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Assessing the Influence of Emotional Relational-Management on Public Sector Employees' Commitment in Kenya

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Abstract:

This study aims to determine the influence of emotional - intelligence on the commitment of public employees in Uasin Gishu, Murang'a, and Makueni Counties, Kenya. The objective of the study was to determine the influence of relational-emotional on the public sector employees' commitment in Uasin Gishu Murang'a and Makueni Counties as a representation of Kenya. The study reviewed two theories of emotional intelligence, one influencing employee commitment and the other organizational commitment.

These theories were: Multiple-intelligence theory, Coleman's emotional Quotient theory, and Organizational commitment theory. The study adopted a descriptive survey design for data collection and analysis. Stratified random sampling technique was used to draw a sample size of 206 respondents from the target population of 20,600 public sector employees in the three counties. A total of 206 Questionnaires were used as data collection instruments. Quantitative and Qualitative methods were used for data analysis. A pilot study using 13 Questionnaires was carried out for validity and reliability testing. Descriptive data were analyzed in frequencies and percentages. Inferential statistical analysis was used to show the cause-effect among the variables, whereby linear regression analysis (ANOVA) was applied. Chi-square f -test was used on the regression analysis results for hypotheses testing. The p -value for the independent variable co-efficient indicated that emotional-relational management- ($\beta = 0.334, p = 0.001$) has a significantly positive influence on the public employees' commitment in Kenya.

Keywords: Emotional intelligence, emotional Relational-management, employees, public sector, and organizational commitment

1. Introduction

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, its application in the workplace has begun at a rather frenzied pace during the past decades (Bharwarey et al.). The precursors of these efforts extend past the second-world war era with extensive studies conducted by the U.S.A office of personnel management and the work of David Mac clelland at Harvard University that focused on the importance of emotionally and socially intelligent behaviour among managers (Bar-On, 2007).

Although multiple definitions have been proposed for organizational commitment, they all share the view that commitment is a psychological state that characterizes an employee's relationship with their organization and has implications for that employee's continuing membership in the organization (Meyer & Allen, 1997).

However, what has traditionally differed among these definitions of organizational commitment is the nature of the psychological state being described (Becker, 1960; Monwday, Sleers & Porter, 1979; Wiener, 1982.). Meyer and Allen (1991) developed a three-component model of organizational commitment to acknowledge these differences. The first component is an affective commitment which refers to an employee's emotional attachment to identification with and involvement in an organization. The second component is continuance commitment which refers to an employee's perception of being associated with leaving an organization. Lastly, a normative commitment refers to an employee's feelings of obligation to remain in the organization.

Studies conducted in many parts of the globe recently indicate that emotional intelligence is emerging as a soft skill related to employee commitment. Emotional intelligence is the ability to recognize and regulate emotions in self and others and to use this information to guide one's thinking and actions (Meyer, Salvey & Caruso, 1997). In Canada (Wong and Law, 2002), an exploratory study on the effect of leaders and followers concluded that the emotional intelligence of the follower affects job performance and satisfaction while the leader's emotional intelligence affects satisfaction and organizational behavior. Emotional intelligence mediates the influence of work satisfaction and organization. The study set out to ascertain the impact of emotional intelligence on public sector employees in Kenya.

2. Literature Review

The early emotional intelligence theory was initially developed by the work and writing of psychologist Dr. Howard Gardner in 1983. Gardner stated that intelligence was not a single ability (I.Q- Intelligence Quotient) as thought but that there were different bits of intelligence for processing different information. For example, verbal information has intelligence for processing it known as linguistic intelligence; therefore, emotional processing has its intelligence known as emotional intelligence. Dr. Gardner proposes eight different bits of intelligence to account for a broader range of human potentials in children and adults.

Multiple intelligence theory revolutionized how we understand intelligence as it challenged the idea of a single intelligence Quotient where human beings are said to have one central "computer" where intelligence is housed. Howard proposed that multiple types of human intelligence represent different ways of processing information (Gardner, 2017). For example, verbal intelligence (linguistic intelligence) refers to an individual's ability to analyze information and produce work that involves oral and written language, such as speech books and e-mails. Logical (mathematical intelligence) (Tamlinson, 2014) describes the ability to develop equations and proofs, make calculations, and solve abstract problems.

