

**INFLUENCE OF MANAGER'S EMOTIONAL INTELLIGENCE ON
EMPLOYEE JOB SATISFACTION AT THE KENYA POST OFFICE
SAVINGS BANK**

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DECLARATION

I hereby declare that this research project is my original work and has not been presented for academic purposes in any institution of higher learning.

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D61/64608/2013

The research project has been submitted for examination with my approval as a University Supervisor.

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May God bless you all abundantly.

DEDICATION

I dedicate this project to my amazing mother, Mrs. Rose Omondi who upholds the importance of education and to my late father, Mr. Phillip Omondi Opany whose inspiration lives to date.

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ABBREVIATIONS & ACRONYMS

ATM:	Automated Teller Machine
CBK:	Central Bank of Kenya
EAC:	East African Community
EI:	Emotional Intelligence
GoK:	Government of Kenya
HR:	Human Resource
IQ:	Intelligence Quotient
KPOSB:	Kenya Post Office Savings Bank
SPSS:	Statistical Package for the Social Sciences

ABSTRACT

Issues of emotional intelligence and job satisfaction cross all organizations. Studies done have however not addressed managers' emotional intelligence on employees' job satisfaction. It is the need to fill this gap in knowledge that has prompted the current study, with a view to increase the understanding of the two variables by both researchers and players in the banking industry. The purpose of this study was to examine the impact of managers' emotional intelligence on employees' job satisfaction at the Kenya Post Office Savings Bank. The study was guided by the one key objective which is to determine the influence of managers' emotional intelligence on employees' job satisfaction at the Kenya Post Office Savings bank. From the research problem, the research question derived was. What is the influence of manager's emotional intelligence on employee's job satisfaction at KPOSB? The study employed descriptive survey. Data was obtained from employees based in the bank's Nairobi region. The data of this study was collected using a structured questionnaire. The study population consisted of all the 133 employees located in the banks' Nairobi Region branches. Out of the 133 employees, 25 were managers and 108 were non-managerial officers. Given that the population was small, the study was a census. Descriptive analysis such as mean, standard deviation and percentages were used to analyse the data. Inferential statistics were also used to show the relationship and association between emotional intelligence and job satisfaction. The study found a significant and strong relationship between the two variables. It was noted that the five dimensions of emotional intelligence were very crucial therefore need to be considered in enhancing job satisfaction at KPOSB The independent variables were found to have a strong and positive relationship with the dependent variable; job satisfaction. The study suggested incorporation of emotional intelligence assessment in recruitment of employees and emotional intelligence training for managers working in the ban

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

With the rapid change in environment, it is generally felt that human resource is a key asset of any organization, there is need therefore for due care to be taken in hiring and developing them. Organizations have been forced to adopt the best strategies so as to adapt to the changing environment. New standards are being employed in recruiting people- not only in terms of how brilliant one is in relation to academic qualifications and/ or expertise, but also how well one is able to handle himself and others (Singh, 2001). With the desire to achieve extraordinary results from human resources, it has become necessary for organisations to keep employees satisfied and productive, failure to which the employees place greater efforts in searching for satisfactory options (Chakravarty, 2002).

According to Goleman (2001) about 90% of leadership success is attributed to Emotional Intelligence (EI). EI is a field of cognitive ability involving social skills and traits both of which aide in facilitation of interpersonal behavior (Suleiman and Al-Shaikh, 2007). EI is a key competency in successful organisational performance. EI is gradually being applied in selecting who will be hired, dismissed, retained or promoted (Singh, 2001). Managers with high EI are able to assist employees overcome the possible consequences of stress (Goleman, 2006). Managing of emotions in self and influencing those of others is an important part of EI.

It entails influencing others, and effectively communicating with them (Matthews et al. 2004). Managers with high EI attain high levels of innovation and management of conflict (Goleman, 2000). The emotional state of leaders can either facilitate or impair employees work performance.

Job satisfaction is an essential piece of organizational environment. It refers to the positive emotional state that occurs when a person's job seems to fulfill his main job values provided these values are well-matched with one's needs. The office environment affects the level of motivation and subsequent job satisfaction. Job satisfaction is divided into two categories, external aspects which comprises of social, organizational and cultural characteristics and internal aspects which include personality, affective, and emotional characteristics (Tett and Meyer, 1993). The internal aspects of Job Satisfaction have a close relationship with emotional intelligence. HR practitioners are interested in Job Satisfaction and Emotional Intelligence, the interest originates from the belief that successful business is pegged on how well people work together (Locke & Latham, 1990).

Human Resource Management is necessary for maximum utilisation of human resources, if wrongly utilised; it results in workflow disruption, lower production and less job satisfaction. Basic skills in dealing with human resource are the skills to communicate, articulate, understand and, ability to put policies and agreements in place. Managers should therefore possess the mental ability to deal with employees (Cole, 1997). Attitude towards work is within the context of the work environment. It includes work and organisational characteristics; and the interaction of the two with employees' characteristics (Rousseau, 1978).

According to the social exchange theory, people weigh possible benefits against risks of a social relationships, then abandon the relationship should the risks overshadow rewards (Molm, 2001). Equity theory on the other hand puts forward that fair treatment of individuals is imperative in social relationship. Different approaches and theoretical models have been developed for Emotional Intelligence. The ability model, developed by Salovey and Mayer (1997), focuses on the individual's ability to process emotional information and use it to navigate the immediate physical and social setting.

Social exchange theory centers on the valuing of benefits and costs of each relationship that determine whether or not we choose to maintain a social association (Gould-Williams, 2003). This suggests that employees who feel appreciated by organization would reciprocate by staying committed to the organization. Equity theory suggests that fair treatment in terms of equitable distribution of resources is imperative (Adams, 1963). Needs are the reason why people set goals for themselves. They then form relationships to achieve these goals. The results of the relationship, tangible or intangible, provide satisfaction to the needs. (Chakravarty, 2002)

The banking industry in Kenya has grown in customer base, financial products and business sophistication. Competition has also increased resulting in work intensification. This has resulted in employees working longer hours on more complex and increased amount of work that lead them to experience a lot of work pressure, job dissatisfaction and greater levels of stress (Mukururi, 2012). To keep up with the dynamic business environment, Kenya Post Office Savings Bank (KPOSB) adopted strategic management in the year 2008. The initial plan was a three year strategic plan. The organization then adopted five year strategic plans with the first covering the year 2011 to 2015 and the other covering the year 2016-2020. These plans articulate Postbank's broad objectives and outlines measures to be implemented to achieve the

set objectives while providing performance benchmark. Strategic management being a three level process involving corporate, business and functional level, performance is both individual and collective responsibility of the human resource. Employee commitment and relations is thus important to achieve the set objectives. Job satisfaction levels must therefore be evaluated to uphold stability in the bank. With that in mind, it is important to examine the influence of managers' emotional intelligence on employees' job satisfaction at KPOSB

1.1.1 Emotional Intelligence

Emotional intelligence is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others (Mayer, et.al 2000) The foregoing definition suggests that EI plays a critical role in effectively managing ones relationship with others.

Highly effective leaders possess high emotional intelligence - Their technical skills and intelligence quotient matter, but mainly at entry level. Emotional intelligence is the outcome of leadership. Without it, a well trained, incisive and analytical person cannot make a good leader (Goleman 2004, Allen, 2013). High emotional awareness and regulations of emotions has been considered to be important for the workplace (Goleman, 2001). Emotions are made up of feelings such as of pleasure and pain. They operate on interpersonal and intrapersonal states. Intrapersonal state involves feelings being in a state of arousal whereas inter-personal state concerns the relationship between a subject and an object (Fridja, 2000).

Research done has shown that EI is an significant predictor of key organization concerns such as work performance and efficient team leadership. Abraham, (1999) points out that individual of high EI as being more able to manage affective awareness.

Brown et.al (2003) contends that Emotional Intelligence motivate people to act, control action and are also seen to play a role in peoples career development. Negative experiences lead to negative affect while positive affect ensures higher levels of energy enthusiasm, alertness and resourcefulness for sustaining the performance necessary for survival (Watson, 2000).

In the realm of personality styles, managers should recognize that people are different. Different people are considered to be difficult because managers have not learnt to work effectively with these differences. All personality styles add to team strength when one focuses on strengths rather than weaknesses (Stock, 2000). Goleman (2001) found out that two thirds of the work related competencies that he identified were emotional by nature.

1.1.2 Employee Job Satisfaction

‘Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences’ (Locke, 1976). It has two levels- cognitive and affective job satisfaction. Affective job satisfaction is a person's emotional feeling about the job as a whole. It refers to the desire to perform a particular task. Cognitive job satisfaction occurs when employees consider factors such as salaries, co-workers, and supervisors (Vallerand, 2004).

