

Emotional Intelligence competency and Employee Performance in the Service sector; The Role of Organizational Commitment

Lydia J. Maket and Betty Rotich

School of Business and Economics, Moi University, Kenya

Abstract

A successful organization is driven by effective training programs for its staff. Notably, emotional intelligence competency training has not been exhaustively investigated on their association with employee performance. There is also, inadequate knowledge on organizational commitment as a potential moderator between emotional intelligence competency training and employee performance, thus the need to interrogate the link between these two variables. This paper sought to investigate the moderating effect of organizational commitment on emotional intelligence competency on employee performance. The explanatory research design was adopted for the study targeting 6,400 employees, out of which 198 respondents formed the sample size. The findings revealed that that emotional intelligence competency did not have a significant effect on employee performance. The moderator (Organizational commitment) was found to have a positive and significant effect on employee performance. The interaction effect indicated that organizational commitment moderates the relationship between emotional intelligence competency and employee performance. The paper contributes to knowledge and provides insights into theory and practice.

Key Words: Competency based training; emotional intelligence competency training, organizational commitment and employee performance

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I. Introduction

Employees are considered as valuable assets to an organization, which require effective management of these employees in firms. According to Hitt et al (2001), employees are more likely than tangible resources to produce a competitive advantage. This was supported by Tecce (2000) that a firm's superior performance depends on its ability to defend and use the intangible assets it creates. Hence, Employee performance can be considered as backbone of organizations as it leads to its development effectively. The loyalty of employee relies upon knowledge and training offered to them by an organization (Kuhuparuw & Ferdinandu, 2014).

Effective training saves labor by reducing time spent on problem-solving and saves money in the long run by producing a better workforce (Shaw, 2014). Employees are major assets of any institution. The active role they play towards its success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance. Also position them to take on the challenges of the today's competitive business climate. There is no doubt that organizations worldwide are striving for success and out-competing those in the same industry. In order to do so, organizations have to obtain and utilize their human resources effectively (Nassazi, 2013).

The employee's increased competency is indicated by an increase in cognitive competency, emotional intelligence competency and social intelligence competency (Boyatzis 2008). In addition, to improve employees' skills and abilities, such an increase is also intended to increase employee understanding of the significance of customers for the bank would be. The employees' understanding of the customers can create customer satisfaction which is highly dependent on how the company provides the best services for its customers (Mahmood, Hee, Yin, & Hamli, 2018)

Despite the importance of competency training on employee performance, organizational commitment plays a key role on this relationship since it is an important concept in management and a construct on which extensive research exists. Commitment affects the organization and the person, making two levels. Organizational commitment which is directed by organization attributes and defined as the psychological and emotional attachment of employees to their organizations (Subejo, Troena, Thoyib & Siti Aisjah, 2013).

Organizational commitment is the measure of strength of the employee's identification with the goals and values of the organization (Mowday et al., 1982) and supervisor. Individuals committed to the organization exert extra effort, desire organizational membership (Smith & Bishop, 2011), protect company assets, and share

company goals and values (Meyer & Allen, 1997). Supervisory commitment is defined as the strength of identification with supervisor and internalization of supervisor's values. Identification occurs when the subordinate admires certain attributes of the supervisor, such as attitudes, behavior, and accomplishments. Internalization occurs when the subordinate adopts the attitudes and behaviors of the supervisor because the supervisor's attitudes and behaviors are congruent with the subordinate's value systems (Moshabaki, 2014). Commitment to organization is related positively to a variety of desirable work outcomes including employee job satisfaction, motivation and performance, and related negatively to absenteeism and turnover (Mathieu & Zajac, 2017). This paper therefore investigated the moderating effect of the three dimensions of organizational commitment on the relationship between emotional intelligence competency training and employee performance

II. Literature Review and Hypotheses Development

Emotional Intelligence competency and Employee Performance

Boyatzis (2008) defines emotional, intelligence competency as an ability to recognize, understand, and use emotional information about oneself that leads to or causes effective or superior performance. Edinger, Means, Carney & Krystal (2008) stated that Emotional intelligence is a crucial factor for organization's performance and growth for it plays an important role in performance of today's competitive organizations and is an essential factor responsible for determining success in one's life and psychological wellbeing (Piaw, 2012). Goleman, Boyatzis, & McKee (2013) states that emotional intelligence enhances the ability of a person to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. Organizations consider emotional intelligence as an important skill due to its significant impact on various aspects of the business community, especially employee development, employee performance, and productivity (Goleman et al., 2013).

