Influence Of Emotional Intelligence On Commitment Of The Public Sector Employees In Kenya

Mercy Wangari Kimata (PhD. Student)
Department of Entrepreneurship, Technology, Leadership and Management,
Jomo Kenyatta University of Agriculture and Technology, Kenya.

Abstract
Emotional intelligence is currently gaining attention in the human resource management circles as a management tool. The management of employees' emotions positively and significantly affects the employees' commitment. The public sector in Kenya has a challenge with employee commitment yet a committed work force is very critical to the realization and actualization of the 2030 Vision. This study sought to assess the influence of emotional intelligence on public sector employees' commitment in Kenya, the influence of self-awareness, self- management, social –awareness and relational - management on the commitment of public employees in Makueini,Murang'a and Uasin Gishu Counties. The study reviewed four theories of emotional intelligence that influence employee commitment and one theory on commitment. These theories were; Multiple intelligence theory, Coleman emotional Quotient theory, Bar-On, emotional - Quotient theory, Trait emotional intelligence theory and Organizational commitment theory. The study adopted descriptive survey design for data collections and analysis. Stratified random sampling technique to draw a sample size of 206 respondents from the target population of 20600 public sector employees. A total of 206 Questionnaires were used as data collection instruments. A pilot study using 13 Questionnaires was carried out for validity and reliability testing. Descriptive data was analyzed in frequencies and percentages, and means, standard deviation. In the descriptive analysis, the frequencies and percentages was used to provide sets of values and to express how these values relate to the larger group of respondents the means were used to measure the central tendency of the values, while the standard deviation was used to measure the dispersion of the values around the means. Inferential statistical analysis was used to show the cause-effect among the variables. Linear regression analysis and multiple regression analysis were applied. Chi-square f –test was used for hypotheses testing. The findings were presented in tables and figures. The findings indicated that the p-value for each independent variable coefficient indicates that emotional self-awareness, emotional self-management, emotional social-awareness have no significant positive influence on the employee commitment since their p-values are greater than the level of significance However, the emotional relational management has a significant positive influence on the public employees' commitment in Kenya.
Key words: Emotional intelligence, Commitment, Public sector employees

----

I.   INTRODUCTION

Emotional intelligence Emotional intelligence has become a popular topic since the publication of a bestseller by Goleman in October 1995.Although the construct of emotional intelligence is not new ,it's application in the workplace has begun at rather frenzied pace during the past decades (Bharwarey et.al.).At the local level, Nzomo, (2013) from Kenya states that, leaders (school principals) should use their emotional intelligence to generate and maintain excitement, enthusiasm confidence optimism as well as co-operation and trust in institutions which would translate to employee (teachers) commitment in schools or teaching services. Ayiro and Sang (2014) from Kenya in a study on the influence of emotional intelligence and leadership of quality assurance managers in Kenya Universities argues that, leaders need more than just the traditional and technical managerial skills they need soft skills like emotional intelligence in order to make a difference in terms of organizational performance(Laban, 2014). There is therefore need to examine the influence of emotional intelligence on employee commitment which is closely linked to organizational performance.

II.   METHODOLOGY

The study was carried out in Makueni,Uasin Gishu and Murang'a Counties in Kenya   on the Public sector employees.

Study Design: Descriptive survey research design that combined both quantitative and qualitative methods of data collection and analysis as it sought to establish the relationship between emotional intelligence and the public sector employees' commitment.

Study Location: Makueni,Murang'a and Uasin Gishu Counties in Kenya.

Study Duration: May 2021- November2021

TABLE .1. SAMPLING FRAME OF THE STUDY

Uasin Gishu   Murang'a   Makueni

Department	*Total*		
Ministry of Education & Vocational Training Employees	4545	4742	4162
Public Service & Finance County Employees	360	310	320
Commerce, Trade, Industry & Investment County Employees	186	213	124
Youth, Social Services &Gender County Employees			
Energy, Transport & Infrastructure (Roads &Ict) County Employees	152	158	64
Environmental &Natural Resources County County Employees	265	231	198
Lands, Housing & Physical Planning County Employees	115	272	81
Agriculture, Livestock & Fisheries County Employees	170	214	184
Health, Water & Sanitation County Employees **Total**	104	196	132
	723	1230	1149
	6620	**7566**	**6414 20600**

Sample Size: 206 Public sector employees.

