



THE RELATIONSHIP BETWEEN SELF-AWARENESS AND ORGANIZATIONAL PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA: A CASE STUDY OF JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

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ABSTRACT

This study determined the relationship between self-awareness and organizational performance in public universities in Kenya and Jomo Kenyatta University of Agriculture and Technology was taken as the case study for this project. The knowledge from this study would help public institutions on how to handle the different emotional intelligent levels of the different employees. All employees come from different backgrounds and it is important for the organization to understand this and relate to the employees in a way that they will understand, relate and work towards the realization of the organizational goals. This study used both qualitative and quantitative approaches. Primary data was collected using structured questionnaires. The target population was the employees of JKUAT. Stratified random sampling was applied. Data was collected and analysed using descriptive statistics and was presented in form of tables and figures. The research project used descriptive research design and correlation analysis. The presentation of the study was in alignment with the research objectives, the dependent and independent variables. The findings were presented in forms of tables and figures. The study revealed that employees were aware of their feelings and how they affect their performance. Although a large percentage of the respondents seemed to understand the concept of self-awareness, there is need to create more awareness and give more knowledge on what it is and how it can be enhanced in order to improve the performance of the organization. This will help improve interrelationships (relationships among the employer, employees and the customers of the organization) within the organization, improve the conditions at the workplace and improve the overall performance of the organization.

Key Words: Self-Awareness, Organization Performance

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INTRODUCTION

The performance of an organization depends on its employees, who are a key part of the organization and form the team that works towards achieving the organisation's goal (Almatrooshi, Singh & Farouk, 2016). In regards to the University, as pertains to this study, the employees consist of administrators, secretaries, clerks, messengers and/or cleaners. These comprise of the non-academic staff.

Wong and Law (2017) defined emotional intelligence as "the ability to promote emotional and intellectual growth through the regulation of emotions" and suggested it consisted of four dimensions: (1) self-appraisal and self-expression of emotion; (2) appraisal and recognition of emotion in others (3) self-regulation of emotion and (4) facilitation of performance through the use of emotions (Carrillo, 2019).

In a study done by Monfared and Amani (2015), Guveli, Anuk, Oflaz, Guveli, Yildirim, Ozkan and Ozkan (2015) recommended that municipality human resource managers train their personnel how to give attention to and apply emotions well in human relationships, understand others as well as themselves, have self-control, dominate instant desires, sympathise with others, recognize and utilize emotions positively in thought, after evaluation of personnel's emotional intelligence through various instructional programs.

Emotional intelligence though a new concept has developed very fast. According to the study conducted by Manoharan and Suresh (2015) and data gathered from 300 managers employed in 49 companies – larger and medium sized organizations, it was noted that training employees on higher emotional intelligence is perhaps critical for the companies to grow.

A study done by Mwangi, Gichuhi and Macharia (2019) on the influence of emotional intelligence on organizational performance among insurance companies in Kenya found out that emotional intelligence has a significant influence on

organizational performance. The study stated that self-awareness, self-management, social awareness, and interpersonal relationship management have a significant impact on organizational performance among insurance companies in Kenya.

Jomo Kenyatta University of Agriculture and Technology, Main Campus situated in Juja, 39 kilometres North East of Nairobi, along Nairobi-Thika Highway. The University offers certificates, diplomas, degrees in the areas of agriculture, engineering, technology, enterprise development, built environment, health sciences, social sciences and other applied sciences.

JKUAT is a university that aspires to encourage teamwork among the members of staff, promote transparency with the members of staff and also seeks to maintain a high level of integrity when dealing with its employees and customers alike (Njoroge, 2018).

JKUAT is an institution of higher learning and its core business being training, research, innovation and entrepreneurship, this means that there is a lot of interaction between the employer, employees, students, lecturers, researchers, innovators and entrepreneurs. This, therefore, means that high emotional intelligence is of importance to aid in the interaction and this will in turn help in improving the performance of the organization.

Statement of the Problem

Performance in the public sector in Kenya has not been satisfactory (Aluvisia, 2016). Although the Kenyan government has put in place various interventions such as instituting performance contracting and encouraging ethical behaviour in the public service, performance has not improved (Cheche, Muathe & Maina, 2017). Researchers are looking for ways that organizations can use to satisfy their customers, retain their employees, enhance productivity and increase employee loyalty (Hongal & Kinange, 2020).