Judge et.al (2000) found that personality relates with employee job satisfaction. One element of personality that reflects on the job is optimism. Optimistic individuals have higher job satisfaction irrespective of the nature of their work or workplace there in (Staw, 1985). This demonstrates that a person’s job satisfaction scores have stability over time even in the face of adversity. Underlying optimism is the concept of self-efficacy which relates to an individual belief that they can successfully complete tasks

and meet obligation (Goleman, 1995). Personality has influence on job satisfaction. Managers must therefore be aware of the personalities of the employees and how they fit in the jobs, the work environment and the organization culture. Managers should encourage employees to take responsibility of their own job satisfaction by developing an environment that allows them the scope to perform well (Branham, 2005).

The most notable situational influence is the nature of work itself, often referred to as intrinsic job characteristic. Often, managers assume trainings would help. For training to be of help, an individual should feel attached to an organization for its objectives to be achieved. It is for this reason that managers should learn to relate better with non-managerial employees (Kaye & Jordan-Evans, 1999) Berry (1997) observes that employees are satisfied when they enjoy the work environment. Managers must know how to relate to employees both at professional and personal levels so that personnel feel connected to the organisation. Employees will often display their dissatisfaction through resignation, objections or negative actions such as low productivity, absenteeism and aggression (Robbins, 2002). The strategies of making employees more satisfied include inclusion strategies such as clarifying expectations and involving people in decision making as well as rewarding performance (Tett and Meyer, 1993).

1.1.3 The Banking Industry in Kenya

Banks are the backbone of any country and their sustainability depends on performance and profitability. There has been a remarkable growth in Kenya's banking sector over the last decade in terms of profitability, deposits, and products offerings. This has been attributed to branch networking strategies and close examination of customer care. The Kenya Post Office Savings Bank (Postbank) is no exception.

The CBK has overall regulatory authority of the banking industry in Kenya. In the past the Companies Act, the Banking act and the Central Bank of Kenya Act were the main regulators and governors of the banking industry in Kenya. These acts are used together with the prudential guidelines which Central Bank of Kenya issues from time to time. These guidelines cover governance and risk management, financial reporting requirements, bank data reporting including credit banking and bank services such as agency banking. Currently there are there are 42 licensed commercial banks (CBK, 2016).

The banking industry in Kenya has become automated over time to better meet the growing complex needs of customers. The sector provides employment, supports various sectors of the economy, and transforms the economy and livelihood of Kenyans through its innovative and creative product development. Major issues facing the banking industry includes: competition for clients and talents, staff turnover, fraud, minimum core capital requirements, terrorism and money laundering

1.1.4 Kenya Post Office Savings Bank

Postbank was established in 1910 covering across the East African Region where similar savings and post office services were being offered. When the EAC broke up in 1977, the GoK established its own post office and savings bank. Kenya post and savings later split into Post office and Postbank operating separately as different institutions. Postbank operates under the Kenya Post Office Savings Bank Act Cap 493B (Kihwele et al, 2006). The bank is wholly owned by GoK. It reports to the Ministry of Finance. Postbank's core function is to encourage thrift and mobilise savings, (KPOSB Service Charter, 2015). Postbank is governed by board of directors and the office of the managing director. Operations of the bank are conducted with integrity. The Directors

also support the internationally developed principles of good corporate governance. This has helped the bank grow (KPOSB Annual Report, 2015). Post bank offers her products and services through a wide branch network currently consisting of 101 own branches, 26 post bank cash express ATMs, 109 pesa point ATM and all Visa enabled ATMs. Post bank also has 406 outlets operated on agency agreement, and has introduced mobile and internet banking to offer its customers proximity banking. The bank operates in six regions with a total of 101 branches countrywide (KPOSB Service Charter, 2015).

In Kenya, Banks are very competitive. They have each developed strategies aimed at attracting new customers and retaining the existing ones in order to remain relevant. Several banks that were previously not paying much attention to low-income consumers have been forced to due to competition from competitors who adopted this strategy. With such intensity of competition, Postbank has had to rethink its market/product approach to reduce the loss of customers to competing institutions that threatens its existence (Forster and Peachey, 2012). The bank has improved on its performance track record with transaction taking typically taking about a minute for card based operations, wide country coverage serving both rural and urban customers, increased opening hours, product expansion and adoption of the latest IT Infrastructure.

Postbank faces a number of challenges. One such example is the amendment of the Section 16A of the Banking Act. It bars banks from charging fees on savings accounts. Postbank being a purely savings institution has been more affected by the change than other banks with other types of accounts particularly accounts in the lending portfolio. Further, the Kenya Post Office Savings Bank Act prohibits offering of credit (KPOSB Annual Report, 2009). By its very nature as a savings bank, Post bank is limited in scope in that it cannot venture in other banking activities as it may wish. For instance,

loaning service cannot be done by Postbank on its own. Currently, it is being offered in conjunction with another financing organization that is AAR Services. This has translated to higher cost of borrowing from Postbank as compared to borrowing from other banks. High cost of living experienced in Kenya in recent years has also resulted into little or no disposable income for saving among Kenyans. Mobilization of deposits therefore translates to stunted growth. Postbank is not capitalized. This also obstructs its full potential. These challenges have put a lot of pressure on postbank driving it to work on other ways of dealing with the competition (KPOSB Annual Report, 2009).

Organisations need hardworking and committed individuals. These individuals need to be provided with proper work conditions for the organisation to gain higher rewards and to progress. Work conditions involve opportunity, leadership, fair rewards and employee relations, all indicators of job satisfaction (Cole, 1997). Individual's personality characteristics and how it affects others must be taken into account as they affect the outcome of employees' job satisfaction. This validates the need for an assessment of the influence of managers' emotional intelligence on employees' job satisfaction.

1.2 Research Problem

EI offers skills that impact are important to individual and organization success. At a personal level EI allows people to have control over anger, anxiety and fear (Stock, 2000). Employee job satisfaction is necessary to business success. High levels of job satisfaction is directly related to a lower turnover rate, thus, keeping employee job satisfaction should be major priority to every employer. Managers however seem to ignore this fact (Tett and Meyer, 1993). Individuals high in EI are likely to be empathic to employees personal and work related problems since EI is concerned with abilities

and capabilities of understanding one's own and others emotions (Carmeli & Josman, 2006).

KPOSB exists through an act of parliament. It's a government-owned institution, mandated to operate within a competitive financial environment. The bank's profitability has fallen short of its expectations. Postbank faces several challenges. Deposit mobilization has been targeted to boost its performance. Other initiatives adopted and expected to boost performance are corporate campaigns and revised interest rates. These initiatives are expected to boost its bargaining power in negotiating with the customers. In view of this, its branches have been given additional targets. This has put a lot of pressure on staffs that are expected to meet these targets. Staff work extra hours to beat the competition, branches attempt to outdo each other, yet all work towards the common goal of mobilizing savings. Postbank's products and services are largely low-cost: Its depositors are mostly low income earners with little alternative to raise cash on their own. They largely depend on loans. Being a savings bank, KPOSB bears the burdensome responsibility of retaining its customers as they prefer banking with commercial banks that are able to provide loaning services

Banks have adopted different strategies to retain the existing customers while acquiring new ones. They have opened up new branches to tap into different markets, increased their opening hours, introduced products with features that appeal to different groups of people, and have adopted the latest Information Technology Infrastructure. This has resulted in increased working hours, greater workload, work pressure and inter-departmental transfers. This has led to high absenteeism rates, losses brought about by negligence, poor work-life balance, creating a group of highly dissatisfied employees (Mukururi et.al, 2014).

Different studies have been carried out on EI and job satisfaction. Mukururi (2014) Study focused on work life balance policies and employee job satisfaction. The study found out that an improvement in work-life balance policies increases job satisfaction, productivity and staff commitment. Igoki, (2012) on significance of EI in transformational found out that EI is significant in transformational leadership. Kathungu (2010) Research focused on relationship between EI and job performance. The study found out that a positive relationship existed between the two variables. It also revealed that dimensions of EI namely motivation and social skills were significantly related to job performance. Carmeli (2003) concluded that EI enhances positive work attitudes and altruistic behavior and controls the effect of work life conflict. Naseer et.al (2011) study on impact of EI on Team Performance also indicated that EI had positive effect on team performance. The study recommended an experimental study before and after EI training so as to get a clear picture.

Although issues of EI and job satisfaction traverse all organizations, none of the studies done has specifically addressed managers' emotional intelligence on employees' job satisfaction. It is the need to fill this gap in knowledge that has prompted the current study with a view to increase the understanding of the two variables by researchers and players in the banking industry. The following question is derived from the above research problem. What is the influence of manager's emotional intelligence on employee's job satisfaction at KPOSB?

1.3 Research Objective

The objective of the study is to determine the influence of managers' emotional intelligence on employees' job satisfaction at KPOSB.

1.4 Value of the Study

The research will open up new avenues for further research. Future researchers and scholars will use the research as a reference point and as a source of data for future research.