Ahmed, Sabir, Rehman, Khosa & Khan (2016) did a study on the Impact of Emotional Intelligence on Employee's Performance in Public and Private Higher Educational Institutions of Pakistan. This research study focuses on recognizing emotional intelligence factors and employees of the educational institute and its relation to their job performance level. Research data (N= 235) for the present study were collected by floating questionnaires that respondents were employees of higher educational institutions. The limitations for this research study were resources and time limitations, which bond the current study to only three cities of Pakistan. Correlation and regression analysis was used to find the results and found a positive relationship between emotional intelligence and employee's job performance. To examine emotional intelligence in detail, this study examined the factors of emotional intelligence, its drawback and proposed some strategies on how educational institutions can increase their employee's performance.

Munir and Azam (2019) examined the effect of emotional Intelligence and Employee Performance in Indian Organizations: An Intervention Based Experimental Study. The study used a longitudinal intervention based pretest-posttest experimental design where employees were trained to enhance their emotional intelligence which consequently enhanced employee performance. The study was carried out in a three stage process consisting of pretest, emotional intelligence interventions implementation and posttest. As part of the emotional intelligence interventions, four emotional intelligence skills (Self-awareness, Self-management, Social awareness and Relationship management) were imparted through training for a duration of five months followed by one month of coaching. Thirty-six (36) participants with low level of emotional intelligence had joined the study voluntarily after submitting an informed consent taken for training and coaching interventions. Results of paired sample T-Test showed a significant increase in emotional intelligence scores from pretest stage to posttest with a medium effect size. Results further revealed a significant increase in employee performance scores of the participants after their enhanced level of emotional intelligence. Current study has identified a cost effective way for the organizations to enhance employee performance.

Shehu and Kida (2019) examined the effect of emotional intelligence on employees' performance with the aim of understanding the influence of emotional intelligence of employee on his or her performance in organization in Maiduguri Borno State. The variables studied were emotional intelligence on organizational employee performance. Six organizations from mixed industries in operation in Maiduguri Borno State were studied. Questionnaires were administered on the 121 sample which was determined purposely. A ChiSquare (X²) was used to test the hypotheses formulated. It was found out that the use of emotional intelligence was a more potent drive to any accomplishment than monetary rewards. It also concludes that the use of emotional intelligence, more than anything else, put more drive into any accomplishment including corporate performance than any monetary reward or status. The study recommends among others that managers should shift attention to, and be more concerned with employing emotional intelligence as a catalyst to drivers of performance rather than the measure of performance.

Rosli, Ali and Bakare (2017) investigated the effect of emotional intelligence on employee work performance in Malaysia. The study adopted a quantitative research approach. Questionnaires were administered to selected managers and executives of a few Malaysian private companies. The questionnaire was specifically designed to examine the competencies of various Malaysian-based company managers, executives and supervisors who had undergone a soft skills training programme over a period of a few weeks or months. The target population in this study consisted of 810 employees from nine companies. The sample size was 260 trainees who were selected from the population with a 95 per cent confidence level within 0.05 risk of sampling error. Findings Using regression analysis, this study estimated the relationships between employees' acquisition of emotional intelligence, and work performance. The results indicate that emotional intelligence significantly predicts employee performance.

Olivier (2015) did a study on psychomotor ability and learning potential as predictors of driver and machine operator performance in a road construction company in South Africa. The study adopted a quantitative approach to investigate the relationships between variables, or then the prediction of one dependent variable (driver and machine operator performance) by means of two independent variables (psychomotor ability and learning potential). The findings indicated that there were no statistically significant relationships between the variables. Only scientifically validated assessment instruments were used in the study - which means the findings led to a renewed focus on the importance of performance measurement and the psychometric quality (reliability and validity) of performance data.