Education institutions in Kenya are key in the economic and social development role; they however encounter challenges such as inadequate

facilities, inadequate number of staff, low salaries and funding among others (Odhiambo, 2018). Education was identified as a key component in the social pillar in the Vision 2030, where the government focuses on eliminating poverty and empowering Kenyans for quality decent livelihoods (Kagucia, 2022). Although the government of Kenya has organised many programmes such as training and development opportunities aimed at empowering staff, service delivery in institutions of higher learning has not been satisfactory. This problem is partly attributed to employees in these institutions tending to have lower income and status than employees in higher education or similarly skilled workers in the private sector, making them feel inferior and affecting their performance (Kagucia, Mukanzi & Kihoro, 2019). Some researchers have related job performance to employee empowerment interventions employed. Empowerment is now well-known world-wide since at least 70% of the organizations have implemented a few empowerment initiatives (Kagucia, 2022). A lot of government and organisations' resources are used to hire and attempting to retain talented and experienced employees (Anwar & Abdullah, 2021). Some researchers have observed negative effects such as stress and costs on the organisations because of empowerment (Anwar & Abdullah, 2021).

According to a study conducted on JKUAT (Saad & Abbas, 2018), it stated that public universities are getting little in terms of performance from their employees as compared to their optimum individual and hence collective level. Little or reduction in the performance of the employees in turn affects the performance of the organization. That frequent absenteeism, lateness, fake sick leaves, poor work ethics and low productivity is a daily phenomenon. He also stated that this negatively affects the whole working system in public universities and therefore they are unable to effectively meet the goals for which institutions were formed to achieve.

It has been stated that JKUAT is getting less than what it should harvest from its human resources. This is happening despite the fact that the University Management is aware that the employees of any organization are responsible for its failure or success. There is a need for the Management to work towards the success, and not the failure of the organization (Biwott, 2020).

Emotional intelligence assists on how leaders and employees meet the daily challenges that they face since emotions either lead to improved or decreased performance (Supramaniam & Singaravelloo, 2021). Kenyan universities are not exempt from these challenges. Therefore, the Kenyan universities have to rethink their strategies to address the issue. Emotional intelligence is made up of competencies that cluster into four domains namely self-awareness, self-management, social awareness and relationship management.

Employees of an organisation have different needs and expectations and it is difficult and illogical to assume that their needs and expectations will be the same. Each human being has a unique personality and genetical make up which calls for different factors to handle the different personalities (Msallam, Al Hila, Al-Habil, Abu-Naser & Al Shobaki, 2019). It is the business of the organization to carefully look at its employees, understand them and put measures in place that meets their needs and expectations. There was therefore a need for more research to be conducted on self-awareness and organizational performance in public universities in Kenya. A case study of Jomo Kenyatta University of Agriculture and Technology.

Objectives of the Study

The objective was to study the relationship of self-awareness and organizational performance in public universities in Kenya: A Case Study of Jomo Kenyatta University of Agriculture and Technology.

LITERATURE REVIEW

Theoretical Framework

Self-Awareness Theory

The theory of objective self-awareness is traced to the works of Duval and Wicklund in the year 1971. At any given moment, people can either focus their attention on the self or on the external environment (Duval & Wicklund, 1972). This focusing on the self enables objective self-evaluation. When self-focused, people compare the self with standards of correctness that specify how the self ought to think, feel, and behave. This process of comparing the self with standards allows people to change their behavior and to experience satisfaction or dissatisfaction with the self. Self-awareness is a tool for self-control. When people focus on self, they honestly evaluate themselves against the standards and hence work towards meeting the set standards. People attach stronger emotional relationships on meeting the set standards compared to not meeting the standards. Negative emotions are associated to not meeting the standards. Positive reinforcement and emotional attachment is associated to meeting the set standards. There has been criticism of the self-awareness theory. A question was raised on whether self-awareness enables accurate judgments of the self (Dierdorff, Fisher & Rubin, 2019). It has also noted that the self-concept is fluid, complex, and contextual. Self-awareness is not static hence cannot be easily examined. However, self-awareness is needed for people to reduce disparities between their actions and their ideals or realities. Self-awareness has been seen to motivate the restoration of consistency between individual actions and realities. To achieve this

