

**COMPETENCY TRAINING, ORGANIZATIONAL COMMITMENT AND
EMPLOYEE PERFORMANCE IN UASIN GISHU COUNTY
GOVERNMENT, KENYA**

**BY
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DECLARATION

Declaration by Candidate

The work presented is my original work and to the best of my knowledge has not been presented for research to any other institution of higher learning. No part of this thesis should be reproduced without the consent of the author and/or Moi University.

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DEDICATION

This thesis is dedicated to my dear children Tevin and Rayan, my parents, sisters and brothers for their prayers, moral support, and encouragement throughout my postgraduate studies, especially during the time I was working on this project; may God bless them.

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ABSTRACT

A successful organization is driven by effective training programmes for its staff. Notably, competency training competencies have been exhaustively investigated on their association with employee performance. There is, therefore, inadequate knowledge on organizational commitment as a potential moderator between competency training and employee performance, thus the need to interrogate the link between these two variables. Therefore, the focal point of this study was to examine the moderating effect of organizational commitment on competency training and employee performance in Uasin Gishu County Government Offices. The objectives of the study were to: determine the effect of emotional intelligence competencies, cognitive competencies and social intelligence competencies on employee performance; and the moderating effect of organizational commitment on these relationships. The study was anchored on universalistic theory as the main theory, supported by social learning theory and job embeddedness Theory. The explanatory research design was adopted for the study targeting 6,400 employees, out of which 198 respondents formed the sample size based on Cochran formula of sample size determination. To pick the sample, stratified random sampling technique was used. A structured questionnaire was the main tool of data collection. In data analysis, descriptive statistics such as standard deviations and frequencies were used while inferential statistics were obtained by carrying out hierarchical regression analyses. The findings of the study revealed that social intelligence competence ($p = 0.000$, $\beta = .608$) had a positive and significant effect on employee performance. It was further established that emotional intelligence competence ($p = 0.123$, $\beta = .103$) and cognitive competence ($p = 0.056$, $\beta = .015$) did not have a significant effect on employee performance. The moderator (Organizational competence) was found to have a positive and significant effect on employee performance ($p = 0.001$, $\beta = .247$). Additionally, the first interaction effect indicate that organizational commitment moderates the relationship between emotional intelligence competence and employee performance ($p = 0.003$, $\beta = -.176$), the second interaction effect shows that organizational commitment moderates the relationship between cognitive intelligence competence and employee performance ($p = 0.001$, $\beta = -.251$). Moreover, the third interaction effect indicates that organizational commitment moderates the relationship between, social intelligence competence and employee performance ($p = 0.000$, $\beta = -.497$). The study contributes to knowledge by revealing new insights that organizational commitment moderates the indirect links between competency training and employee performance thus providing greater predictive power than when testing the direct on its own. The study recommends that organizations should understand and develop a holistic approach of implementing competency training strategies which include emotional intelligence competencies, cognitive competencies and social intelligence competencies and which focus on changing the demands of employees for sustained performance.

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OPERATIONAL DEFINITION OF TERMS

Competency Training:	the capability to apply or use the set of related knowledge, skills, and abilities required to successfully perform 'critical work functions' or tasks in a defined work setting
Employee Performance	refers to the effectiveness, quality, and efficiency with which employees fulfill their duties and execute their required tasks (Dixit and Bhati 2012)
Emotional Intelligence	the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively
Cognitive Intelligence	refers to one's cognitive abilities, including memory, comprehension, understanding, reasoning, and abstract thought.
Social Intelligence	Social intelligence refers to a person's ability to understand and manage interpersonal relationships
Organizational Commitment	Organizational commitment refers to the level of engagement and dedication team members feel toward their individual jobs and the organization. It also describes the different reasons professionals remain with an employer rather than seek opportunities elsewhere (Ferreira et al., 2011).

ABBREVIATIONS AND ACRONYMS

HR:	Human Resource.
HRD:	Human Resource Development.
HRM:	Human Resource Management.
ROI:	Return on Investment.
T&D:	Training and Development.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter contains the introduction, background of the study, a statement of the problem, general and specific objectives of the study, research hypothesis, significance of the study, scope of the study and limitations of the study. This study is about effects of training programmes on employee performance in Kenya; focusing on a case study of Uasin Gishu County government.

1.1 Background of the Study

Employee performance refers to the conduct of the duties of the organization with regard to the policies and the rules of the firm. Employee performance is one of the main important aspects of the organization to attain the organizational goals. When the goals of the organization are met then the organization can continue in the operations of the firm but in case the goals are not met the firm can easily close down (Kamau, 2013). Employee performance is the expected work-related tasks of the employee and how those activities are carried out (Dugguh & Dennis, 2014).

According to Argote and Hora (2017), employee performance determinants are grouped into four categories which includes individual factors, task characteristics, economic factors, and organizational context. The determinants were also suggested by Trends (2016), while Campbell and Wiernik (2015) indicated the determinants as role-specific, knowledge, skill, behavior and effort. Sonnentag, Volmer, and Spsychala (2008) confirms that performance is a dynamic construct and that performance fluctuates within individuals and changes over time. ul Hassan, Shaukat, Shakeel, and

Imran (2012) states that high organizational performance is attained through enhanced employee Performance.

Employee performance is a behavior that produces desired outcomes in an organization (Balouch & Hassan, 2014). Globally, organizations in areas like Greece, Spain, Japan, Sri Lanka, Nigeria have realized the importance of enhanced employee performance as organizations goals cannot be achieved unless employees' performance is up to for sustainability (Anitha, 2014). Performing organizations have therefore embraced organizational learning which is multidimensional in approach (Odor, 2018).

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 2008:8). 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)

Many public institutions make the mistake of assuming that employees are only seeking financial benefits for their jobs. This assumption overlooks the high importance many people place on the intrinsic benefits of their careers. It is not only a mistake for such institutions to be ignorant of employee satisfaction and retention, but it may have negative consequences in their normal day to day operations (Dzamesi, 2012).

These institutions must have employees who are able to quickly adapt to an ever-changing world market. Thus, they need to invest in on-going employee development in order to both keep employees and be successful (Dzamesi, 2012). This study intends to show whether employee training has therefore become a key factor in improving levels of employees' performance in public institutions. This is so because it provides skills required now and in the future, for such institutions. In addition, to more valid staffing methods, public institutions may be having the ability to seek competitive advantage through training and development of civil servants as Dzamesi (2012) states. In any organization that offers services to the general public, a critical and key

area of relevance is the performance of its employees. Performance is an extremely significant criterion that relates to organizational outcomes and success. Campbell, (1993) describes job performance as an individual level variable. That is, performance is something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance which are higher level variables (Campbell, 1993). It is therefore imperative that employers concentrate on their individual staff training and development so as to increase their job performance and ultimately productivity.

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 study therefore considers the moderating effect of the three dimensions of organizational commitment (affective, normative, and continuance commitment) on the relationship between competency training and employee performance in Uasin Gishu County.

This Uasin Gishu County Headquarters was formerly known as County Council of Eldoret. It is one of the largest counties in the Republic of Kenya, East Africa and is located on the northern part of the region previously known as north of Rift Valley province. The administrative set-up that was there before the new constitution followed an organization of local authorities suitable for a developing country like Kenya. But after the promulgation of the current constitution in the year 2010, the devolved units of governments came into force. Therefore, its name changed to Uasin Gishu County Government. The head of this County is the governor, Assisted by the Deputy Governor. There are County Executives (Cabinet Secretaries) that form the County Cabinet, whose mandate is to assist the governor to deliver the promises and to meet the aspirations of the electorate of this County. The County Secretary is the secretary to the County Cabinet. There are 10 ministries (departments), namely: Roads, Transport and Public Works; Public Service Management, Information and Communication Technology and E-Government; Education, Culture, Youth Affairs and Social Services; Finance and Economic Planning; Agriculture, Livestock and Fisheries; Environment, Energy, Water and Natural Resources; Trade, Industrialization, Co-operatives, Tourism and Wildlife; Health Services; and Lands,

Housing and Physical Planning (www.uasingichucounty.co.ke, 2019).

1.2 Statement of the Problem

In order to assume responsibility for their own career planning, employees must acquire a new set of skills and abilities, as a result of the increased performance expectations placed on institutions (Clemans & Rushbrook, 2011). However, there have been public complaints about the service delivery offered by county government workers. There have been several complaints about service delays, poor quality, and inefficient employees (IPSOS Synovate Kenya, 2012). This issue has been linked to inadequate skills, mismatched skills, and bad work design. These factors have raised issues about the effectiveness of county government training in enhancing staff performance.

Despite growing complaints from organizational consumers about low-quality services in county governments and a lack of literature on human resource development challenges in developing countries, organizations are increasingly investing in training their staff. It's also important to note that while the economics of training in the developed world are well-studied, studies of the problems associated with training in the developing world are far rarer. The existing studies in this relation (Mahmood, Hee, Yin, & Hamli, 2018 ; Sule, 2015 ; Boahin, & Hofman, 2014 ;Panda, & Sumita, 2018; Kuhuparuw & Ferdinandus 2018) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of competency training on employee performance. This study aided in eliminating this gap in the literature and thereby establishes the moderating influence of organizational commitment on the link between competency training and employee performance in Uasin Gishu County government.

1.3 General Objective

The study objective comprised of both the general and specific objectives.

1.3.1 General Objective

The main objective of this study was to find out the moderating effect of organizational commitment on the relationship between competency training and employee performance in Uasin Gishu County, government.

1.3.2 Specific Objectives

The study was guided by the following objectives:

1. To investigate the effect of emotional intelligence competencies on employee performance in Uasin Gishu County
2. To determine the effect of cognitive intelligence competencies on employee performance in Uasin Gishu County
3. To analyze the effect of social intelligence competencies on employee performance in Uasin Gishu County
4. To examine the effect of organizational commitment on Employee performance in Uasin Gishu County
- 5a. To determine the moderating effect of organizational commitment on the relationship between emotional intelligence competence and employee performance in Uasin Gishu County, Kenya
- 5b. To determine the moderating effect of organizational commitment on the relationship between cognitive intelligence competencies and employee performance in Uasin Gishu County

5c. To determine the moderating effect of organizational commitment on the relationship between social intelligence competencies and employee performance in Uasin Gish County

1.4 Research Hypothesis

The study hypothesized that:

H₀₁: There is no significant effect of emotional intelligence competencies on employee performance in Uasin Gish County

H₀₂: There is no significant effect of cognitive competencies on employee performance in Uasin Gish County

H₀₃: There is no significant effect of social intelligence competencies on employee performance in Uasin Gish County

H₀₄ Organizational commitment does not moderate the relationship between competency training and employee performance in Uasin Gishu County, Kenya.

H_{05a}. Organizational commitment does not moderate the relationship between emotional intelligence competencies and employee performance in Uasin Gishu County, Kenya

H_{05b}. Organizational commitment does not moderate the relationship between cognitive competencies and employee performance in Uasin Gishu County, Kenya.

H_{05c}. Organizational commitment does not moderate the relationship between social intelligence competencies and employee performance in Uasin Gishu County, Kenya.

1.5 Significance of the Study

It is expected that the findings of this study benefited the following:

The Uasin Gishu County Government's Public Service Management ministry, which is currently handling the human resource, administration and performance management functions at County government, could use the results of the study to adopt new and better ways of effective training to boost employee performance.

The employees of Uasin Gishu county Government will develop their careers by pushing for training programmes needed to effectively perform their duties and tasks.

Other County Governments in Kenya that might be having a similar problem that is connected or related to training programmes will use the information that this study will bring out, to perform effectively and gain a competitive advantage in the long run.

For academicians and scholars in the institutions of higher learning within Uasin Gishu County and in Kenya as a whole, it will help them to carry out an in-depth investigation and provide information for literature review on issues of training programmes on employee performance in Kenya; focusing on a survey of other counties as they progress in advancing their education levels.

1.6 Justification of the Study

The growing and dynamic complexity of the business environment in recent times has altered the way in which businesses conduct their operations. In today's competitive environment, no firm can achieve optimal performance unless each employee is committed to the organization's goals and functions as an effective team member. Commitment ensures the retention of productive employees inside a business. In the

current corporate environment, a shift toward an organizational commitment-based efficiency paradigm is necessary.

As economies continue to undergo big transitions and adapt to changing work settings, employee training becomes increasingly vital. In the coming years, the ability of a firm to properly train and upskill its people will be crucial for sustaining a competitive edge. Those firms who cannot or will not invest in employee training will serve as stepping stones for those who commit to implementing successful employee training programs.

Since human resource forms the basis for the proper implementation of these new methods and technology, it is possible to minimize the employee's importance. Consequently, a skilled and competitive workforce is crucial for the survival of businesses in this continuously changing market.

1.7 Scope of the study

The purpose of this study was to find out the moderating effect of organizational commitment on the relationship between competency training and employee performance. The study was conducted at Uasin Gishu County government. The study focused on the effects of effects of competency training on employee performance in Uasin Gishu County. It was limited to three forms of competency are as the following. Emotional intelligence competencies, Cognitive competencies and Social intelligence competencies adopted from Boyatzis (2008) model. The target respondent's included: heads of departments, section managers, supervisors and other employees at Uasin Gishu County government. Data was collected using questionnaires, analyzed using descriptive statistics and inferential statistics. The study was conducted between the months of November 2020 and March 2021.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviews the literature available on competency training. It summarized the information from other researches carried out in the same field of study. The specific areas that were covered in this chapter are review of literature, conceptual framework, empirical review and the assessment of the gaps to be filled by the study.

2.2 Competency Training Concept

Competency-based training or learning is an approach to teaching and learning more often used in learning concrete skills than abstract learning. According to Boyatzis (1982) Competency-based training is an essential training that enhances characteristic of a person in that it may be a motive, trait, skill, aspect of one's self-image or social role, or body of knowledge which he or she uses. According to Sriekanisih & Setyadi (2015) competencies are part of the personality that can affect the effectiveness and performance of a person. Competency is also viewed as a personality capable of affecting the effectiveness of a person in work. According to Rantesalu (2016) competency-based training helps to bridge the gap between what is taught in training and what tasks will be performed on the job thus enhancing employee performance. Training employees to perform actual job functions helps to ensure that front-line workers have the skills, knowledge and abilities required to perform their jobs properly, safely and effectively. In addition to competency-based training, assessment based on the performance of actual work competencies helps to ensure that employees are performing their work tasks as safely as possible; that performance gaps are recognized prior to serious incidents; and that training can be implemented to improve competency.

Ayu Oka, Rahyuda, Sintaasih and Piartrini (2013) argue that competency profiles outline the skills, knowledge and abilities required for job incumbents to perform their jobs safely, effectively and properly. Having a competency profile for each occupational group, job or key area can aid in the identification of training needs thus high employee performance. Competency profiles can then form the basis of other human resource strategies, including job descriptions, performance assessments, and ultimately training program development.

Kraak, (2005) asserts that competency-based training focuses on teaching the skills, knowledge and abilities required by job incumbents hence enhancing employee performance. Emphasis is often placed on the performance of a skill to ensure mastery prior to the learning of subsequent skills. An effective competency-based training technique is the development of learning guides or learning modules that correspond with a specific work task or skill or cluster of similar work tasks identified within the Competency Profile thus enhancement of employee performance. Learning guides or modules provide the learner the opportunity to acquire the skills for effective task performance at their own pace. Modules are typically comprised of information about the task, practice exercises, practice quizzes and performance assessments. A ladder, prerequisite training module approach can help to ease the burden on training centres by allowing students to work through the modules at their own pace, in a more self-directed format.

Weindnfeld, (2002) did a study on how the development of competency profiles for trades and occupational groups provides a foundation on which competency assessment of field workers can be performed. He noted that numerous utilities have implemented successful competency assessment programs in which trained evaluators

typically experienced field personnel assess the performance of current workers or potential hires to assign a competence rating to specific tasks, particularly tasks that have considerable safety risks associated with poor performance. Resulting from the evaluation is the identification of specific areas for which workers require additional training and development thus enhanced employee performance. Through the identification of distinct training needs based on performance assessment, the training function can be streamlined to ensure that workers are receiving the training that they require for competent job performance, rather than having a whole group of workers attend training that perhaps only half of the group truly requires.

Shodiqin (2013) argues that identifying competencies for specific roles and reflecting those competencies in employee performance assessments helps feed an effective training analysis. Using sound methodologies and processes to obtain feedback from workers in the field provides direct insights into perceived performance gaps among workers and to ensure that the training that is developed for an organization addresses needs in the field.

According to a study done by Carter, (2008) he argued that it is important to note than an effective competence based training analysis considers not only identified areas of opportunity in employee development, but also considers the broader organizational goals and direction. Taking into account the current and future needs of the organization and ensuring job competencies are aligned with organizational goals is crucial. It should also be noted that training is not always the best way to try to close a particular gap between an organization's goals and its actual performance. Those conducting the needs analysis must get a clear idea of the problem, look at all possible

remedies and report on their findings to management before deciding on the best solution.

According to McEvoy, Hayton, Wrnick, Mumford, Hanks and Blahna (2005), suggest that competency-based learning is learner focused and works naturally with independent study and with the instructor in the role of facilitator. Learners often find different individual skills more difficult than others. This learning method allows a learner to learn those individual skills they find challenging at their own pace, practicing and refining as much as they like. Then, they can move rapidly through other skills to which they are more adept. Competency-based learning requires mastery of every individual learning outcome making it very well suited to learning credentials in which safety is an issue. Competency-based learning is an educational technique that can be applied in many fields and learning environments (McEvoy, et. al., 2005).

Ekaningsih and Setyadi (2015) states that, competency profiles assist in effective learning and development by identifying the behaviours, knowledge, skills and abilities that are necessary for successful performance in a job. Employees can assess their competencies against those required for their own job, or for another job in which they are interested, and then take steps to acquire or improve any necessary competencies. Competencies support learning by: Focusing learning on the critical competencies needed for success in the job and organization; providing standards for measuring employee performance and capabilities; providing the framework for identifying learning options/curriculum/programs to meet employee and organizational needs; supporting effective forecasting of organizational, as well as project-related learning requirements; and providing standards for determining how

well learning has occurred, both at the individual and organizational level (Draganidis and Mentzas, 2006).

Competency definition proposed by Boyatzis (2008) is often used by academics and researchers in reviewing and analyzing the competence of managers, employees and students. It is based on the consideration that what is proposed by Boyatzis directly touches on the uniqueness of each person in the organization. The dimensions used in this study refers to the opinion of Boyatzis (2008) which suggests that there are three groups of competency differentiation of various experts that include: competencies are behavioral approach to emotional, social, and cognitive intelligence. The three forms of competency are as the following. Emotional intelligence competencies, Cognitive competencies and Social intelligence competencies

Emotional intelligence competencies: 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 and 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).

According to Hee Kim (2010), emotional intelligence is the efficiency to know the own emotions and manage them, understanding the emotions of others, and keeping a good personal relationships with others. Then, emotional intelligence also defined as a set of capability that owned by someone that related to the managing of emotions (Wonga & Law, 2002). Emotional intelligence is the ability to manage feelings, ability to perceive the situation, acting according to the perception, and ability to empathy and others (Winarno, 2008). The ability to manage the relationship and also our own self effectively also refers to emotional intelligence (Goleman, 2002). Based on Mackin (2006) stated the emotional intelligence as a one of the product from many communications that exist between the rational and the centers of the emotional brain. Emotional intelligence is the ability to determine emotions in ourselves and to become sensitive to what was perceived from the environment and the circle of people who interact with us. It is also possible that emotional intelligence is the use of emotional knowledge to handle the situation and make plans and decisions based on emotions that felt (Khokhar& Kush, 2009).

As pointed by Muya (2008), Bar-On (2001) stated that emotional intelligence is the ability of someone to successful in face of environmental demands and pressures are influenced by the combination of non-cognitive capabilities, competencies and skills. The researcher also stated to success in life, the emotional and social intelligence is more important rather than intelligence quotient. In addition, Mayer et. al., (2000) defined the emotional intelligence is the ability to understand emotions and this understanding will help the individual to solve problem in their life that fully with

emotions. Then, emotional intelligence is also seen as the ability of someone to feeling and shows the emotions, understand and purpose with that emotion, assimilate emotions in thought and manage self-emotion and others.

Cognitive Competencies Cognitive competencies are thinking systems and pattern recognition. Boyatzis, (2008-A: 8) defines cognitive competency as an ability to think or analyze information and situational that leads to or causes effective or superior performance. Furthermore, concept of cognition is needed to understand the cognitive competencies. In psychology, it is called as the condition that shows mental processes covered in the knowledge and comprehension, including thinking, knowing, remembering, considering and solving problems. This is because of the existence of level functions that is higher the brain that includes: language, imagination, perception and planning. The use of cognition is reflected in the term of cognitive competencies.

