
How Social Intelligence Competency and Organizational Commitment affect Employee Performance

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ABSTRACT: *This paper presents a research model that elucidates the mechanism through which social intelligence competency influences employee performance in the county government in Kenya. There are mixed outputs on this influence and this study therefore seeks to fill the void by investigating the moderating effect of organizational commitment on the relationship between social intelligence competency and employee commitment. The explanatory research design was adopted for the study targeting 6,400 employees, out of which 198 respondents formed the sample size based on the Cochran formula. The findings revealed that that social intelligence competency had a positive significant effect on employee performance. The moderator (Organizational commitment) was found to have a positive and significant effect on employee performance. The interaction effect indicated that organizational commitment negatively moderates the relationship between social intelligence competency and employee performance. The paper contributes to knowledge and provides insights into theory and practice.*

KEYWORDS: Competency based training; social intelligence competency training, organizational commitment and employee performance

INTRODUCTION

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

Effective training saves labor by reducing time spent on problem-solving and saves money in the long run by producing a better workforce (Shaw, 2014). Employees are major assets of any institution. The active role they play towards its success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance. Also position them to take on the challenges of the today's

competitive business climate. There is no doubt that organizations worldwide are striving for success and out-competing those in the same industry. In order to do so, organizations have to obtain and utilize their human resources effectively (Nassazi, 2013).

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

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

Organizational commitment is the measure of strength of the employee's identification with the goals and values of the organization (Mowday et al., 1982) and supervisor. Individuals committed to the organization exert extra effort, desire organizational membership (Smith & Bishop, 2011), protect company assets, and share company goals and values (Meyer & Allen, 1997). Supervisory commitment is defined as the strength of identification with supervisor and internalization of supervisor's values. Identification occurs when the subordinate admires certain attributes of the supervisor, such as attitudes, behavior, and accomplishments. Internalization occurs when the subordinate adopts the attitudes and behaviors of the supervisor because the supervisor's attitudes and behaviors are congruent with the subordinate's value systems (Moshabaki, 2014). Commitment to organization is related positively to a variety of desirable work outcomes including employee job satisfaction, motivation and performance, and related negatively to absenteeism and turnover (Mathieu & Zajac, 2017). This paper therefore investigated the moderating effect of the three dimensions of organizational commitment on the relationship between social intelligence competency training and employee performance

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Social Intelligence competency and Employee Performance

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. 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). 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).

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 endeavors.

Liezlot, 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.

H_{0i} Social Intelligence Competency does not affect employee performance

Organizational Commitment and Employee Performance

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

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

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

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

Continuance organizational commitment- (COC) is derived from the perceived costs of leaving, including the loss of desired investments and few job alternatives. Paralleling the social exchanges that underlie AOC, COC is linked to employee-organization economic exchanges (Shore et al., 2006). Becker (1960) laid the groundwork for the concept of COC with his side-bet theory. This theory states that commitment results from the accumulation of economic investments or side-bets that would be lost if the employee discontinued membership in the organization. Becker's (1960) side-bet commitment was later labeled COC by Meyer and Allen (1984). Like all forms of commitment, COC has been found to be negatively related to turnover ($\rho = -.10$) as well as turnover intentions ($\rho = -.17$; Meyer et al., 2002). However, unlike AOC and NOC, COC is typically unrelated or negatively related to other desirable work criteria (e.g., task performance and satisfaction; Mathieu & Zajac, 1990; Meyer et al., 2002). Interestingly, there is increasing evidence that COC encompasses more than one dimension (Hackett, Bycio, & Hausdorf, 1994; Meyer, Allen, & Gellatly, 1990; Somers, 1993; McGee & Ford, 1987; Jaros, 1997). Taing, Groff, Granger, Jackson, and Johnson (2011) argue that COC is comprised of two dimensions: economic exchanges (EE) and few alternatives (FA). These two dimensions are distinguishable based on their underlying approach and avoidance motivations (Johnson, Chang, & Yang, 2010).