Daniel Coleman advanced Coleman's emotional Quotient theory in 1990 (Coleman, 1990). He argued that Intelligent Quotient (conventional intelligence) is too narrow and that there are areas of emotional intelligence that dictate and enable us to be successful. Coleman argued that leadership success is more than I.Q (Intelligence Quotient) which tends to be the traditional measure of intelligence, ignoring essential behavior and character elements. Coleman further argues that there are academically brilliant people who are socially and intra-personally inept (Coleman, 2017). That means despite possessing a high I. Q. rating, success in leadership does not automatically follow. Leadership requires effective emotional self-awareness, control, and management of one's emotions and those of others. Coleman identified five emotional quotient domains: knowing one's emotions, managing one's emotions, motivating one's self, recognizing and understanding other peoples' emotions, and managing relationships. The mixed model defines emotional intelligence as an ability with social behavior traits and competencies. Coleman popularized emotional intelligence and made a new and extraordinary claim about its importance, including that it is as powerful and at times more powerful than I.Q. Goleman's mixed model conceptualizes the emotional intelligence framework and outlines five competencies associated with emotional intelligence: self-awareness, self-motivation, social-awareness or empathy, and social skills or relationship-management. This was revised in 2000 based on statistical analysis conducted by Boyatzis and Goleman, and the five clusters which were integrated into the following four dimensions which form the basis of the model which are: Self-awareness, self-management, social-awareness, relationship-management, and internal motivation (Boyatzis & Goleman, 2000).

The mixed model by Goleman is a competency-based approach to emotional intelligence in the workplace. The model was in terms of performance, abilities, personality, and their effects on the workplace (Goleman, 2012). This model was created and adapted to predict the effectiveness and personal outcomes in the workplace and the organizational fields (Goleman, 2010). The theoretical model is significant to the study as it views emotional intelligence's intrinsic and extrinsic nature as an individual not operating in isolation. It further considers other factors that can influence employees' intelligence within organizations. It is essential to understand (Goleman, 2013) the idea of learned competence because emotional competencies represent the level to which a person dominates specific abilities or skills based on their emotional intelligence. The level of emotional intelligence and its dimensions make a person more effective in work. This theory is relevant to the study as it links emotional intelligence and employee commitment which is influenced by the workplace environment (Coleman, 2015).

First, it is imperative for the managers to be aware of their emotions and affect other people around them and therefore be able to express and use these emotions intelligently as part of their leadership skills to instill commitment.

Secondly, the theory presents the idea that emotional intelligence, as a competence, can be enhanced and employees can train to improve their soft skills factor in emotional Intelligence. This theory is essential to the construct, emotional self-awareness of emotional intelligence, and the affective dimension of commitment in employees as it addresses internal motivation.

Organizational commitment theory was advanced by Aaron Cohen (2003) and reviewed by the same in 2014. The theory states that employees are said to be committed to the organization when they are willing to extend effort on behalf of the organization and when they desire to maintain their connection with the organization.

Organizational Commitment theory is relevant to the study's dependent variable as it relates to employee commitment in their workplace regarding affection, faithfulness, attitudes, and intentions (Cohen, 2003).

The theory has a three-component model: continuance commitment, affective commitment, and normative commitment.

Continuance commitment refers to the degree an employee believes that leaving the organization would be costly. Affective commitment refers to emotional attachment to an organization, and normative commitment refers to the degree

an employee feels obligated to the organization and the feeling that staying is the right thing to do. These three components are significant to the study as they form the sub-variables of the dependent variable. Aaron (2014) argues that commitment is not based on just one of the three components but on an interaction between the three to give positive results.

2.1. Empirical Studies and Hypothetical Development

Studies conducted in many parts of the globe recently indicate that emotional intelligence is emerging as a soft skill related to employee commitment. Emotional intelligence is the ability to recognize and regulate emotions in self and others and to use this information to guide one's thinking and actions (Meyer, Salvey & Caruso, 1997).

In Canada (Wong and Law, 2002), an exploratory study on the effect of leaders and followers concluded that the follower's emotional intelligence affects job performance and satisfaction while the emotional intelligence of the leader affects satisfaction and organizational behavior. Emotional intelligence mediates the influence of work satisfaction and organizational commitment. The job may remain the same but change in perception impacts either positively or negatively on employee commitment (Tukiman & Gumant, 2018). Tukiman and Gumant conducted a study in Indonesia on the mediating role of emotional intelligence on employee performance.