Social intelligence competencies: is the ability to recognize, understand and use emotional information about others that leads to or causes effective or superior performance. Furthermore Boyatzis, (2008) defines Social intelligence competencies as an ability to think or analyze information and situation that leads to or causes effective or superior performance. Social intelligence competencies intelligence can also be seen in the interaction of employees with their colleagues. Whether an employee has been able to understand, listen, respond the strengths and limitations of the thoughts and feelings of others.

Emmerling and Boyatzis (2012) describe social intelligence competency as the ability to be aware of, understand and act on emotional information about others that leads to effective performance. Karl Albrecht (2009) elaborates the five major dimensions of

social intelligence as situational radar, presence/ bearing, authenticity, clarity and empathy. Nonetheless, the consistent aspects of social intelligence among all researches in this field include: knowledge of the social situations, accurate interpretation of the social situation and the skills to behave appropriately in that social situation. Social intelligence requires skills that allow employees to get along with one another (Riggio & Reichard, 2008). Karl Albrecht (2009) also terms people with low social intelligence as ‘toxic’ people. They make others feel angry, inadequate, frustrated and devalued through their toxic behaviors that directly contribute to conflict, alienation and worse, animosity in the workplace (Wawra, 2009).

On the other hand, people with high social intelligence have a ‘nourishing’ personality and presumably possess magnetic powers that attract others to them (Albrecht, 2009). Joseph and Lakshmi (2010) elaborate that an individual’s social intelligence depends on a lifelong learning process. Socially intelligent employees exhibit confidence in social situations, demonstrate a genuine interest in their fellow workmates, are assertive and appropriate in expressing their feelings and emotions, are capable of adapting, understanding and responding effectively, and show a great level of self-awareness (Joseph and Lakshmi, 2010).

2.3 Concept of Employee Performance

According to Jones and Lockwood (2002), employee performance is a difficult concept to define but its principally to do with the application of effective effort. In the organizational context, performance is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization.

Organizational commitment and job satisfaction are job related attitudes that have received considerable attention from researchers around the globe. This is because committed and satisfied employees are normally high performers that contribute towards organizational productivity (Yousef, 2000).

Evans (2001) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. It is a result of employee's perception of how well their job provides those things that are viewed as important. Evan (2001) defined job satisfaction as a state of mind encompassing all those feelings determined by the extent to which the individual perceives his/her job-related needs to be being met.

Freund (2005) defined job satisfaction as the relative strength of an individual's identification with and involvement in a particular organization. Many studies use different facets of job satisfaction to predict organizational commitment. Employee performance is attitude towards work-related conditions, or aspects of the job. Feinstein (2000) was of the view that employee performance is more of a response to a specific job. Employee performance is an important element from organizational perspective, as it leads to higher organizational commitment of employees and high commitment leads to overall organizational success and development (Feinstein, 2000).

Additionally, growth, effectiveness and efficiency of the organization will inform the employee's intentions to stay/leave the organization (Mosadeghard, 2000). Obstinate, dissatisfied individuals leave the organization and deflate the motivation of those staying there (Feinstein, 2000) and as a result workers lose performance and

efficiency and might sabotage the work and leave the job (Sonmezer and Eryaman, 2008).

Various researchers have contributed their research findings from organizational set ups, in order to increase and have given various suggestions to boost up the satisfaction. Feinstein (2000) says in order to increase individual's satisfaction level employees should be given advancement opportunities. Similarly changes in organizational variables, such as pay scales, employee input in policy development, and work environment could then be made in an effort to increase organizational commitment and overall outcome. Mayo (2007) found that interaction within the group is the biggest satisfier. Safety, relation to work and success are followed by inter-group relations (Bektas, 2003). Mosadeghard (2000) gave employee performance dimensions like nature of the job, management and supervision, task requirement, job security, and recognition and promotion had more effect on employees' organizational commitment in organizational set up. Pensions and profit-sharing plans are positively associated with employee performance (Bender and Heywood, 2006).

According to Stephen (2005), one would be wrong to consider one single measure of employee performance and there may be number of reasons that need to be considered (Stephen, 2005). He further found that actual work was the biggest satisfier and working conditions were the least satisfier; job security was also big determinant of employee performance. Penn et al. found that opportunity for professional development is the biggest determinant to differentiate satisfied and non-satisfied employees.

An employee will be satisfied if he has reached the ideals in his profession; he will develop positive feelings towards his profession (Sirin, 2009). Absence of work life balance, lack of advancement opportunities, work environment, lack of encouragement, and lack of recognition may lead to stress, which ultimately causes dissatisfaction, burnout and finally increased turnover rate within organization (Ahmadi and Alireza, 2007). Employee performance is inversely related to burnout and intentions to leave the organization. Employee performance is increased when income is greater than predicted income in education sector (Bender and Heywood, 2006).

Job satisfaction and employee performance has been found to be associated with organizational trust and help increase employee performance (Arnett et al., 2002). Employee performance also serves as a significant predictor in organizational commitment and retention (Kim et al., 2004). When employees are satisfied with their job, they are more willing to provide service that exceeds customers' expectations and positively influence customers' attitude towards their service. In contrast, employees who are dissatisfied with their job are likely to have more occupational stress and be less productive (Spinelli and Canavos, 2000). Thus, highly committed, high performing, and happy employees are valuable resources to the hotel sector.

Employee satisfaction as a result of job satisfaction is essential to the success of any business. A high rate of employee contentedness is directly related to a lower turnover rate. Thus, keeping employees' satisfied with their careers should be a major priority for every employer. While this is a well-known fact in management practices, economic downturns like the current one seem to cause employers to ignore it. (Spinelli, 2000)

There are numerous reasons why employees can become discouraged with their jobs and resign, including high stress, lack of communication within the company, lack of recognition, or limited opportunity for growth. Management should actively seek to improve these factors if they hope to lower their turnover rate. Even in an economic downturn, turnover is an expense best avoided. (Kim et al, 2004)

Job performance is defined as the aggregate value to an organization of the set of behaviors that an employee contributes both directly and indirectly to organization goals. Task performance can be defined as a function of knowledge, skills, abilities, and motivation directed at role -prescribed behavior, for example formal job responsibilities. However, employee performance evaluation is the degree where individuals meet role expectations (Engellandt and Riphahn, 2011).

Job performance concerns individual output in terms of quality and quantity expected from every employee in a particular job (Aguinis, 2013; Cascio & Aguinis, 2010). Performance is associated with quantity of output, quality of output, timeliness of output, presence / attendance on the job, efficiency of the work completed and effectiveness of work completed (Mathis & Jackson, 2009; Tinofirei, 2012). Employee performance, therefore, is about the timely, effective and efficient completion of mutually agreed tasks by the employee, as set out by the employer (Tinofirei, 2012). For Koopmans et al. (2012), individual work performance is based on a four-dimensional conceptual framework, consisting of task performance, contextual performance, adaptive performance, and counterproductive work behavior.

2.4 Employee Commitment

Allen and Meyer (1991) conceptualised organizational commitment as a multidimensional construct consisting of affective commitment, normative

commitment and continuance commitment. Furthermore, Meyer and Herscovitch (2001) argued that commitment with the core essence should be identified as a distinguished construct from other constructs. In other words, the construct of commitment was more than a motive to engage in certain behaviors or a positive attitude towards certain targets. To sum up, Meyer and Herscovitch (2001) proposed the definition of commitment as a force that binds an individual to a course of action of relevance to one or more targets, and that commitment is distinguishable from exchange-based forms of motivation and target-relevant attitudes, and can influence behavior even in the absence of extrinsic motivation or positive attitudes.

Employee commitment towards the organization has variously been defined in the existing literature. Organizational commitment has for example, been defined as a bond, link or association which exists between individual employees' and the organization (Khan et al., 2015). Khan and colleagues point out that it is a psychometric state which defines the individual employees' innate decision to be attached and remain in the organization. Porter, Steers, Mowday, and Boulian (1974) as cited in Diriye (2015) defines commitment as a show of loyalty and attachment to an organization. Diriye (2015) posits that involvement and identification with an organization are relative aspects and are manifested in commitment. Diriye delineates three factors that reflect an employees' commitment to an organization namely: the desire to remain part of an organization; willingness to work towards realization of the goals and values of the organization; and being ready to serve the organization in whatever capacity.

Wallace and Trinkka (2019) identified three types of employee commitment. These include; affective commitment, continuance commitment and normative

Commitment. Affective commitment (affection for your job) is when employees feel a strong emotional attachment to their organization, and to the work that they do. They are most likely identified with the organization's goals and values, and they genuinely want to be there; continuance commitment (fear of loss) - this type of commitment occurs when employees weigh up the pros and cons of leaving an organization. An employee may feel like they need to stay at the company, because the loss they'll experience by leaving it is greater than the benefit they think they might gain in a new role. These perceived losses, or side bets, can be monetary; professional or social; Normative Commitment (Sense of Obligation to Stay)- this type of commitment occurs when an employee feels a sense of obligation to the organization, even if they are unhappy in their role, or even if they want to pursue better opportunities (Boxall & Macky, 2014).

Employee commitment has also been explored from a training perspective. Dialoke and Nkechi (2017) point out that employee commitment is a function of employee training reflected in terms of job enrichment and mentorship. Sharma, Kong, and Kingshott (2016) observed that competency training motivates employees and enhances commitment since it helps them to plan and match their career aspirations with the opportunities available. The employees should therefore devise systems of emotional intelligence competencies, cognitive competencies and social intelligence competencies hence enhancing their commitment levels. Kiima (2015) noted that employees who undergo competency based training are more committed and perform better since they have better chances of getting promoted into higher positions of responsibility and attract better salary increments. Lin and Lo (2015), for instance, lauds the impact of commitment on work quality and national productivity, and

argues that a focus on how to boost employee commitment ought to be an imperative for all organizations desiring to remain competitive.

Committed employees play a major role in the survival of organizations in the ever-competitive world. Despite the role of committed employees in the success of organizations, recruiting and retaining committed employees is a challenge to many business concerns (John & Yanney, 2014). Maintaining workers who are skilled and dedicated to duty is also a challenge in the manufacturing sector (Dangayach & Deshmukh, 2015; Hill, 2017). Earlier, Adamu & Mansur (2017), noted low employee commitment is attributed it to competition which has forced them in to restructure and continually seek ways of cutting to survive. This has led to decrease in job security, commitment and performance of employees. Cost of inputs, competition, infrastructure and inadequacies in human capital with regard to training, skills, attitudes and unsatisfactory employee commitment have been cited as factors that contribute to the contracting contribution of the manufacturing towards Kenya's Gross Domestic Product since the mid-1980s (Muyaet *al.*, 2016; Newman *et al.*, 2016).

2.5 Theoretical Framework

2.5.1 Social Learning Theory

Braton *et al* (2007) explained social learning theory of Bandura which 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. In social learning theory, internal cognitive processes are said to have some effect on behavior as examined by (Mckenna, 2006) that person's expectations about the outcome of a particular behaviours reflects these effects.

To attend, remember and rehears would be key aspects of observational learning as noted by (Merniam and Caffarella, 1991) and showed the most common examples of social learning situations are television commercials. Like, using a particular hair shampoo will make as popular and win the admiration of attractive people, customers may model the behaviour shown in the commercial and buy the product. Students often learn a great deal simply observing other people. Learning theories provided some key principles of learning so that implication of these principles in training may provide opportunities of trainees' motivation and facilitating their learning. This section (literature review) provided a solid body of knowledge about how individual learn the different processes of learning involved and significant factors that affects individual learning. This literature can significantly contribute to the training plans and program alike.

Therefore, training can be said to be a practical process not theory training is an art and science as well, there is no training theories, one can manage and use some appropriate methods for effectiveness of training process. According to Daniel, (1993) training is a process through which individual learning advances organizational learning.

By clear understanding of this (individual learning) trainers can actively manage the learning process to make it consistent with an organizational goals, vision and values

(Fincham and Rhodes, 1999). Learning refers to the internal processes and brings changes in performance; performance is said to be the observed effect of learning on behaviours.

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 Wager, 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. Bass and Vaughn, (1968) explored that the real significance of attempts to develop the training technology is that analysis of human behaviours helps in the identification of real conditions which are relevant and necessary in bringing about specified changes in performance. Learning theory deals with the human behaviours, changes occur in behaviours and the effects of environment on these behaviours. Learning theory examines the human behaviour and gives some instructions (conditions) of learning. Gagne, Briggs and Wager, (1992) found 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 for example.

2.5.2 Universalistic Theory

Universalistic Theory proposes ‘best practices’ that when adopted and implemented would contribute positively to commitment regardless of the strategic goals of the organization (Huselid, 1995). It is based on the assumption that there is a set of best HRM practices, and that adopting them will inevitably lead to superior organizational performance (Luthans & Summer, 2005). The notion of best practice was identified initially in the early US models of HRM, many of which mooted the idea that the adoption of certain ‘best’ human resource practices would result in enhanced organizational performance, manifested in improved employee attitudes and behaviors, lower levels of absenteeism and turnover, higher levels of skills and therefore higher productivity, enhanced quality and efficiency and of course increased profitability (Marchington & Wilkinson, 2008). Here, it is argued that all organizations will benefit and see improvements in organizational performance if they can identify, gain commitment to and implement a set of best HRM practices.

Thus, universalistic perspective maintains that firms will see performance gains by identifying and implementing best practice irrespective of the product market situation, industry or location of the firm (Pfeffer, 2001). However, the notion of a single set of best HRM practices has been overstated. There are examples in every industry of firms that have very distinctive knowledge management practices which shape the core competences that determine how firms compete. What works well in one organization will not necessarily work well in another because it may not fit its strategy, technology or working practices.

According to Becker *et al.*, (2001), organizational high performance work systems are highly idiosyncratic and must be tailored carefully to each firm's individual situation and specific context in order to provide maximum performance. These high performance work practices will only have a strategic impact therefore, if they are aligned and integrated with each other and if the total HRM system supports key business priorities. This approach therefore ignores potentially significant differences between organizations, industries, sectors and countries.

With regard to this study, career development practice is a valuable way of identifying areas of innovation and development that are practiced to good effect elsewhere by leading companies. But it is up to the firm to decide what may be relevant in general terms and what lessons can be learnt that can be adopted to fit its particular strategic and operational requirements, which is determined by the employees' commitment levels. Thus, the use of this theory will help the researcher in interpreting the links between career development practice and how it is instrumental in influencing organization culture and by extension of employee commitment. However, the respondents' responses on career development practice and employee commitment issues will be interrogated and interpreted.

2.5.3 Job Embeddedness Theory

This theory was introduced by Mitchell, Holtom, Lee, Sablinski and Erez (2011), which provide away of understanding why people continue to stay in an organization. Job embeddedness theory is more of a web or a net in which an employee can become stuck. The theory is derived from Lewin's field theory and represents a wide range of influences on an employee's intention to stay. According to Mitchell et al. (2011) job embeddedness make an employee to become embedded or committed to the

organization. Further, the theory outlines the key organizational factors that make employees remain in their jobs and techniques which employers can use to promote employee commitment. There are three components proposed by this theory; links, fit and sacrifice examined in different organizational contexts.

The noticeable/ evident connections between people and institutions are referred to as Links (Mitchell et al, 2011). The more individuals are trained on emotional intelligence competencies, Cognitive competencies and Social intelligence competencies the more they'll become embedded and committed to the organization (Seery & Corrigan, 2009). Competency training does influence both positively and negatively the intention to leave and personal embeddedness. The links as a component evolves over time focusing on the relationships between individuals and increases an employee's intention to stay in an organization. Links include but not limited to membership in professional organizations, tenure and age (Mowday, Porter & Steers, 2013). HRD professionals have championed other links including employee education assistance, on-site childcare, paid professional-development opportunities and broader benefits packages.

The employee perceived compatibility with his/her environment and the organization is termed as Fit. An employee will feel professionally and personally embedded if his or her values, goals and views are related to those of the organization (Mitchell et al., 2011). This component examines how well employees view themselves as sharing compatible values, goals and characteristics with their employer and other colleagues in the organization. There is high probability that the employee will stay in the organization if there is good fit. Misfits tend to leave an organizations at a faster rate than fits (O'Reilly et al., (1991; De Cooman, Du Bois, Caers, & Jegers, 2009).

The decision to leave can be made very costly to an employee if human resource manager promotes broad-based benefits packages (Cameron & Quinn, 2011). Provision of accrued advantages to workers who choose to stay is another HR strategy that can be used. Moreover, employee's choice to leave the organization is attributed to low compensation, lack of challenging work and opportunities for career advancement. As outlined by Mitchell et al. (2011) these results coincided with links, fit, and sacrifice components of employee commitment. As employee's intention to leave decreases the overall commitment scores increases. Therefore, job embeddedness and commitment is beneficial as it enables the firm to know the reasons as to why employees decide to be committed thus coming up with appropriate retention strategies that suit the organization (Mitchell et al., 2011).

2.6 Empirical Review

2.6.1 Emotional Intelligence Competencies and Employee Performance

Ahmed, Sabir, Rehman, Khosa and 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 propose 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 (X^2) 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 predict 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.

Nyangweso, Kingi, and Uzel (2016) examined the effect of the three components of scientific personnel selection namely: Cognitive ability, Personnel dimensions and psychometric ability on the performance of employees at Kenya Ports Authority. The study was carried out at Kenya Ports Authority where 144 senior managers represented the units of analysis for this study. Quantitative research design was adopted for this study. Specifically a descriptive survey aimed at a targeted population

from a representative sample. A structured questionnaire was used to collect data relevant for the study. The questionnaire used Likert scale to collect the quantitative data. The sampling technique used was stratified where the population was subdivided into sub groups. A pilot study was carried out on 26 respondents. A range of methods were employed to summarize the data including descriptive statistics, bivariate and multivariate analysis. Data was analyzed using tables and presented using descriptive and inferential statistics such as mean, standard deviation, correlation and regression analysis. A statistical package for social sciences (SPSS) was used to analyze quantitative data. The results of the study revealed that the correlation between cognitive, personality dimensions, psychomotor ability and employee performance was highly significant at (p-value = 0.000). The regression results indicated that the scientific personnel selection practices explained 17% variation in the employee performance. The study recommends that KPA should adhere to scientific personnel selection practices when recruiting and filling up vacant positions.

2.6.2 Cognitive competencies and Employee Performance

Matlin (2009) defined cognitive ability as the capacity to learn from experience and to adapt to one's environment. He stated that Cognitive assessment is widely used for selection and placement as well as for prediction of performance or success. Gilmore (2008), highlighted that the continuous change and competition in the working environment necessitate increase in efficiency and productivity which requires different and enhanced skills and abilities. He further explained the importance of having the right people with the right skills in the organization in order to meet the desired objectives of the organisation. Nyangweso, Kingi, and Uzel (2016) indicated that cognitive ability has been widely recognized as the most important indicator of job performance. Most organizations consider cognitive ability as a benchmark for

recognizing a candidate's ability to perform at the job. Blending practical abilities with general aptitude, pre-employment cognitive aptitude tests are highly successful at identifying the candidates who are most likely to succeed in their positions

Nikoloski and Ajwad (2014) did a study on Cognitive and Non-Cognitive Skills Affect Employment Outcomes: Evidence from Central Asia. The study adopted a novel survey on cognitive and non-cognitive skills in Tajikistan and Uzbekistan, it analyzed the relationship between skills and labour market outcomes. The findings showed a strong link between employability and cognitive and non-cognitive skills. Skills further influence the type of employment, namely whether people are employed in 'new economy' occupations, i.e. jobs that require above average non-routine cognitive/analytical skills and above average non-routine interpersonal skills, the private sector and the so-called 'modern' sector. We also find robust and positive association between skills and job satisfaction. Finally, the study indicated that skilled individuals are more likely to pursue high levels of educational attainment, suggesting that there is an indirect link between skills and labour market outcomes, with skills being acquired in the process of formal education. Therefore it was concluded that that skills are associated with higher wage rates, and hence, labour productivity.