The findings of this study provides direction to the management of the KPOSB. It will provide empirical evidence that can form the basis of formulating HR strategies and policies geared towards improving the level of emotional intelligence in managers. It will also highlight hindrances to job satisfaction.

The scope of the study having been limited to the bank as a savings bank, the study is expected to be of interest to scholars who may want to investigate whether managers' emotional intelligence affects employees' job satisfaction in other similar organisations in Kenya. The study will also help policy makers to understand practices that would enhance job satisfaction. This would help see to it that policies put in place assist in increased job satisfaction.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In order to demonstrate the importance of the current study, this chapter will provide a theoretical review on EI and job satisfaction and how they are related to the research objective. A discussion on facets affecting managers' emotions is followed focus on possible implications on employees Job Satisfaction.

2. 2 Theoretical Foundation of the Study

There exists no theory of emotional intelligence. This study will anchored on the theories that will in some way offer direction to the current study, that is the theory of social exchange and the equity theory. Models of EI and the two factor theory of motivation will also be reviewed

2.2.1 Social Exchange Theory

According to this theory, Social exchange behavior is an exchange process where individuals compare risks and rewards and if risks outweigh rewards, the relationship is then abandoned (Molm, 2001). Social exchange suggests that individuals value the benefits and costs of each relationship so as to determine whether or not they will continue a social association (Gould, Williams, 2007). Costs would include effort, time and money invested in the relationship. Benefits on the other hand are things that obtained from the association such as social support and companionship.

There are scenarios where social exchange theory looms large in the workplace. One such example is when workers experience mutual reciprocity of resources information, power and respect and are satisfied with the same, would be committed in staying in

the organization and in performing well (Whitener, 2001). Employee recognition programs are so critical. By recognizing employees' hard work on a regular basis, there will be an increase in employee commitment (Guest, 2000).

2.2.2 Equity Theory

Equity theory suggests that equity and fairness are the components of a motivated individual. The theory posits that employees strive to maintain a ratio between inputs injected into a relationship and outcomes. (Messick and Cook, 1983). Inputs are what put into work. Outputs are everything we take in return. The theory is based on the belief that if workers identify inequities in the output or input ratios (either in themselves or a referent group), they will make adjustments so as to attain their perceived equity. Referent groups are people individuals use while comparing their own situations. In a business environment, employees assess their input/output ratios against other employee's input/output ratios. This theory also suggests that high perception of equity increases motivation. In a work setup, the significant relationship is that between employee and employer (Walster et.al, 1978).

In this context, inputs would include the employee's qualifications, expertise, time, effort and personal qualities such as loyalty, drive, ambition, tolerance and determination. Output on the other hand, refers to monetary compensation, flexible work arrangements, perquisites and benefits. This theory has broad consequences on employee morale, turnover, efficiency and productivity. It also incorporates motivation. Competencies such as motivation fit well under emotional intelligence. Motivation is seen as using our personal judgment to steer us towards our aspirations, as well as to help us to be innovative and strive for improvements and continue with the course of action despite the difficulty (Goleman, 1998).

2.2.3 Models of Emotional Intelligence

Different models have been developed to explain. These are the ability based model, the trait based model and the mixed model. According to the ability-based model emotions are a useful source of information. These emotions assist in navigating the social environment (Cobb and Mayer, 2000). The model recognizes that processing of emotional information varies in individuals (Salovey and Mayer, 1997). According to the model EI has four types of abilities. The first ability is identified as Perceiving emotions. It involves understanding emotions so as to well perceive them. It mostly involves understanding nonverbal forms of communication such as body language and facial expressions. Using emotions is the second ability. It involves facilitating various cognitive activities such as problem solving and thinking. The third ability is understanding emotions. This is the skill to figure out emotion language (Salovey and Mayer, 1997). This ability includes the skill to be sensitive to emotions (Cobb and Mayer, 2000). An example that would make the statements easy to understand is if for example someone is angry one should be able to interpret the cause of the anger. Managing emotions is the fourth ability. It entails regulation of emotions in us and in others. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management. Emotionally intelligent persons can handle their emotions, including negative ones, to reach their goals. Critiques against this model Petrides (2009) and Furnham (2001) have argued that measurement of constructs for the ability based model may not be objective therefore dependability of the ability based emotional intelligence test is in question.

Goleman (2000) drew our attention to Emotional Competencies Mixed model. The model focuses on five competencies and skills. The first construct is: Self-awareness. This is the ability to recognize one's emotions, weakness and strengths, values, drives

and goals and using these feelings to assist in decision making. Self-regulation, the second construct refers to the skill to control disruptive compulsions. It also refers to the propensity to suspend judgment. This ability assists individuals to adapt to different scenarios. The third competency is internal motivation. It refers to a constant attempt to improve and/or to meet ones objectives. Empathy, the fourth ability refers to the ability to recognize other people's emotions and feelings from within the other people's frame of reference. The final construct is social skills and it refers to the development of good interpersonal relationships and the skill to manage relationship, find common ground and build rapport (Boyatzis et.al, 2000). This model mixes up personality traits and emotional intelligence characteristics such as collaboration and teamwork.

In contrast to the two models, the trait model proposed by (Petrides, 2000) is conceptually different from the aforementioned models. According to this model, people have self-perceptions and traits of emotional nature which forms part of their personality. They are therefore able to describe their own traits. These traits can only be measured by the respondent's self-report. Scientific form of measurement can therefore not be applied.

2.2.4 The Two-Factor Theory

This theory suggests that Job Satisfaction and dissatisfaction are two unrelated concepts. It further puts forward that motivation and job satisfaction are divided into Intrinsic and extrinsic motivators. Intrinsic motivators are referred to as content motivators whereas extrinsic factors are the hygiene factors. Extrinsic motivators represent factors such as company policy, supervision, working condition, status, job security and salary. Intrinsic factors on the other hand represent emotional needs such

as challenging work, achievement, advancement, recognition and growth potential (Silverstein, 2009).

These two factors are independent phenomenon. Intrinsic motivators encourage motivation while present, extrinsic motivators decreases motivation while absent. What this means is motivators like salaries and benefits may not increase motivation while in place, but will cause dissatisfaction when absent. A factor like challenging work on the other hand can be a source of satisfaction. A bad environment can make one dissatisfied, whereas a good environment can hardly ever make one satisfied. Combining hygiene and motivation factors may result in four situations. High hygiene and high motivation creates an ideal situation where employees are greatly motivated. High hygiene and low motivation can create a scenario moderately motivated employees. High motivation and low hygiene is the third scenario. This results in motivated employees who have a lot of complaints. One such example is having a challenging job, but with low salaries and poor work conditions. The final scenario is low hygiene and low motivation. It is a scenario characterized by unmotivated employees and a lot of grievances (Podmoroff, 2005)

The two-factor theory has however been dismissed on grounds that there is considerable difference between individuals. Different people have different needs and they may therefore require different motivators. Managers should however endeavour to identify the factors needed to remove elements of dissatisfaction so as to create an environment of motivated individuals. (Hassan & Yayub, 2010).

2.3 Determinants of Job Satisfaction

There are many reasons that contribute to discouragement at work. These include poor communication within organizations, lack of recognition, or limited opportunity for growth. (McShane and VonGlinow, 2000). Job satisfaction is the "pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (Locke, 1976).

Job satisfaction is a multivariable concept. The factors that influence it can be classified into organizational and personal variables. Organizational factors include nature of work, wages, job content, working conditions, organizational level, opportunities for growth, leadership styles and work group. Wage refers to the reward expected from work done. Job satisfaction is attained by getting equitable and fair rewards. Nature of Work is also another important determinant of job satisfaction. Work that is for instance considered challenging is more satisfying. A feeling of boredom usually arises from repetitive tasks, poor variety of task and frustrations from the job. A feeling of safety and comfort is important to employees. Good working conditions are therefore important to employees. Work involving a variety of tasks and less monotonous results delivers greater job satisfaction. Promotion comes with more pay, responsibility, and status. These opportunities determine the level of satisfaction to the employees. It is generally felt that employees working at higher level jobs express greater job satisfaction than the ones at lower levels. Work groups also influence employee's satisfaction. It is natural desire for human beings to associate. How well they interact is largely dependent on the relationship with group members. Good relationship increases job satisfaction of individual members of the group.

Job satisfaction also relates to the personal factors. These factors include personality, age, education and attitudes. Age is an important determinant of job satisfaction.

Different age groups have different needs. Younger employees are more likely to be satisfied with their jobs than older employees, however as they advance in age their aspiration level increases. Failure to fulfill this aspiration leads to dissatisfaction. Older employees are also likely to be less satisfied as they are faced with challenges such as changing technologies (Clark, 1996). Job satisfaction will decrease with increased educational level when education does not guarantee rewards such as an increase in pay. Highly educated individuals are less likely to be committed to the employing organization because they believe they have better mobility prospects. (Wharton et. al, 2000; Clark, 1996). Opayemi (2004) however found that individuals with high educational qualification were more committed than those with low educational qualification. Personality correlates with employee job satisfaction. Optimism is an element of personality (Judge et.al, 2000). Optimistic individuals have higher job satisfaction irrespective of jobs and place of work (Staw, 1985). The abovementioned determinants should be considered by managers in gauging employee's job satisfaction.