III.   SAMPLE SIZE AND SAMPLING TECHNIQUE

The study employed stratified random sampling method, to sample the respondents. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups (strata). For this study the respondents will be sampled into strata as the strata are the functions that comprise the public sector of Uasi Gishu, County Murang'a County and Makueni County.,the target population of this study.

There are many formulas of calculating the sample size but, the researcher has chosen to use the already prepared tables by an expert research advisor Fall, (1984) with the" rule of thumb" on sample size emphasize the distribution provided in the table3.2**.**

TABLE 3.2. SAMPLING PROCEDURE

Size of population	*Procedure*
0-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
A bove10000	1%

According to the above table the sample size for the study will be 206 respondents as the target population fall in the category of above 10000 that requires calculation using 1%
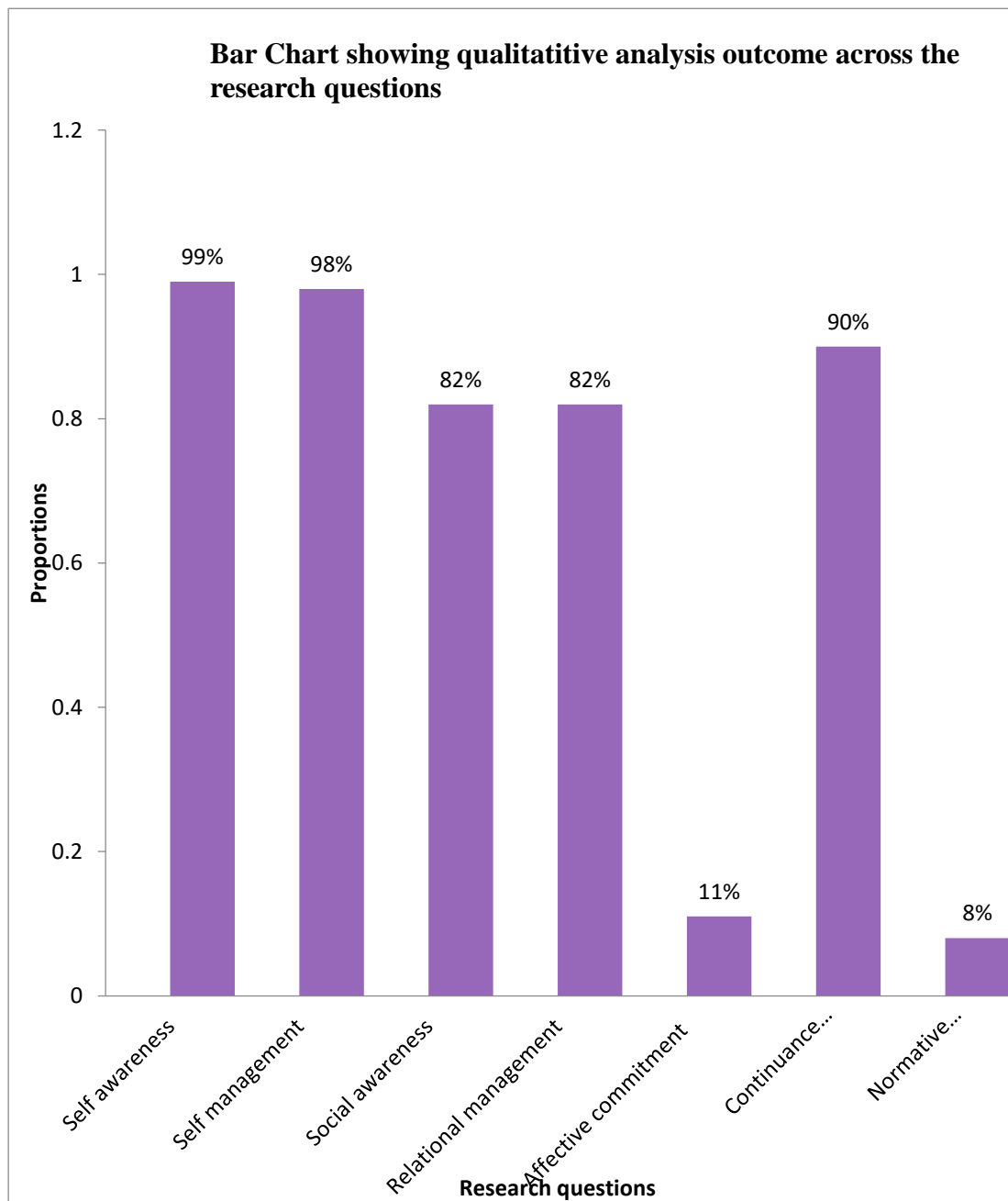(20600/100 x 1 =206)