Menghan, Lingling and Huamao Peng (2019) investigated the relationship between cognitive abilities and age differences in information search and the moderating role of task self-relevance by measuring the decision-making processes of participants in both high and low self-relevance decision-making tasks. The sample included 57 young and 65 older adults in Beijing, China. They viewed five-alternative \times five-attribute decision matrices that required them to open, with a mouse click, the

information cells that interested them. Processing speed, verbal fluency, working memory, and vocabulary were measured as cognitive abilities. The dependent variables were search engagement (including time-related engagement and frequency-related engagement) and search pattern (calculated based on alternative-based or attribute-based search). The results from structured equation modeling showed that age negatively predicted these cognitive abilities (processing speed, verbal fluency, working memory, and vocabulary) and positively predicted information search engagement. Processing speed mediated the effect of age on study time per cell under tasks with both high and low self-relevance. Verbal fluency, meanwhile, mediated the total search time and checking time per cell when the task was highly self-related but not when the task had low self-relevance. These results suggest that self-relevance can moderate the mediation effect of verbal fluency on the relationship between age and information search time; this means that older adults whose verbal fluency was limited require relatively more time to search information to make an informed decision. However, this effect is only sufficient when the decision-making task is highly self-related and provokes more engagement motivation toward it.

Heinz-Martin and Kretzschmar (2018) examined the impact of Cognitive Abilities and Prior Knowledge on Complex Problem Solving Performance Empirical Results and a Plea for Ecologically Valid Microworlds. Intelligence Structure Model and Cattell's investment theory as well as elaborated knowledge taxonomy. In the first study, 137 students managed a simulated shirt factory (Tailorshop; i.e., a complex real life-oriented system) twice, while in the second study, 152 students completed a forestry scenario (*FSYS*; i.e., a complex artificial world system). The results indicate that reasoning – specifically numerical reasoning (Studies 1 and 2) and figural reasoning (Study 2) – are the only relevant predictors among the intelligence

constructs. Path models suggest that reasoning and prior knowledge influence problem solving performance in the Tailorshop scenario mainly indirectly. In addition, different types of system-specific knowledge independently contribute to predicting CPS performance. The results of Study 2 indicate that working memory capacity, assessed as an additional predictor, has no incremental validity beyond reasoning. The study concluded that cognitive abilities and prior knowledge are substantial predictors of CPS performance, and in contrast to former and recent interpretations, there is insufficient evidence to consider CPS a unique ability construct.

Samson and Nagendra (2017) did a study on the role of cognitive factors on job satisfaction. Keeping job satisfaction as dependent variable and cognitive factors as an independent variable the study has been undertaken. For the purpose of the study the data has been collected from 1000 employees working in 10 different ITeS companies in Bengaluru. Respondents were selected through stratified random technique. The result of the study has shown that cognitive factors significantly influence job satisfaction among the employees of ITeS companies in Bengaluru.

Chad, Herman, Mackey and DeOrtentiis (2017) used meta-analysis to assess the strength and consistency of the multiplicative effects of ability and motivation on performance. A triangulation of evidence based on several types of analyses revealed that the effects of ability and motivation on performance are additive rather than multiplicative. The study findings indicated that, the additive effects of ability and motivation accounted for about 91% of the explained variance in job performance, whereas the ability-motivation interaction accounted for only about 9% of the explained variance. In addition, when there was an interaction, it did not consistently

reflect the predicted form (i.e., a stronger ability-performance relation when motivation is higher). Other key findings include that ability was relatively more important to training performance and to performance on work-related tasks in laboratory studies, whereas ability and motivation were similarly important to job performance. In addition, state-like measures of motivation were better predictors of performance than were trait-like measures.

De'Carlo & Agarwal (1999) examined the effects of managerial behavior (i.e., initiation of structure and consideration) and job autonomy on industrial salesperson's job satisfaction. The study also investigated the generalizability of the theoretical model developed for U.S. salespersons to salespersons in Australia and India. The study findings suggested that perceived job autonomy was an important antecedent to job satisfaction among salespersons from all three countries. Surprisingly, little differences were observed in the impact of managerial initiation of structure and consideration on job satisfaction among the sales personnel from three countries. The investigator, therefore, feels that effect of job autonomy vary according to the hierarchical levels of employees.

2.6.3 Social intelligence competencies and Employee Performance

Njoroge and Rashad Yazdanifard (2014) did a study on the impact of social and emotional intelligence on employee motivation in a multigenerational workplace in USA. The study adopted an empirical review design and indicated that social intelligence have the potential to positively impact employees' behaviors with outcomes such as job satisfaction, positive work attitudes, self-efficacy, and leadership potential and change management. When people with different backgrounds cooperate, creativity and innovation happens. The result from this

diversity in the workplace is that people learn how to communicate and generate ideas that usually creates high-impact change with low economic and emotional risk and high economic and emotional gain. Given such diverse behavioral outcomes social and emotional intelligence become key success factors for employee motivation in a multigenerational workplace.

Parveen and Soomro (2014) examined the role of emotional and social intelligence in various work settings: A Review of Current Psychological Literature. The study focused on the various claims of researchers for the need and application of social intelligence competencies particularly in the work environment. The findings indicated that the importance of social intelligence for the most dynamic organizations and the most satisfying and successful personal and professional lives. ESI has received considerable attention of employees in many workplaces, as a recipe for high achievement and success. The study provided useful directions to prompt and encourage the use of emotional and social competencies on the job for the betterment of employees and prosperity of organizations.

Swift and Hwang (2013) examined the impact of social and emotional intelligence on knowledge sharing and organizational learning. The study was conducted among 157 marketing and sales executives. The results indicate that organizations should focus on organizational processes which promote social and emotional intelligence. Such processes include job rotation to improve cognitive understanding and employee screening for affective trust traits. Therefore it was concluded that organizations should encourage cognitive and affective trust building endeavours.

Liezelot, Kelly Smet, Onghena and Kyndt (2012) did a study on the relationship between social and emotional intelligence in the workplace and informal learning

outcomes: a study among police inspectors. The study adopted a mixed method study, including a survey among 390 police inspectors and interviews with nine police inspectors, was set up to explore this relation. The study results suggested that the social and emotional intelligence is a good predictors for the acquisition of 'generic learning outcomes' and 'organizational level learning outcomes'. The learning condition 'coaching' is also strongly associated with 'job-specific learning outcomes'.

Lathesh and Avadhani (2018) did a study on the impact of social intelligence on employee performance and the effect of social intelligence on different age groups. The social intelligence was measured using four different dimensions viz., self-awareness, art of reading of others, conflict handling and relationship management. Likewise, the employee performance was measured by using nature of work, work flexibility and employee motivation. The sample size for the finding was 50 .The results found that: employees those who are having high level of social intelligence can adopt new skills in their work and can perform better. For second objective it was found that social intelligence does not have different impact on different age groups.

Mwathi (2010) did a study on the relationship between emotional intelligence and job performance among service providers in rehabilitation schools in Kenya. A correlational research design was used to test the hypothesis that, emotional intelligence is significantly related to job performance among service providers of rehabilitation schools in Kenya. Stratified proportionate sampling was used to obtain a sample of 81 service providers from a target population of 103 service providers in rehabilitation schools. Due to non response rate, final data was obtained from 63 service providers. Pearson Product Moment Correlation was used to test the relationship between emotional intelligence and job performance and one way

ANOVA to test for differences across demographic variables in emotional intelligence and job performance separately. The findings revealed that there were no significant differences in emotional intelligence as well as in job performance across various demographic variables namely, age, sex, educational qualifications and length of service.

In terms of the relationship between the two variables, the study found a significant, moderate and positive relationship between emotional intelligence and job performance among service providers in rehabilitation schools. In addition, it revealed that some dimensions of emotional intelligence such as motivation and social skills were significantly related to job performance, while the empathy dimension was significantly related to teamwork dimension of job performance. Based on the findings, it was suggested that emotional intelligence testing could be factored into recruitment of service providers of rehabilitation schools and that emotional intelligence development programs could be used as an intervention to ensure higher job performance of service providers in rehabilitation schools. In addition, the motivation, social skills and empathy dimensions of emotional intelligence need special attention when it comes to promoting job performance of service providers for rehabilitation schools.

2.6.4 Moderating effect of Organizational Commitment on the relationship between Competency Training and Employee Performance

Organizational commitment is a strength measure of an organization's identity [8]. 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.

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.

2.7 Chapter Summary and Research Gap

This chapter has reviewed related literature on the effects of competency training on employee performance. However, several research gaps have been identified from the empirical review and they are illustrated in Table 2.1 below.

Table 2.1: Summary and Research Gap

Author (s)	Objective	Method	Findings	Gap
Mahmood, R., Hee, O. C., Yin, O. S., & Hamli, M. S. H. (2018)	The Mediating Effects of Employee Competency on the Relationship between Training Functions and Employee Performance.	A quantitative survey method coupled with factor analysis, descriptive analysis, correlation analysis and hierarchical regression analysis	Employee competency is a partial mediator between training functions and employee performance,	Focused on competency training as a moderator while this study will focus on competency training as an independent variable.
Sule, A, B (2015)	Effects Of Competency Based Management Approaches On Employee Performance In UNHCR Kenya	The study adopted descriptive research design.	Found out evidence indicated a strong significant relationship exists only with competency based performance with employee performance	Was done in the private sector while the current study will be done in the public sector
Boahin, P & Hofman, W.H, (2014)	Perceived effects of competency-based training on the acquisition of professional skills	Adopted the use of structural equation modeling (SEM).	Found out that modular structure has indirect effects on the acquisition of skills through quality teaching and feedback	Linked competency based training to acquisition of skills.
Panda, G & Sumita M (2018)	Impact of Competency Based Training Need Assessment on Individual Performance: A Study on Employees of Essel Mining Industries	used Correlation AND Single factor ANOVA	Employee com-petencies has close relationship with training need identification.	Was done in the mining industry and linked competency based training to training needs analysis

Kuhuparuw, V,J, Ferdinandus, S (2018)	The effect of training and competency on employees' organizational commitment at PT. Bank Danamon in Ambon city	Adopted a survey research method	The results indicate that training shows the effect of 89.5%, and competency of 13.0%.	Linked competence based training and organizational commitment leaving out employee performance
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2.8 Conceptual Framework

Conceptual Framework is a hypothesized model identifying the model under study and the relationship between the dependent and independent variables (Tromp, 2012). Figure 2.1 represents the conceptual framework for this study. The independent variables include three forms of competency as the follows; Emotional Intelligence competencies, Cognitive Intelligence competencies and Social intelligence competencies adopted from Boyatzis (2008) model while employee performance is the dependent variable. This relationship can be moderated by organizational commitment as explained by affective, continuance and normative commitment.

2.9 Conceptual Framework

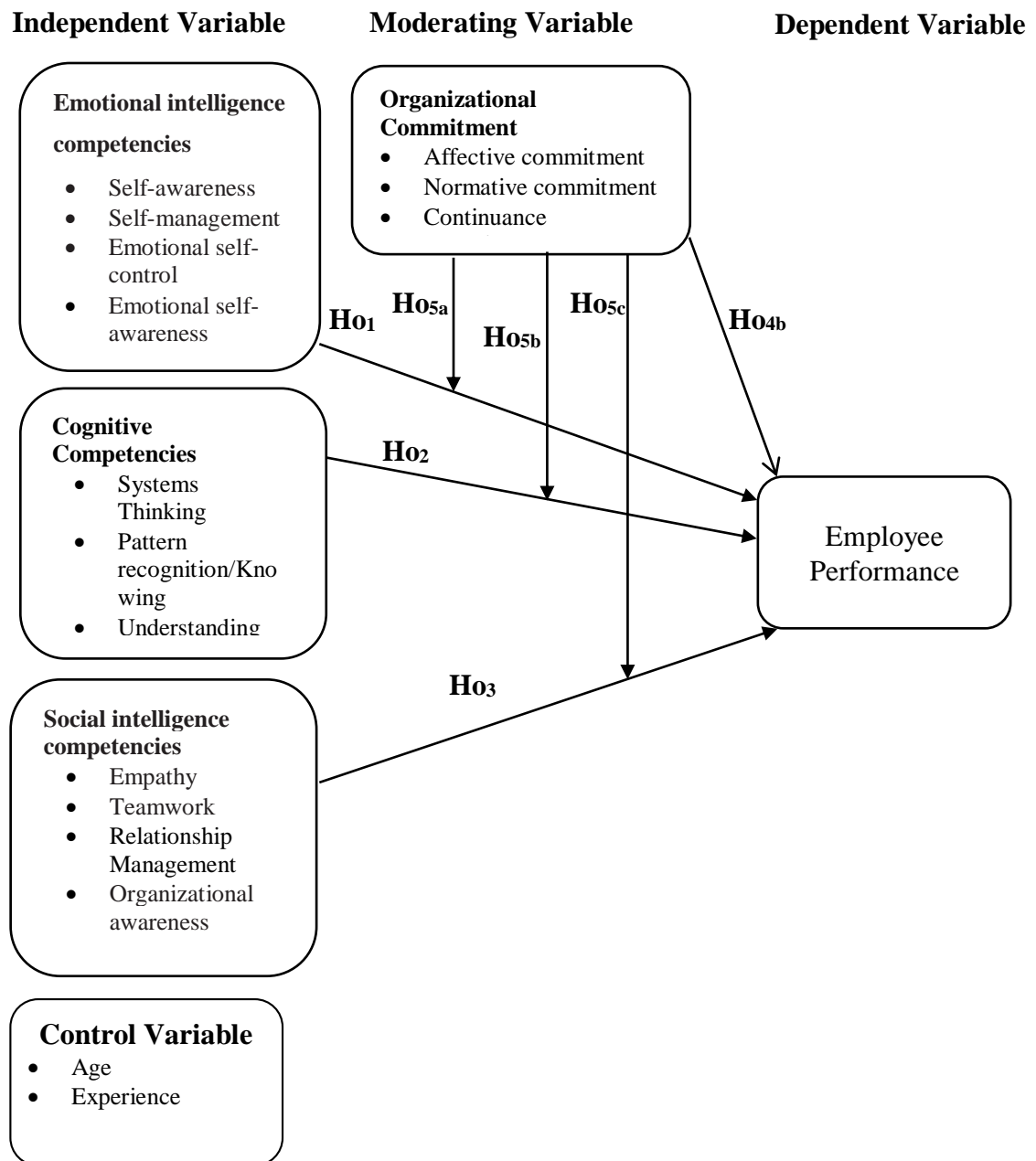


Figure 2.1: Conceptual Framework Diagram
Source: Researcher, 2022

As indicated in figure 2.1, there are key factors that contribute to the employee performance; these are Emotional competencies, Cognitive competencies and social competencies. Emotional intelligence competencies enhances the employees ability to recognize , understand , and use emotional about one self that leads to or causes effective or superior performance. The ability to control themselves in facing undesirable conditions and situations in the company so that it can continue to work in accordance with the tasks that have been given by the leader shows the ability of employees to have self-control in the face of pressure.

Cognitive competencies are trainings that shows employees mental processes covered in the knowledge and comprehension, including thinking, knowing, remembering, considering and solving problems while Social intelligence competencies enhances the employees ability to think or analyze information and situation that leads to or causes effective or superior performance. Employee social intelligence can also be seen in the interaction of employees with their colleagues. Whether an employee has been able to understand, listen, respond the strengths and limitations of the thoughts and feelings of others. The dependent variable is the outcome or results. That is, employee performance attributed to completion of tasks, service quality and employee commitment at Uasin Gishu County government. This can be moderated by organizational commitment explained by affective commitment, normative commitment and continuance commitment

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presented the research design, target population, sampling design and procedure, data collection instrument, and data analysis methods that will be used for data analysis and presentation. It provided a framework of the research methodology that was used to achieve the objectives of the study. It gave an overview of the population that was under study, area that was studied, data collection and analysis methods that was used.

3.2 Research Design

This study was quantitative in approach and adopted explanatory research design. According to Neuman (2014) explanatory research design purpose is to explain why events occur and to build, extend, elaborate or test a particular theory. Other scholars also refer to this design as causal research as it determines the extent and nature of cause and effect relationships (Zikmund, Babin, Carr & Griffin, 2012). The design was used to identify any causal links between the factors or variables that pertain to the research question. This design allowed the collection of quantitative data which was analyzed quantitatively using descriptive and inferential statistics. The same data collected was used to suggest possible reasons for particular relationships between variables and to produce models of these relationships (Saunders *et al.*, 2009).

It was decided to utilize an explanatory research design because, as stated by Lee and Ling (2018), this type of study makes an effort to establish relationships between concepts in order to better grasp how they work together and what effects their introduction can have. According to Burns and Bush (2019), explanatory research

seeks to answer the questions "why" and "what." Its primary purpose is to look into a phenomenon that hasn't been researched thoroughly.

The advantage of using this research design is that it performs a significant role in identification of reasons behind a wide range of processes as well as assessing the influence of existing processes. The design is also associated with greater levels of internal validity as a result of systematic selection of respondents. Lastly, it offers advantages of replication if necessity arises (Zikmund, et al., 2012).

3.3 Study Area

The study was undertaken in Uasin Gishu County that is in the North Rift Region of Kenya. The county covers an area of 3,392.2 km² and has a population of 1,163,186 people as per the 2019 national statistics. This study focuses on Uasin Gishu County government, 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.

3.4 Target Population

A population is defined as including all people or items with the characteristic one wishes to understand. The target population for this study is defined as the average

number employees who are currently working under various departments within the Uasin Gishu County government. The target population (the total number of employees who are currently working under the Uasin Gishu County government) comprises of 6,400 respondents (employees). 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. This is presented in Table 3.1

Table 3.1: Target Population

Strata (Departments)		Total Population (Number of staff members)
1.	Roads, Transport and Public Works	583
2	Public Service Management	488
3	Information, Communication and Technology (ICT) and e-Government	569
4	Education, Culture, Youth Affairs and Social Services	637
5.	Finance and Economic Planning	855
6.	Agriculture, Livestock Development and Fisheries	761
7.	Environment, Energy, Water and Natural Resource	792
8.	Trade, Industrialization, Cooperatives, Tourism and Wildlife	701
9.	Health Services	433
10	Lands, Housing and Physical Planning	581
Total		6,400

Source: Public Service Management Department, Uasin Gishu County, 2019).

3.5 Sample Size and Sampling Techniques

3.5.1 Sample Size

A sample is a smaller (but hopefully representative) collection of units from a population used to determine truths about that population (Field, 2005). The total target population of respondents in terms of employees of this geographical area of study is considered finite and thus the study adopted formula by Cochran, 1963 and Glen, 1992 to determine the study sample as indicated below;

$$n = \frac{N}{1 + N(p)^2}$$

Where:

n is the sample size;

N is the population size;

P is the level of precision (0.07).

$$= \frac{6,400}{1 + 6,400 (0.07)^2}$$

$$= \frac{6,400}{32.36}$$

= 197.775 respondents round off to the nearest whole number is 198 respondents.

Therefore, a sample size of 198 respondents was used in the study.

3.5.2 Sampling Techniques

In arriving at the sample (198) used in this study, the study first employed stratified sampling based on the departments as the strata where the sample frame was first broken into 10 departments. Simple random sampling was then used to select a representative number from each stratum. This is because sub-populations per every department vary considerably. So, it was advantageous to sample each sub-population

(stratum) independently. Mwangi, (2014) points out that stratification is the process of grouping members of the population into relatively homogeneous sub-groups before sampling. The strata should be mutually exclusive: every element in the population must be assigned to only one stratum. The strata should also be collectively exhaustive; no population element can be excluded. Webster (2003); Kombo and Tromp (2006) describe a sample as a finite part representative of the target population whose properties are used in studies to gain information about the whole population. The selection of a representative sample requires a suitable sampling technique. To ensure representation among employees from all the departments within this geographical area of study, stratification of the target population was done in all the departments within Uasin Gishu County government using probability proportional to size. Target sample was 198 respondents. To arrive at the latter number of respondents, the study used simple random sampling technique using lottery method as shown in Table 3.2

Table 3. 2: 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 and Wildlife	701	21	11
9.	Health Services	433	13	7
10	Lands, Housing and Physical Planning	581	18	9
Total		6,400	198	100

3.6 Data Collection Instrument

Considering this study as quantitative in nature, a questionnaire was used as the data collection instrument. A structured questionnaire was formulated with a written set of questions to which respondents' recorded their answers in a pre-determined order providing the researcher with data that can be analyzed, interpreted, and best suited where the researcher wants to obtain standardized data (Sekaran & Bougie, 2010). The questionnaire used in collecting research data is shown in Appendix II. The questionnaire was divided into five Sections. Section (A), consisted of respondents' background information, Section (B), consisted of questions on dependent variable; Employee performance. Section C had questions on independent variable; Emotional competencies, Section D had questions on cognitive competencies and Section E had questions on social competencies. Gill and Johnson (2002) argues that the most important aspect is to generate the instrument that reflects the objectives and hypotheses underpinning as there is no best medium for surveys because each instrument has its own distinct advantages and disadvantages. Greener (2008) argues that closed ended questions are designed to check facts or perceptions, confirming information and producing answers which qualify the respondent in some way or give comparable data across the sample.