Morgan (2011) indicates that self-awareness among managers and employees is essential and requires the concerned to be open-minded because commitment is the cause – and – effect of relational management between employees and the work environment. Through this exploration, managers and employees can use self-awareness because it will improve projections of their skills in their interactions in the workplace (Hacioglu, 2015) from Malaysia.

A self-management behavior can influence employee career services by influencing the organizational conditions' objectives. Employees with a high degree of active self-management will more likely be perceived as able and stand out in the organization. This, in turn, earns them rewards with high pay increasing their continuance commitment (Daniel, 2015).

At the regional level, Nikhaslat and Hojab (2012) from Cairo, Egypt, state that employee loyalty is closely related to the extent to which an employee views himself/herself attached to the organization. Employees' feelings about their work are essential to commitment to the organization (Dalgero, 2014) from Egypt. Some research studies reveal that emotions such as excitement or enthusiasm could stimulate employees to provide better service, complete work assignments, or contribute to the organization. Conversely, negative emotions such as anxiety and fear would give the opposite results (Song et al., 2010). Psychological factors have been seen as an antecedent of employee commitment in the past. The nature of relationships and the ability to sustain these relationships have an impact on the commitment in an organization. A study by Salami (2008) on the demographic and psychological factors predicting the organizational commitment of industrial workers in Nigeria showed that work role resilience, motivation to succeed, job satisfaction, and entire demographic factors except for gender account significantly for predicting organizational commitment. Among psychological factors, emotional intelligence was proposed as an essential predictor of key organizational outcomes (Van & Viswesvaran, 2004).

The case of Dangote flour mills workers, Bostwana, on the impact of emotional intelligence on employees' commitment revealed that emotional intelligence is relevant for predicating organizational commitment. Employees must manage their emotions to remain committed coefficient determination between emotional intelligence and organization was found to be at 56% (Ugunu, 2014). Therefore, Ugunu (2014) recommended that organizations require new employees to participate in organizational socialization programs that include emotional intelligence tests.

Adeyemo (2007) from the University of Ibadan, Nigeria, concluded a study on emotional intelligence by stating that the extent to which employees are connected emotionally to their organization and the extent to which it gives them joy, excitement, surprise, and satisfaction, to that extent will employees be committed. Self-awareness enhances organizational commitment and the expected results.

Lafegha et al. (2017) recommend that private hospitals in Nigeria intensify their efforts in developing workers' self-awareness skills and self-management through training so that the workers' commitment can be improved to give the hospitals a competitive edge. Lafegha et al. (2017) conducted an empirical reflection on emotional intelligence and employee commitment in private hospitals in Port Harcourt, Nigeria, which indicated a strong correlation between the two variables.

Putter (2019), in a thesis presented to the North West University on South Africa's organizational commitment and emotional intelligence in higher education, indicated a correlation between the two variables.

Organizations have focused mainly on incorporating emotional intelligence into leadership development programs and talent management in the South African workplace. In essence, emotional intelligence has been reserved mainly for the upper levels of management within large corporations and multinationals (Dennis, 2010). Dennis discloses that emotional intelligence training has not filtered through actual training events for employees. This is despite the organization's recognition of emotional development and commitment to developing all the employees. The current economic climate and its effect on training budgets have a significant role in this instance (Dennis, 2010). Dennis continues to state that developing emotional intelligence in South Africa's workplace would make the country more productive and successful because developing emotional intelligence contains many stress-reducing elements for the individual and organizations. This includes decreasing conflicts, improving relationships and understanding, and increasing stability, continuity, and harmony (Litha-Lithu, 2010).

Extensive work and studies have been done on the role of emotional intelligence in the workplace in South Africa. One of the recent studies was conducted by Mayer, Rudolf, and Suitee (2017), on emotional intelligence in South African women leaders in higher education leadership. The purpose of the study was to identify strengths and possible areas of improvement. The researchers also wanted an insight into the emotional intelligence of the women leaders because this is

an essential component associated with effective leadership qualities, creativity, and innovation, as well as empathetic communication needed in challenging higher education institutions. The findings indicated that women leaders mainly refer to intra-personal emotional quotient followed by the interpersonal emotional quotient, adaptability, stress management, interpersonal relationship, problem-solving empathy, emotional awareness, assertiveness, impulse control, and social responsibility. These sub-variables of emotional intelligence affect employee commitment in a significant way.