Johnstone and Catano (2002) examined the predictive and incremental validity of three emotional intelligence measures (Self-awareness, Self-management, Social awareness and Relationship management) in 209 Canadian Forces personnel being trained in technical and mechanical occupations. For both types of occupations combined, Self-awareness, Self-management, Social awareness and Relationship management did not predict training performance for either the combined group or for each family by itself. The addition of the three measures increased validity beyond what was predicted by cognitive ability in the combined occupations. The results from this study suggest that specific abilities, when determined through a job analysis, improve predictions based solely on cognitive ability. Thus we hypothesize that:

H₀₁ Emotional Intelligence Competency does not affect employee performance

Organizational Commitment and Employee Performance

Organizational commitment is a strength measure of an organization's identity. An organisation with a commitment would improve employee performance (Fajrin, Desliana and Saragih, 2018). Some evidences have shown that there is a strong relation between high levels of organizational commitment and desirable job performance. According to Moady et al, (2015), commitment is a relative level of employee's loyalty to a specific organization and his involvement and participation in it. This definition includes three factors: strong belief in organization's objectives and values, having tendency to make considerable effort for organization, having a strong desire to continue membership in organization. Based on Allen and Meyer (2017) was of the opinion, that organizational commitment is a mental relationship between an employee and organization that decreases the possibility of his voluntary departure from organization (Allen and Meyer, 1993).

According to Robins' point of view, organizational commitment is a state in which an individual considers organization as his indicator and has a desire to remain in its membership. In other word, commitment is an attitude towards employees' loyalty to organization and it is a continuous process that brings success and welfare for organization by participation of individuals' in organizational decision, and their attention to it. Therefore, with respect to above definitions, organizational commitment has three dimensions. Emotional commitment: employees' emotional concern about organization, identifying their identity in relation to it and involving in organizational activities. Continuous commitment: to have a tendency to do continuous activities, based on individual's understanding of costs and expenditures related to quitting organization and normative commitment: individuals remain in organization, because they think they should remain and they shouldn't quit organization.

Affective organizational commitment - Affective commitment (AOC) involves an emotional attachment to, involvement in, and identification with one's organization, all of which are based on a desire to belong. Affective organizational commitment arises from the perception of positive social exchanges between the employee and organization. These exchanges are typically based on ones perceptions of support (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Shore, Tetrick, Lynch, & Barksdale, 2006) and fairness (Cohen-Charash & Spector, 2001; Colquitt, Conlon, Wesson, Porter, & Ng, 2001). AOC is the most widely studied base of commitment because it tends to be the best predictor of work criteria (e.g., job performance and withdrawal) relative to the other commitments (Meyer et al., 2002).

Normative organizational commitment - Normative commitment (NOC) derives from a perceived obligation to maintain membership, which is grounded in a sense of morality. Normative organizational commitment is thought to result from early socialization experiences with one's culture and family (Meyer & Allen, 1997). Like AOC, it has been found to relate favorably to many work attitudes and behaviors. The high correlations that have been observed between AOC and NOC have, however, led some researchers to question the usefulness of NOC (Cohen, 2007). In spite of this, research still favors the distinct nature of AOC and NOC (Meyer et al., 2002).

Continuance organizational commitment- Lastly, continuance commitment (COC) is derived from the perceived costs of leaving, including the loss of desired investments and few job alternatives. Paralleling the social exchanges that underlie AOC, COC is linked to employee-organization economic exchanges (Shore et al., 2006). Becker (1960) laid the groundwork for the concept of COC with his side-bet theory. This theory states that commitment results from the accumulation of economic investments or side-bets that would be lost if the employee discontinued membership in the organization. Becker's (1960) side-bet commitment was later labeled COC by Meyer and Allen (1984). Like all forms of commitment, COC has been found to be negatively related to turnover ($\rho = -.10$) as well as turnover intentions ($\rho = -.17$; Meyer et al., 2002). However, unlike AOC and NOC, COC is typically unrelated or negatively related to other desirable work criteria (e.g., task performance and satisfaction; Mathieu & Zajac, 1990; Meyer et al., 2002).

Interestingly, there is increasing evidence that COC encompasses more than one dimension (Hackett, Bycio, & Hausdorf, 1994; Meyer, Allen, & Gellatly, 1990; Somers, 1993; McGee & Ford, 1987; Jaros, 1997). Taing, Groff, Granger, Jackson, and Johnson (2011) argue that COC is comprised of two dimensions: economic exchanges (EE) and few alternatives (FA). These two dimensions are distinguishable based on their underlying approach and avoidance motivations (Johnson, Chang, & Yang, 2010).