3.7 Pilot Testing of the Instrument

A pilot study was conducted to ensure that the research instrument (questionnaire) is easy to understand and elicit the intended information from respondents. The research instrument was standardized and consistent for all respondents in each stratum. The questionnaire was administered to 19 employees of Nakuru County Government who were approximately 10% of the unit of analysis (Creswell, 2017). The pilot group was selected randomly, at least a week before the main study. They were asked to respond

to the questions as the researcher observes to how long it takes to interview one respondent, whether response choices are appropriate, whether the tool collects the information needed among other things. Necessary adjustments were made to the tool.

3.7.1 Validity of Research Instrument

Validity is the degree to which an instrument measures what it is expected to measure (Bryman, 2016). A valid questionnaire enables accurate data to be collected and hence consistency in data collection. There are four types of validity namely face validity, content validity, criterion validity and construct validity. Face validity refers to the agreement that a question, scale, or measure appears logically to reflect accurately what it was intended to measure. Face validity was determined by a review of the items in the research instrument by engaging supervisors and experts in research methodology from the School of Business and Economics of Moi University.

Secondly, the research questionnaire was checked for its content validity. This is an agreement between experts that the scale measures what it is intended to and seems to be a good reflection of the scale. In this research therefore, the instrument was distributed to an independent panel of four (4) competent researchers; 2 supervisors and 2 experts who rendered intelligent judgment about the adequacy of the instrument to ascertain the content validity. The four experts examined the instrument and evaluated the relevance of each item in the instrument to the research questions and objectives.

According to Cooper and Schindler (2008), criterion validity helps predict something that the researcher is interested in based on a valid measure. The criterion measure should be known to be reliable and valid already (Smithson, 2005). Criterion-related validity can either be predictive or concurrent, depending on how it is measured.

Construct validity refers to the analysis of data supporting a part of the study's hypothesis or the scale answering some of the research questions. Saunders et al. (2012) views construct validity as the extent to which the measurement questions actually measures the presence of those constructs intended to measure. In this research measurement constructs derived and empirically tested by earlier scholars were replicated. Internal validity refers to the ability of the questionnaire to measure what it intends to measure. The researcher with the help of experts in the discipline ensured that face; content, criterion-related and construct validities was achieved.

3.7.2 Reliability of the Research Instruments

Reliability is the extent to which a variable or set of variables are consistent in what it is intended to measure. Reliability is the robustness of the questionnaire, and in particular, whether or not it will produce consistent findings at different times and in different conditions (Saunders *et al.*, 2012). Hair et al. (2007) and Saunders et al. (2012) refer reliability as the extent to which data collection techniques or analysis procedures yield consistent findings. Abbott and McKinney (2013) state that reliability is the extent to which a given measuring instrument produces the same result each time it is used. The internal consistency method which entails the use of Cronbach was adopted because it is more stable than the other methods (Bryman, 2012; Cooper & Schindler, 2011).

Cronbach's alpha which was popularized by Cronbach (1951), measures consistency within the instrument and assesses how well a set of items measures a particular behaviour or characteristic within the test. For a test to be internally consistent, Drost (2011) suggests that estimates of reliability should be based on the average inter-correlations among all the single items within a test. Pallant (2010) advises that where

Cronbach's Alpha coefficient is used for reliability test, the value should be above 0.7. However, according to Sekaran and Bougie(2010), Cronbach's Alpha value of between 0.60 – 0.7 and above is regarded as an indication of reliability. A pilot test was done in Nakuru County to help determine Cronbach's alpha level. This test ensured that there is attainment of internal consistency across all the questions or a sub-group of questions. An alpha value of 0.7 and above was set as the cut-off point of determining instrument reliability as supported by Pallant (2010).

3.8 Data Collection Procedure

Before embarking on the study, authority was obtained from Moi University, School of Business and Economics to introduce the researcher as a bonafide student with the authority letter. The researcher then proceeded to obtain the authority of NACOSTI and the County Secretary to be able to collect data and heads of the respective departments in this geographical area of study. As soon as permission is granted, the study proceeded in the following chronology: pilot testing; revision of the data collection instruments after the pilot study; reproduction of required copies for data collection upon approval by supervisors; administration of data collection instruments to employees in the respective departments Uasin Gishu County government, collection of duly completed research instruments, assessment of filled in questionnaires through serialization and coding for analysis; Data analysis and discussion; preparation of conclusions and recommendations. The questionnaires were personally administered to the respondents and then were picked after two weeks by the researcher. This method of administration is justified as it resulted in a high response rate. Furthermore, personal administration of questionnaires was helpful in carrying out data cleaning while in the field and it ensured that the data collected was adequate for the research.

3.9 Data Analysis Technique

This is the process of structuring, ordering and giving meaning to the mass of information during a study (Hayes & Preacher, 2014). Data collected was checked for errors, completeness, consistency as well cleaned before analysis. Data was fed into the SPSS software program, version 25.0 for analysis with statistical significance set at 0.05. This study involved the analysis of both descriptive and inferential statistics. Descriptive statistics was used to describe basic characteristics and summarize data in a straightforward and understandable manner while inferential statistics was used to make inferences from the sample information to the entire population. Factor analysis was used as well.

3.9.1 Descriptive Statistics

The collected data was examined for completeness and consistency. The analytical techniques for data analysis were determined in line with the characteristics of the research design and the nature of data gathered as suggested by Zikmund, Babin, Carr and Griffin (2013). Descriptive statistics were used to describe basic characteristics and summarize data in a straight forward and understandable manner. The descriptive statistics employed in the current study included frequencies, arithmetic means, and standard deviations both for the dependent and independent variables as suggested by other scholars (Saunders, Lewis, & Thornhill, 2007; Sekaran & Bougie, 2010). The study results were summarized in means and associated standard deviations, frequencies and percentages.

3.9.2 Inferential Statistics

Inferential statistics is concerned with the cause-effect relationships between variables and uses various tests of significance for testing hypotheses. This study used correlation, multiple regression and ANOVA analysis.

Correlation analysis was performed to identify association between variables. This method of analysis used a statistical measure, correlation coefficient, to determine covariance or association between two variables. The study used Pearson correlation, which is the most commonly used measure for correlation ((Fraenkel, Wallen & Hyun, 2011). This measure provided that, the closer the correlation, r , is to +1.0 or -1.0, the greater the magnitude of relationship between two variables. The Pearson's product moment correlation was therefore used to test the association between variables. This was computed to generate a correlation matrix showing the relationships between the study variables.

Multiple regression analysis was applied to analyze the relationship between the variables (one dependent variable and several independent variables) Siemsen, Roth and Oliveira, (2010), and to determine whether a group of independent variables (competency training) predict dependent variable (Employee performance). The study hypotheses were tested using multiple regressions. Multiple regression analysis is a technique used for predicting the unknown value of a variable from the known value of two or more variables (Montgomery, Peck & Vining, 2012). More precisely, multiple regression analysis helps to predict the value of the dependent variable, Y for given values of independent variables, X_1, X_2, \dots, X_k . The F-test in the ANOVA table was used to test the suitability of multiple regression model where a significant F indicates a linear relationship between Y and at least one of the X 's both with a

moderator and without a moderator. The regression model was interpreted by examining the coefficient of determination (R^2). The R^2 always lies between 0 and 1 and the closer it is to 1, the better is the model and its prediction. The beta (β) coefficient for each independent variable was generated from the model.

The study's conceptual and statistical diagrams are depicted in figure 3.1, 3.2 and 3.3 below.

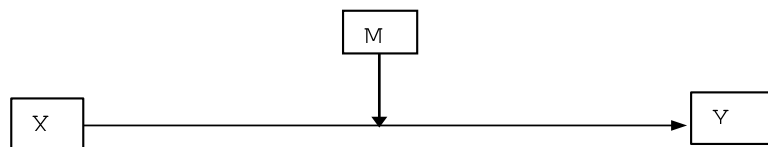


Figure 3. 1: Conceptual diagram for Moderation Analysis

Source: Hayes model II (2017)

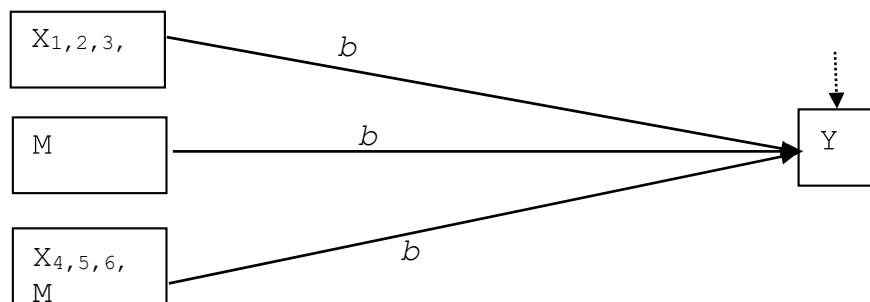


Figure 3. 2: Statistical diagram

Source: Hayes model 2 (2017)

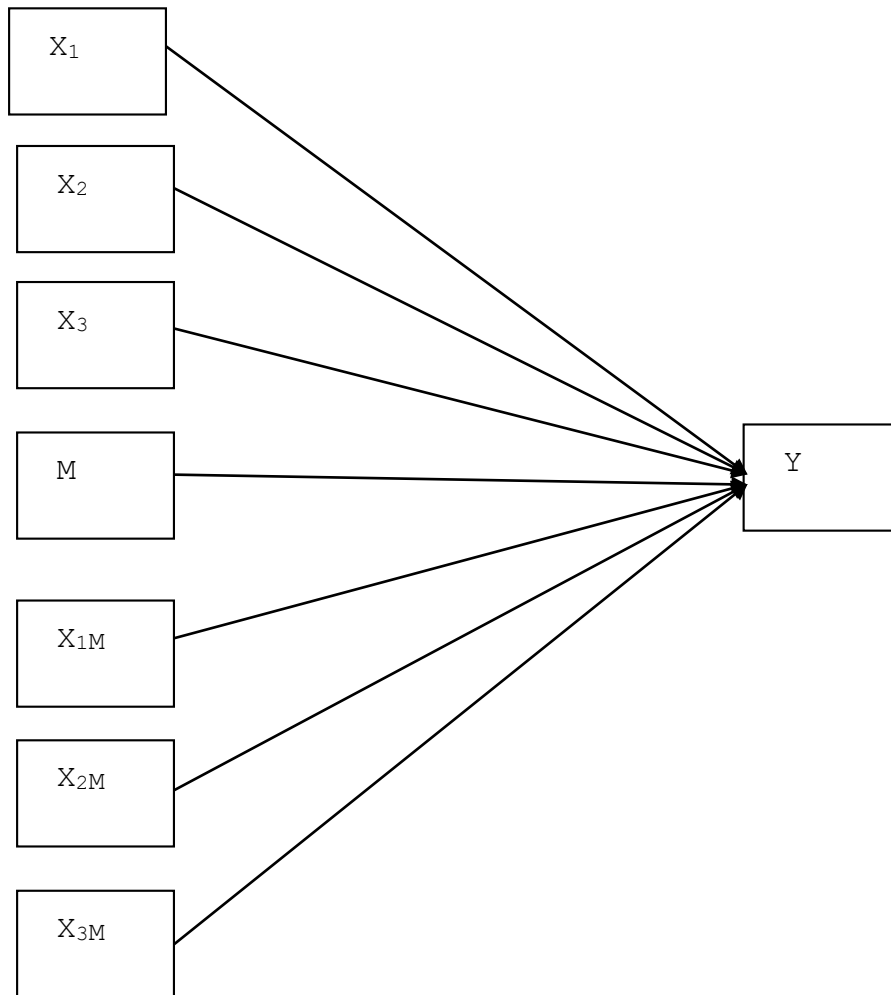


Figure 3.3: Statistical diagram for Moderation analysis
Source: Hayes (2017)

3.9.3 Testing for Direct Effect and Moderation

The objective of this study was to test the effect of competency training on employee performance under the moderating effect of organizational commitment. Multiple regression model for direct effects between competency training and employee performance was given as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \dots \dots \dots (1)$$

Where:

Y	=	Employee Performance
β_0	=	Constant
X ₁	=	Emotional competencies
X ₂	=	Cognitive competencies
X ₃	=	Social competencies
ε	=	Error term

A moderator is a variable that modifies the strength of a causal link (Chikaraishi, Fujiwara, Kaneko, Poumanyong, Komatsu & Kalugin, 2015). It's a factor that modifies the strength or direction of the correlation between other variables in the research (Baron & Kenny, 1986). The study used hierarchical multiple linear regression to test for moderation effects (Baron & Kenny, 1986). First, control variables in the model were regressed against organizational for potential direct effects. Secondly, control variables and competency training aspects were regressed against employee performance. Thirdly, moderating variable was introduced and regressed together with other variables. Therefore, the interaction term between predictor and moderating variables was obtained by multiplying the two variables that produced an interaction effect done at different stages for each individual interaction as specified in the hierarchical regression models below:

The model specification was as follows:

$$Y = \beta_0 + C + \varepsilon \dots \dots \dots \text{Model 1}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon \dots \dots \dots \text{Model 2}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 M + \varepsilon \dots \dots \dots \text{Model 3}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 M + \beta_5 X_1 * M + \varepsilon \dots \dots \dots \text{Model 4}$$

$$Y \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 M + \beta_5 X_1 * M + \beta_6 X_2 * M + \varepsilon \dots \dots \dots \text{Model 5}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 M + \beta_5 X_1 * M + \beta_6 X_2 * M + \beta_7 X_3 * M + \varepsilon \dots \dots \dots \text{Model 6}$$

Where:

Y	=	Employee Performance
β_0	=	Constant
C	=	Control variables (Age, Gender and Experience)
X_1	=	Emotional competencies
X_2	=	Cognitive competencies
X_3	=	Social competencies
M	=	Organizational Commitment
$\beta_1 - \beta_7$	=	Coefficients of regression
ε	=	Error term

3.10 Testing Assumptions of Multiple Regression Model

Multiple linear regression has several key assumptions. First is the linearity which requires the relationship between the independent and dependent variables to be linear. Testing for linearity is deemed necessary since linearity is an assumption of regression which must be satisfied. Bivariate scatter plot was used to assess the degree of linear relationship. Pearson correlation may also be used to test linearity though it is limited in determining the degree of linearity given that it only captures the linear component of the relationship. For linearity assumption to be met, variables will be expected to produce plots in the normal P-P along the diagonal line, the distribution should not be skewed to either side. If the relationship between independent variables

(IV) and the dependent variable (DV) is not linear, the results of the regression analysis will under-estimate the true relationship (Garson, 2012).

Normality test was used to determine if the data set is normally distributed. Graphical or mathematical test can be performed to test for normality. Mathematically, Shapiro-Wilk test and Kolmogoro-Smirnov test are the commonly used tests (Ghasemi & Zahediasl, 2012). Shapiro – Wilk (W) test is appropriate where the size is between 7 to 2000 respondents (Shapiro & Wilk, 1965). For large samples of between 2000 and 5000 respondents, Kolmogorov – Smirnov (D) test is appropriate. From the results if the significance value is less than 0.05, the data is normal, else if significance value is greater than 0.05, the data is not normally distributed (Garson, 2012).

Multicollinearity or excessive correlation amount exploratory variables can complicate or prevent the identification of an optimal set of exploratory variables for a statistical mode. Cohen *et al.*, (2013)'s definition of variance inflation factor (VIF) is that it provides an index of the amount that the variance of each regression coefficient is increased relative to a situation in which all of the predictor variables are uncontrolled” and suggest VIF to be too large hence not suitable. The commonly used cut-off points for determining the presence of multicollinearity are (tolerance value of less than 0.10, or a VIF value of above 10) (Lind, Marchal & Wathen, 2012).

Homoscedasticity was tested using the Durbin Watson test. This tested whether there is a (linear) correlation between the error term for one observation and the next which is 2.00 when there is no correlation among residuals hence getting close to 0 when there is positive autocorrelation and beyond 2 when there is negative autocorrelation (Lind, Marchal & Wathen, 2012). A scatter plot of residuals versus anticipated qualities is great approach to check for homoscedasticity. There ought to be no

reasonable example in the dissemination; if there is a cone-molded example (as appeared as follows), the information is heteroscedastic.

3.11 Ethical Considerations

The researcher observed fundamental clauses of ethics in social research. The participants were fully informed of their roles, purpose of the study, risk involved if any and how they can benefit from the study for research to be quality and transparent. To meet the research ethical requirements, Permission was sought from the necessary authorities from NACOSTI, Moi University, County Secretary and heads of the respective departments in these offices before doing field work. Authorization letters was attached to the final draft of the study. Honesty is vital, for enabling above-board communication to enhance trust and credibility in the outcomes of the research (Walliman, 2011). Walliman (2011) further indicates that there are two aspects that concern ethics in research namely; individual values of the researcher relating to honesty, frankness and personal integrity and the researcher's treatment of other people involved in the research, relating to informed consent, confidentiality, anonymity and courtesy.

With regard to data and interpretation, the researcher maintained impartiality in order to grant the findings some latitude of integrity. Silently rejecting or ignoring evidence that happens to be contrary to one's beliefs, or being too selective in the data used and in presenting the results of the analysis constitutes a breach of integrity (Walliman, 2011). The researcher sought informed consent from the respondents before undertaking the study. The respondents' respect for anonymity and confidentiality was adhered to by ensuring that the research instruments do not bear any names of the respondents. Saunders et al. (2012) points out general ethical issues as privacy,

voluntary participation, informed consent, confidentiality and anonymity. He further identifies the reactions of participants to the way in which the researcher seeks to collect data, including but not limited to embarrassment, stress, pain and harm. The researcher therefore adhered to the principle of privacy to ensure that tolerance, honesty and patience with respondents while getting information from them.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSION OF THE FINDINGS

4.1 Overview

The chapter begins by giving the response rate to establish if the collected data was adequate to be analyzed and to be relied on, followed by the data preparation and screening, then missing values analysis and analysis of outliers. This is followed by demographic characteristics, reporting of data pertaining to the research objectives posed in the study; reliability tests, correlation and regression analysis as well as the moderating effect of organizational commitment on the relationship between competency training and employee performance.

4.2 Response Rate

A total of one hundred and ninety eight (198) employees who are currently working under the Uasin Gishu County Government were selected for the study. From the data collected, out of the 198 questionnaires administered, 172 were filled and returned translating to a response rate of 86.8%. The high response was made a reality through making personal calls and visits to remind the respondents to fill-in and return the questionnaires. Besides, the use of research assistants who dropped and later picked the filled - in questionnaires enhanced the rate. This response rate is considered satisfactory to make conclusions for the study. According to Babbie (2002) any response of 50 percent and above is adequate for analysis, 60 percent is good, and above 70 percent is rated as very good.

4.3 Test for Outliers

Outliers are observations that differ significantly from the mean (Zink et al., 2018). It is a data point that is notably different from the rest of the observations (Hadi et al., 2009). It was anticipated that multivariate outliers would arise as a combination of independent and dependent factors. In such circumstances, it was necessary to study the responses of the outlying elements in order to ascertain the explanation for the outliers. Outliers can be caused by coding errors, inaccurate data, or the sample distribution for specific variables having a more extreme distribution than typical (Zink et al., 2018). Eliminating outliers from data eliminates potential challenges to internal validity. Therefore, it was critical to determine whether multivariate outliers existed among the study variables. As a result, one (1) case having a value less than 0.001 was identified and omitted from further investigation as shown in table 4.1.

Table 4.1: Test for Outliers

	Minimum	Maximum	Mean	Standard Deviation	N
Mahal. Distance	1.557	40.813	9.941	5.962	171

4.4 Demographics

Respondents were asked to provide information regarding their demographic profile which included; gender, age, level of education and experience. This information was deemed relevant in assessing the moderating effect of organizational commitment on the relationship between competency training and employee performance.

4.4.1 Gender

As indicated in Table 4.1, majority of the employees were male with a proportion of 70.2% percent, while females constituted 29.8 percent, which means that although the majority of respondents are male, the population of females is more than one third of the sample population. This suggests the study collected data from both categories

represented in the study. Therefore the views of both categories were captured in the study. Table 4.2 below shows this.