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 cooperation 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, argue that leaders need more than just traditional and technical managerial skills. They need soft skills like emotional intelligence to make a difference in terms of organizational performance. There is, therefore, a need to examine the influence of emotional intelligence on employee commitment which is closely linked to organizational performance. The study established that emotional intelligence enhances the quality of the service the managers offer as an individual emotional intelligence is a key determinant of effective leadership. Employee perception of their managers' effectiveness is strongly related to emotional intelligence. Their study further established a necessary pre-requisite training of staffing self-evaluation and peer-reviewing. Therefore, the need for investment in emotional intelligence development in quality assurance managers in the universities is essential. The involvement of peer-reviewers from other institutions within and outside the country for self-assessment exercises can enrich the process. Still, selection must be made carefully to justify the high cost (Ayiro & Sang, 2014).

The public sector is one very significant factor that supports counties' development. It includes the management and administrative machinery in which human capital is a critical commitment. The public sector is also the driving force behind the counties' economic development and remains the largest service provider offering services for all the devolved functions. Despite the various policies and transformative strategies introduced in the public sector in Kenya, there is still a vacuum that tarnishes the image of the public sector (Siti, 2014). The public sector is under pressure to function more proactively and improve performance and service delivery systems, including the role of the county officials in all the devolved departments. Quite evident in the pursuit of greater excellence in the public sector, the behavior of the public officers has become the symbol of the quality of county government services. Therefore, emphasis should be given to behavioral, emotional, and organizational commitment (Rangriz, 2011). More significant organizational commitment at the counties is needed to restore the lost confidence. However, the efficiency and effectiveness of human resources towards improving organizational commitment cannot be achieved if human resources work in an emotionally strained environment. Such an environment will result in rebellious feelings, inner protests, and job dissatisfaction translating to low organizational commitment (Negosesau, 2012).

Studies conducted previously indicate that Uasin Gishu, Murang'a, and Makueni Counties have challenges with employee commitment. A study by Wawira et al. (2015) established a lack of employee commitment in the county's government due to career stagnation, work-related stress, and lack of job performance. The study showed a positive correlation between the above components with a significance of 0.875 for lack of skills and 0.659 for work-related stress levels. Previous studies indicate that service delivery in Counties is just on average and that commitment of the service providers is not satisfactory (Tilas, 2014). The essence of devolution was to bring service closer to citizens, but the county government's performance depends on its workforce's commitment.

Studies on the influence of emotional intelligence on employee commitment in Uasin Gishu, Murang'a, and Makueni Counties remain largely unexplored, as shown by the fact that literature on emotional intelligence and employee commitment in the Counties is scarce. Yet, the subject has global attention, evidenced by the many articles and studies on the same. Unfortunately, research on the influence of emotional intelligence has not been conducted for Uasin Gishu, Murang'a and Makueni public sector employees, and it is with the background that the researcher selected the counties as the context of the study.

The influence of emotional intelligence has an emerging track of being linked to employee commitment. Emotional intelligence has become increasingly popular in the competitive world, especially as it relates to human behavior. However, emotional issues are silent factors that affect employees' commitment subtly (Goleman, 2014). Any organization with a highly committed workforce has a competitive edge, making soft skills like emotional intelligence critical (Alavi, 2013).

Uasin Gishu, Murang'a, and Makueni Counties public sector employees, like all other public sectors in Kenya, are faced with employee commitment challenges (KIPPR, 2018).

The consequences of low organizational commitment have far-reaching effects on organizations which include: high absenteeism, tardiness, low productivity, poor quality of work, and high turnover. The study, therefore, sought to determine the influence of emotional self-awareness on the public sector employees' commitment to filling this gap.