Employees, who have high emotional commitment, will remain in organization, because they want so; Employees, who have continuous commitment, will remain in organization, because they are have to do so; and employees, who have high normative commitment, will remain in organization, because they think they should do this work (Shannon, 2002). Triple dimensions of organizational commitment have some interference with each other, but they are independent and can be taken into account separately. With respect to different researches there are many factors which have a hand in the level of organizational commitment. Moady (2015) Stirs and Porter have classified these factors into four categories: personal features, job characteristics, job experiences, and structural features. Therefore we hypothesized that:

H₀₂ Organizational commitment has not effect on employee performance

The Conditional Effect of organizational Commitment on Employee Performance

Groff (2012) examined the Moderating Role of Organizational Commitment in the Relationship between Shocks and Workplace Outcomes. The study adopted a multidimensional model of commitment, a longitudinal design, and an industry sample, the current study is able to offer empirical evidence to support the role of commitment as a moderator in the relationship between shocks and workplace outcomes. Unique effects that the various forms of commitment have on specific shock-outcome relationships were uncovered, providing at least partial support for the majority of hypotheses offered in the current study. Combined with a unique approach for documenting and measuring the various types of shocks, researchers and practitioners should find numerous applications of the current study. Overall, the results of this study are promising both for what they say about the importance of organizational commitment, as well as for their application in future studies.

Namasivayam and Zhao (2017) examined the relationships among work-performance, organizational commitment (OC) and job satisfaction (JS) in a hotel setting. Responding to calls in the literature to explore organizational constructs in international settings, data were collected from the employees of a large independently owned and operated hotel in India. Hierarchical linear regression analyses demonstrated that one of two sub dimensions of WFC, namely, family related roles interfering with work related roles (FIW) was negatively associated with JS. Both direct and moderating relationships of three sub dimensions of OC were investigated and it was found that the affective component of OC has stronger direct effects on JS than normative OC; continuance commitment had no effect. The study also revealed that employees' affective commitment moderates the effects of FIW on JS. The article concludes with implications for hospitality managers and future research directions.

Leong and cooper (2010) examined the effect of organizational commitment as a moderator of the stress-outcome relationship. In all, 106 (39 male, 67 female) professional and administrative officers from various departments of a public sector organization each completed a set of questionnaires which consisted of the

Occupational Stress Indicator (OSI) which has six subscales relating to stressors, six relating to coping strategies, three relating to Type A, three to locus of control as well as three outcome measures: mental health, physical health and a five subscale job satisfaction measure. The Organizational Commitment Questionnaire (OCQ) and a single item for intention to quit was also completed. According to previous findings (Begley & Czajka, 1993), individuals with high organizational commitment suffered less negative outcomes in terms of job satisfaction, mental and physical health, and intention to quit as compared to those who were less committed. Therefore it was predicted that commitment buffered the relationship between occupational stress and stress outcomes.

King and Sethi (2017) examined the moderating role of organizational commitment on the relationship between role stressors and burnout in information systems (IS) professionals. Two role stressors are examined in this study – role ambiguity and role conflict. In addition, two dimensions of organizational commitment – affective and continuance commitment – are examined for their moderating influence. The emotional exhaustion subscale of the Maslach Burnout Inventory is used to measure burnout in 312 IS professionals. Both role stressors were found to correlate positively with burnout. In addition, affective commitment was found to moderate the relationship between role stressors and burnout. Therefore, in employees with high affective commitment, role stressors had a lesser effect on burnout.

Butali and Njoroge, (2017) did a study on the impact of training and development on organizational performance and to find out the moderating effect of organizational commitment on the relationship between training and development and organizational performance. This study was carried out in three companies namely Kenya Power, KenGen and Mumias Sugar Company. Descriptive survey design was adopted in the study. The study population was all the 5866 employees in the three companies. The findings of the study were that training and development had a significant effect on organizational performance. The study further showed that affective commitment, continuance commitment and normative commitment moderated the relationship between training and development and organizational performance. Based on the above discussion, the paper hypothesized that:

H₀₃ Organizational commitment does not moderate the relationship between emotional intelligence competency and employee performance

III. Methodology

Sample Size and Data

This study focuses on Uasin Gishu County government-Kenya, which has 6,400 employees based on the data obtained from Public Service Management Department, Uasin Gishu County, 2019. These respondents are from the following departments: Roads, Transport and Public Works; Public Service Management; Information, Communication and Technology (ICT) and e-Government; Education, Culture, Youth Affairs and Social Services; Finance and Economic Planning; Agriculture, Livestock Development and Fisheries; Environment, Energy, Water and Natural Resource; Trade, Industrialization, Cooperatives, Tourism and Wildlife; Health Services; and Lands, Housing and Physical Planning and therefore the information obtained will represent the whole population rather than one department of the county.