Conceptual Framework

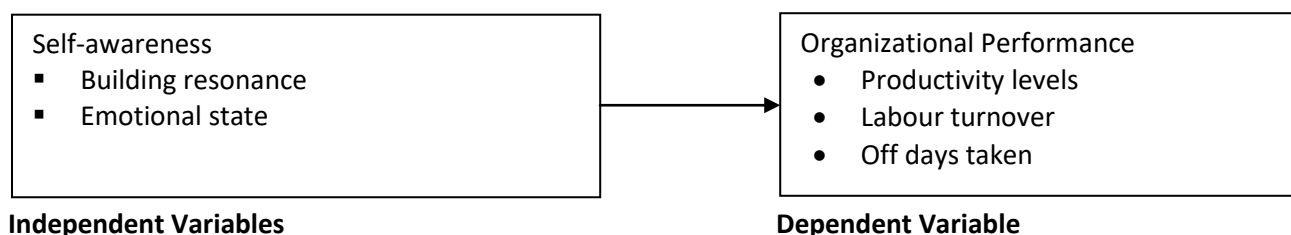


Figure 1: Conceptual Framework

consistency, people could either focus actively on their emotions thus leading to change and management of their actions, attitudes or traits to be more congruent with the representations of the set standard or could avoid the self-focusing stimuli and circumstances (Matheri, 2020). In the current study, this theory informed the independent variables self-awareness and self-management.

Ability Model

The ability model defines emotional intelligence as the integration of several capacities: “the ability to perceive accurate, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997 as cited by Cabello & Fernandez-Berrocal, 2015). This model considers emotions as good source of information which helps in sensing and navigating in social environment (Cui, 2021). It has four levels: (1) the ability to perceive emotion, (2) the ability to use emotion to facilitate thought, (3) understanding emotions, and (4) the ability to manage emotions, to effectively manage feelings within oneself and others (Sadri, 2012).

Ability emotional intelligence is assessed in adults using the Mayer-Salovey-Caruso Emotional Intelligence Test (Bru-Luna, Martí-Vilar, Merino-Soto & Cervera-Santiago, 2021), which assesses each of the four abilities (“branches”) of perceiving, facilitating, understanding, and managing emotions (Sanchez-Gomez & Bresó, 2019). MSCEIT scores show a positive relationship with various domains of daily life, including mental and physical health, social functioning, and academic and workplace performance (Nagdive, 2021).

Review of Literature on Variables

Self-Awareness

It was noted that self-awareness is the ability to accurately perceive one's emotions and understand the effect of the emotions across all situations (Oriarewo, Ofobruku, Agbaeze & Tor, 2018). It helps an individual to stay on top of their emotions. It helps individuals to focus even on the negative feelings and overcome them. Having self-awareness enables an individual to overcome their emotional mistakes. Self-awareness is a foundational skill on which the other emotional competencies build on. 83% of top performers are high in self-awareness (Dierdorff, et al., 2019). When we are not aware of our feelings and what causes them, leading a happy, productive life is difficult if not impossible.

Self-awareness improves an employee's level of learning allowing him/her to welcome criticism and feedback. Self-awareness is the foundation of personal growth and success. It is the capacity for introspection and the ability to reconcile oneself as an individual separate from the environment and other individuals. Self-awareness is the basis for the other components of emotional intelligence. It refers to a person's capacity for being aware of how they are feeling. In general, self-awareness allows a person to more effectively guide their own lives and behaviors. The ability to be critical about thoughts and changes to behavior can lead to an in-depth understanding about one's self, which leads to a better understanding of others.

Team members need to be aware of their feelings as they may allow uncontrolled emotions to impact on the dynamics and culture of the team. Effective team members are self-confident, which is reflective of their own emotional self-awareness, and ability to control their emotions (Strugar, et al., 2022). Self-awareness is the building block for all the other competencies (Boyatzis, Goleman, Gerli & Bonesso, 2019). Without recognizing what you are feeling, you cannot proceed to the other competencies. It involves three skills; emotional self-awareness, accurate self-awareness and self-confidence. Emotional self-awareness means

understanding our emotions and what is causing them for we cannot be truly happy and productive until we are aware of our feelings and what causes them.

We need not only acknowledge and identify the feelings but also accept the message that they are trying to tell us. Accurate self-assessment involves assessing how emotions are affecting your performance, your behavior and your relationships. This involves honestly investigating and acknowledging your emotional strengths and weaknesses. This will enable you learn from new experiences because you will know that there are areas that you will need to learn. Self-confidence is having certainty about your own value and capabilities, having strong presence and high level of self-assurance, willing to stick your neck out for something that is right, being able to make decisions even in uncertain circumstances and believing that you control the direction of your life. Self-awareness does not necessarily ensure self-acceptance; often self-awareness results in neurotic self-consciousness and sometimes even leads to narcissistic self-absorption.