2.4 Job Satisfaction and Emotional Intelligence

Being able to work effectively with others in an organization is one of the most sought out after skills (Harvey, 2009). Emotional Intelligence can help in tracking the attitudes and opinions of employees which help in identifying problems and providing solutions, related to management, training and professional development. An emotionally intelligent leader is able to tell how much important an issue is over another so that he can prioritise on the important issues (Cammeli, 2003).

Awareness of ones emotions, what causes them, and how we handle them is important in EI. Leaders who are aware of their emotions are able to manage them, (rather than to react to them) and adequately respond to situations as they come up. Instead of

reacting to their emotions, they are able to engage their thinking capacity to come up with better decisions. Reacting to emotions can damage relationships among employees. Self-aware leaders have high awareness of emotions of those around them. They are therefore able to get to the cause of strong emotional reactions of others (Goleman, 2000). Leaders should not only pick words being spoken but also emotions behind the words. People feel they are being heard when their emotions are acknowledged. (Stough, 2002).

Individuals with high levels of EI are likely to offer their staff more empathic responses to personal and work related problems. Complaints are usually about situations that managers can do little to change. Employees are aware of that, but still feel the need to be heard. Leaders of high emotional intelligence connect with staff at a deeper level by listening to them. By doing so, they are able to anticipate how employees are likely to react to situations. This goes a long way in assisting employees to develop more positive work-related attitudes (Carmeli & Josman, 2006). Job Satisfaction has three components: cognitive (evaluative), affective (emotional), and behavioral. The cognitive component is formed by the individual's evaluations of his or her job characteristics and job environment. How an individual evaluates the characteristics of a job and the job environment. The affective component on the other hand refers to pleasant or unpleasant feelings towards the job-feelings developed over time. The behavioral component refers to behaviors occurring as a result of the formation of an attitude. All three components result in the development of job attitude (Tett and Meyer, 1993). Researchers have suggested that positive emotions would have control over a person's evaluation of the job and consequently job satisfaction (Cammeli 2003; Gardner and Stough, 2002; George, 2000)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The section outlines methods that were used to conduct the research. This includes target population, research design the sampling techniques, the sample design, data collection procedures and data analysis techniques.

3.2 Research Design

The study employed descriptive survey to establish the impact of managers' emotional intelligence to employees' job satisfaction at KPOSB. Descriptive research designs are used to acquire information about the state of the phenomena with respect to variables or conditions in a situation (Anastas, 1999). The method is best suited because it is not only limited to fact finding, but may often result in development of important principles of knowledge and solutions to problems of importance.

3.3 Population

Target population is the entire set of units for which the study data are to be used to make inferences (Cox, 2013). Population target provides a foundation upon which to build the validity and reliability of the study. (Gall et.al, 2003) The study population consisted of all the 133 employees located in the banks' Nairobi Region branches. Out of the 133 employees, 25 were managers and 108 non-managerial officers. Given that the population was small, the study was a census.

3.4 Data Collection

The data for this study was collected using two sets of standardized structured questionnaire, the EI questionnaire intended for managers and the Job Satisfaction

questionnaire, issued to non-managerial employees. The questionnaires were organized into sections. Section A focused on respondents' general information for the two questionnaires whereas section B addressed Emotional Intelligence for the Emotional Intelligence questionnaire and Job Satisfaction for the Job Satisfaction questionnaire. The respondents were staff in operations department based in branches within Nairobi County.

3.5 Data Analysis

The data collected was examined and checked for completeness and comprehensibility. It was then coded, summarized and tabulated. Descriptive statistics was used to establish trends and relationships and to assist in making interpretations of the study. Descriptive analysis such as standard deviation, mean and percentages were also used to analyse the data. Inferential statistics were also used to show a relationship between emotional intelligence and job satisfaction.

The organized data was interpreted on account of concurrence to indicators using assistance of statistical tools such as statistical package for social scientists (SPSS) version 22 to interpret research findings. . The study used ANOVA to test the level of significant of the variables on the dependent variable at 95% level of significance. Tables, figures and charts were used for data presentation. After the analysis and interpretation of data, a final report was written to provide a summary of the findings.

The study used the following regression model.

The regression equation ($Y = \beta_0 + \beta_1 X_1 + \epsilon$):

Whereby $Y =$ Job satisfaction

$\beta_0 =$ Constant (Co-efficient of intercept)

$X_1 =$ emotional intelligence

e = represents the error term.

B_1 = Regression co-efficient of five variables.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This section deliberates on the analysis and presentation of the findings obtained from the field. The research sought to determine the influence of manager's emotional intelligence on employee job satisfaction at the Kenya Post Office Savings Bank.

4.2 Response Rate

The study conducted a census of all the 133 respondents. Of the 133 questionnaires given out to the respondents, 125 were filled and returned by 23 of 25 managers thus creating a response rate of 92% and 102 out the 108 by non-managerial employees, creating a response rate of 94%. This response rate was sufficient to arrive at conclusions for the study. 'A response rate of 50% is adequate, while that rate greater than 70% is very good' (Bailey, 2000). From the statement, the response rate was deemed excellent. This also backs up Mugenda & Mugenda (2003), assertion that a response rate of 50 percent is adequate for analysis and reporting; a rate of 60 percent is good and a response rate of 70 percent and over is excellent.

Table 4.1: Response Rate

Questionnaires	Response rate (%)	Response
	Non-Managerial Employees	rate(%) Managers
Returned Questionnaires	94	92
Unreturned Questionnaires	6	8
Total	100	100

Source: Research Data (2016)

4.3 Personal Profile

The study sought to unearth the personal profiles information of the respondents. The questions asked included: total number of years in the business and the department.

4.3.1 Gender

The researcher asked the respondents to indicate their gender on the questionnaire that they were provided. According to the findings 67.65% of the non-managerial respondents were female, while 32.35% male, whereas 56% of the managerial respondents were female and 44% male. This shows that the most of the respondents were female, suggesting gender imbalance

Table 4.2 Genders of Non-Managerial Respondents

Gender	Frequency	Percentage
Female	69	67.65
Male	33	32.35
Total	102	100

Source: Research Data (2016)

Table 4.3 Genders of Managers

Gender	Frequency	Percentage
Female	13	56.52
Male	10	43.47
Total	23	100

Source: Research Data (2016)

4.3.2 Total number of years in the organization

Both categories of respondents were asked to indicate the total number of years they have served the institution. According to findings 38.4% of the non-managerial respondents indicated that they have served in the organization for a period of 11 to 15 years. 27.2% indicated that they have served for a period of 6 to 10 years followed by 18.4% of the respondents who indicated they have served for a period of 1 to 5 years and remaining 16 percent have worked for a period of more than 15 years. For managers, 13.05% have served for 1-5 years, 39.13% for 6-10 years, 43.47% for 11-15 years and 4.35% have served for a period above 15 years. This shows that the most of

the respondents from the two categories served the company for a period of 11 to 15 years and is therefore better placed to provide credible information to the study.

Table 4.4: Length of Service

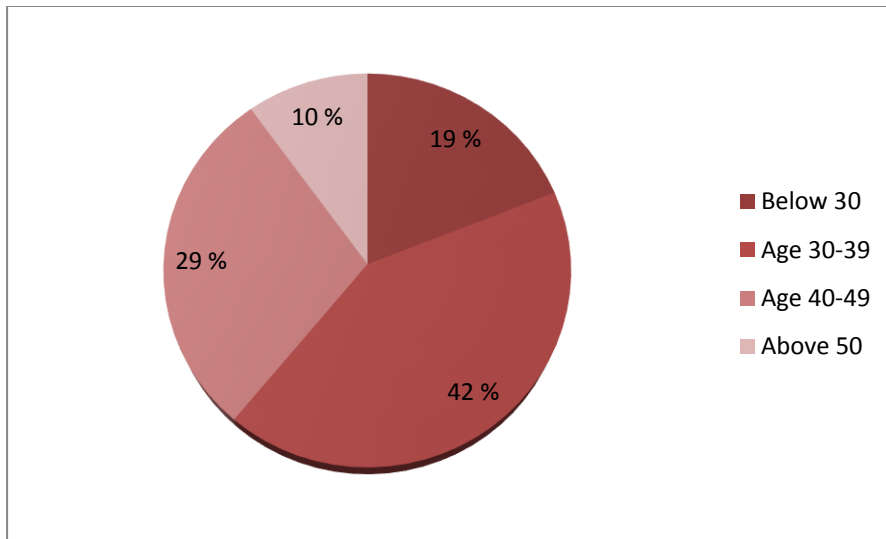
Service (Years)	Percentage %	
	For Non-Managerial Staff	For Managers
Below 1	-	-
1-5	18.4	13.05
6-10	27.2	39.13
11-15	38.4	43.47
Above 15	16	4.35
Total	100	100

Source: Research Data (2016)

4.3.3 Age of the Respondents

A good number of the non-managerial respondents were between the ages of 30-39, representing 42% of the total sample respondents. The other age brackets were as follows: - Below 30 was indicated by 19%, 40-49 was 29% and above 50 was 10%.