This study adopted a quantitative approach and an explanatory research design. The sampling technique used was stratified and simple random and the closed ended questionnaire were used to collect data from a target population of 6400 employees of Uasin Gishu county, Kenya. The study adopted formula by Cochran, 1963 and Glen, 1992 to determine 198 study sample as indicated in the table below.

Table 1. Target Population and Sample Size

Strata (Departments)	Total Population (Number of staff members)	Sample size	Percentage (%)
1. Roads, Transport and Public Works	583	18	9
2. Public Service Management	488	15	8
3. Information, Communication and Technology (ICT) and e-Government	569	18	9
4. Education, Culture, Youth Affairs and Social Services	637	20	10
5. Finance and Economic Planning	855	26	13
6. Agriculture, Livestock Development and Fisheries	761	24	12
7. Environment, Energy, Water and Natural Resource	792	25	13
8. Trade, Industrialization, Cooperatives, Tourism	701	21	11

9.	and Wildlife			
10	Health Services	433	13	7
	Lands, Housing and Physical Planning	581	18	9
Total		6,400	198	100

Respondents Demographics

A total of 198 self-administered questionnaire were administered to the respondents and 171 questionnaires were returned dully filled making up 86.4% response rate. The findings revealed that here were more males (70.2%) and only 29.8% females. Results further showed that the majority of respondents were above 45 years of age (42.1%), followed by those between 35-45 at 29.2%. .The respondents who were below 25 years were only 6.4%. Finally majority of the respondents had an undergraduate degree (42.1%), they were followed by those with a diploma (37.4%) while those with primary school certificate were the least at 4.7%.

Instrument Measurement

Variables used in this study were assessed with several items’ scales adopted from prior studies with few modifications to suit the current context of the study (Wang et al., 2018). Respondents were asked to indicate their level of agreement/disagreement for each of the items on a five-point Likert scale by indicating numbers ranging from (1) “strongly disagree” to (5) “strongly agree.”. The Emotional Intelligence Questionnaire had 8 items. EIQ16 questionnaire was based on the model of emotional intelligence developed by Mayer, Salovey and Caruso (2002). Organizational commitment had 14 items and was adopted from Mowday *et al*,(1979). The last variable was Employee performance with 5items adopted from Amin (2013).

IV. Findings

Descriptive Statistics

Table 2 indicates that the variable with the highest mean is emotional intelligence competency (3.94) followed by Organizational commitment at 4.34 and employee performance (3.94) respectively. The reliability test for the instrument shows that all of them are above an alpha of 0.7.

Table 2. Descriptive statistics and Reliabilty analysis

Items	N	Mean	Std. Deviation	alpha
Employee Performance	171	3.9474	.51999	0.752
Organizational Commitment	171	4.3368	.38834	0.894
Emotional Intelligence competencies	171	4.2500	.41877	0.802
Valid N (listwise)	171			

From the results in table 3, there is a positive and significant correlation between the independent variables and performance. In Particular, the correlation results showed emotional intelligence has a positive and significant relationship with performance ($r = .293, \rho < 0.01$), same to organizational commitment which positively and significantly correlated with performance behaviour ($r = .353, \rho < 0.01$)

Table 3 Correlation Analysis

		Performance	Emotional_Intelligence	Organizational Commitment
Zscore(Performance)	Pearson Correlation		1	
	Sig. (2-tailed)			
	N	170		
Zscore(Emotional_Intelligence)	Pearson Correlation	.293**		1
	Sig. (2-tailed)	.000		
	N	170		170
Zscore(Organizational_Commitment)	Pearson Correlation	.353**	.412**	1
	Sig. (2-tailed)	.000	.000	
	N	170	170	170

Findings of correlation analysis show that the association between Employee performance and organizational commitment had the strongest relationship with $r = .353, p < .05$ while Emotional intelligence has a lower but significant relationship at $r = .293, p < .05$.

