (2018), who also reported the existence of an insignificant relationship. However, this finding was contrary to the findings of most previous researchers (Sembiring et al., 2023; Ahad et al., 2021; Warnakula et al., 2021; Getachew, 2021; Mustafa et al., 2020; Davoudi et al., 2020; Baker et al., 2019; Yuvaraj & Eveline, 2018; Matheri et al., 2018; Latem, 2017), who revealed a positive and significant association. With the findings of the study inconsistent with the findings of previous scholars, it can be inferred that the significance of the relationship pertains to the context. The study, however, revealed that self-management positively and significantly predicted the organisational commitment of lecturers. The finding was in support of the previous researchers (Hashim et al., 2018; Javaid & Khalid, 2021; Kumar et al., 2021; Nagalingam et al., 2019; Rahiman et al., 2020; Sridevi et al., 2021; Osieko et al., 2017; Wameru et al., 2020; Warnakula et al., 2021) who indicated a strong positive link between self-management and organisational commitment. This implies that self-management is essential for the commitment of lecturers.

Further, the results showed that relationship management was a positive but insignificant predictor of organisational commitment. The finding contradicted the findings of the previous scholars (Opiyo, 2021; Ume & Agha, 2020; Waweru et al., 2020b; Das et al., 2019; Yuvaraj & Eveline, 2018; Sawitheri et al., 2017; Rahman & Taniya, 2017; Bhalerao & Kumar, 2016), who reported a strong positive and significant link between the variables. This means that the relationship between relationship management and organisational commitment might depend on the context. Nevertheless, the results indicated that social awareness was a positive and significant predictor of organisational commitment. The finding concurred with those of Bhatt et al. (2022), Sridevi (2021), Vetriveilmany and Ismail (2021), Rahiman et al. (2020), Green and Gabriel (2019), Baker et al. (2019), Navas and Vijayakumar (2018), and Long and Kowang (2015), who established that there was an association between the variables. This suggested that social awareness is also essential for the organisational commitment of lecturers.

6. Conclusion

The findings lead to the conclusion that self-management and social awareness are essential for the organisational commitment of lecturers. With self-management, they stay calm in stressful situations, control their emotions when something awful happens and wait until they are composed before bringing up an issue. With respect to social awareness, this is when lecturers can recognise how others feel by looking at their facial expressions, easily understand why people feel the way they do, and have a pretty good idea as to why their friends get upset. However, self-awareness and relationship management have limited effects on the organisational commitment of lecturers. Therefore, understanding one's own feelings and having a strong sense of self-worth does not trigger one's organisational commitment. Still, relationship management in terms of comforting others when they are sad, standing up for oneself without putting others down, and always apologising when they hurt others unintentionally does not necessarily lead to organisational commitment.

7. Recommendations

To stimulate the organisational commitment of lecturers, university managers should promote self-management and social awareness among the lecturers. Self-management can be promoted by training lecturers about how to stay calm in stressful situations when things go wrong, how to have self-control when something bad happens, and how to wait until the situation is calm before discussing an issue. Social awareness can be enhanced by the mentoring lecturers to notice others' emotions by observing their facial expressions and understanding others' emotions and emotional states easily. However, university managers should not overemphasise promoting the self-awareness of lecturers and relationship management. Therefore, limited resources should be dedicated to training lecturers to understand their own feelings and have a strong sense of self-worth.

8. Limitations of the study

The study significantly revealed the determinant of emotional intelligence on the organisational commitment of lecturers at Kyambogo University, Uganda. However, some limitations emerge from the study. The findings of the study indicated that relationship management and social awareness insignificantly determined the organisational commitment of lecturers, contrary to the findings of the majority of earlier scholars. Further, the study was carried out at one public university in Uganda. Therefore, future research should further test the variables at several universities, including private ones.

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10. Conflict of Interest: Authors declare no conflict of interest whatsoever.

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Appendixes: Instruments

Construct	Item	Measure
Section A: Demographics		
Demographics	A1	Sex (1 = Male, 2= Female)
	A2	Marital Status (1= Married; 2 = Single; 3 = Cohabiting).
	A3	Academic Rank (1= Graduate Fellow; 2 = Assistant Lecturer; 3 = Lecturer; 4 = Senior Lecturer; 5= Associate Professor.; Professor)

- A4 Years taught at the University (1= Less than 1 year; 2= 1 to 2 years; 3= 3 to 4 year; 4= 5 years and above)
- A5 Highest Qualification (1= Bachelors' Degree; 2= Post Graduate Diploma, 3= Master's Degree, 4= PhD)

Section B: Organisational Commitment

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|-----------------------------------|-----|--|
| Affective
Commitment
(AC) | AC1 | I would be very happy to spend the rest of my career with this University |
| | AC2 | I enjoy discussing my University with people outside it |
| | AC3 | I really feel as if my University's problems are mine |
| | AC4 | I feel that I cannot be attached to another University than the University I am working in now |
| | AC5 | I feel a strong sense of belonging to my University |
| | AC6 | I feel like I am part of the family of my University |
| | AC7 | My University has a great deal of personal meaning for me |
| | AC8 | I feel emotionally attached to my University |
| Continuance
Commitment
(CC) | CC1 | I am afraid of what might happen if I quit this University without having another one lined up |
| | CC2 | I continue to work with this University as a matter of necessity |
| | CC3 | It would be very hard for me to leave this University right now even if I wanted to |
| | CC4 | Too much of my life would be disrupted if I decided to leave my job in this University now |
| | CC5 | I feel that I have too few options to consider leaving Kyambogo University |
| | CC6 | If I had not already put too much into this University, I would have considered working else where |
| | CC7 | I continue to work for this University because another organisation may not match the overall benefits I have here |
| Normative
Commitment
(NC) | NC1 | I feel that people these days move from organisation to organisation too often |
| | NC2 | I do believe that I must always be loyal to my University |
| | NC3 | Jumping from University to University seems ethical to me |
| | NC4 | I believe that loyalty is important and thus i feel a sense of moral obligation to remain with this University |
| | NC5 | If I got another offer for a better job elsewhere, I would feel right to leave this University |
| | NC6 | Things were better in the days when people stayed with one organisation for most of their careers |
| | NC7 | I believe in the value of remaining loyal to this University |
| | NC8 | I think that being a "University man" or "University woman" is still very sensible |

Section C: Emotional Intelligence

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|-----------------------|------|--|
| Self-awareness
(S) | S1 | I understand my own feelings and what trigger s them |
| | S2 | I have the ability to use my perception effectively |
| | S3 | I understand myself very well |
| | S4 | I know values and beliefs expected of me by others |
| | S5 | I remain confident in all situations |
| | S6 | I recognise my feelings and their effects on me |
| | S7 | I know my strength and limits |
| | S8 | I have a strong sense of self-worth |
| Self- | SM 1 | I can stay calm in stressful situations |

Management (SM)	SM 2	I stay calm when things go wrong
	SM3	I can control the way I feel when something bad happens
	SM4	When upset with someone, I will wait till I have calmed down before discussing the issue
Social-Awareness (SA)	SA1	I recognise how people feel by looking at their facial expression
	SA2	It is easy for me to understand why people feel the way they do
	SA3	I can tell what someone is feeling, if sad, angry, or happy
	SA4	I understand why people react the way they do in different situation
	SA5	I have a pretty good idea why my friends get upset
Relationship- Management (RM)	RM1	I always apologise when I hurt others unintentionally
	RM2	I always try to comfort others when they are sad
	RM3	I try not to criticise others when we have misunderstandings
	RM4	I am tolerant to other people's mistakes
	RM5	I stand up for myself without putting others down