However, many therapies and spiritual traditions link self-awareness to the contemplation and self-evaluation that leads to self-acceptance. Accepting differences among individuals, beginning with facets of the self, empowers individuals to take responsibility for themselves and their choices instead of disowning them, resulting in a stronger self-understanding. Then the individual is better able to experience and express compassion and empathy for others. There is a general belief that increasing self-awareness will have a positive effect on performance. The correlation of self-ratings with the ratings made of the individual by others has been taken as a measure of the degree to which individuals understand their own strengths and weaknesses (Kazmi, Hafeez & Hassan, 2020). Given the relationship between self-awareness and performance outcomes for the individual, including individual's level of self-awareness as a criterion in initial selection and promotion have practical

benefits for the organization because it enables predictions to be made of that individual's performance.

Self-awareness is the extent to which individuals agree on the relative strengths and weaknesses of the target individual. If self-awareness is the other rating that is a surrogate measure of performance, then it is logical to expect that those leaders categorized as self-aware (i.e. in agreement) would be associated with the highest levels of private and public self-consciousness. According to Goleman (1998), self-awareness is the ability to look inward and recognize your strength and weakness, what emotions you are experiencing and how they can affect you personally. It involves recognitions of triggers that set off certain emotional responses in you. This means that an employee who is self-aware is in touch with his/her feelings and uses them to make valued judgment and hence decisions out of them. These decisions will be to the advantage and improvement of the organization.

Organization Performance

Organizational performance has been defined as achieving to organizational and social objectives or exceeding from them and also doing responsibilities of organization (Gupta, Drave, Dwivedi, Baabdullah & Ismagilova, 2020). Literature about emotional intelligence shows organizations that have staffs with higher emotional intelligence, show a better performance (Muwardi, Saide, Eko Indrajit, Iqbal, Siti Astuti & Herzavina, 2020).

It has been stated that the effective management of people in teams can produce greater performance levels and greater organizational effectiveness (Abualoush, Bataineh & Alrowwad, 2018). For an organization to be successful it has to record high returns and identify performance drivers from the top to the bottom of the organization ((Muwardi, et al., 2020)). Performance measurement is highlighted as one of the tools which helps firms in monitoring performance, identifying the areas that need attention, enhancing motivation, improving communication, and strengthening accountability (Moneva, Bonilla-Priego & Ortas, 2020).

A management need to develop emotional intelligence skill to improve performance of employees and organization productivity (Leitão, Pereira & Gonçalves, 2019). Managers play a key role of organizational development, and has emotional competencies about the management of employees and their work life. High emotional intelligence of employees' leads to better work performance.

It was projected that regardless of the industry, emotional intelligence acquisition by employees in the organization as a precursor to quality service delivery and the maximization of organizational performance (Suhail AlMarri, 2021). They argue that emotional intelligence impacts service quality and organizational performance despite the industry involved.

JKUAT measures its organizational performance by looking at the productivity level of its employees, by determining the labour turnover of its employees and by calculating the off days taken by employees at a given period of time. These are the parameters that were used to measure organizational performance in this study. JKUAT uses appraisal forms (academic/teaching staff and non-academic/non-teaching staff) to determine the performance of its employees.

METHODOLOGY

A case study research design was used and data was collected using structured questionnaires. It used both qualitative and quantitative research approaches. The target population of this study was 1,453 members of staff of JKUAT in the four divisions of the institution. The respondents were 436 who were the non-management staff of JKUAT.

The sampling frame of the study was the staff of JKUAT. The staff were sampled from a total population of 1,586 employees of JKUAT from Grade 1 to Grade 15. The study sampled the non-academic staff of the university. The sample size for this case study was 436. The study obtained a sample size of 436 respondents which was equivalent to 30% of the target population which

was 1,453. The strata of this research was confined to the administrative employees who were in grade 1 to grade 10. This was established due to the fact that there were not in managerial positions and therefore were easily accessible and readily available.

The method of data collection that was used was questionnaires. The questionnaire collected quantitative data through the closed-ended questions and qualitative data through the closed-ended questions. The quantitative data was compared on a likert scale while the qualitative data was the information presented by the respondents through their thoughts and opinions. The data collected were both primary and secondary. Primary data was obtained from the field using a questionnaire from the management employees while secondary data was obtained from collected from journals, articles, books, the internet and information from the Central Registry of JKUAT. Secondary data that was collected included the total number of non-academic employees in the university.