Factors Analysis

Factor analysis was performed using principal component extraction (PCA) with varimax rotation analysis, and an eigenvalue higher than 1 criterion was used to describe the variables of the study. Additionally, any item that fails to meet the criteria of having a factor loading value of greater than .5 and does not load on only one component was removed from the study. Results indicate a Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) of .615 with Bartlett's Test of Sphericity showing a Chi-Square of 6105.289 with a df of 666, $p = .000$ indicating that factor analysis was appropriate (Khare, 2019). Table 4 indicates three components derived from 27 items, accounting for approximately 54% of the total variance. All the 14 items measuring organizational commitment are loaded on component one (1). This variable accounted for 19.17% of the variance.

All the eight items measuring Emotional Intelligence loaded on component two (2). The variance explained by this factor was 9.925%. Additionally, five (5) items measuring Employee performance loaded on component three (3), with a variance explained of 9.849%.

Table 4.: Factor Analysis of the Study Variables

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.615
Bartlett's Test of Sphericity	Approx. Chi-Square	6105.289
	df	666
	Sig.	.000

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.762	23.680	23.680	8.762	23.680	23.680	7.093	19.171	19.171
2	3.453	9.332	49.048	3.453	9.332	49.048	3.672	9.925	44.709
3	2.582	6.978	56.026	2.582	6.978	56.026	3.644	9.849	54.557

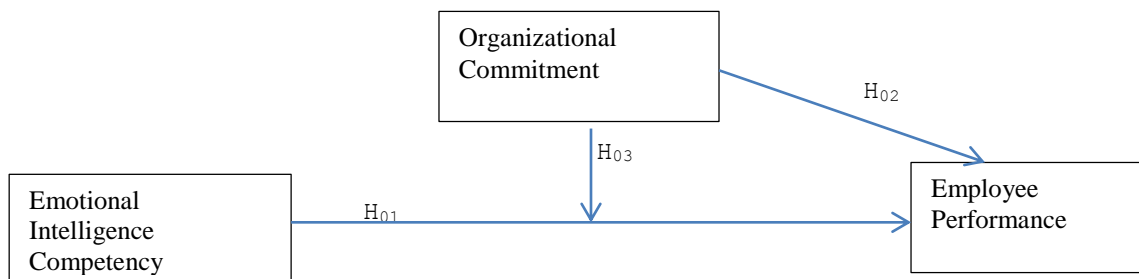


Fig: Conceptual Model. Source (Authors, 2023)

Hypotheses Testing

Test for Direct Effects

H₀₁: predicted that there is no significant effect of emotional intelligence competencies on employee performance. Findings in table 5 revealed a positive and insignificant association between emotional intelligence competencies and employee performance ($\beta = .102, p = .125$ which is more than $\alpha = 0.05$) implying that emotional intelligence competencies do not result in increased employee performance. Thus, we fail to reject the null hypothesis.

H₀₂: predicted that there is no significant effect of organizational commitment on employee performance. Findings in table 5 revealed a positive significant association between organizational commitment and employee performance ($\beta = 0.274, t = 3.38$ which is more than 1.67) implying that an increase in organizational commitment increases employee performance. Thus, reject the null hypothesis.

H₀₃: Stated that organizational commitment does not moderate the relationship between emotional intelligence and employee performance. Results indicated that organizational commitment negatively moderated the relationship between emotional intelligence and employee performance at $\beta = -.181, t = -3.212$, which is > 1.67 . Adjusted R^2 moved from 0.416 to 0.476. This finding is similar to those of Butali and Njoroge (2017) found that that affective commitment, continuance commitment and normative commitment moderated the relationship between training and development and organizational performance.