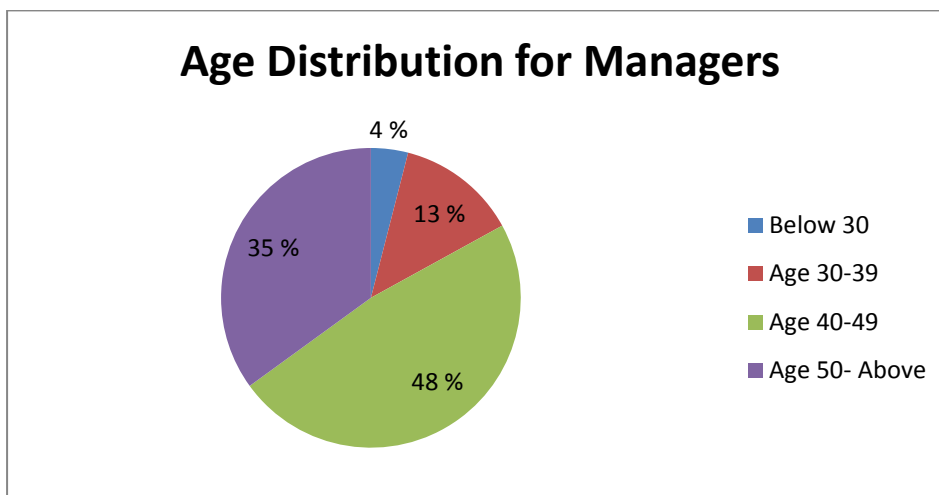
Figure 4.1 Non-Managerial Respondents age distribution



Source: Research Data (2016)

The age distribution for managers was as below with majority falling in the category of 40-49 years represented by 48%. Below 30 was indicated by 4%, 30-39 was represented by 13% and above 50 was represented by 35%

Figure 4.2 Managerial Respondents



Source: Research Data (2016)

4.3.4 Department

The respondents were then asked to mention their department of work. All respondents were from the operations department. They were therefore better placed to provide reliable information as regards challenges given that they were in the primary area of the bank's activity.

4.4. Job Satisfaction

The research sought to find out if the respondents were content with their jobs. The results were shown in Table 4.5 below:

Table 4.5: Job Satisfaction

	Statement (Level of agreement)	Mean	SD
1.	Appreciation of the job	2.832	1.1551
b.	All resources are provided for me to perform.	2.472	1.2350
c	Good and Safe working conditions are provided	2.472	1.2350
d	I'm stressed in my job.	3.424	0.528
e	I like my job.	0.854	1.1610
2.	I am recognized as an individual.	4.312	0.516
3.	I get teamwork and support from other departments in the company.	0.9368	1.0760
4.	I understand the objectives of the company and strive to achieve the same.	3.536	1.023
5.	The purpose of the company makes me consider my job as important.	4.234	.4579
6.	The department forms clear-cut goals/tasks to be achieved by team members.	3.512	.0412
7.	The structure of reporting is clear between my superior and me.	3.725	0.7448

8.	High achievement is encouraged by my superior by reducing fear of failure	3.528	0.7761
9.	My senior clearly defines my job responsibilities.	3.642	0.4728
10.	My senior shares areas of improvement in my job.	3.961	0.2326
11.	My senior is objective, in relation to assigned tasks and observed outcomes, while evaluating my	3.278	0.7944
12.	The organisation makes efforts to identify my strengths and weaknesses	4.446	0.6886
13.	The organization views its employees as assets.	3.608	0.9148
14.	I get opportunities to do innovative things at work	3.768	0.5681
15.	My views and innovation are appreciated at work.	4.283	1.0575
16.	Tasks performed by an individual in the organization are assessed with reference to ones expertise and experience.	3.832	3.208
17.	The structure of the organisation facilitates teamwork, which assists in developing effective accomplishment of tasks.	0.3753	0.7859
18.	An open and comfortable work environment. has been created by management	2.816	1.784
19.	People who are hardworking are rewarded in the organization.	1.6626	0.5013
20.	The compensation paid in this organization is commensurate to the responsibilities shouldered.	3.368	4.544
21.	The compensation is satisfactorily reviewed from time to time.	1.0741	0.5000
22.	Communication is effective and reliable.	3.32	2.48
23.	The organization gives adequate paid leave.	1.0746	1.1750
24.	The importance of balancing my work and personal life is understood by management.	3.624	3.12

25.	I feel secure about my job.	0.9475	0.8944
26.	My organization shows respect for a diverse range of opinions, ideas and people.	2.936	3.592
27.	My senior practices the standards by setting a good example	0.8775	0.7735
28.	My senior communicates effectively, is open minded and trustworthy.	3.8	2.808
29.	My senior is available to discuss issues relating to my job and personal needs.	0.7725	0.5915
30.	My senior is a constant source of inspiration to all team members.	2.552	0.8840

On employees work environment, based on the responses, there was a neutral agreement from the respondents on the statement; my job is appreciated. This was seen by the calculation on SPSS showing a mean of 2.832. The standard deviation 1.155 indicated uniformity from the responses on the mean mark in the responses. Most of the respondents also neutrally agreed on the statement; I am provided with all the resources to perform. This was seen by the mean calculation showing of 2.472. The standard deviation 1.235 indicated uniformity from the responses on the mean mark in the responses. Most of the respondents disagreed on the statement; the working conditions are good and safe. This was seen by the mean calculation showing of 3.424. The standard deviation 0.528 indicated no uniformity from the responses. From the statement; I like my job, there was a neutral agreement from the responses. This was established by a mean calculation of 0.854. The standard deviation 1.161 indicated uniformity from the responses on the mean mark. Most of the respondents did not agree on the statement; I am recognized as an individual. This was established by a mean calculation from the SPSS of 4.312. A standard deviation of .516 indicated no

uniformity from the responses on the mean mark. There was uniformity from the responses on the statement; I get support and teamwork from other departments in the company. This was established by a mean calculation from the SPSS of 0.937. A standard deviation of 1.076 indicated uniformity from the responses on the mean mark. Uniformity was also seen on the statement; I understand the company's objective and try to achieve the same. This was established by a mean calculation from the SPSS of 3.536. A standard deviation of 1.023 indicated uniformity from the responses on the mean mark. An average of the mean and standard deviation of 2.4798 and 1.6007 suggest that employees are satisfied with the work environment.

In relation to communication there was no uniformity from the statement; the departments' forms clear-cut goals, tasks to be achieved by team members. This was established by a mean calculation from the SPSS of 3.512. A standard deviation of .0412 indicated a great variation from the mean mark thus indicating no uniformity from the responses on the mean mark. There was a neutral agreement from the statement; my senior encourages high achievement by reducing the fear of failure. This was established by a mean calculation from the SPSS of 3.528. A standard deviation of .7761 indicated uniformity from the responses on the mean mark.. The respondents indicated no uniformity in the statement that their senior communicates to them in areas of improvement in their job. This was established by a mean calculation from the SPSS of 3.961. A standard deviation of .2326 indicated a high variance from the mean mark in the responses. Most of the responses agreed that their senior is objective, in terms of tasks assigned and outcomes observed, while evaluating their feedback. This was established by a mean calculation from the SPSS of 3.278. A standard deviation of 0.794 indicated a little variance from the mean mark in the responses.

In relations to employee's involvement at work, There was no uniformity from the respondents on the statement; I get opportunities to do innovative things at work. This was established by a mean calculation from the SPSS of 3.768. A standard deviation of .5681 indicated a high variance from the mean mark in the responses. There was uniformity from the responses on the statement; my views and innovation are appreciated at work. This was established by a mean calculation from the SPSS of 4.283. A standard deviation of 1.058 indicated uniformity from the responses on the mean mark. Generally it was noted that majority of the respondents agreed with most of the statements on job satisfaction while the standard deviation calculated in each case of less than 1.5 indicated that there was little deviation from the mean mark.

Based on the findings of the above table, the employees at the bank are satisfied with their job. Respondents would be motivated when they felt appreciated by the management despite the level of pressure at work and the rewards given to employees. This confirms the statement that Job satisfaction of employees is not only affected by wage, benefits, coworkers and other external factors; rather, emotions and personality traits, both of which have a close relationship with emotional intelligence. (Locke & Latham, 1990).