Table 4. 2: Gender of Respondents

Gender	Frequency	Percent
Male	120	70.2
Female	51	29.8
Total	171	100.0

4.4.2 Age

In terms of age of respondents, who were the employees of Uasin Gishu County government, the results, as shown on Table 4.3 indicated that 6.4 percent were below 25 years of age, 22.2 percent were between 25 to less than 35 years, 29.2 percent were between 35 to less than 45 years, and 42.1 percent were above 45 years of age. This reveals that majority of respondents for this study are at the youth stage which is an age full of energy, and thus the Uasin Gishu County do not have the problem of ageing staff. Table 4.3 below shows this.

Table 4.3: Age of Respondents

Age	Frequency	Percent
Less than 25 years old	11	6.4
25 to less than 35 years old	38	22.2
35 to less than 45 years old	50	29.2
45 years old and above	72	42.1
Total	171	100.0

4.4.3 Respondent Level of Education

Education level has an impact on how people respond to different opinions. The study sought to find out the education level of the respondent. As indicated in Table 4.4, 4.7 percent of the respondents were primary school leavers, 10.58 percent were secondary school leavers, 37.4 percent college/vocational/professional level, Majority 42.1

percent bachelors degree and 5.3 percent represented others who could be postgraduate level. This implies that majority of the respondents had tertiary level education (colleges and polytechnics and university level education, then secondary level. Therefore we make the general conclusion that a large percentage of the employees were well educated and as a consequence, would be able to have knowledge on the relationship between competency training and employee performance.

Table 4. 4: Level of Education of Respondents

Level of Education	Frequency	Percent
Primary level.	8	4.7
Secondary	18	10.5
College/Vocational/Professional level	64	37.4
University graduate level	72	42.1
Others	9	5.3
Total	171	100.0

4.4.4 Respondents by Years of Experience

Respondents were asked to indicate the number of years they have been working for Uasin Gishu County to assess their familiarity in the field and hence assure validity of their responses. From Table 4.5, the results showed that majority of the respondents 42.1 percent had an experience of 9-11 years, 29.2 percent of the respondents had an experience of between 6-8 years; 22.2 percent had experience of 3-5 years, whereas 6.4 percent had experience of 0-2 years. The findings of this study indicate that the respondents had adequate experience to respond to the questions and are informed on the relationship between competency training and employee performance.

Table 4.5: Years of Experience of Respondents

Years of experience	Frequency	Percent
0 to 2 years	11	6.4
3 years to 5 years	38	22.2
6 years to 8 years	50	29.2
9 years to 11 years	72	42.1
Total	171	100.0

4.5 Descriptive Statistics Results for the Study Variables

The descriptive statistics of the variables were analyzed using frequencies, percentages, mean and standard deviation. Oxford & Burry-stock (1995) contend that if the mean score is between 3.5-5.0 the level of agreement is considered to be high, moderate if it is between 2.5-3.4 and low if it is between 1.0-2.4.

4.5.1 Employee Performance

This section of the analysis highlights the results on the performance of employees in Uasin Gishu County. This is presented in Table 4.6

Table 4.6: Employee Performance

Items	N	Minimum	Maximum	Mean	Std. Deviation
I am contented with the county governments	171	4	5	4.32	.466
I have been rated as good performing employee	171	3	5	4.37	.583
I am fully committed in working with county government	171	2	5	3.42	.818
I complete my task within the time frame	171	2	5	3.84	.814
I am fully satisfied with my current duties	171	2	5	3.79	.896
Average				3.94	0.715

As indicated in Table, 4.6, the findings indicate that the respondents indicated that they are contented with the county governments (mean = 4.32, SD = 0.466). Likewise,

the employees agreed that they have been rated as good performing employee (mean = 4.37, standard deviation = 0.583). Consequently, the employees stated that they are fully committed in working with county government (mean= 3.42, standard deviation = 0.818). Furthermore, they agreed that they complete my tasks within the time frame (mean = 3.84, standard deviation = 0.814). Lastly, the respondents agreed that they are fully satisfied with their current duties.

The average mean for all the variables under employee performance was 3.94, therefore showing a high level of agreements with the statements. This can be taken to imply that the respondents agreed on the performance of Uasin Gishu county governments. Additionally, the standard deviation was in the range of 0.9 to 1.2 which is higher than 0.5 indicating the homogeneity of study data.

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). In addition Feinstein (2000) was of the view that employee performance is more of a response to a specific job. Hence, employee performance is an important element from organizational perspective, as it leads to higher organizational commitment of employees and high commitment leads to overall organizational success and development

4.5.2 Organizational Commitment

This section provides the study findings relating to relating to organizational commitment. This is presented in Table 4.7

Table 4.7: Organizational Commitment

Items	N	Minimum	Maximum	Mean	Std. Deviation
Affective commitment					
I would be happy to spend the rest of my career with my current organization	171	4	5	4.74	.442
I really feel as if my organization's problems are my own	171	3	5	4.21	.696
I do not feel like —part of the family at my organization	171	3	5	4.47	.597
I do not feel —emotionally attached to my organization	171	3	5	4.42	.676
My organization has a great deal of personal meaning for me	171	4	5	4.47	.501
Continuance commitment					
I do not feel any obligation to remain with my current employer	171	3	5	4.37	.668
Even if it were to my advantage, I do not feel it would be right to leave my organization now	171	3	5	4.53	.597
I would feel guilty if I left my organization now	171	4	5	4.26	.442
My organization deserves my loyalty	171	4	5	4.47	.501
I would not leave my organization right now because I have a sense of obligation to the people in it	171	2	5	4.00	.797
Normative commitment					
If I left my current job, I would lose out on a number of great benefits and perks	171	2	5	4.11	.854
Leaving my current employer would be foolish because not many companies could offer the same pay and benefits	171	3	5	4.11	.554
If I left my current organization, I would not lose much- the pay and benefits are lacking	171	4	5	4.37	.484
It would be very difficult to leave my current organization because of the high level of economic support they offer	171	2	5	4.05	.688
Although I may not identify with my organization, the manner in which they compensate me provides plenty of incentive to stay	171	4	5	4.47	.501
Average				4.34	0.599

This section provides the study findings for employee commitment explained by affective commitment, continuance commitment and normative commitment. Regarding affective commitment, the findings indicate that the employees would be happy to spend the rest of their career with the current organization this is attested by the results (mean= 4.74, standard deviation= 0.442). Similarly, they agreed that they feel as if my organization's problems are their own (mean= 4.21, standard deviation= 0.696). The results also reveal that the employees do not feel like part of the family at my organization (mean= 4.47, standard deviation= 0.597). In the same way, the results also reveal that employees do not feel emotionally attached to their organization (mean= 4.42, standard deviation= 0.676). Also, they felt that the organization has a great deal of personal meaning (mean= 4.47, standard deviation= 0.501).

With regard to continuance commitment, the results also revealed that employees do not feel any obligation to remain with my current employer (mean= 4.37, standard deviation=0.668). Further, the results also revealed that even if it were to their advantage, they do not feel it would be right to leave the organization (mean= 4.53, standard deviation=0.597). On the issue that employees would feel guilty if they left their organization, the results summed up to mean= 4.26, standard deviation=0.442. Furthermore with regard to whether organization deserves employee's loyalty, the results summed up to mean= 4.47, standard deviation=0.501. Finally, the results revealed that employees would not leave their organization because they have a sense of obligation to the people in it (mean= 4.00, standard deviation= 0.797). It therefore implied that employees were agreed on they are committed to the organization.

Lastly concerning normative commitment, the results also revealed that employees agreed that if they left their current job, they would lose out on a number of great benefits and perks (mean= 4.11, standard deviation=0.854). Further, the results also revealed that the employees agreed that leaving their current employer would be foolish because not many companies could offer the same pay and benefits (mean= 4.11, standard deviation=0.554). On the issue that employees if they left their current organization, they would not lose much- the pay and benefits are lacking, the results summed up to mean= 4.37, standard deviation=0.484. Furthermore with regard to whether it would be very difficult to leave the current organization because of the high level of economic support they offer, the results summed up to mean= 4.05, standard deviation=0.688. Finally, the results revealed that although I may not identify with my organization, the manner in which they compensate me provides plenty of incentive to stay (mean= 4.47, standard deviation= 0.501). It therefore implied that employees were agreed on they are committed to the organization.

This agrees with findings by Rashid et al., (2003), Lu et al., (2007) and Yiing & Ahmad (2009) who show that having committed employees in organizations leads to better employee performance because employees with greater commitment to their organizations perform better on their jobs as compared to those who have lower commitment. Also, Fang et al., (2011) stated that stronger commitment could result in less turnover and absenteeism, thus increasing an organization's productivity. The finding is however in conflict with Bies et al., (2007) who concluded that commitment has relatively little direct influence on performance in most instances. Chang and Chang (2009) who observe that fulfilling employee needs enhances employee motivation and retention, and as a consequence, the higher the degree of

employee satisfaction, the higher their commitment towards the organization and ultimately the more efficient the service delivery.

4.5.3 Emotional Intelligence Competencies

This section provides the study findings on the effects of emotional intelligence competencies on employee Performance at Uasin Gishu county government. This is presented in Table 4.8

Table 4.8: Emotional Intelligence Competencies

Items	N	Minimum	Maximum	Mean	Std. Deviation
Ability to recognize, understand and use emotions	171	3	5	4.32	.655
Self-awareness that knows one's internal states, preference, resources, and intuitions.	171	2	5	4.05	.688
Emotional self-awareness that is recognizing one's emotions and their effects	171	3	5	4.32	.569
Self-management that is managing one's internal states, impulses and resources	171	2	5	4.21	.769
Emotional self-control: keeping disruptive emotions and impulses in check	171	3	5	4.21	.523
Adaptability: flexibility in handling change	171	2	5	4.26	.716
Achievement orientation: striving to improve or meeting a standard of excellence	171	3	5	4.37	.668
Positive outlook: seeing the positive aspects of things and the future	171	3	5	4.26	.549
Average	171			4.49	0.642

This section provides the study findings for emotional intelligence competencies. The results for ability to recognize, understand and use emotions revealed that the respondents agreed (mean= 4.32, standard deviation= 0.655). Likewise, the employees agreed on self-awareness that knows one's internal states, preference,

resources, and intuitions (mean= 4.05, standard deviation=0.688). Furthermore, the employees agreed on emotional self-awareness that is recognizing one's emotions and their effects (mean= 4.32, standard deviation= 0.569). In addition, they agreed on self-management that is managing one's internal states, impulses and resources (mean= 4.21, standard deviation= 0.769). Besides, they also agreed on emotional self-control: keeping disruptive emotions and impulses in check (mean= 4.21, standard deviation= 0.523). Further the employees agreed on the adaptability: flexibility in handling change, the results summed up to mean= 4.26, standard deviation= 0.716. The results also indicate that the respondents agreed on achievement orientation: striving to improve or meeting a standard of excellence (mean= 4.37, standard deviation= 0.668). Lastly the respondents agreed on positive outlook: seeing the positive aspects of things and the future (mean= 4.26, standard deviation= 0.549). The average mean obtained was 4.49 indicating that the respondents agreed on the questionnaire statements that emotional intelligence competencies influence employee Performance. The result agrees to that of Munir and Azam (2019) who found a positive relationship between emotional intelligence and employee's job performance. In addition, Shehu and Kida (2019) 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. Bushiri (2014) 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. Lastly, Nyangweso, Kingi, and Uzel (2016) revealed that the correlation between cognitive, personality dimensions, psychomotor ability and employee performance

was highly significant indicated that the scientific personnel selection practices explained 17% variation in the employee performance.

4.5.4 Cognitive Competencies

This section provides the study findings on the effects of cognitive competencies on employee Performance at Uasin Gishu county government. This is presented in Table 4.9

Table 4.9: Cognitive Competencies

Items	N	Minimum	Maximum	Mean	Std. Deviation
Ability to think or analyze information and situations	171	2	5	4.16	.814
Systems' thinking that perceives multiple causal relationships in understanding phenomena or events	171	2	5	4.11	1.074
Pattern recognition that is perceiving themes or patterns in seemingly random items, events, or phenomena	171	2	5	3.79	.835
Ability to simulate o real life situation	171	2	5	4.11	.720
Learning objectives and the knowledge and activity	171	3	5	4.05	.512
The articulation of one's overall emotional or social intelligence	171	3	5	4.26	.716
Having a competency improvement action plan	171	3	5	4.00	.325
Competencies in identifying, verify, and publish instruction the tasks	171	3	5	3.95	.606
Average	171			4.05	0.703

The study also deemed it necessary to establish whether cognitive competencies enhances employee Performance at Uasin Gishu county government. It was evident from the findings that the employees agreed on the ability to think or analyze information and situations (mean= 4.16, standard deviation= 0.8.14). Also, they agreed that cognitive competencies enhances systems' thinking that perceives

multiple causal relationships in understanding phenomena or events (mean= 4.11, standard deviation= 1.074).

On the same note, the employees agreed that cognitive competencies enhances pattern recognition that is perceiving themes or patterns in seemingly random items, events, or phenomena (mean= 3.79, standard deviation= 0.835). Similarly, they agreed that the ability to simulate o real life situation (mean= 4.11, standard deviation= 0.720). Likewise, the employees agreed enhancement of learning objectives and the knowledge and activity (mean= 4.05, standard deviation= 0.512). In addition, the study revealed that respondents agreed on the articulation of one's overall emotional or social intelligence (mean= 4.26, standard deviation= 0.716).Furthermore, the findings revealed that cognitive competencies enhances the employees to have a competency improvement action plan (mean= 4.13, standard deviation= 0.873, skewness= -1.099, kurtosis=1.324). Finally, the respondents agreed that cognitive competencies ehnahece employees competencies in identifying, verifying, and publishing instruction on tasks (mean= 3.95, standard deviation= 0.606).

The average mean for all the variables under cognitive competencies was 4.05, therefore showing a high level of agreements with the statements. This can be taken to imply that the respondents agreed that cognitive competencies enhances employee Performance at Uasin Gishu county government. Additionally, the standard deviation was in the range of 0.9 to 1.2 which is higher than 0.5 indicating the homogeneity of study data.

This agrees with a number of scholars who have shown that cognitive competencies enhances employee Performance. Nyangweso, Kingi, and Uzel (2016) indicated that cognitive ability has been widely recognized as the most important indicator of job

performance. Most organizations consider cognitive ability as a benchmark for recognizing a candidate's ability to perform at the job. Menghan, Lingling and Huamao Peng (2019) indicated that, blending practical abilities with general aptitude, pre-employment cognitive aptitude tests are highly successful at identifying the candidates who are most likely to succeed in their positions. Heinz-Martin and Kretschmar (2018) argued that working memory capacity, assessed as an additional predictor, has no incremental validity beyond reasoning. The study concluded that cognitive abilities and prior knowledge are substantial predictors of CPS performance, and in contrast to former and recent interpretations, there is insufficient evidence to consider CPS a unique ability. Lastly, Chad, Herman, Mackey and DeOrtentiis (2017) indicated that ability was relatively more important to training performance and to performance on work-related tasks in laboratory studies, whereas ability and motivation were similarly important to job performance.

4.5.5 Social Intelligence Competencies

This section provides the study findings on the effects of Social intelligence competencies on employee Performance at Uasin Gishu county government. This is presented in Table 4.8

Table 4.10: Social Intelligence Competencies

Items	N	Minimum	Maximum	Mean	Std. Deviation
Ability to think or analyze information and situations	171	2	5	4.05	.761
Social awareness competencies (how people handle relationships and awareness of others' feelings, needs, and concerns)	171	3	5	3.95	.512
Ability to inspire and guiding individuals and groups	171	3	5	3.68	.569
Competencies on sensing others' feelings and perspectives, and taking an active interest in their concerns	171	3	5	4.11	.642
Competencies on stress management skills	171	3	5	4.05	.606
Teamwork: competencies on working with others toward shared goals	171	4	5	4.21	.409
Competencies on creating group synergy in pursuing collective goals.	171	3	5	4.26	.716
Relationship management competencies (The skill or adeptness at inducing desirable responses in others)	171	3	5	4.11	.554
Average	171			4.05	0.596

As indicated in Table 4.8, the study sought to establish whether social intelligence competencies enhances employee Performance at Uasin Gishu county government. It was evident from the findings that the employees agreed on the ability to think or analyze information and situations (mean= 4.05, standard deviation= 0.761). Also, they agreed that social intelligence competencies enhances social awareness competencies that is how people handle relationships and (mean= 3.95, standard deviation= 0.512). On the same note, the employees agreed that the ability to inspire and guiding individuals and groups (mean= 3.68, standard deviation= 0.569). Similarly, they agreed that on competencies on sensing others' feelings and

perspectives, and taking an active interest in their concerns (mean= 4.11, standard deviation= 0.642).

Likewise, the employees agreed on the enhancement of competencies on stress management skills (mean= 4.05, standard deviation= 0.606). In addition, the study revealed that respondents agreed on teamwork: competencies on working with others toward shared goals (mean= 4.21, standard deviation= 0.409). Furthermore, the findings revealed that social competencies enhances the employees competencies on creating group synergy in pursuing collective goals (mean= 4.26, standard deviation= 0.716). Finally, the respondents agreed that cognitive competencies enhance employees relationship management competencies (The skill or adeptness at inducing desirable responses in others) (mean= 4.11, standard deviation= 0.554).

The average mean for all the variables under social intelligence competencies was 4.05, therefore showing a high level of agreements with the statements. This can be taken to imply that the respondents agreed that social intelligence competencies enhances employee Performance at Uasin Gishu county government. Additionally, the standard deviation was in the range of 0.9 to 1.2 which is higher than 0.5 indicating the homogeneity of study data. The result agrees to that of Njoroge and Rashad Yazdanifard (2014) who observed that people learn how to communicate and generate ideas that usually creates high-impact change with low economic and emotional risk and high economic and emotional gain. Given such diverse behavioral outcomes social and emotional intelligence become key success factors for employee motivation in a multigenerational workplace. Parveen and Soomro (2014) indicated that the importance of social intelligence for the most dynamic organizations and the most satisfying and successful personal and professional lives. ESI has received

considerable attention of employees in many workplaces, as a recipe for high achievement and success.

Equally the result is consistent to that of Lathesh and Avadhani (2018) who found that: employees those who are having high level of social intelligence can adopt new skills in their work and can perform better. For second objective it was found that social intelligence does not have different impact on different age groups and Mwathi (2010) revealed that there were no significant differences in emotional intelligence as well as in job performance across various demographic variables namely, age, sex, educational qualifications and length of service.

4.6 Inferential Analysis

The study conceptualized that emotional intelligence competencies, cognitive competencies and social intelligence competencies were factors that had direct effects on employee performance in Uasin Gish County. Hierarchical multiple regression analysis was therefore employed to affirm the contributions of these factors on employee performance. Choice of Hierarchical multiple regression as the analysis approach, was informed by the need to control variables (demographic characteristics) and moderating variables (organizational commitment) for the influences of the respondents.

4.6.1 Data Transformation

Prior to performing hierarchical regressions, data was transformed by getting the means of the items that loaded to the respective factors. The mean score for the particular variable was then computed to represent the transformed score for that case on the variable. This procedure was repeated for all the five variables under study

yielding the statistics summarized in Table 4.11, and which were used for inferential analysis

Table 4.11: Data Transformation

Items	N	Minimum	Maximum	Mean	Std. Deviation
Employee Performance	171	2.80	4.80	3.9474	.51999
Organizational Commitment	171	3.33	5.00	4.3368	.38834
Emotional Intelligence competencies	171	3.13	5.00	4.2500	.41877
Cognitive Competencies	171	3.13	4.88	4.0526	.48863
Social Intelligence competencies	171	3.50	4.63	4.0526	.32109
Valid N (listwise)	171				

4.6.2 Reliability of Research Instrument

To provide a preliminary evaluation and refinement of the measurement scales of the questionnaire, coefficient alpha was calculated to assess the reliability of composite variables. The reliability of a measure is the consistency of the results each time the same thing is measured using Coefficient (or Cronbach's) alpha (Hair et al.2006). Coefficient alpha is an index of the internal consistency of the items and also a useful estimate of reliability (Gregory, 2000). Reliability is high if the scale items are highly correlated. As a standard of reliability, values of coefficient alpha above 0.70 are considered to represent acceptable reliability, those above 0.80 to represent good reliability, and those above 0.90 to represent excellent reliability (Hair et al.2006). Reliability of the instrument was carried out using Cronbach's alpha constant which is a measure of internal consistency and average correlation. In respect of pilot results the Cronbach alpha for standardized items for each of the variables was as follows; employee performance had an α of .752, Organizational commitment had an α of

.894, Emotional intelligence competencies had an α of .802, Cognitive competencies had an α of .823, and Social Intelligence Competencies had an α of .776 as shown on table 4.1 below. This implies that the instrument was reliable as all the variables met the threshold of a minimum α of 0.70. These findings were in line with the benchmark suggested by Hair, *et al.*, (2010) where coefficient of 0.60 is regarded to have an average reliability while coefficient of 0.70 and above indicates that the instrument has a high reliability standard.