Table 5: Results of Direct Effect and Moderating Effect

		Model 1 β (SE)	Model 2 β (SE)	Model 3 β (SE)
(Constant)	.116 (.262)	-.205 (.208)	-.114 (.203)	-.045 (.199)
Direct Effect				
Zscore(Emotional_Intelligence)		0.102 (0.066)	0.056 (0.066)	0.060 (0.064)
Zscore(Organizational_Commitment)			0.274 (0.081)	0.147 (.088)
Interaction term				
X1				-0.181 (0.058)
Model Summary				
R	.039	.658	.686	.708
R Square	.002	.433	.470	.501
Adjusted R Square	-.010	.416	.451	.479

Figure 2 illustrated a reducing moderating effect, hence, at low levels of emotional intelligence, employee performance is low with all levels of organizational commitment. When organizational commitment is introduced, an increase in emotional intelligence reduced employee performance. So, the null hypothesis was not supported. Thus, organizational commitment decreases strengthens the relationship.



Fig2: Moderating Effect of Organizational Commitment on the Relationship between Emotional Intelligence and Employee Performance

V. Conclusions

Based on the findings and hypothesis tested, the study concluded that emotional intelligence competency has no effect on employee performance. Therefore Ability to recognize, Self-awareness, flexibility in handling change, Emotional self-control and Self-management have no impact on employee performances. The study also concludes that organisation commitment affects employee performance. This means that when employees have either affective, normative and continuance commitment, they are likely to perform better at the

workplace. Lastly, it concluded that organizational commitment reduces the outcome of the relationship between emotional intelligence and employee performance. This is to say that, when organizational commitment is introduced, performance reduces.

Implications of the Study

Implications to Theory

First, social learning theory of Bandura emphasizes the importance of observing and modeling the behaviours, attitudes, and emotional reactions of others, it means that people learn from observing other people. Merriam and Caffarella, (1991) have said that basically the idea of learning by observing produced by behaviorists but the later researcher Albert Bandura looked to interaction and cognitive processes, and noted that observation let people to see the consequences of other's behaviours, resulting that people can gain some idea of what might flow from acting in one way or the other.

The idea of training is closely bound up with the distinction which is made between training and performance, learning can occur without any formal training but (Gagne, Briggs and Waggoner, 1992) asserted that use of the training (process) is to make effective the process of learning by arranging conditions so that trainee could learn more rapidly and effectively.

Therefore in this study, social learning theory provides hierarchy of instructions for learning conditions (training) like stimulus recognition, response generation, procedure following, use of terminology, discriminations, concepts formation, rule application and problem solving. Instructions are helpful in the identifications of prerequisites and to facilitate learning at each level, the hierarchy also satisfies and provides necessary conditions for learning and serves as the basis for designing instructions and selecting appropriate media for training. In short, all learning theories permeate the dimensions of training and provides trainer with options to choose the one most appropriate. Depending upon the trainees and training approaches, different learning theory may apply. All Learning theories carry some basic concepts that trainer needs to understand which are more helpful in analyzing behaviour and the learning processes particularly in training.

Implications for Practice

First, the findings of this study provide an insightful explanation to county top management in making decisions regarding inquiry of various dimensions which lessen employee's performance. Better employee's job performance can be accomplished through identifying the factors which can create trouble in normal schedule of psychological working. In order to maintain and generate enthusiasm and excitement, they must be able to be knowledgeable and appraise about how to persuade these emotions.

Employees must be able to predict how to respond in different situations, changes, events and effectively handle these reactions. Top management must positively resolve the conflicts and maintain and generate a sense of trust and cooperation. Positive attitude and thinking can lead to the ideas generation to resolve disagreements, ensure trust and cooperation throughout an organization.

There is need for in-servicing of employees currently working in Uasin Gishu county with an emphasis on programs that promote the development of emotional, social and cognitive competencies and particularly dimensions which were found to be key to their job performance. Such programs should also focus on promoting teamwork, creativity and problem solving.

The county leadership, need to explicitly define the process of competency training and generate a model detailing the key components of the process, its approaches, its core programs as well as the core human and other resources that are key to successful employee performance. This needs to be done in consultation with experts.

Limitations and suggestions

The sample size used in this study was 171 employees from one organization. This might have led to potential biases in their responses. Therefore, a much bigger sample and wider sampling frame should be considered in future research. Furthermore, due to the limited geographical scope of this research, a replication of the same should be done in a wider scope to compare results and get more valuable information. Additionally, the current study only focused on employees only. Future research should take into account the view of managers to see the effect of emotional intelligence on their performance. Finally, while we collected data from respondents using a cross-sectional survey design, a longitudinal research design could be used to provide more evidence for the assumptions made in this study.

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