3. Methodology of the Study

The study adopted a descriptive survey design that combined both quantitative and qualitative methods of data collection and analysis as it sought to establish the relationship between emotional intelligence and public sector employees' commitment to Uasin Gishu, Murang'a, and Makueni Counties. This research design allows for more divergent findings from the respondents, and inferences made can be stronger (Creswell, 2003; Wiley, 2009; Driscoll, Yeboah, Saliba & Ruper, 2007). Using this design also helps overcome the weaknesses of a single research approach, such as lack of in-depth information and failure to capture information that is not factored in the questionnaires. The descriptive research design has been used by Ivonkova and Sick (2002) and Jogula and Pansiri (2011), and their findings support the view that

this research method strengthens in-depth findings and inferences of social phenomena compared to a single method. The target population of this study was 20600 public employees in Uasin Gishu, Murang'a, and Makueni Counties, Kenya. A sample size of 206 respondents was determined from the target population of 20600 public sector employees of the selected Counties.

The study used a structured and semi-structured questionnaire for data collection and a Likert scale to measure the ratings of items by the participants concerning the various variables under investigation. Likert scales are preferred because they are easy to complete and analyze data (Golembiewski, 2005).

Correlation and regression techniques and the analysis of variance (ANOVA) were used to test the study hypothesis. The correlation analysis was used to determine the relationship between emotional relational management and public sector employees in Kenya by computing Pearson product-moment correlation (Cooper & Shindler, 2011). A linear regression model was used to derive inferential statistical indicators like the correlation-coefficient of determination, F- statistics, and the p-value. Qualitative data was generated from the semi-structured question responses being analyzed and classified into various themes. The numerical values were then calculated into percentages.

3.1. Hypothesis Testing

The objective was the influence of emotional relational- management on the commitment of the public sector employees in Uasin Gishu, Murang'a, and Makueni Counties, Kenya. H₀ emotional- relational management has no significance in the public sector in Kenya. A simple regression analysis was conducted between the two variables using the analysis of variance (ANOVA) and F-Test to establish whether to accept or reject the null hypotheses. The F-Test of hypotheses will be based on the statistical significance of R² (as an indicator of goodness of fit) of the full model at a level of P<0.05. A null hypothesis will be rejected, and alternate H₁ will be accepted if the calculated F- statistic is greater than F-critical and vice versa (Mugenda & Mugenda, 2003).

The regression analysis findings returned a significant model fit of the dependent variable for all the independent variables. This implied that the emotional intelligence constructs of emotional self-awareness, emotional social awareness, emotional self-management, and emotional relational-management influence employees' commitment. In other words, employees' emotional intelligence affects their commitment to work. This finding concurs with the findings of Jalal, Haghghat, Monfared, and Ahmad (2015).

3.2. Results and Discussions: Qualitative Analysis

Qualitative analysis of the study was carried out on the independent and dependent variables using the content analysis method on the four variables of emotional intelligence and the three sub-variables of employee commitment.

Regarding relational-management, 82% of the respondents indicated that they could help their workmates manage their emotions for positive commitment, while 18% 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,
- Praying with them,
- Reading scriptures with them,
- Asked them to divert their attention to other activities and
- Asked 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 they are passionate about their work and would do overtime without pay. Some even indicated that they have been doing it. One of the respondents said, "I'm so passionate about 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 to please the boss but later asked for compensation. Some respondents indicated plainly, "No pay, No work- It is a torture and exploitation of oneself. 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 she would be bitter if asked to work overtime without pay.

The majority of the respondents felt that the values and policies of their sectors were friendly and manageable. In addition, 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 of one of the respondents. Other responses were "To pay my bills", "definitely for pay," and "to be comfortable (benefits). In addition, 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 the alternative workplace, many respondents indicated they would leave for greener pastures. However, a few respondents indicated they had no choice but to remain due to age, family responsibilities, and the loans they were servicing. Still, on these issues, some felt they had to remain in their jobs "to remain relevant and afloat." However, a respondent indicated, "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. One of the respondents said, "Yeah, my seniors depend on me so much. I think my leaving would leave a gap that might never be replaced." A 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. Therefore, they are not under any obligation to stay.