TABLE 3.3 SAMPLE SIZE OF THE STUDY

County	*No. of Respondents*	*% of N*
Uasin Gishu	66	32%
Murang'a	76	37%
Makueni	64	31%
Total	**206**	**100%**

DATA COLLECTION PROCEDURE

The researcher obtained a letter of introduction from the university to enable her get a research authorization letter from the relevant authorities. The 206 questionnaires were then administered by the researcher assisted by research assistants that had been given some brief training. Two weeks were allocated for the distribution of the questionnaires and collection of the same. The duly filled questionnaires were then handed over to the researcher for analysis.

STATISTICAL ANALYSIS

On Self-awareness ,90% of the respondents indicated that they are able to assess their emotions as they experience them however, 1% expressed their lack of ability to tell when they are bitter or desperate. The respondents indicated that they were aware of their emotions through their verbal out busts, talking too much, feeling low and un-energized, lack of concentration at their workplace, losing interest in their assigned tasks, feeling unworthy, being rude to fellow workmates, feeling they want to be alone, feeling positive about their work, desiring to find solace and having poor relationship with workmates. These experiences indicated to the respondents that they were angry, bitter, anxious, desperate or excited.

Bar Chart showing qualitatitive analysis outcome across the research questions

Proportions (y-axis): 0, 0.2, 0.4, 0.6, 0.8, 1, 1.2

- Self awareness: 99%
- Self management: 98%
- Social awareness: 82%
- Relational management: 82%
- Affective commitment: 11%
- Continuance...: 90%
- Normative...: 8%

Research questions (x-axis)

On Self-management ,98% of the respondents indicated that they were to a relatively good extend able to manage their emotions as they surfaced.2% of the respondents indicated they were not able manage some of their emotions and therefore resulted to evasion. The various methods that the respondents applied included; consultations, attending counseling sessions, trying to remain calm and focusing on their assignments, listening to music, taking break, going for a nature walk, praying, bible reading, listening to a motivational speaker, singing, avoiding anything that would trigger the negative emotions and others indicated recounting the previous good moments they have experienced.

On Social-awareness,82% of the respondents indicated that they could fairly assess the emotions their workmates were going through while 18% indicated that it was difficult for them to identify the emotions their workmates were experiencing. The respondents indicated that they could identify emotions in their workmates through their changed behavior, their speech, (sudden spells of rudeness), withdrawal from social activities, work performance and interest in various activities.