After collecting the data, it was checked and organised for processing. The data was coded, keyed into a computer and analysed in order to make sense of the data specifically. The qualitative data was collected through the open-ended questions in the questionnaire and quantitative data was analysed using descriptive statistics. The analysis used Statistical Package for Social Sciences (SPSS Version) and this was presented in tables and figures showing frequencies and percentages. The study used descriptive statistics which included frequencies, percentages, mean and standard deviation. It also used correlation analysis.

FINDINGS AND DISCUSSION

Relationship between Self-Awareness and Organizational Performance

The study sought to establish the relationship between self-awareness and organizational performance of the University. The findings of this objective is shown in Table 1 below:

Table 1: Self-Awareness

	N	SD	D	N	A	SA	Min	Max	Mean	Std
I understand and I am aware of my own feelings, what triggers them and how to use them to manage my emotions	330	0%	9.1%	9.1%	45.5%	36.4%	1	4	1.91	.901
I can recognize, accept and use perception effectively	330	0%	4.5%	9.1%	54.5%	27.3%	0	4	1.82	.834
I know my values and beliefs	330	0%	0%	9.1%	45.4%	45.5%	0	3	1.55	.723
I have self confidence in all situations	330	4.5%	0%	31.8%	31.8%	31.8%	1	5	2.14	1.015
I am able to recognize my feelings and their effects	330	0%	0%	9.1%	54.5%	27.3%	0	3	1.64	.773
I know my strengths and limits	330	0%	0%	13.6%	27.3%	59.1%	1	3	1.55	.723
I have a strong sense of self-worth and capabilities	330	0%	0%	4.5%	50.0%	45.5%	1	3	1.59	.578

The respondents were poised whether they were aware that they understand and are aware of their feelings, if they are aware of their triggers and how they manage them, 45.5% agree with the statement. 36.4% of the respondents strongly agree

while 9.1% neutral and disagree respectively. This is an indication that a majority of the respondents understand and are aware of their own feelings, know their triggers their feelings and know how to use the triggers to manage their emotions.

Consequently, on the question whether they could recognize, accept and use their perception effectively, 54.5% of the respondents agree with the statement while 27.3% strongly agree. 9.1% and 4.5% are neutral and disagree respectively. However, 4.5% did not respond to the statement.

On whether they know their values and beliefs, 45.5% of the respondents strongly agree with the statement followed closely by 45.5% who agree. However, 9.1% of the respondents were neutral.

On the statement of having self confidence in all situations, 31.8% of the respondents strongly agree, agree and are neutral equally. However, 4.5% strongly agree that they have self confidence in all situations.

54.5% of the respondents agree that they are able to recognize their feelings and their effects. 27.3% strongly agree with the statement while 9.1% are neutral. However, 9.1% did not respond to the statement.

On the statement on whether they know their strengths and limits, 59.1% and 27.3% of the respondents strongly agree and agree respectively. However, 13.6% are neutral to the statement.

50% of the respondents strongly agree that they have a strong sense of self-worth and capabilities while 45.5% strongly agree. However, 4.5% of the respondents were neutral.

In regards to what can be done to increase self-awareness among employees, various suggestions have been given by the respondents. One of the

suggestions is to have trainings for employees to help increase their self-awareness. Some suggest that despite the fact that some effort has been made, there is still room for improvement with regards to identifying personal strengths of employees and placing them appropriately in positions where they can be most effective and efficient and where they will feel most satisfied/fulfilled.

A study conducted by Atuma and Agwu (2015) stated that several studies were conducted in advance world of America, Europe, and in some parts of Asia and they showed that self-awareness as a part of emotional intelligence leads to organizational performance.

Results from a study conducted by Limo, Maru and Geoffrey (2019) indicated the university employees have good control of their own emotions and have the character of self awareness. This is in agreement with the results of this study which showed the employees have a high sense of self awareness.

A study done by Atuma and Agwu (2015) revealed that there is a relationship between self-awareness and organizational performance and thus it indicated that self-awareness positively influences organizational performance.

Organizational Performance

Table 2 below shows the percentage (%) figure relating to the increase or decrease in the parameters for the period of five years (financial). For increase or decrease the benchmark is 10%.