Table 4.12: Reliability Test

Variable	No of items	Cronbach's Alpha standardized items
Employee performance	5	.752
Organizational commitment	15	.894
Emotional intelligence competencies	8	.802
Cognitive competencies	8	.823
Social Intelligence Competencies	8	.776

4.7 Factor Analysis

Prior to doing the regression analysis and testing the hypotheses, each variable was factored using the principal component analysis extraction method. The purpose of factor analysis is to identify a small number of items that can be used to test relationships between interrelated variables and also to investigate the validity of each construct through the measurement purification process. To increase construct validity, items with factor loadings less than 0.50 were omitted from the analyses (Kim et al., 2006). Construct validity quantifies the extent to which a scale measures what it is intended to measure, and it is tested in this research study using factor analysis. An exploratory factor analysis was performed using principal component analysis and varimax rotation. The minimum factor loading criteria was set at 0.50. the results show that the overall significance of the correlation matrix through

Bartlett's Test of Sphericity which provides a measure of statistical probability that the correlation matrix has significant correlation among some of its components. The results were significant ($\chi^2 = 6105.289$, $p < 0.001$; KMO= 0.615). In this regard, the data was considered appropriate for factor analysis. The factor solution derived from the analysis yielded five factors for the scale which accounted for 62.34% of the variation in the data.

Table 4. 13: KMO and Bartlett's Test

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

Table 4.14: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of		Total	% of		Total	% of	
		Variance	Cumulative %		Variance	Cumulative %		Variance	Cumulative %
1	8.762	23.680	23.680	8.762	23.680	23.680	7.093	19.171	19.171
2	5.933	16.035	39.715	5.933	16.035	39.715	5.777	15.613	34.784
3	3.453	9.332	49.048	3.453	9.332	49.048	3.672	9.925	44.709
4	2.582	6.978	56.026	2.582	6.978	56.026	3.644	9.849	54.557
5	2.337	6.317	62.343	2.337	6.317	62.343	2.881	7.786	62.343

The factor loading for each item for the five the variables employee performance (dependent variable), emotional intelligence competence, cognitive competence, social intelligence competence (independent variable), and organizational commitment (Moderator) all are sorted by size. Any item that fails to meet the criteria of having a factor loading value of greater than 0.50 and does not load on only one factor was dropped from the study. The table shows that only 37 items were sorted and clustered into five components as 7 items were dropped: Factor 1 (organizational commitment) with 2 items; Factor 2 (cognitive competence) with 0 items, Factor 3

(emotional intelligence competence) with 2 items, Factor 4 (employee performance) with 0 items, and Factor 5 (social intelligence competence) with 3 items.

Table 4. 15: Summary of the Principal component analyses for the variables

	Rotated Component Matrix ^a				
	Component				
	1	2	3	4	5
OC7	.893				
OC13	.830				
OC11	.785				
OC9	.763				
OC14	.747				
OC10	.741				
OC15	.713				
OC3	.695				
OC1	.684				
OC2	.627				
OC6	.575				
OC8	.573				
OC4	.570				
CC6		.840			
CC1		.748			
CC5		.743			
CC3		.731			
EINC7		.704			
CC2		.650			
EINC8		.638			
CC4		.631			
CC8		.624			
CC7		.590			
EINC5		.585			
EINC2			.772		
SIC1			.766		
EINC4			.759		
EINC6			.679		
PF5				.867	
PF4				.817	
PF1				.805	
PF3				.795	
PF2				.738	
SIC4					.739
SIC8					.693
SIC3					.668
SIC7					.557

Reliability Test after Factor analysis

After deleting all items that are not consistent with the scale through component factor analysis, it was prudent to carry out reliability test again for all the remaining

variables. Table 4.13 shows the composite results of the study with Cronbach's alpha in all the remaining 37 items indicating higher than 0.7 and overall reliability of items being 0.883 the questionnaire is acceptable for the study.

Table 4.16: Reliability Test after Factor analysis

Variable	No of items	Cronbach's Alpha standardized items
Employee performance	5	.875
Organizational commitment	13	.911
Emotional intelligence competencies	6	.889
Cognitive competencies	8	.893
Social Intelligence Competencies	8	.851
Overall mean and Reliability	37	0.883

4.8 Tests for Regression Assumptions

Assumptions that govern multiple regressions were then tested in line with recommendations by Tabachnick and Fidell (2013). The transformed data was employed in the assumptions tests.

4.8.1 Linearity Test for the Variables

One of the assumptions of regression analysis is that variables in the analysis are related to each other in a linear manner. The linearity assumption was evaluated in this study by inspecting the P-P plot of the scores represented by a straight line and also by calculating the coefficient of determination (R^2), as illustrated in Figure 4.1. This regression equation is quite beneficial for making predictions due to the close proximity of R^2 to 1. According to Figure 4.1, R^2 Linear = .988, which indicates that 98.8% of the variation in the employee performance is explained by independent and moderating variables (organizational commitment, emotional intelligence competence, cognitive intelligence and social intelligence).

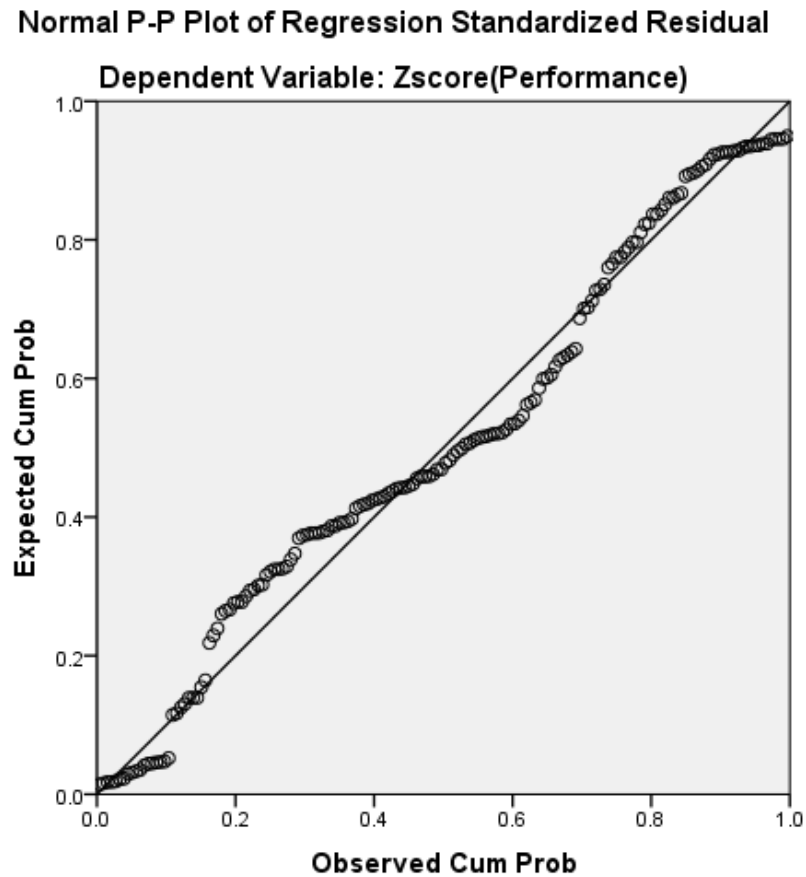


Figure 4.1: Linearity Test

4.8.2 Normality Test

To assess for normality, the regression standardized residual histogram (Figure 4.2) was evaluated, which demonstrated that the data is normally distributed. Additionally, the regression standardized residual (Figure 4.2) was judged to be normally distributed, indicating that the actual and predicted values fell along a straight line with no substantial variations. Figure 4.2 further presents the results of the normality test using Kolmogorov-Smirnov ; Shapiro- Wilk statistics

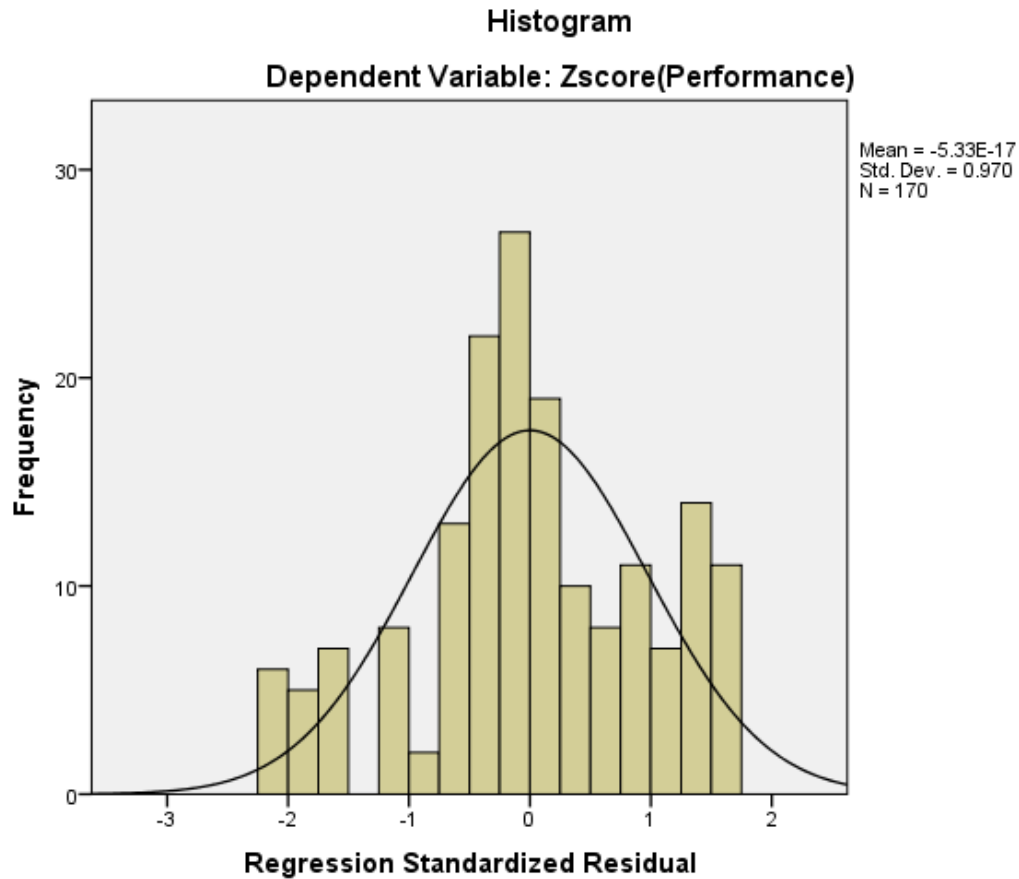


Figure 4.2: Normality Test

4.8.3 Multi-collinearity Test

The study conducted a multicollinearity test to determine if two or more predictor (independent) variables in the multiple regression model are highly correlated. The study used tolerance and variance inflation factor (VIF) values for the predictors as a check for multicollinearity. As a general rule, $VIF > 4.0$ and tolerance < 0.20 suggest an issue with multicollinearity in the analysis. Given that all variables have tolerance values more than .20 and the VIF is less than 4.0, there is no evidence of multicollinearity (Hair et al., 2010).

Table 4.17: Multicollinearity Test

		Coefficients ^a					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients		t		
Model		B	Std. Error	Beta				Tolerance
1	(Constant)	.004	.056		.071	.943		
	Zscore(Emotional_Intelligence)	.060	.065	.059	.923	.357	.786	1.273
	Zscore(Cognitive_Competence)	-.197	.094	-.198	-2.102	.037	.361	2.768
	Zscore(Social_Intelligence)	.670	.074	.677	9.091	.000	.581	1.720
	Zscore(Organizational_Commitment)	.279	.079	.277	3.508	.001	.516	1.937

a. Dependent Variable: Zscore(Performance)

4.8.4 Homoscedasticity Test

According to Revelle Zinberg (2012), homoscedasticity refers to the circumstance in which the variability of a variable is unequal across the range of values of a second variable that predicts it. As it relates to statistics, homoscedasticity refers to the error variance, or dependence of scatter, within a minimum of one independent variable within a particular sample. Assumption of homoscedasticity was tested using the Durbin-Watson test. According to Fox (2016), the Durbin-Watson test is a 1st order autocorrelation which relates to correlation of errors of adjacent observations. The Durbin-Watson test is therefore a good test to detect possible autocorrelation deemed a problem when running a regression. Laerd Statistics (2015) observes that the Durbin-Watson statistic can range from 0 to 4 and recommends a value of approximately 2 as being an indication of independence among errors. For this study, there was independence of residuals as assessed by a Durbin–Watson statistic of 2.203 (Table 4.18).

Table 4.18: Homoscedasticity

Durbin-Watson
2.203

4.9 Correlation Statistics for the Variables

In order to assess bivariate associations between independent variables and the dependent variable, Pearson correlations were run. It's a measurement of the existing

relationship between the independent factors and the dependent factor or variable, as well as between the independent factors. Correlation analysis can be used to determine the magnitude and direction of an existing link, as well as whether or not the variables under investigation have a linear relationship. In most cases, the Pearson correlation coefficient is used to calculate scale measurements. The correlation coefficient is a tool for determining how closely two variables are related. The correlation coefficient ranges from -1 to +1, with values near -1 or +1 suggesting a strong association and values near 0 indicating a weak relationship in both cases. It is a measurement of the relationship that exists between the independent factors or variables and the dependent variables.

From the results in table 4.19, 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 ($r = .293, \rho < 0.01$). Cognitive competence positively and significantly correlates with performance ($r = .423, \rho < 0.01$). Moreover, results indicate that social intelligence positively and significantly relates to performance ($r = .646, \rho < 0.01$). From the results, organizational commitment is positively and significantly correlated with performance behaviour ($r = .353, \rho < 0.01$)

Table 4.19: Correlation Statistics

		Correlations				
		Performance	Emotional_Intelligence	Cognitive_Competence	(Social_Intelligence	Organizational
					Commitment	
Zscore(Performance)	Pearson	1				
	Correlation					
	Sig. (2-tailed)					
	N	170				
Zscore(Emotional_Intelligence)	Pearson	.293**	1			
	Correlation					
	Sig. (2-tailed)	.000				
	N	170	170			
Zscore(Cognitive_Competence)	Pearson	.423**	.408**	1		
	Correlation					
	Sig. (2-tailed)	.000	.000			
	N	170	170	170		
Zscore(Social_Intelligence)	Pearson	.646**	.297**	.616**	1	
	Correlation					
	Sig. (2-tailed)	.000	.000	.000		
	N	170	170	170	170	
Zscore(Organizational_Commitment)	Pearson	.353**	.412**	.652**	.268**	1
	Correlation					
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	170	170	170	170	170

** . Correlation is significant at the 0.01 level (2-tailed).

4.10 Testing for the Control Effects on the Study

The study looked at the effect of the control variables age, and experience, on performance before looking at the effect of the predictor variables on the dependent variable. Table 4.15 shows that age, experience explained 0.2 percent of performance. The prediction of the control variables as shown in table 4.20 was not statistically significant ($F = .1948, = .824$), according to the ANOVA model. As a result, the model proved unfit to predict employee productivity when control factors were used.

Table 4.20: Testing for Control Variables

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.149	.264		.563	.574
	Age	.010	.102	.011	.102	.919
	Experience	-.058	.113	-.055	-.511	.610
Model Summary						
	R		.048			
	R ² Change		.002			
	Std. Error of the Estimate	1.00477789				
Model Fit						
	F change		.194			
	Sig.					.824

4.11 Hypothesis testing

Regression analyses were performed to test the model fit and to establish the predictive power of the study models. Field (2009) observes that there are a number of methods of regression such as forced entry, hierarchical method and stepwise methods available in statistical packages including SPSS. This study used the multiple regression model to tests the direct effects of predictor variables on the predicted variable (employee performance).

4.11.1 Test for Direct Effects

The coefficients of independent variables relating to performance were calculated using a multiple linear regression analysis. The overall variation in employee performance was accounted for by the combined prediction of all factors ($R^2 = .433$), which accounted for about 45.9 percent of the total variation. The independent variable's prediction, as shown in table 4.21, was statistically significant ($F = 25.034, p = 0.000$), according to the ANOVA model. As a result, the model was found to be suitable for predicting employee performance when competency training was used.

H₀₁: predicted that there is no significant effect of emotional intelligence competencies on employee performance in Uasin Gishu County. Findings in table 4.16 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: proposed that there is no significant effect of cognitive competencies on employee performance in Uasin Gishu County. Results presented in table 4.16 revealed that there was a positive and insignificant association between cognitive competencies and employee performance ($\beta = .019, p = .818$ which is more than $\alpha = 0.05$) implying that cognitive competencies do not result in increased employee performance. We therefore fail to reject the null hypothesis.

H₀₃: stated that there is no significant effect of social intelligence competencies on employee performance in Uasin Gishu County. Results displayed in table 4.16 shows that there was a positive and significant association between social intelligence and

employee performance ($\beta = .609$, $\rho = .000$ which is less than $\alpha = 0.05$). This implies that social intelligence competencies result in increased employee performance. Therefore, the hypothesis was not supported, thus rejected.

Table 4. 21: Multiple Regression Results for Testing Direct Effects

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	-.205	.208			-.988	.325
Zscore(Emotional_Intelligence)	.102	.066	.101		1.541	.125
Zscore(Cognitive_Compentence)	.019	.081	.019		.231	.818
Zscore(Social_Intelligence)	.609	.074	.615		8.181	.000
Model Summary						
R	.658					
R ² Change	.433					
Std. Error of the Estimate	.75561146					
Model Fit						
F change	25.034					
Sig.	.000					

Source: Research Data (2022)

4.11.2 Testing for Moderating effect of Organizational Commitment on the Relationship between Competency Training and Employee Performance

These hypotheses (H05_a, H05_b, and H05_c) were tested using hierarchical regression. Prior to conducting hierarchical regression analyses, all study variables were standardized as z-scores to test for interaction terms (Aiken & West, 1991; Jose, 2008). Z-standardization of the variables allows easy interpretation of the interaction effects (Dawson, 2014).

The fourth objective of the study was to establish the moderating effect of organizational commitment on the relationship between competency training and

employee performance. The hierarchical regression results are presented in Model 1 to 6 in Table 4.22

Table 4.22: Moderating Effect of Organizational Commitment on the Relationship between Competency Training and Employee Performance

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
	β (SE)	β (SE)	β (SE)	β (SE)	β (SE)	β (SE)
(Constant)	.116 (.262)	-.205 (.208)	-.114 (.203)	-.045 (.199)	-.012 (.194)	-.119 (.188)
Control Variables						
Age	.022 (0.101)	0.027 (0.078)	0.037 (0.075)	0.039 (0.073)	0.056 (0.071)	0.102 (0.069)
Experience	-0.053 (0.112)	0.045 (0.090)	0.005 (0.088)	0.004 (0.085)	0.014 (0.083)	-0.03 (0.080)
Main Effect						
Zscore(Emotional_Intelligence)		0.102 (0.066)	0.056 (0.066)	0.060 (0.064)	-0.018 (0.066)	-0.08 (0.066)
Zscore(Cognitive_Competence)		0.019 (0.081)	-0.1871 (0.100)	-0.098 (0.101)	0.018 (0.104)	-0.235 (.119)
Zscore(Social_Intelligence)		0.609 (0.074)	0.672 (0.075)	0.557 (0.081)	0.460 (0.084)	0.603 (0.089)
Zscore(Organizational_Commitment)			0.274 (0.081)	0.147 (.088)	0.126 (0.086)	0.149 (0.083)
Interaction term						
X1				-0.181 (0.058)	-0.046 (0.07)	0.025 (0.069)
X2					-0.25 (0.076)	0.098 (0.116)
X3						-0.500 (0.129)
Model Summary						
R	.039	.658	.686	.708	.729	.756
R Square	.002	.433	.470	.501	.532	.572
Adjusted R Square	-.010	.416	.451	.479	.509	.548
St. Error of the Estimate	.993553 34	.755611 46	.732517 73	.713426 80	.692892 45	.664492 66
Change Statistics						
R Square Change	.002	.431	.037	.030	.031	.040
F Change	.126	41.579	11.504	9.840	10.744	15.056
df1	2	3	1	1	1	1
df2	167	164	163	162	161	160
S. F Change	.882	.000	.001	.002	.001	.000

4.11.3 Testing for Moderating effect of Organizational Commitment on the relationship between Competency Training and Employee Performance

These hypotheses (H_{05a}, H_{05b} and H_{05c}) were tested using hierarchical regression. Prior to conducting hierarchical regression analyses, all study variables were standardized as z-scores to test for interaction terms (Aiken & West, 1991; Jose, 2008). Z-standardization of the variables allows easy interpretation of the interaction effects (Dawson, 2014). The fourth objective of the study was to establish the moderating effect of organizational commitment on the relationship between competency training and employee performance in Uasin Gishu County, Kenya. The hierarchical regression results are presented in Model 1 to 6 in Table 4.18.