Bar Chart showing qualitatitive analysis outcome across the research questions
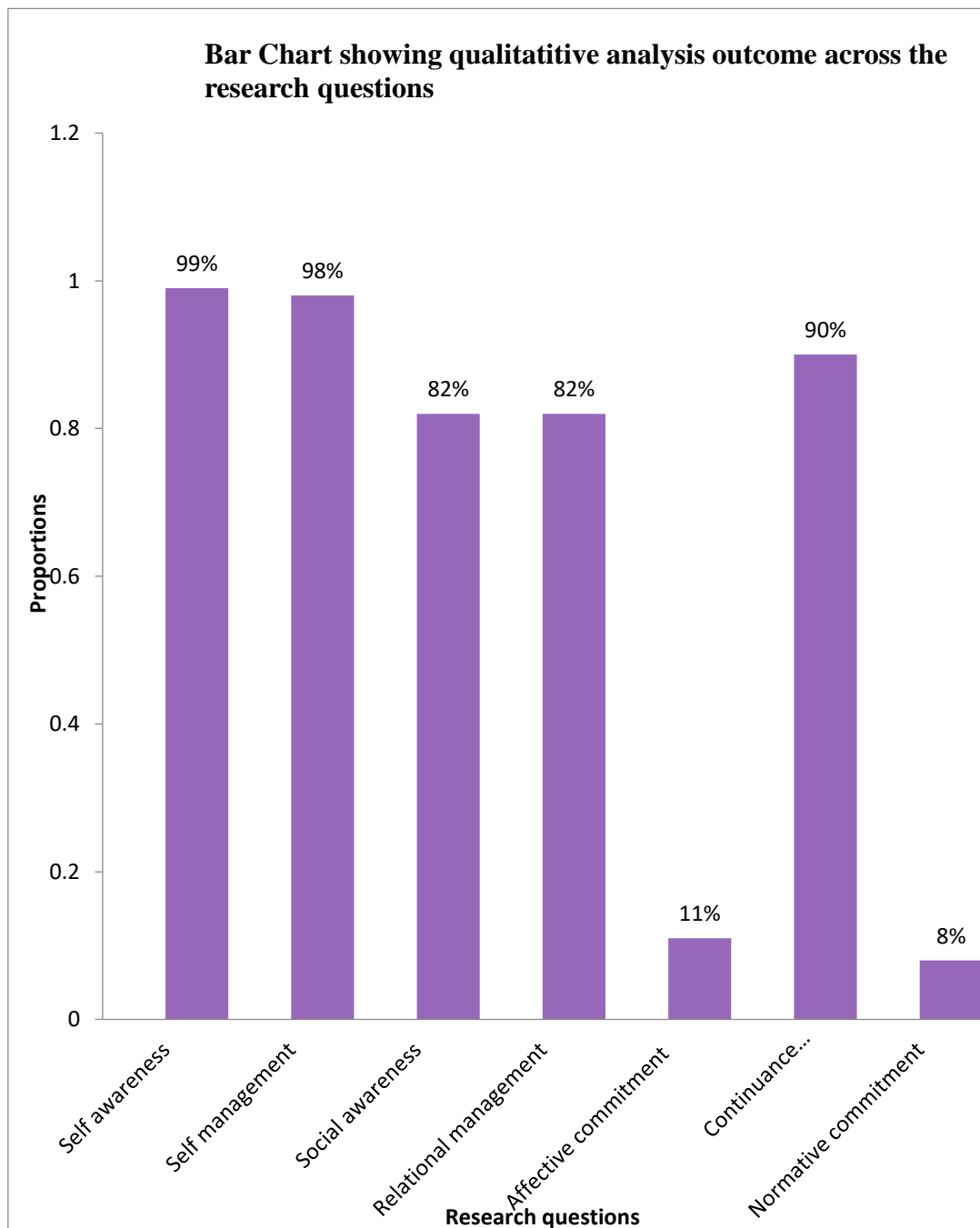
On Relational-management,82% of the respondents indicated that they are able to help their workmates manage their emotions for the purpose of positive commitment.18% of the respondents indicated that they felt helpless when their workmates were experiencing desperation and extreme bitterness. The respondents indicated that they helped their workmates by encouraging them to be positive and not overreact, to take a break from work, prayed with them read scriptures with them asked them to divert their attention to other activities and asking them to listen to soothing music. Other respondents indicated they would give a listening ear to their anxious bitter and desperate workmates a shoulder to cry on so speak.

On affective commitment ,11% of the respondents indicated that they are passionate about their work and would do overtime without pay some even indicated that they have been doing it. "I'm

so passionate of my work". It is worth noting that this sentiment mostly came from workers in the health sector 89% of the respondents indicated that they would not work, overtime without pay. These respondents indicated that they would feel deprived exploited, demotivated and, misused others said they would do it just to please the boss but later ask for compensation. Some respondents indicated plainly "No pay No work", It is a torture and exploitation of one self", "I would feel wasted and mistreated" "Honestly I would feel deprived and mistreated". These respondents would work overtime to avoid punitive action from their seniors. One respondent indicated that she would be bitter if asked to work over time without pay.

Majority of the respondents felt that the values and policies of their sectors were friendly and manageable. Communication was rated as fairly good.