Table 2: Organisational Performance

Constructs considered	Annual growth or decline as a percentage (%)					Overall Annual Growth
	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	
Productivity levels of employees	77%	79%	73%	83%	73%	3% p.a.
Labour turnover	1.8%	1.4%	2.3%	1.8%	1.5%	1.36%
Off days taken by employees	64	77	219	303	220	

Source: JKUAT, Human Resources department (2016)

Productivity Levels of Employees

According to Table 3, in the 2012/2013 financial year, the productivity level of the employees was 77%, in 2013/2014 financial year the productivity level was 79%, in 2014/2015 it was 73%, in 2015/2016 it was 83% and in 2016/2017 it was 73%. The researcher noted that there was a significant

increase (from 73% to 83%) in the productivity levels of employees between 2014/2015 and 2015/2016 financial years. It was also noted that there was a significant decrease (from 83% to 73%) in the productivity levels of employees between 2015/2016 and 2016/2017 financial years.

Labour Turnover

Table 3: Labour Turnover

Constructs considered	Annual growth or decline as a percentage (%)					Overall Annual Turnover Percentage (%)
	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	
Labour turnover						
Number of employees	2210	2502	2710	2511	2495	
Number of employees who left	38	26	61	46	38	
Turnover percentage (%)	1.7%	1.0%	2.3%	1.8%	1.5%	1.66%

Source: JKUAT, Human Resources department (2016)

According to the table 4.9%, the turnover percentage (%) in the 2012/2013 financial year was 1.7%, in 2013/2014 it was 1.0%, in 2014/2015 it was 2.3%, in 2015/2016 it was 1.8% and in 2016/2017 financial year the turnover percentage (%) was 1.5%. The researcher noted that the highest employee turnover percentage (%) was in 2014/2015 financial year at 2.3% and the lowest employee turnover percentage (%) was in the previous financial year (2013/2014) at 1.0%.

Off Days Taken by Employees

According to Table 4, the number of off days taken by employees in the 2012/2013 financial year were 64 days, in 2013/2014 they were 77 days, in 2014/2015 they were 219 days, in 2015/2016 they were 303 and in the 2016/2017 financial year the number of off days taken by employees were 220 days. The findings show that the most number of off days were taken in the 2015/2016 financial year (303 days) and the least number of off days were taken in the 2012/2013 financial year (64 days).

Overall, the above findings on the productivity levels of employees, the labour turnover and the off days taken by employees indicate that the growth of organizational performance at JKUAT for those five financial years was satisfactory.

CONCLUSION AND RECOMMENDATIONS

The study was able to determine the relationship between self-awareness and organizational performance of JKUAT. The results showed that a majority of the respondents understood and were aware of their own feelings, knew the triggers and know how to use the triggers to manage their emotions. It indicated that the employees had a high sense of self-awareness.

The study found that most of the respondents were able to recognize, accept and use perception effectively. They were also able to recognize their feelings and their effects. These indicate that the employees are aware of their feelings and how they affect their performance. Being able to recognize

this means that they are able to regulate their emotions and moods when need be and therefore know how it affects their performance and are able to mitigate them to minimize low performance.

The study recommended that employees need to feel as part of the institution. They need to feel like their views or opinions are considered, their output impacts the institution, that their presence is valued in the institution. This can be done by coming up with team building activities, social interactions within the institution. Interaction can be enhanced by recognizing individual efforts by employees, giving accolades where necessary, promotion of employees as per the University policies and giving certificates of recognition.

The institution should consider recognizing the value of self-awareness and ensuring that the employees understand its importance among the employees. This will help the employees know how to handle relationships between themselves, between themselves and the management and between themselves and the students (who are our core customers). This can be done by providing trainings and awareness on self-awareness. This will help in improving the performance of the employees in the institution, improve the conditions of the work place and improve the interrelationships at the workplace.

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The institution should think or consider including aptitude test during recruitment of new and potential employees and should also include standardized tests on emotional intelligence. This will positively affect the overall performance of the institution and effective execution of tasks assigned to employees.

The management needs to do more in terms of understanding what self-awareness is, what it entails, how it affects individuals, employees and the organization as a whole, what the organization lacks in order to gain more understanding on emotional intelligence. On doing so, the management will be in a better place to develop self-awareness in employees and this will in turn improve the performance of the organization through the attainment of the objectives of the organization.

Areas for Further Research

This study was on the relationship between self-awareness and organizational performance in Kenya's public universities: a case study of JKUAT. The target population for this study was the non-management staff of the university. The researcher suggests that a similar study be conducted on the management staff of the university and also on the academic staff of the university.

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