3.3. Quantitative Analysis Result Presentation Descriptive Analysis

Frequency analysis was done across each item scale to establish the feeling of the respondents across each of the main research questions. The tables below capture the feelings of the respondents across the 5-Likert scale. Further, the general feeling concerning the main research questions under the summated scale in each case has been computed. The tables display the summary of the SPSS frequency analysis in terms of percentages across the Likert scale: SA (Strongly Agree), A (Agree), UN (Uncertain), D (Disagree), and SD (Strongly Disagree). The influence of relational management on public sector employees

	Sub-questions	SA	A	UN	DS	SD
1	I'm unable to assist my workmates and juniors when anger is affecting their commitment	19.6	27.5	28.4	11.8	12.7
2	I'm able to assist my workmates and juniors when anxiety and fears are affecting their commitment	24.5	31.4	22.5	16.7	4.9
3	I know how to help my workmates and juniors when excitement is affecting their commitment	15.7	34.3	23.5	16.7	9.8
4	I'm unable to assist my workmates when bitterness is affecting their commitment	14.7	31.4	26.5	17.6	9.8
5	I assist my workmates in being positive when feelings of despair are affecting their commitment	29.4	28.4	19.6	14.7	7.8
6	I bring hope and assurance to my workmates and juniors when the feeling of fear of the unknown is affecting their commitment	26.5	37.3	18.6	12.7	4.9
7	When feelings of dissatisfaction set in my face of work, I'm able to stir up my workmates to remain committed	19.6	31.4	22.5	16.7	9.8
8	When my workmates feel overloaded and mistrusted, I'm not able to help them remain committed	18.6	11.8	26.5	24.5	18.6
	Summated Scale	21.1	29.2	23.5	16.4	9.8

Table 1

Table 1 shows the results of the main research question: the influence of relational management on public sector employees. Summated scale shows that 21.1% of the respondents strongly agreed that relational management influences the commitment of public sector employees, while 29.2% of the respondents agreed.

However, 23.5% of the respondents were undecided about whether relational management influences employees' commitment, while 16.4% and 9.8% disagreed and strongly disagreed, respectively.

3.4. Results across the Sub-Questions

Results show that 19.6% and 27.5% strongly agreed and agreed that they could not help their workmates when their commitment was affected by anger, while 28.4% of the respondents were uncertain. Further, approximately 12% of the respondents disagreed that they could not assist their workmates when their commitment was affected by anger. Similarly, 16.7% and 22.5% of the respondents were uncertain and differed that they could help their colleagues when their commitment was affected by fears and anxiety. However, 31.4% agreed, while 24.5% strongly agreed that they could assist their colleagues when their commitment was affected by fears and anxiety. Further, 31.4% of the respondents strongly agreed that they could help their colleagues when excitement was affecting their work commitment, while those who were uncertain and in disagreement were 23.5% and 16.7%, respectively. 31.4% and 26.5% of the respondents strongly agreed and were unsure that they could not help their workmates when bitterness was affecting their commitment to work.

In comparison, 17.6% disagreed that they could not help their colleagues when their work commitment was affected by bitterness. A majority of respondents agreed that they help their workmates to remain positive in the ties when hopelessness affects their work commitment, with 29.4% strongly agreeing and 28.4% agreeing. In comparison, those who were uncertain and disagreed were 19.6% and 17.6%, respectively. Similarly, 37.3% agreed, and 26.5% strongly agreed that in times of fear and anxiety, they were able to assure their workmates of enabling them to remain committed. However, 12.7% disagreed. Lastly, 26.5% were uncertain, while 24.5% disagreed that they could not help their workmates remain committed when overloaded and undergo trust issues.

4. Inferential Statistical Analysis and Results

For this analysis, the data were transformed using SPSS. The averages for the scale responses were computed for each independent variable: Emotional self-awareness, emotional self-management, emotional social awareness, and

emotional relationship. The dependent variable, which is the employee commitment, was obtained by finding the average responses for the affective, normative, and continuance commitment. Preceding the analysis were:

- The diagnostic tests for the data across reliability,
- Normality,
- Multi-collinearity,
- Heteroscedasticity, and
- Autocorrelation.

The test results are presented below.