On continuance commitment,92% of the respondents indicated that they are in their jobs for financial benefits "money, money and more money" were the sentiments from one of the respondents. Other responses were "To pay my bills", "definitely for pay" and "to be comfortable(benefits) The 8% indicated that they were in their jobs because they were passionate about what they were doing and were determined to shape the future of the coming generations. these sentiments mainly came from the health and education sectors.

Regarding alternative workplace, many the respondents indicated they would leave for greener pastures" yes absolutely why not". However, a few of the respondents indicated that they had no choice but remain due to age, family responsibilities and the loans that they were servicing. Still on this issues there are those that felt they had to remain in their jobs in order" to remain relevant and a float". However, there was a respondent who indicated that "I like the environment and the pay "hence no need to leave.

On normative commitment 8% of the respondents indicated that they would remain because obligation they owe to their seniors" yeah my seniors depend on me so much and I think my leaving would leave a gap that might never be replaced "few of the respondents felt indebted to their students and learners however 92% of the respondents felt they were under no obligation to remain in their current workplace, only their workmates would miss them and they are not under any obligation to remain.

CORRELATIONS MATRIX

variables	Employee commitment	Emotional self-awareness	Emotional self-management	Emotional social awareness	Emotional relational management
Employee commitment	1.00	-.053 P=.247	.023 P=.385	-.017 P=.415	.360 P=.000
Emotional self-awareness	-	1.00	.253 P=.001	.091 P=.121	-.151 P=.026
Emotional self-management	-	-	1.00	.437 P=0.00	-.099 P=.102
Emotional social-awareness	-	-	-	1.00	.039 P=.311
Emotional relational management	-	-	-	-	1.00

IV.   REGRESSION ANALYSIS RESULTS

Multiple regression was conducted to determine the relationship between dependent and independence variables where the Employee commitment was the dependent variable while the independent variables were; Emotional self-awareness, Emotional social-awareness, Emotional self-management and Emotional relational management. The multiple regression result for the model summary is displayed in the table below;

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.371[a]	.138	.116	.53304	.138	6.424	4	161	.000	1.694

a. Predictors: (Constant), Relational_Mnagement, Social_Awareness, Self_Awareness, Self_Management

b. Dependent Variable: Employee_Commitment

The regression model summary shows that the regression model is significant F (4, 161) = 0.000<0.05). The coefficient of determination for the model is, 0.138 which shows that 13.8% of variance in dependent variables is explained by the independent variables (emotional intelligences). Even though this value as a goodness of fit indicator is quite low, Coefficient of determination is not an absolute indicator of goodness of regression fit because it does not explain the causation relationship between the dependent and independent variables and also the correctness of the regression model is not explained by r-squared and thus it's not a conclusive indicator of model fitness (Renaud & Victoria-Feser, 2010) and thus should be used with other tests such as F-test as earlier stated. The Dubbin Watson test statistic is 1.679 which depicts there is instances of positive autocorrelation in the data as this value is close to 2.0

The MANOVA result as shown below shows that the regression sum of squares is 7.301 and the total sum of square is 53.045, which implies that the model explains (18.25%) of the total variability in the data. Further, F (4, 161) = (6.424, p=0.000) indicating that the regression model obtained is significant.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.301	4	1.825	6.424	.000[b]
	Residual	45.745	161	.284		
	Total	53.045	165			

a. Dependent Variable: Employee_Commitment

b. Predictors: (Constant), Relational_Mnagement, Social_Awareness, Self_Awareness, Self_Management

The multiple regression coefficients are shown in the table below.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.395	.312		7.678	.000		
	Self_Awareness	-.010	.053	-.015	-.195	.846	.920	1.087
	Self_Management	.059	.053	.094	1.121	.264	.756	1.322
	Social_Awareness	-.048	.055	-.071	-.868	.387	.802	1.247
	Relational_Mnagement	.253	.051	.370	4.972	.000	.965	1.036

a. Dependent Variable: Employee_Commitment

From the table above, model standardized beta coefficients show Self-awareness and social awareness negatively impact on the employee commitment (dependent variable) since they are negative while Emotional self-management and emotional relational management constructs positively impact the commitment of Kenyan public sector employees because these values are positive, with emotional relational management being the greatest positive contributor to the commitment of employees in Kenyan Public Sector. The regression model that can be obtained is represented below showing the beta coefficients for each of the independent variables.