It is also evident that the manager's attitude determined whether the employee's expectations were or were not met. Employee's whose expectations were not met felt dissatisfied. Job satisfaction was attributed to good relationship with the managers. According to Judge & Church, (2000) Job satisfaction is significant because a person's attitude and belief may affect behavior. (Judge et.al (2000) found that personality correlates with employee job satisfaction. The primary cause of the relationship was through perception of the job itself. One element of personality that reflects on the job is optimism.

4.5 Emotional Intelligence

The researcher also sought to measure the various competences of EI of the respondents. The outcome is indicated in Table 4.3 below:

Table 4.6: Emotional Intelligence

1-almost never 2- seldom 3. Sometimes 3. Usually 4. Almost Always

S/N	Statement	Mean	Std. Deviation
1	When I lose my temper, I realise immediately	4.696	.7430
2	I can 'reframe' bad situations quickly	3.712	1.236
3	I can drive myself to do difficult tasks	3.528	.5899
4	I can see things from the other person's viewpoint	3.296	1.184
5	I am an exceptional listener	3.352	.1998
6	I know when I am happy	3.456	.9114
7	I am not overly sensitive and easily hurt	3.200	.9332
8	I am usually able to prioritise important activities at work and get on with them	4.552	.4992
9	I have excellence in emphasizing with someone else's problem	3.632	.7571
10	I never interrupt other people's conversations	4.112	1.074
11	I usually recognize when I am stressed	3.056	.6224
12	My type of mood can rarely be told by others	3.064	.8590
13	I always meet deadlines	3.416	1.801
14	I can tell when is not impressed with me	3.192	.8395

15	I am good at interacting with people	2.288	.8689
16	I'm aware when emotional	3.080	.7890
17	I rarely lose my temper at others	3.256	.9324
18	I don't waste time	2.57	.9610
19	I can tell when people are not getting along each other	3.760	.7556
20	People are the most interesting thing in life for me	3.680	.6672
21	When account for my reasons when anxious(s)	3.624	.2550
22	I'm not annoyed by difficult people	3.336	1.106
23	I do not prevaricate	2.704	.5539
24	I can usually understand why people are being difficult towards me	2.632	.8756
25	I love to meet new people and get to know what makes them 'tick'	3.064	.9650
26	I can tell when I am being unrealistic	3.976	.6679
27	I can consciously alter my mood or frame of mind	2.528	.8479
28	I believe one should first work on difficult things	3.792	.1797
29	Other individuals are difficult but different	3.672	1.610
30	I need work colleagues to make my job interesting	3.360	.2404
31	Awareness of my own emotions is very important to me at all times	3.648	.2779
32	I do not let stressful situations or people affect me once I leave work	2.824	.7937
33	Delayed gratification is a virtue that I hold to	3.088	1.047
34	I can understand if I am being unreasonable	2.672	1.372

35	I ask questions to find out what is important to people	3.192	.3952
36	I can tell when upset or annoyed by someone	4.176	.2052
37	I rarely worry about life and work in general	4.192	1.202
38	I believe in 'Action this Day'	3.160	.7010
39	I can understand why others are offended by my actions at times	2.864	0.3158
40	Working with difficult people is a challenge to win them over	3.104	.7276
41	I can let go of anger to stop its effect on me	3.192	1.060
42	I suppress my emotions when necessary	2.728	1.375
43	I can always motivate myself even when I feel low	3.384	.8686
44	I sometimes see things from others' point of view	4.048	1.249
45	I am good at difference reconciliation with others	4.632	.9464
46	I know what makes me happy	4.480	.8576
47	Others often do not know how I feel about things	1.576	.9526
48	Motivations has been the key to my success	3.136	.6003
49	Reasons for disagreeing are always clear to me	4.624	1.029
50	I create good relationship with my workmates	3.944	.1238

According to the findings, most of the respondents usually realize immediately when they lose their temper. This was noted true by the calculation of mean from SPSS of 4.6960. A standard deviation of 0.743 indicated a little variance from the mean mark in the responses. There was uniformity from the responses on the statement; I can 'reframe' bad situations quickly which was established by a standard deviation of 1.2366. The

mean calculated of 3.7120 indicated that majority of the respondents agreed with the statement.

Most of the respondents agreed that they are usually able to always motivate themselves to do difficult tasks. This was established by a mean calculation of 3.5280. A standard deviation of .5899 indicated a little variance from the mean mark. Most respondents agreed with the statement; I am always able to see things from the other person's viewpoint. This was noted true by a mean calculation of 3.2960. A standard deviation of 1.184 indicated neutral responses from the respondents.

Most of the respondents are usually excellent listeners. This was established by a mean calculation of 3.3520. A standard deviation of 0.19984 indicated a little variance from the mean mark. Most of the respondents also agreed that they usually know when they are happy. This was established by a mean calculation of 3.4560. A standard deviation of .9114 indicated a little variance from the mean mark. Also most of the respondents are usually not overly sensitive and easily hurt. This was established by a mean calculation of 3.200. A standard deviation of .9332 showed a little variance from the mean mark.

Most of the respondents are usually able to prioritise important activities at work and get on with them. This was established by a mean calculation of 4.552. A standard deviation of .4992 indicated a little variance from the mean mark. Most of the respondents usually excellent at empathize with someone else's problem. This was established by a mean calculation of 3.6320. A standard deviation of .7571 indicated a little variance from the mean mark.

There was uniformity on the statement; I never interrupt other people's conversations. This was established by a mean calculation of 4.112. A standard deviation of 1.074

indicated uniformity from the responses. Most of the respondents usually recognize when they are stressed. This was established by a mean calculation of 3.0560. A standard deviation of .6224 indicated a little variance from the mean mark. Majority of the respondents agreed on the statement; others can rarely tell what kind of mood I am. This was established by a mean calculation of 3.064. A standard deviation of .8590 indicated uniformity from the responses.

Most of the respondents are usually aware when they are being emotional. This was established by a mean calculation of 3.0800. A standard deviation of .78904 showed a little variance from the mean mark. Most of the respondents usually rarely 'fly off the handle' at other people. This was established by a mean calculation of 3.2560. A standard deviation of .93243 showed a little variance from the mean mark. Most of the respondents usually never waste time. This was established by a mean calculation of 3.2560. A standard deviation of .93243 showed a little variance from the mean mark.

Most of the respondents agreed they usually can tell if a team of people are not getting along with each other. This was established by a mean calculation of 3.760. A standard deviation of .7556 showed a little variance from the mean mark. A significant number of the respondents also agreed that people are the most interesting thing in life for them. This was established by a mean calculation of 3.680. A standard deviation of .6672 showed a little variance from the mean mark.

Majority of the respondents agreed that they feel anxious usually can account for the reason(s). This was established by a mean calculation of 3.6240. A standard deviation of .2551 showed a little variance from the mean mark. There was uniformity from the responses from the statement; difficult people do not annoy me. This was established

by a mean calculation of 3.3360. A standard deviation of 1.106 indicated uniformity from the responses.

Most of the respondents usually do not prevaricate. This was established by a mean calculation of 2.7040. A standard deviation of .87562 showed a little variance from the mean mark. Majority of the respondents usually love to meet new people and get to know what makes them 'tick'. This was established by a mean calculation of 3.0640. A standard deviation of .96507 showed a little variance from the mean mark. Majority of the respondents usually always know when I'm being unreasonable. This was established by a mean calculation of 3.9760. A standard deviation of .66798 showed a little variance from the mean mark.

There was uniformity from the responses on the statement; I can understand if I am being unreasonable. This was established by a mean calculation of 2.6720. A standard deviation of 1.37240 showed uniformity from the responses. Most of the respondents usually like to ask questions to find out what it is important to people. This was established by a mean calculation of 3.1920. A standard deviation of .39525 showed a little variance from the mean mark.

Most of the respondents usually can tell if someone has upset or annoyed them. This was established by a mean calculation of 4.1760. A standard deviation of .20526 showed a little variance from the mean mark. There was uniformity from the responses on the statement; I rarely worry about work or life in general. This was established by a mean calculation of 4.1920. A standard deviation of 1.20279 showed a uniformity from the responses. Most of the respondents usually believe in 'Action this Day'. This was established by a mean calculation of 3.1600. A standard deviation of .70104 showed a little variance from the mean mark.

There was uniformity from the responses on the statement; I can let anger 'go' quickly so that it no longer affects me. This was established by a mean calculation of 3.192. A standard deviation of 1.060 showed uniformity from the responses. There was uniformity from the responses on the statement; I can suppress my emotions when I need to. This was established by a mean calculation of 2.7280. A standard deviation of 1.375 showed uniformity from the responses. Majority of the respondents usually can always motivate themselves even when they feel low. This was established by a mean calculation of 3.384. A standard deviation of .8686 showed a little variance from the mean mark.