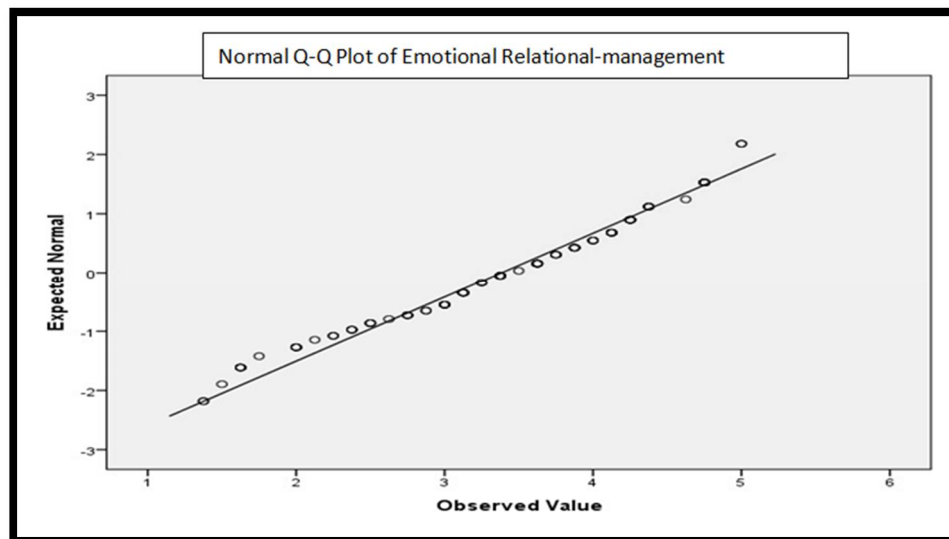


Figure 1: Diagnostic Tests Result for the Study Variables (Normal Q-Q Plot)

Normally, based on the findings, using quantile-quantile plot, also known as Q-Q plot, for the independent variable (employee commitment), it was clear that the majority of the values observed were falling on a straight line, meaning that the variable employee commitment was normally distributed. Therefore, an extension of the independent variable was also done.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Emotional_self_awareness	.084	102	.073	.967	102	.012
Emotional_self_management	.072	102	.200*	.983	102	.208
Emotional_social_awareness	.091	102	.036	.971	102	.026
Emotional_relational_management	.092	102	.034	.975	102	.049
Employee_commitment	.078	102	.128	.985	102	.311

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 2: Tests of Normality of Data

Since Regression analysis and ANOVA are robust normality tests and are the main proposed parametric tests, the transformed data fits these parametric tests even though 2 of the 5 variables are not normally distributed (Das & Imon, 2016). Further, for any sample $n > 20$, any robust tests to normality will yield a consistent result for such data; hence since our sample size is 102, the proposed parametric tests will suffice.

4.1. Multi-collinearity

The Variance Inflation Factors (VIFs) for all the independent variables are:

- Emotional self-awareness (VIF=1.23),

- Emotional self-management (VIF= 1.51),
- Emotional social-awareness (VIF=1.28),

Emotional Relational Management (VIF= 1.05) shows that there is little to no multi-collinearity among the variables, which indicates that variables are not correlated.

4.2. Reliability Test

The Cronbach alpha reliability test on the variables showed that the research instruments were reliable, as indicated by the Cronbach alpha statistics, Emotional relational- management (0.877), and employee commitment (0.851). Indicating that the variables have high-level reliability, Cronbach alpha >0.8, depicting that the transformed data is highly reliable.

4.3. Correlations Analysis

The upper half of the correlational matrix for the variables, shown below, depicts moderate significant positive correlations between Emotional social awareness and Emotional self-management (.437, p-value = 0.00) and Emotional self-awareness and emotional self-management (.399, p-value=0.00). There is also a significant positive correlation between employee commitment and emotional relational management (.331, value=0.00) and significantly weak negative correlations between emotional self-awareness and emotional relational management (-.123, p-value=0.04). The rest of the variables' correlations are insignificant since their p-values are greater than the significance level (0.05).

Variables	Employee Commitment	Emotional Self-Awareness	Emotional Self-Management	Emotional Social-Awareness	Emotional Relational Management
Employee commitment	1.00	-.028 P=.392	-.008 P=.468	.057 P=.285	.331 P=.000
Emotionalself-awareness	-	1.00	.399 P=.000	.064 P=.262	-.174 P=.040
Emotional self-management	-	-	1.00	.437 P=0.00	-.123 P=.109
Emotionalsocial-awareness	-	-	-	1.00	.072 P=.236
Emotional relational management	-	-	-	-	1.00

Table 3: Correlations Matrix

4.4. Regression Analysis Results

Multiple regression was conducted to determine the relationship between dependent and independent variables where Employee commitment was the dependent variable while the independent variables were: Emotional social-awareness, Emotional social-awareness, Emotional self-management, and Emotional relational management.