Employee commitment (Y) = $0.312 - 0.15*X_1 + 0.094*X_2 + 0.071*X_3 + 0.370*X_4$

Where, Y-Employee commitment X_1-Emotional self-awareness X_2- Emotional self-management
X_3-Emotional social-awareness X_4- Emotional relational management

The p-value for each independent variable coefficient indicates that Emotional self-awareness (β= -0.15, Pv= 0.846), Emotional self-management (β= 0.094, Pv=0.264), Emotional social-awareness (β= - 0.071, Pv = 0.387) have no significant positive influence on the employee commitment since their p-values are greater than the level of significance (0.05). However, the Emotional relational management (β= 0.370, Pv= 0.000) has a

significantly positive influence on the public employees commitment in Kenya given that its p value is less than 5% level of significance.

From the regression model, holding each independent variable constant at a time, Emotional self-awareness and emotional social awareness have a decreasing effect on the employee commitment of -0.015 and -0.071 respectively while the emotional relational management and emotional self-management have a positive effect to the employees' commitment of 0.370 and 0.094 respectively.

HYPOTHESES FINDINGS

Hypothesis	Findings	Interpretation	Result
Emotional self-awareness has no significant influence on the public sector employees' commitment in Kenya.	β-0.15, P=0.846	No significant influence of the independent variable on the dependent variable since the P=value is more than the level of significance $\geq$(0.05)	Accept the null hypothesis.
Emotional self-management has no significant influence on the public sector employees' commitment in Kenya.	β0.094 ,P=0.264	No significant influence of the independent variable on the dependent variable since the P= is greater than the level of significance$\geq$,(0.05)	Accept the null hypothesis
Emotional social awareness has no significant influence on the public sector employees' commitment in Kenya.	β =0.071, P= 0387	No significant influence of the independent variable on the dependent variable as the P=value is greater than the level of significance $\geq$(0.05)	Accept the null hypothesis
Emotional relational-management has no significant influence on the public sector employees' commitment in Kenya.	β0.370, P=0.000	Positive significant influence of the independent variable on the dependent variable since the P=value is less than the level of significance of$\leq$ 0.05	Reject the null hypothesis

The findings indicate the emotional self-awareness, emotional self-management and emotional social awareness have no significant influence on the public sector employees' commitment in Kenya.

Emotional relational management has positive significant influence on the public sector employees' commitment in Kenya.

V.   HYPOTHESIS FINDINGS CONCLUSION

1.Emotional self –awareness has no significant influence on the public sector employees'   commitment in Kenya.
2.Emotional self-management has no significant influence on the public sector employees' commitment in Kenya.

3.Emotional –social - awareness has no significant influence on the public sector employees' commitment in Kenya.

4. Emotional relational- management has significant influence on the public sector employees' commitment.

REFERENCES

[1]. Bett.J.Cheruto,Factors Affecting Employee Performance In Public Sector ,Kenya;A Case Study Of Uasin Gishu County.Repository Mua,Ac.Ke./Handle/67.2020.89/49

[2]. Kisilu ,Elizabeth& Kithika-Public Employee Commitment In Makueni URI-Http://Hdle.Handle Net/1071/12/02

[3]. Boyatzis, R., Goleman, D. & Rhee, K. (2000) Clustering Competence In Emotional Intelligence: Insights From The Emotional Competence Inventory (ECI). In Bar-On, R. & Parker, J.D.A. (Eds.), Handbook Of Emotional Intelligence, (Pp. 343-362). San Francisco: Jossey Bass.

[4]. Laban. P. (2014). Transformational Leadership And School Outcomes In Kenya: Forum

[5]. For International Research In Education,.4,1-3

[6]. Mayer, J, D, Salovey, P, & Caruso. D. (2000). Emotional Intelligence Meets Traditional Standard For Intelligence Journal, 27,4-6

[7]. Mugenda. A. G & Mugenda. O.(2003).Research Methods Qualitative And Quantitative Approaches And Techniques: African Centre For Technology. Nairobi, Kenya.

[8]. Muriuki , G.,K. & Gachunga ,G.,H. (2013) Assessment Of The Relationship Between Emotional Intelligence And Organizational Commitment. International Journal Of Business & Law Research. 1,49-64