There was uniformity from the responses on the statement; I can sometimes see things from others' point of view. This was established by a mean calculation of 4.0480. A standard deviation of 1.249 showed uniformity from the responses. Most of the respondents usually know what makes them happy. This was established by a mean calculation of 1.480. A standard deviation of .8576 showed a little variance from the mean mark. Most of the respondents agreed that they usually often do not know how the respondents feel about things. This was established by a mean calculation of SPSS of 1.4760. A standard deviation of .9526 showed a little variance from the mean mark. Most of the respondents agreed that motivations has been the key to their success. This was established by a mean calculation of SPSS of 3.136. A standard deviation of .6003 showed a little variance from the mean mark.

Analysis on the emotional intelligence data showed that Managers scored highly. As per the demographic information, since most managers have worked for the bank for a period of over five years, there is a possibility that they have evolved ways to cope with the employees thereby improving their job satisfaction levels

According to Bergh & Theron, (2003), emotional intelligence begins with perception and expression of emotion, which involves identifying, and expressing emotions in one's self and in other people, assimilating emotion in thought, understanding and analyzing emotion, then finally, reflective regulation of emotion. It concerns emotional self-management and management of emotions in other people.

4.6 Regression Analysis of the Influence of Managers Emotional Intelligence on Job Satisfaction

The following multiple linear regression model was used to test the effect of the mentioned above

$$Y = \beta_0 + \beta_1\chi_1 + \beta_2\chi_2 + \beta_3\chi_3 + \beta_4\chi_4 + \beta_5\chi_5 + \varepsilon, \text{ where}$$

β_0 is the Constant (Co-efficient of intercept); $\beta_1 - \beta_4$ are the regression coefficients. Y is Job satisfaction. χ_1 is Self regulation, χ_2 is self awareness; χ_3 is social skills; χ_4 is Motivation, χ_5 is empathy and ε is the error term obtained from the F-significance from ANOVA.

Table 4.7: Goodness- of-Fit

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
0.951	0.817	0.811	0.47885	2.005

a. Predictors: (Constant), self-regulation, self-awareness, social skills, motivation, empathy

b. Dependent Variable: Job Satisfaction

From the table 4.7 above, the five independent variables that were studied account for 81.7% of the variation in ($R^2=0.817$, $P<0.05$). This therefore means that other factors

not studied in this research contribute 18.27% of job satisfaction. It is clear that the five predictor variables are very strong since they have explained more than 81% of the variation in the dependent variable (job satisfaction).

Table 4.8: Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	2.685	5	0.537	2.345	0.043
Residual	27.251	119	0.229		
Total	29.685	124			

ANOVA analysis was conducted to determine the significance of the regression model. The results are presented in Table 4.8. An F-significance value of 2.345 was established indicating that the regression was significant ($F=2.345$, $P<0$). Finally regression coefficients were computed and are positive and significant, $\beta=1.334$, $t=7.211$, $p<0.05$ in respect to self regulation; $\beta=0.327$, $t=5.581$, $p<0.05$ in respect to self-awareness, $\beta=1.208$, $t=4.510$, $p<0.05$ in respect to social skills, $\beta=0.306$, $t=5.466$, $p<0.05$ in respect to motivation and. $\beta=0.411$, $t=12.606$, $p<0.05$ in respect to empathy. These results imply that for every unit change in self-regulation, there is a corresponding change of 13.34% change in employee job satisfaction while 3.27% change in employee job satisfaction is attributed to a unit change in self-awareness. A unit change in social skills has a corresponding change of 12.08% change in job satisfaction. 3.06% and 4.11% change in job satisfaction are attributed to unit change in motivation and empathy respectively.

Table 4.9: Regression Coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.232	1.355		1.647	.693
Self regulation	1.507	0.209	1.334	7.211	.002
Self awareness	0.346	0.062	0.327	5.581	.013
Social Skills	0.221	0.049	1.208	4.510	.017
Motivation	0.317	0.058	0.306	5.466	.014
Empathy	0.416	0.033	0.411	12.606	.000

a. Dependent Variable: Job Satisfaction

The following regression model is fitted from the regression parameters presented above

$$\text{Job satisfaction} = 2.232 + 1.057 * \text{Self Regulation} + 0.346 * \text{self awareness} + 0.221 * \text{social awareness} + 0.317 * \text{Motivation} + 0.416 * \text{Empathy}, P=0.003$$

The study established that when Motivation, Empathy, Social Skills and Management of Emotions are zero, job satisfaction would be 2.232. The study also established that holding other factors constant, a unit increase in self regulation would lead to a 1.057 increase in job satisfaction; a unit increase in self awareness would yield a 0.346 increase in job satisfaction; a unit increase in Social awareness would result in a 0.221 increase in job satisfaction while a unit increase in motivation would yield a 0.317 increase in job satisfaction. Also noted from the analysis of findings was that a unit increase in empathy would yield a .416 increase in job satisfaction. From the

coefficients, it was established that each of the variables; self regulation, self awareness, social skills, motivation and empathy had statistically significant effect on Job Satisfaction at the Kenya Post Office Savings Bank.

4.7 Summary of Findings

The study found out that majority of the respondents were female, suggesting gender imbalance. In terms of length of service majority of the respondents served the company for a period of 11 to 15 years represented by 38.4% for managers and 43.47% for non-managers. This shows that the majority of the respondents were in a better position to provide credible and relevant answers to the study research question. With regards to age, a sizeable number of employees and managers in the 'older' category are still in the workforce and are more than those below 30- a situation that has implications with regard to output and continuity.

Descriptive data analysis was done on dependent variable job satisfaction. It was noted that majority of the respondents agreed with most of the statements on job satisfaction. The standard deviation calculated in each case of less than 1.5 indicated that there was little deviation from the mean mark. The findings also indicated that respondents would be motivated when they felt appreciated despite the amount of work and rewards given to employees. This confirms the statement that Job satisfaction of employees is not only affected by salaries and benefits; but also personality traits and emotions, both of which have a close association to emotional intelligence (Locke & Latham, 1990). From the findings, managers need to combine both the intrinsic and extrinsic factors to motivate individuals. According to Hassan & Yayub, (2010), Different people have different needs and they may therefore require different motivators. Managers should strive to identify the factors needed to remove elements of dissatisfaction so as to create an environment of motivated individuals.

Analysis on the emotional intelligence data showed that managers scored highly. According to the demographic information, most managers have served the bank for a period of over five years. There is a possibility that since they have been working for a while, they have come up with ways to cope with the employees thereby improving their job satisfaction levels. This also proves that EI skills can be learnt.

From the findings of the regression analysis the five independent variables that were studied account for 81.7% of the variation in ($R^2=0.817$, $P<0.05$). This therefore means that other factors not studied in this research contribute 18.27% of job satisfaction. It is clear that the five predictor variables are very strong since they have explained more than 81% of the variation in the dependent variable (job satisfaction).

The study established that when Motivation, Empathy, Social Skills and Management of Emotions are zero, job satisfaction would be 2.232. The study also established that holding other factors constant, a unit increase in self regulation would lead to a 1.057 increase in job satisfaction; a unit increase in self awareness would yield a 0.346 increase in job satisfaction; a unit increase in Social awareness would result in a 0.221 increase in job satisfaction while a unit increase in motivation would yield a 0.317 increase in job satisfaction. Also noted from the analysis of findings was that a unit increase in empathy would yield a .416 increase in job satisfaction. From the coefficients, it was established that each of the variables; self regulation, self awareness, social skills, motivation and empathy were significant in explaining Job Satisfaction at the KPOSB. This findings further reveal that Goleman's Mixed Model which explains EI using a range of skills does hold. This implies that there is need to integrate these competencies in training programs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section summarises the findings, draws conclusions and makes recommendations from the research findings. It also gives suggestions for further studies.

5.2 Summary of the findings

The study sought to investigate the influence of manager's emotional intelligence on employee job satisfaction at the Kenya Post Office Savings Bank (KPOSB). In this section, the researcher discusses research findings including their implications.

Based on the personal profile analysis, various observations were made. On sex differences, there was a noteworthy difference in the number of females and males suggesting that there is some sort of imbalance in terms of sex of employees. On the years in service, a sizeable number of employees and managers in this organization are still in service, a situation that has implications with regard to output and continuity. Recruitment of new employees and cross training them is therefore necessary.

It further suggests that job satisfaction is high among the employees, a situation possibly created by managers who have over the years become self-aware as regards emotional intelligence. This also suggests that with increase in age, emotional stability increases. It also suggests that EI is an ability that can be learnt given the possibility that managers may have evolved ways to cope with employees over the years. Based on the findings, the employees at the bank are satisfied with their jobs. Respondents would be motivated when they felt appreciated by the management despite the level of pressure at work and the rewards given to employees.

Independent variables under study accounted for 81.7% of the job satisfaction as represented by the R^2 . This therefore means that other factors not studied in this research contribute 18.27% of job satisfaction.