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	.334 ^a	.111	.075	.59023	.111	3.036	4	97	.021	1.679

a. Predictors: (Constant), Emotional_relational_management, Emotional_social_awareness, Emotional_self_awareness, Emotional_self_management

b. Dependent Variable: Employee_commitment

Table 4: The Multiple Regression Result for the Model Summary

The regression model summary shows that the regression model is significant $F(4, 97) = 0.021 < 0.05$. The coefficient of determination for the model is 0.111, which shows that 11.1% of the variance in dependent variables is explained by the independent variables (employee commitment). 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. Also, the correctness of the regression model is not explained by r-squared. Thus it is not a conclusive indicator of model fitness (Renaud & Victoria-Feser, 2010) and, therefore, should be used with other tests such as F-test, as earlier stated. The Dubbin Watson test statistic is 1.679, which depicts there are instances of positive autocorrelation in the data as this value is close to 2.0.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.231	4	1.058	3.036	.021 ^b
	Residual	33.792	97	.348		
	Total	38.023	101			

a. Dependent Variable: Employee_commitment

b. Predictors: (Constant), Emotional_relational_management, Emotional_social_awareness, Emotional_self_awareness, Emotional_self_management

Table 5: Regression Model

The ANOVA results show that the regression sum of squares is 4.231, and the total sum of the square is 38.023, which implies that the model explains (10.58%) of the total variability in the data. Further, $F(4, 97) = (3.036, p=0.021)$, indicating that the regression model obtained is significant.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	2.221	.435		5.109	.000	1.358	3.083		
	Emotional_self_awareness	.016	.071	.024	.228	.820	-.124	.157	.814	1.228
	Emotional_self_management	.009	.085	.012	.102	.919	-.160	.177	.663	1.508
	Emotional_social_awareness	.018	.072	.026	.242	.809	-.126	.161	.782	1.279
	Emotional_relational_management	.270	.079	.334	3.407	.001	.113	.428	.951	1.051

a. Dependent Variable: Employee_commitment

Table 6: The Regression Coefficients for Emotional Relational-Management

From the table above, model standardized beta coefficients for each independent variable are all positive. This indicates that all the independent variables positively impact employee commitment (dependent variable), with relational management being the most significant positive contributor to employees' commitment in the selected Counties. Therefore, the regression model that can be obtained is represented as the beta coefficients for the two variables.

Employee commitment (Y) = 0.334*X4 Where,

Y- Employee commitment

X4- Emotional relational management

The p-value for each independent variable coefficient indicates that Emotional relational management ($\beta = 0.334, p = 0.001$) has had a significantly positive influence on the Public sector employees' commitment in Uasin Gishu, Murang'a, and Makueni Counties, Kenya, since the p-values are lower than the level of significance (0.05).

5. Conclusions

The study concludes that the construct of emotional-relational management directly influences the commitment of public sector employees of Uasin Gishu, Murang'a, and Makueni Counties, Kenya, as depicted by the significant model fit of regression analysis. This conclusion agrees with the findings of Taghrid, Suifan, Ayman, and Abalallah (2015) from Jordan University in their study on the influence of emotional intelligence on employee commitment which concluded in their finding that all the dimensions of emotional intelligence significantly affected the performance of employees. The construct of relational management is the most outstanding, with a significant positive impact on the performance of the public sector employees in Uasin Gishu, Murang'a, and Makueni Counties, Kenya. The rest of the constructs influence the performance of public sector employees in Kenya. However, the study result did not significantly impact these three constructs.

This study recommends that the Public Service Commission in the Counties develop a framework within which the public sectors within the county can be educated on the role that soft managerial skills such as emotional intelligence can have in uplifting the commitment levels of employees. This recommendation is important because the study on social awareness as an emotional intelligence construct revealed that most employees agree it significantly affects their commitment. Therefore, the public sector needs to be sensitized on how to read non-verbal cues on negative emotions that their respective employees may express.

Secondly, public sectors within the Counties should come up with targeted training to develop their employees' understanding of how emotional intelligence can influence the delivery of services and the organization's general performance. This recommendation is important because it strategically positions an organization to reap the benefits of an emotionally intelligent workforce. It spurs the organization's growth, as Nyerere and Barasa (2015) and Kathungu (2010) state that job performance has a strong bearing on employees' commitment. Thus there is a need for emotionally intelligent employees if any organization's performance will be strategically achieved.

6. References

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