H05a specified that organizational commitment does not moderate the relationship between emotional intelligence competency and employee performance in Uasin Gishu County, Kenya.

The interaction between organizational commitment and emotional intelligence on employee performance was introduced to the model to analyze the moderating. In this model, all control variables were found to be insignificant, with $p > .05$. Age was found to be insignificant ($\beta = -.182$, $\rho = .002$ which is less than $\alpha = 0.05$). According to R^2 change, organizational commitment moderates the relationship between emotional intelligence and employee performance by 3%. That is, organizational commitment improves emotional intelligence and employee performance. Similarly, Butali and Njoroge (2017) found that that affective commitment, continuance commitment and normative commitment moderated the relationship between training and development and organizational performance.

H05b postulated that organizational commitment does not moderate the relationship between cognitive competencies and employee performance in Uasin Gishu County, Kenya. In this model, the interaction effect between organizational commitment and cognitive intelligence competence on employee performance showed a positive and significant moderating effect ($\beta = -.250$, $\rho = .001$ which is less than $\alpha = 0.05$). Hence, the null hypothesis was rejected. This implies that organizational commitment strengthens the relationship between cognitive intelligence competence and employee performance. This was also confirmed by $R^2\Delta$ of 3.1% implying that organizational commitment improves cognitive intelligence and employee performance. This finding lends support to Liezelot, Kelly Smet, Onghena and Kyndt (2012) study which suggested that the social and emotional intelligence is a good predictor for the acquisition of ‘generic learning outcomes’ and ‘organizational level learning outcomes’

H05c stated that organizational commitment does not moderate the relationship between social intelligence and employee performance in Uasin Gishu County, Kenya. The regression results of this model established that organizational commitment positively moderated the relationship between social intelligence and employee performance ($\beta = -.500$, $\rho = .000$ which is less than $\alpha = 0.05$), hence leading to the rejection of the null hypothesis. The moderating effect was also revealed by change in R squared ($R^2\Delta .04$). This suggests that organizational commitment facilitate the relationship between social intelligence and employee performance therefore, supporting the findings of Allen and Meyer (2017) who concluded that organizational commitment is a mental relationship between an employee and organization that decreases the possibility of his voluntary departure from organization.

4.11.4 Presentation of Interaction Effects using Mod Graphs

Mod Graphs are slopes that are used to evaluate whether the relationship between independent and dependent variable is significant at a particular value of the moderator (Dawson, 2014). Previous scholars have emphasized the importance of plotting the moderator's interaction effect in a graph to ascertain its nature (Jose, 2015; Aiken & West, 1991). Mod Graphs aid in the deciphering of the model's intricate relationships. Thus, the results in Table 4.17 can be shown on Mod Graphs to illustrate the interaction effects of organizational commitment on the link between competency training and employee performance. Figures 4.12, 4.13, and 4.14, illustrate the Mod Graphs. This was accomplished by charting on the Mod Graph the mean and standard deviation of the main effects (emotional intelligence competency, cognitive competencies, and social intelligence competencies), the moderator (organizational commitment), and the interaction effect. All were interpreted at low and high levels in light of the main effects and the moderator (Jose, 2015). Previous scholars have emphasized the importance of plotting the moderator's interaction effect in a graph to ascertain its nature (Jose, 2015; Aiken & West, 1991). Mod Graphs aid in the deciphering of the model's intricate relationships. Thus, the results in Table 4.24 can be shown on Mod Graphs to illustrate the interaction effects of organizational commitment on the link between competency training and employee performance. Figures 4.1, 4.2, 4.3, and 4.4 illustrate the Mod Graphs. This was accomplished by charting on the Mod Graph the mean and standard deviation of the main effects (emotional intelligence competency, cognitive competencies, and social intelligence competencies), the moderator (organizational commitment), and the interaction effect. All were interpreted at low and high levels in light of the main effects and the moderator (Jose, 2015).



Figure 4.3: Moderating Effect of Organizational Commitment on the Relationship between Emotional Intelligence and Employee Performance

Figure 4.3 demonstrated an enhancing moderating effect, hence, at low levels of emotional intelligence, employee performance is high with all levels of organizational commitment. So, the null hypothesis was not supported. Thus, organizational commitment strengthens the relationship.

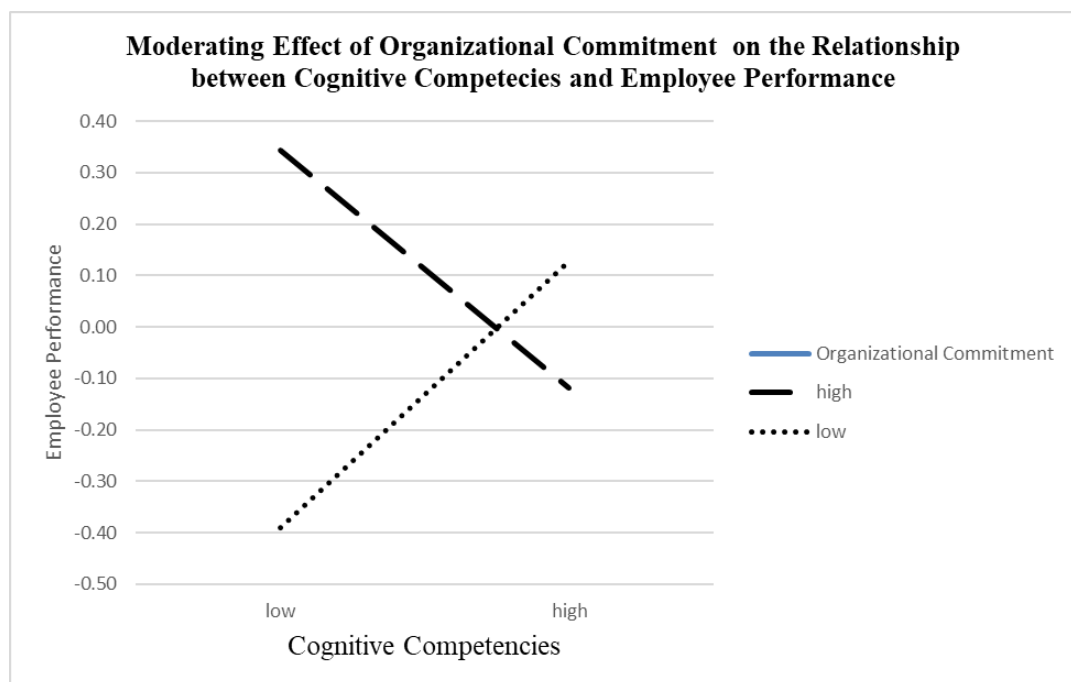


Figure 4.4: Moderating Effect of Organizational Commitment on the Relationship between Cognitive Competencies and Employee Performance

Figure 4.4. Demonstrated an enhancing moderating effect, hence, at low levels of cognitive competencies, employee performance is low with all levels of organizational commitment. So, the null hypothesis was not supported. Thus, organizational commitment strengthens the relationship.

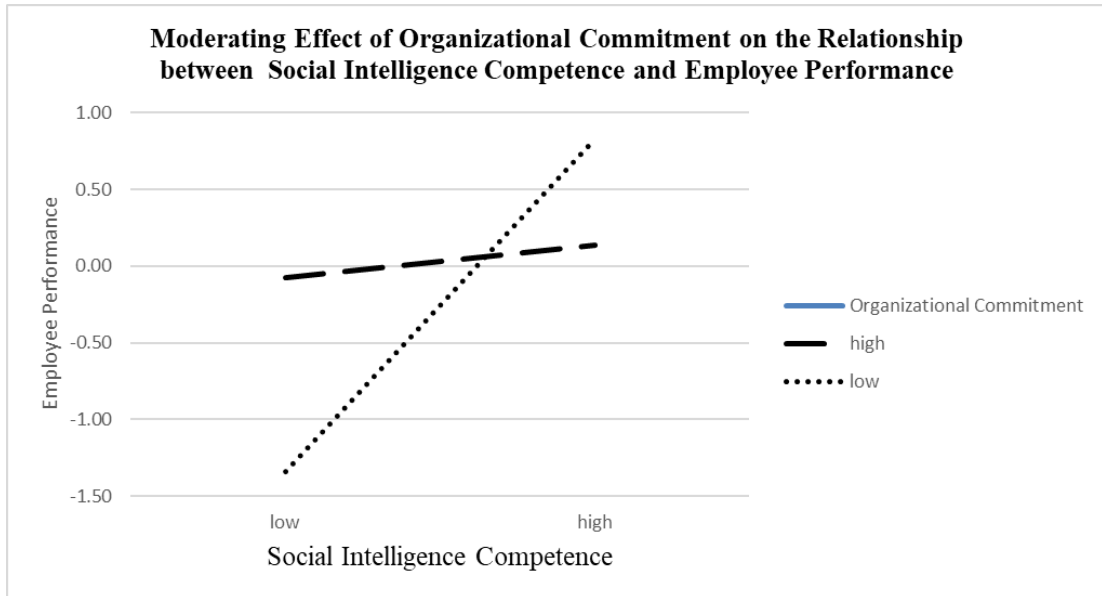


Figure 4.5: Moderating Effect of Organizational Commitment on the Relationship between Social Competencies and Employee Performance

Figure 4.5 demonstrated an enhancing moderating effect; hence, at low levels of social intelligence competence, employee performance is low with all levels of organizational commitment. So, the null hypothesis was not supported. Thus, organizational commitment strengthens the relationship.

Table 4.23: Summary of Hypotheses Testing Results

Hypothesis Formulated	Beta β	ρ Values	$R^2\Delta$	Decision
H₀₁: There is no significant effect of emotional intelligence competencies on employee performance in Uasin-Gishu County.	.102	.125	.468	Fail to Reject
H₀₂: There is no significant effect of cognitive competencies on employee performance in Uasin-Gishu County.	.019	.818		Fail to Reject
H₀₃: There is no significant effect of social intelligence competencies on employee performance in Uasin-Gishu County.	.609	.000*		Reject
H₀₄: There is no significant effect of organizational commitment on employee performance in Uasin-Gishu County.	.275	.001*		
Moderation: Organizational Commitment				
H_{05a} Organizational commitment does not moderate the relationship between emotional intelligence competency and employee performance in Uasin Gishu County, Kenya.	-.182	.002*	.125	Reject
H_{05b} Organizational commitment does not moderate the relationship between cognitive competencies and employee performance in Uasin Gishu County	-.250	.001*		Reject
H_{05c} Organizational commitment does not moderate the relationship between social intelligence and employee performance in Uasin Gishu County, Kenya. The	-.500	.000*		Reject

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter contains summary of the findings, hypotheses tested. It is followed by conclusions of the study, implications of the study in practice and theory, the conclusions drawn and the recommendations made thereof. It finally offers the suggestions for further research.

5.2 Summary of the Findings

The first objective was to investigate the effect of emotional intelligence competencies on employee performance in Uasin Gishu County. The relationship was positive and statistically insignificant. This implies that emotional intelligence competencies do not enhance employee performance in Uasin Gishu County.

The second objective was to establish the effect of cognitive competencies on employee performance in Uasin Gishu County. The study findings indicated that there was a positive and insignificant effect of cognitive competencies on employee performance. This implies that cognitive intelligence competencies do not enhance employee performance in Uasin Gishu County.

The third objective was to analyze the effect of social intelligence competencies on employee performance. The study findings indicated that there was a positive and significant effect on employee performance. This implies that social intelligence competence enhances employee performance in Uasin Gishu County.

The fourth objective of the study was to examine the effect of organizational commitment on employee performance. The results indicated that organizational commitment had a positive and significant effect on employee performance.

The fifth objective of the study was to establish the moderating effect of organizational commitment on the relationship between emotional intelligence competence and employee performance. It was established that organizational commitment moderates the relationship between emotional intelligence competence and employee performance.

The sixth objective of the study was to establish the moderating effect of organizational commitment on the relationship between social intelligence competence and employee performance. It was established that organizational commitment moderates the relationship between emotional intelligence competence and employee performance.

5.3 Conclusions of the Study

Based on the findings and hypothesis tested, the study concluded that emotional intelligence competencies have a positive and insignificant effect on employee performance in Uasin Gishu County.

Therefore Ability to recognize, Self-awareness, flexibility in handling change, Emotional self-control and Self-management may not have impact on employee performances.

The study also concluded that there was a positive and insignificant effect of cognitive competencies on employee performance, therefore cognitive competencies constitutes the cyclical processes of assimilation and accommodation, which indicates that people can manipulate their personal experiences as well as organize and adapt their thoughts to guide their behavior

Further, it was concluded social intelligence competencies have a positive and significant effect on employee performance in Uasin Gishu County.

Therefore the ability to think or analyze information and situations, social awareness competencies, how people handle relationships and awareness of others' feelings, needs, and concerns, ability to inspire and guiding individuals and groups, competencies on sensing others' feelings and perspectives, and taking an active interest in their concerns, teamwork: competencies on working with others toward shared goals and competencies on creating group synergy in pursuing collective goals have impact on employee performances

Lastly it was concluded that organizational commitment moderates the relationship between competency training and employee performance in Uasin Gishu County, Kenya therefore, having employees who are committed in organizations leads to better employee performance.

5.4 Implications of the Study

This section covers the implications of the study in theory and practice.

5.4.1 Implications for 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.

5.4.2 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.

5.5 Limitations of the Study

Some problems were encountered during this study but did not affect the quality of results. There was a challenge of the respondents either leaving blank questions in the questionnaires, others were not willing to fill the questionnaires since they felt that their time is being wasted and inconvenienced by the researcher and hence may give excuses to avoid answering questions. This was solved by the researcher going through the questionnaires before collecting to ensure respondents have answered all the questions. For those who were not willing to fill the questionnaire, the researcher

explained to them the importance of this study and left the questionnaire behind for some weeks to allow respondents ample time to fill them.

There was also the challenge of delay in receiving fully filled questionnaires from the respondents. Due to the busy schedules of the heads of departments, section managers, supervisors and other employees at Uasin Gishu County government, some respondents delayed in returning back to the researcher their questionnaires that have been fully filled. This was reduced mitigated by regular follow ups.

5.6 Recommendations

In view of the findings of the study and the guidance from the literature review, it is apparent that strengthening employee commitment leads to high level of employee performance and ultimately improves organizational commitment and performance.

From the results, it remains necessary for Uasin Gishu County government to analyze its competency training strategy and pay more attention in addressing amongst them social intelligence competencies for purposes of reducing employee turnover and absenteeism thus enhancing employee and overly organizational performance. Enhancing organizational commitment among employees is an important aspect to perform better.

In this regard, the current study makes the following recommendations:

The most important concern of senior management is to develop a culture of commitment to effectively exploit competency training especially social competencies to enhance employee performance.

The study suggests that organizations should understand and develop a holistic approach of implementing overall competency based training in consort which focuses on changing demands of employees for sustained performance.

Evidently, social intelligence competency is key in enhancing employee performance.

5.7 Areas for Further Research

Arising from some of the implications and limitations of the study, recommendations for further research are made. While this study successfully examined the conceptualized framework of organizational commitment, competency training and employee performance, it has also presented a rich prospect for other areas to be researched in future. In terms of industry, the study was only confined to the public sector. It would however be useful to carry out similar study across heterogeneous industries. Future research should therefore expand to other industries and contexts because organizational commitment, competency training and employee performance vary according to sector and country. Future research may re-examine the conceptual model used in this research with a larger sample size so that the outcome can be generalized to a larger population. Besides, future studies may focus on the moderating effect of organizational culture on the relationship between competency training and employee performance.

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APPENDICES

Appendix I: Letter of Respondents

Betty Rotich.

P. O. Box 2239, Eldoret.

24th august, 2020.

Through the Dean, Moi University.
School of Business and Economics,
Department of Development Studies.
Annex Campus, Eldoret.

Dear Respondent,

RE: RESEARCH PROJECT

I am a student of Moi University, Eldoret West Campus, pursuing a Master's Degree in Human Resource Development. I am currently carrying out a research on: **“Competency Training, Organizational commitment and Employee Performance in Uasin Gishu County Government, Kenya.”** The purpose of this questionnaire is to gather information from the respondents regarding the effects of training programmes on employee performance in this geographical area of study. It targets responses from the respondents who are current employees and whose workstations are within this County government.

Yours Sincerely,

Betty Rotich

Reg. No. SHRD/PGH/10/13

Appendix II: Research Questionnaire

(CONFIDENTIAL)

(a) Nature and Purpose of Research

The questionnaire serves the purpose of collecting data in my area of study. Your views will be treated as strictly confidential and shall only be used for the purpose of this study so as to improve the quality of processes from the planning to the implementation stages of training programmes that are targeted for employees who are currently working under the various departments within the Uasin Gishu County government. Please, answer the questions as accurately and honestly as possible.

Section A: Background Information (Please, tick inside the squares).

1. Gender of the respondent.

(a) Male

(b) Female

2. Age bracket of the respondent.

(a) Less than 25 years old

(b) 25 to less than 35 years old

(c) 35 to less than 45 years old

(d) 45 years old and above

3. Education level of the respondent.

(a) Primary level.

(b) Secondary level.

(c) College/Vocational/Professional level.

(d) University graduate level.

(e) University postgraduate level.

(f) Others (please specify).....

4. For how long have you worked at these County government?

(a) 0 to 2 years.

(b) 3 years to 5 years.

(c) 6 years to 8 years.

(d) 9 years to 11 years.

(e) 12 years to 14 years.

(f) 15 years and above.

SECTION B. EMPLOYEE PERFORMANCE

6 Below are measures of employee performance. Please circle the ones which apply to you

1- Strongly Disagree, 2- Disagree, 3- Neither/Neutral, 4- Agree, 5- Strongly Agree

Statements on Employee performance	1	2	3	4	5
I am contented with the county governments					
I have been rated as good performing employee					
I am fully committed in working with county government					
I complete my task within the time frame					
I am fully satisfied with my current duties					

SECTION C: ORGANIZATIONAL COMMITMENT

To what extent do you agree or disagree with the following statements relating to organizational commitment (Please rate 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly Disagree).

	1	2	3	4	5
Affective commitment					
I would be happy to spend the rest of my career with my current organization					
I really feel as if my organization's problems are my own					
I do not feel like —part of the family at my organization					
I do not feel —emotionally attached to my organization					
My organization has a great deal of personal meaning for me					
Continuance commitment					
I do not feel any obligation to remain with my current employer					

Even if it were to my advantage, I do not feel it would be right to leave my organization now					
I would feel guilty if I left my organization now					
My organization deserves my loyalty					
I would not leave my organization right now because I have a sense of obligation to the people in it					
Normative commitment					
If I left my current job, I would lose out on a number of great benefits and perks					
Leaving my current employer would be foolish because not many companies could offer the same pay and benefits					
If I left my current organization, I would not lose much- the pay and benefits are lacking					
It would be very difficult to leave my current organization because of the high level of economic support they offer					
Although I may not identify with my organization, the manner in which they compensate me provides plenty of incentive to stay					

7 SECTION D: EMOTIONAL INTELLIGENCE COMPETENCIES AND EMPLOYEE PERFORMANCE

Please indicate the extent to which the emotional intelligence competencies have improved your Performance at Uasin Gishu county government. Directions: Please indicate/Place an "X" mark in the box of your answer. The scale is: (1) Not at all, (2) To a Low Extent, (3) To a Moderate Extent (4) To a large Extent (5) To a very large Extent.

SN	Emotional Intelligence Competencies	1	2	3	4	5
1	Ability to recognize, understand and use emotions					
2	Self-awareness that is knowing one's internal states,					

	preference , resources, and intuitions.					
3	Emotional self-awareness that is recognizing one's emotions and their effects					
4	Self-management that is managing one's internal states, impulses and resources					
5	Emotional self-control: keeping disruptive emotions and impulses in check.					
6	Adaptability: flexibility in handling change.					
7	Achievement orientation: striving to improve or meeting a standard of excellence.					
8	Positive outlook: seeing the positive aspects of things and the future.					