Job satisfaction of employees was found not only to be affected by external factors such as benefits and wage, but also emotions and personality traits, both of which have a close relationship with emotional intelligence. The results indicated that employee's expectations can be met by incorporating both extrinsic and intrinsic factors. High job satisfaction was attributed to good relationship with the managers.

5.3 Conclusion

HR is the most important asset of any organization. Successful performance requires the collective effort of all employees, this means that strengthening emotional intelligence would probably be linked to better teamwork and hence a likelihood of improved employee job satisfaction outcomes. To ensure a secure workforce, managers should create a work environment that would enable employees perform optimally.

The aim of the study was to establish the influence of manager's emotional intelligence on employee's job satisfaction at KPOSB. The findings of the study imply that EI influences job satisfaction. The following conclusions were drawn from this study: Considering that the population under study was small, there is the possibility of significant differences if a larger sample is to be used. EI dimensions were found to be associated with certain dimensions of job satisfaction. This means that strengthening emotional intelligence would probably be linked to improved employee job satisfaction outcomes.

5.4 Recommendations

There were several recommendations based on the findings:-

5.4.1 Recruitment

There is need for human resource department to incorporate emotional intelligence assessment in recruitment of employees and managers. This would go a long way in achieving the objectives of the company.

5.4.2 Training

There is need for emotional intelligence training for managers currently working in the bank with an emphasis on programs that promote the development of emotional intelligence and particularly on emotional intelligence dimensions such as motivation, empathy and social skills which were found to be important in promoting teamwork, creativity and problem solving and subsequently job satisfaction.

5.5 Limitations of the Study

The research having been a case study of Kenya Post Office Savings Bank, the findings of this research cannot be generalised to the banking industry. Individual organizations have unique characteristics and therefore the findings of this study may not be reflective to other banking organisations.

Further, the study used self-report method to collect data. The study may have therefore been distorted by the respondents to what the respondents considered socially desirable

5.6 Suggestions for Further Research

Given that a superior performance on emotional intelligence was observed, it is possible that the findings were distorted by the respondents to what they considered socially desirable. Future researchers should therefore incorporate other methods in their research in addition to the self-report.

Also, being that the study was confined to KPOSB; the findings may not be applicable to other banks. It is therefore recommended that the study is replicated to other banks to establish the influence of EI on job satisfaction. This would allow comparison of success factors.

Lastly, Emotional intelligence influence research can also be extended to broader perspective such as leadership and job performance. Given that the research was limited to the operations department, larger samples incorporating more departments may also be analyzed in future research

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APPENDIX II: JOB SATISFACTION QUESTIONNAIRE

This survey is designed to get feedback from you regarding Job Satisfaction in your bank. The results of this survey will help in identifying areas that may need improvement as regards job satisfaction. The survey results will be reported in general terms and will not identify individuals. Your feedback is greatly appreciated. Please respond as honestly and objectively as possible.

Section 1. Demographics

1. Gender

Male [] Female []

2. Total number of years in the organization.

Less than 1 year []

1-5 years []

6-10 years []

11-15 years []

More than 15 years []

3. Age

30 years and below []

31-40 []

41-50 []

Above 50 []

4. Department

.....

Section 2. Job satisfaction

A. For the questions that follow, please use the following scale to express the extent to which you agree or disagree with the statement given in the questionnaire. Please tick

i. If you ‘STRONGLY AGREE’ with the statement.

ii. If you ‘STRONGLY DISAGREE’ with the statement

1=Strongly Agree 2=Agree 3=Undecided 4= Disagree 5= Strongly Disagree

S.	Statement	1	2	3	4	5
No	Please Indicate the level of agreement with each of the following statement					
1a.	My job is appreciated					
b.	I am provided with all resources to perform.					
c.	The working conditions are good and safe					
d.	I feel stressed in my job					
e.	I like my job					
2	I am recognized as an individual					

3.	I get support and teamwork from other departments in the company					
4.	I understand the company's objective and try to achieve the same.					
5.	The mission/purpose of the company makes me feel that my job is important					
6.	The departments forms with clear-cut goals/tasks to be achieved by team members					
7.	The reporting structure is very easy and clear between superior and me					
8.	My senior encourages high achievement by reducing the fear of failure.					
9.	My senior clearly defines my job responsibilities					
10.	My senior communicates to me in areas of improvement in my job.					
11.	My senior is objective, in terms of tasks assigned and outcomes observed, while evaluating my feedback					

12.	The company makes efforts to identify my strengths and weaknesses					
13.	The organization views its employees as assets.					
14.	I get opportunities to do innovative things at work					
15.	My views and innovation are appreciated at work.					
16.	In this organization the tasks performed by an individual is assessed with reference to ones experience and expertise					
17.	The organization structure facilitates teamwork, which enhances effective accomplishment of tasks					
18.	Management has created an open and comfortable work environment.					
19.	People who are hardworking are rewarded in the organization.					
20.	The compensation paid in this organization is commensurate to the responsibilities shouldered					

21.	The compensation is satisfactorily reviewed from time to time.					
22.	Communication is effective and reliable.					
23.	The organization gives adequate paid leave.					
24.	Management understands the importance of balancing my work and personal life.					
25.	I feel secure about my job.					
26.	My organization shows respect for a diverse range of opinions, ideas and people.					
27.	My senior practices the standards by setting a good example					
28.	My senior communicates effectively is open minded and trustworthy.					
29.	My senior makes himself accessible to discuss issues pertaining to our job and personal needs.					
30.	My senior is a constant source of inspiration to all team members.					

Any suggestions-----

APPENDIX I: EMOTIONAL INTELLIGENCE QUESTIONNAIRE

Section 1: Demographics

1. Gender

Male [] Female []

2. Total number of years in the organization.

Less than 1 year []

1-5 years []

6-10 years []

11-15 years []

More than 15 years []

3. Age

30 years and below []

31-40 []

41-50 []

Above 50 []

4. Department

.....

Section 2: Emotional Intelligence

This self-assessment emotional intelligence questionnaire is designed to measure the various competences of emotional intelligence as they apply to you. You are required to indicate on the response scale of how often you believe you demonstrate the behavior

in question. The response should be based on typical behavior. There are five possible responses to each question.

- **1** indicates that the statement *Almost Never* applies.
- **2** indicates that the statement *Seldom* applies
- **3** indicates that the statement *Sometimes* applies
- **4** indicates that the statement *Usually* applies
- **5** indicates that the statement applies *Almost Always*

Please mark with a tick (✓) the number that corresponds with your answer-

		1	2	3	4	5
1	I realize immediately when I lose my temper					
2	I can 'reframe' bad situations quickly					
3	am able to always motive myself to do difficult tasks					
4	I am always able to see things from the other person's viewpoint					
5	I am an excellent listener					
6	I know when I am happy					
7	I am not overly sensitive and easily hurt					
8	I am usually able to prioritise important activities at work and get on with them					

9	I am excellent at empathizing with someone else's problem					
10	I never interrupt other people's conversations					
11	I usually recognize when I am stressed					
12	Others can rarely tell what kind of mood I am					
13	I always meet deadlines					
14	I can tell if someone is not happy with me					
15	I am good at adapting and mixing with a variety of people					
16	When I am being 'emotional' I am aware of this					
17	I rarely 'fly off the handle' at other people					
18	I never waste time					
19	I can tell if a team of people are not getting along with each other					
20	People are the most interesting thing in life for me					
21	When I feel anxious I usually can account for the reason(s)					
22	Difficult people do not annoy me					
23	I do not prevaricate					
24	I can usually understand why people are being difficult towards me					

25	I love to meet new people and get to know what makes them 'tick'					
26	I always know when I'm being unreasonable					
27	I can consciously alter my frame of mind or mood					
28	I believe you should do the difficult things first					
29	Other individuals are not 'difficult' just 'different'					
30	I need a variety of work colleagues to make my job interesting					
31	Awareness of my own emotions is very important to me at all times					
32	I do not let stressful situations or people affect me once I have left work					
33	Delayed gratification is a virtue that I hold to					
34	I can understand if I am being unreasonable					
35	I like to ask questions to find out what it is important to people					
36	I can tell if someone has upset or annoyed me 1					
37	I rarely worry about work or life in general					
38	I believe in 'Action this Day'					

39	I can understand why my actions sometimes offend others					
40	I see working with difficult people as simply a challenge to win them over					
41	I can let anger 'go' quickly so that it no longer affects me					
42	I can suppress my emotions when I need to					
43	I can always motivate myself even when I feel low					
44	I can sometimes see things from others' point of view					
45	I am good at reconciling differences with other people					
46	I know what makes me happy					
47	Others often do not know how I am feeling about things					
48	Motivations has been the key to my success					
49	Reasons for disagreements are always clear to me					
50	generally build solid relationships with those I work with					

*******Thank you for participating in this survey*******