8 In your own opinion, kindly indicate the influence of emotional intelligence competencies on employee Performance at Uasin Gishu county government

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SECTION E: COGNITIVE COMPETENCIES AND EMPLOYEE PERFORMANCE

9 Please indicate the extent to which the cognitive competencies competencies have improved your Performance at Uasin Gishu county government. Directions: Please indicate/Place an "X" mark in the box of your answer. The scale is: (1) Not at all, (2) To a Low Extent, (3) To a Moderate Extent (4) To a large Extent (5) To a very large Extent.

SN	Cognitive competencies	1	2	3	4	5
1	Ability to think or analyze information and situations					
2	Systems' thinking that perceives multiple causal relationships in understanding phenomena or events.					
3	Pattern recognition that is perceiving themes or patterns in seemingly random items, events, or					

	phenomena					
4	Ability to simulate o real life situation					
5	Learning objectives and the knowledge and activity					
6	The articulation of one’s overall emotional or social intelligence					
7	Having a competency improvement action plan					
8	Competencies in identifying, verify, and publish instruction the tasks					

10 In your own opinion, kindly indicate the influence of cognitive competencies on employee Performance at Uasin Gishu county government

.....

SECTION F: SOCIAL INTELLIGENCE COMPETENCIESAND EMPLOYEE PERFORMANCE

11 Please indicate the extent to which the Social intelligence competencies have improved your Performance at Uasin Gishu county government. Directions: Please indicate/Place an "X" mark in the box of your answer. The scale is: (1) Not at all, (2) To a Low Extent, (3) To a Moderate Extent (4) To a large Extent (5) To a very large Extent.

SN	Social intelligence competencies	1	2	3	4	5
1	Ability to think or analyze information and situations					
2	Social awareness competencies (how people handle relationships and awareness of others’ feelings, needs, and concerns)					
3	Ability to inspire and guiding individuals and groups					
4	Competencies on sensing others’ feelings and perspectives, and taking an active interest in their concerns					
5	Competencies on stress management skills					
6	Teamwork: competencies on working with others					

	toward shared goals					
7	Competencies on creating group synergy in pursuing collective goals.					
8	Relationship management competencies (The skill or adeptness at inducing desirable responses in others)					

12 In your own opinion, kindly indicate the influence of social intelligence competencies on employee Performance at Uasin Gishu county government

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Thank you for your responses.

Appendix III: Research Work Plan

Work to be done	Time frame
Proposal writing	Apr –Aug 2018
Proposal presentation	December 2018
Corrections from presentation	June 2020
Data collections	July 2020
Data Analysis & Report writing	August 2020
Submission to the supervisor	September 2020
Corrections	September 2020
Submissions of the document to the department for examination	October 2020
Thesis defence	October 2020
Correction and submission of the final draft	November 2020
Graduation	December 2020

Appendix IV: Budget for the Research

Activity	Cost (KSHS)
Literature Review	20,000
Proposal, printing and binding	20,000
Pilot Survey	15,000
Data collection	20,000
Data Analysis & processing	25,000
Project printing and binding	25,000
Publications	30,000
Research Assistants	15,000
Contingencies	5,000
Totals	175,000

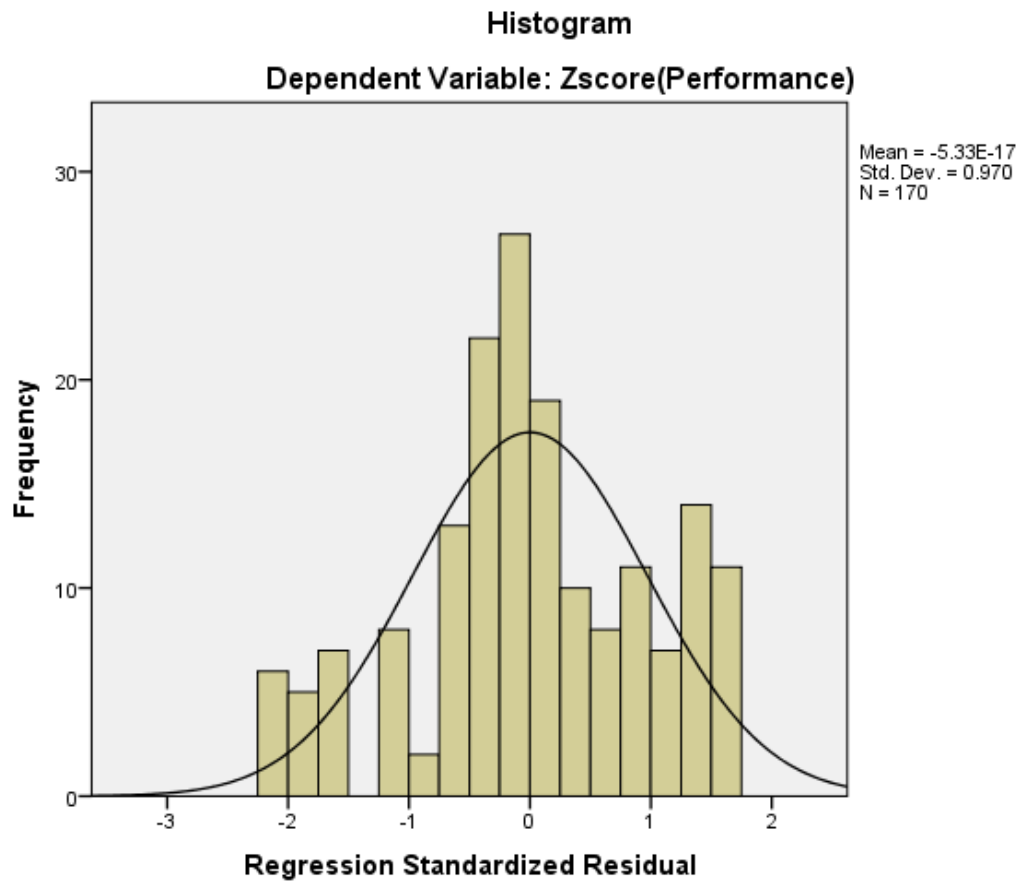
Appendix V: Data Results

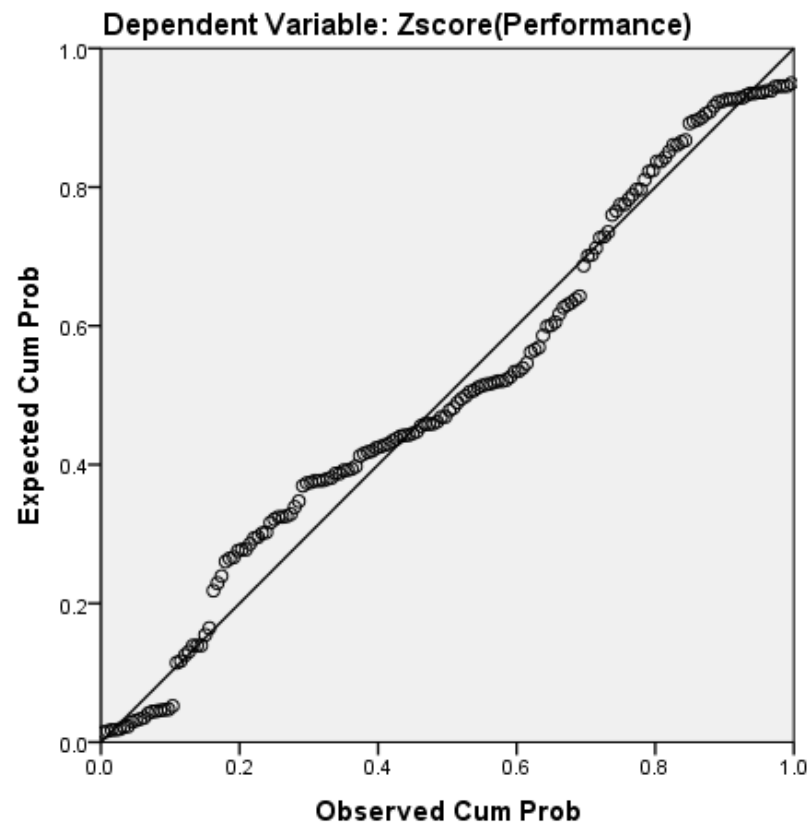
REGRESSION ASSUMPTIONS

OUTLIERS

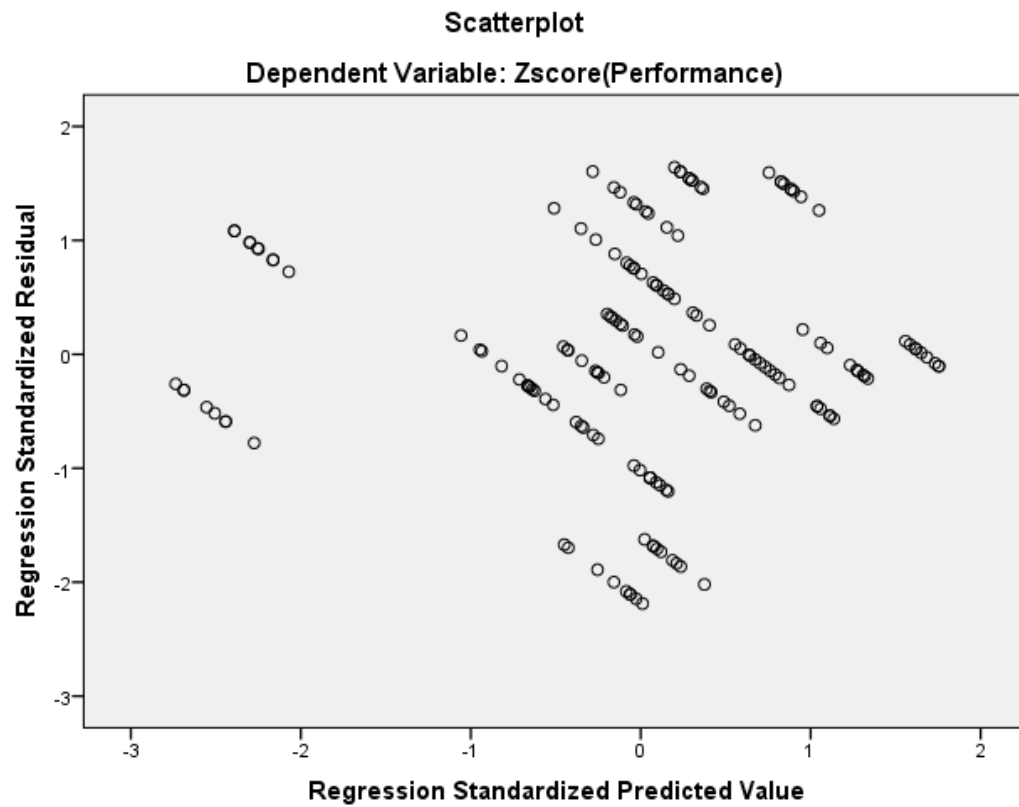
	Minimum	Maximum	Mean	Standard Deviation	N
Mahal. Distance	1.557	40.813	9.941	5.962	170

TEST FOR NORMALITY



TEST FOR LINEARITY**Normal P-P Plot of Regression Standardized Residual**

DATA INDEPENDENCE



MULTICOLINEARY STATISTICS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.004	.056		.071	.943		
Zscore(Emotional_Intelligence)	.060	.065	.059	.923	.357	.786	1.273
Zscore(Cognitive_Competence)	-.197	.094	-.198	-2.102	.037	.361	2.768
Zscore(Social_Intelligence)	.670	.074	.677	9.091	.000	.581	1.720
Zscore(Organizational_Commitment)	.279	.079	.277	3.508	.001	.516	1.937

a. Dependent Variable: Zscore(Performance)

Overall Reliability SPSS Output**Reliability Statistics**

Cronbach's Alpha	N of Items
.872	44

Variables Reliability SPSS Output**PF: Performance****Reliability Statistics**

Cronbach's Alpha	N of Items
.747	5

OC: Organizational Commitment**Reliability Statistics**

Cronbach's Alpha	N of Items
.891	15

EINC: Emotional Intelligence Competence**Reliability Statistics**

Cronbach's Alpha	N of Items
.704	8

CC: Cognitive Competence**Reliability Statistics**

Cronbach's Alpha	N of Items
.821	8

SIC: Social Intelligence Competence**Reliability Statistics**

Cronbach's Alpha	N of Items
.635	8

FACTOR ANALYSIS

Total Variance Explained

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	10.120	22.999	22.999	10.120	22.999	22.999	5.774	13.124	13.124
2	4.852	11.026	34.026	4.852	11.026	34.026	5.550	12.613	25.736
3	3.550	8.068	42.093	3.550	8.068	42.093	4.719	10.724	36.460
4	3.080	7.000	49.093	3.080	7.000	49.093	4.600	10.456	46.916
5	2.347	5.334	54.427	2.347	5.334	54.427	3.305	7.512	54.427
6	2.036	4.628	59.056						
7	1.903	4.324	63.380						
8	1.759	3.999	67.378						
9	1.462	3.323	70.702						
10	1.293	2.938	73.640						
11	1.249	2.838	76.478						
12	1.047	2.380	78.858						
13	.961	2.184	81.042						
14	.921	2.093	83.135						
15	.826	1.878	85.013						
16	.798	1.813	86.826						
17	.726	1.650	88.476						
18	.660	1.500	89.976						
19	.639	1.452	91.428						
20	.608	1.382	92.810						
21	.558	1.268	94.078						
22	.490	1.115	95.193						
23	.435	.989	96.182						
24	.412	.937	97.119						
25	.328	.746	97.865						
26	.299	.679	98.544						
27	.268	.609	99.153						
28	.138	.314	99.467						
29	.119	.271	99.738						
30	.072	.163	99.902						
31	.029	.066	99.968						
32	.007	.015	99.983						
33	.004	.010	99.993						
34	.003	.006	99.999						
35	.001	.001	100.000						
36	2.637E-15	5.994E-15	100.000						
37	1.691E-15	3.844E-15	100.000						
38	8.038E-16	1.827E-15	100.000						
39	5.352E-16	1.216E-15	100.000						
40	2.445E-16	5.556E-16	100.000						
41	2.288E-16	5.201E-16	100.000						
42	-5.821E-16	-1.323E-15	100.000						

43	- 1.143E-15	-2.598E-15	100.000						
44	- 1.723E-15	-3.916E-15	100.000						

Extraction Method: Principal Component Analysis.

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

Rotated Component Matrix ^a					
	Component				
	1	2	3	4	5
OC7	.893				
OC13	.830				
OC11	.785				
OC9	.763				
OC14	.747				
OC10	.741				
OC15	.713				
OC3	.695				
OC1	.684				
OC2	.627				
OC6	.575				
OC8	.573				
OC4	.570				
CC6		.840			
CC1		.748			
CC5		.743			
CC3		.731			
EINC7		.704			
CC2		.650			
EINC8		.638			
CC4		.631			
CC8		.624			
CC7		.590			
EINC5		.585			
EINC2			.772		
SIC1			.766		
EINC4			.759		
EINC6			.679		
PF5				.867	
PF4				.817	
PF1				.805	
PF3				.795	
PF2				.738	
SIC4					.739
SIC8					.693
SIC3					.668
SIC7					.557

CORRELATION ANALYSIS

Correlations

		Zscore(Performance)	Zscore(Emotional_Intelligence)	Zscore(Cognitive_Competence)	Zscore(Social_Intelligence)	Zscore(Organizational_Commitment)
Zscore(Performance)	Pearson Correlation	1	.293**	.423**	.646**	.353**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	170	170	170	170	170
Zscore(Emotional_Intelligence)	Pearson Correlation	.293**	1	.408**	.297**	.412**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	170	170	170	170	170
Zscore(Cognitive_Competence)	Pearson Correlation	.423**	.408**	1	.616**	.652**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	170	170	170	170	170
Zscore(Social_Intelligence)	Pearson Correlation	.646**	.297**	.616**	1	.268**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	170	170	170	170	170
Zscore(Organizational_Commitment)	Pearson Correlation	.353**	.412**	.652**	.268**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	170	170	170	170	170

** . Correlation is significant at the 0.01 level (2-tailed).

REGRESSION RESULTS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.039 ^a	.002	-.010	.99355334	.002	.126	2	167	.882
2	.660 ^b	.436	.415	.75580235	.435	31.398	4	163	.000
3	.688 ^c	.474	.451	.73237055	.038	11.597	1	162	.001
4	.708 ^d	.502	.477	.71493935	.028	8.996	1	161	.003
5	.730 ^e	.533	.507	.69423291	.031	10.747	1	160	.001
6	.757 ^f	.572	.545	.66638340	.039	14.653	1	159	.000

a. Predictors: (Constant), Experience, Age

b. Predictors: (Constant), Experience, Age, Zscore(Emotional_Intelligence), Gender, Zscore(Social_Intelligence), Zscore(Cognitive_Competence)

c. Predictors: (Constant), Experience, Age, Zscore(Emotional_Intelligence), Gender, Zscore(Social_Intelligence), Zscore(Cognitive_Competence), Zscore(Organizational_Commitment)

d. Predictors: (Constant), Experience, Age, Zscore(Emotional_Intelligence), Gender, Zscore(Social_Intelligence), Zscore(Cognitive_Competence), Zscore(Organizational_Commitment), X1

e. Predictors: (Constant), Experience, Age, Zscore(Emotional_Intelligence), Gender, Zscore(Social_Intelligence), Zscore(Cognitive_Competence), Zscore(Organizational_Commitment), X1, X2

f. Predictors: (Constant), Experience, Age, Zscore(Emotional_Intelligence), Gender, Zscore(Social_Intelligence), Zscore(Cognitive_Competence), Zscore(Organizational_Commitment), X1, X2, X3


Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.116	.262		.444	.658
	Age	.022	.101	.023	.214	.831
	Experience	-.053	.112	-.051	-.475	.635
2	(Constant)	-.342	.252		-1.357	.177
	Age	.022	.078	.024	.287	.775
	Experience	.042	.090	.040	.463	.644
	Gender	.123	.128	.057	.958	.340
	Zscore(Emotional_Intelligence)	.103	.066	.101	1.548	.123
	Zscore(Cognitive_Competence)	.015	.081	.015	.188	.851
	Zscore(Social_Intelligence)	.608	.074	.614	8.165	.000
3	(Constant)	-.256	.246		-1.043	.298
	Age	.033	.075	.035	.433	.665
	Experience	.001	.088	.001	.013	.990
	Gender	.128	.124	.059	1.032	.303
	Zscore(Emotional_Intelligence)	.056	.066	.056	.858	.392
	Zscore(Cognitive_Competence)	-.192	.100	-.193	-1.923	.056
	Zscore(Social_Intelligence)	.671	.075	.678	9.011	.000*
	Zscore(Organizational_Commitment)	.275	.081	.273	3.405	.001*
4	(Constant)	-.124	.244		-.509	.612
	Age	.037	.074	.039	.499	.619
	Experience	.003	.086	.002	.030	.976
	Gender	.069	.123	.032	.561	.575
	Zscore(Emotional_Intelligence)	.060	.064	.059	.929	.354
	Zscore(Cognitive_Competence)	-.103	.102	-.104	-1.014	.312
	Zscore(Social_Intelligence)	.560	.082	.565	6.848	.000*
	Zscore(Organizational_Commitment)	.152	.089	.151	1.708	.090
	X1	-.176	.059	-.212	-2.999	.003*
5	(Constant)	-.095	.237		-.402	.688
	Age	.053	.072	.056	.738	.462
	Experience	.012	.083	.011	.141	.888
	Gender	.074	.119	.034	.616	.539
	Zscore(Emotional_Intelligence)	-.009	.066	-.008	-.129	.897
	Zscore(Cognitive_Competence)	.013	.105	.013	.121	.904
	Zscore(Social_Intelligence)	.463	.085	.467	5.464	.000
	Zscore(Organizational_Commitment)	.131	.087	.130	1.509	.133
	X1	-.040	.071	-.048	-.567	.571
	X2	-.251	.076	-.282	-3.278	.001
6	(Constant)	-.158	.228		-.693	.489
	Age	.100	.070	.107	1.437	.153
	Experience	-.032	.081	-.031	-.399	.690

Gender	.035	.115	.016	.306	.760
Zscore(Emotional_Intelligence)	-.080	.066	-.078	-1.210	.228
Zscore(Cognitive_Competence)	-.236	.120	-.238	-1.970	.051
Zscore(Social_Intelligence)	.604	.089	.609	6.765	.000
Zscore(Organizational_Commitment)	.151	.083	.150	1.816	.071
X1	.028	.070	.033	.397	.692
X2	.096	.117	.108	.822	.412
X3	-.497	.130	-.533	-3.828	.000

a. Dependent Variable: Zscore(Performance)


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Appendix VII: Anti-plagiarism similarity Index