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

H₀₂ Organizational commitment has not effect on employee performance

The Conditional Effect of organizational Commitment on Employee Performance

Groff (2012) examined the Moderating Role of Organizational Commitment in the Relationship between Shocks and Workplace Outcomes. The study adopted a multidimensional model of commitment, a longitudinal design, and an industry sample, the current study is able to offer empirical evidence to support the role of commitment as a

moderator in the relationship between shocks and workplace outcomes. Unique effects that the various forms of commitment have on specific shock-outcome relationships were uncovered, providing at least partial support for the majority of hypotheses offered in the current study. Combined with a unique approach for documenting and measuring the various types of shocks, researchers and practitioners should find numerous applications of the current study. Overall, the results of this study are promising both for what they say about the importance of organizational commitment, as well as for their application in future studies.

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

Leong and cooper (2010) examined the effect of organizational commitment as a moderator of the stress-outcome relationship. In all, 106 (39 male, 67 female) professional and administrative officers from various departments of a public sector organization each completed a set of questionnaires which consisted of the Occupational Stress Indicator (OSI) which has six subscales relating to stressors, six relating to coping strategies, three relating to Type A, three to locus of control as well as three outcome measures: mental health, physical health and a five subscale job satisfaction measure. The Organizational Commitment Questionnaire (OCQ) and a single item for intention to quit was also completed. According to previous findings (Begley & Czajka, 1993), individuals with high organizational commitment suffered less negative outcomes in terms of job satisfaction, mental and physical health, and intention to quit as compared to those who were less committed. Therefore it was predicted that commitment buffered the relationship between occupational stress and stress outcomes.

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

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

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

METHODOLOGY

Sample Size and Data

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

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

Table 1. Target Population and Sample Size

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

Respondents Demographics

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

Instrument Measurement

Variables used in this study were assessed with several items' scales adopted from prior studies with few modifications to suit the current context of the study (Wang et al., 2018). Respondents were asked to indicate their level of agreement/disagreement for each of the items on a five-point Likert scale by indicating numbers ranging from (1) "strongly disagree" to (5) "strongly agree.". Social Intelligence Questionnaire had 8 items adopted from the Tromso Social Intelligence Scale (TSIS) by Silvera, Martinussen & Dahl (2001). Organizational commitment had 14 items and was adopted from Mowday *et al.*,(1979). The last variable was Employee performance with 5items adopted from Amin (2013).

FINDINGS

Descriptive Statistics

Table 2 indicates that the variable with the highest mean is Organizational commitment at 4.34) followed by social intelligence competency (4.05)by and employee performance (3.94) respectively. The reliability test for the instrument shows that all of them are above an alpha of 0.7.

Table 2. Descriptive statistics and Reliability analysis

Items	N	Mean	Std. Deviation	alpha
Employee Performance	17	3.947	.51999	0.875
Organizational Commitment	17	4.336	.38834	0.911
Social Intelligence competency	17	4.050	.59600	0.875
Valid N (listwise)	17			
	1			

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

Table 3 Correlation Analysis

		Performance	Social_Intelligence	Organizational Commitment
Zscore(Employee Performance)	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	171		
Zscore(Social_Intelligence)	Pearson Correlation	.646**	1	
	Sig. (2-tailed)	.000		
	N	171	171	
Zscore(Organizational_Commitment)	Pearson Correlation	.353**	.412**	1
	Sig. (2-tailed)	.000	.000	
	N	171	171	171

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

Factors Analysis

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

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

Table 4.: Factor Analysis of the Study Variables

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

Component	Initial Eigenvalues		Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings	
	% of Total Variance	Cumulative %	% of Total Variance	Cumulative %	% of Total Variance	Cumulative %
1	3.4539.332	49.048	3.4539.332	49.048	3.6729.925	44.709
2.	2.5826.978	56.026	2.5826.978	56.026	3.6449.849	54.557
3	2.3376.317	62.343	2.3376.317	62.343	2.8817.786	62.343

Hypotheses Testing**Test for Direct Effects**

H_{01} : predicted that there is no significant effect of social intelligence competencies on employee performance. Findings in table 5 revealed a positive and significant association between social intelligence competencies and employee performance ($\beta = .609$, $p = .000$ which is less than $\alpha = 0.05$) implying that social intelligence competencies results in increased employee performance. Thus, we reject the null hypothesis.

H₀: predicted that there is no significant effect of organizational commitment on employee performance. Findings in table 5 revealed a positive significant association between organizational commitment and employee performance ($\beta = 0.274$, $t = 3.38$ which is more than 1.67) implying that an increase in organizational commitment increases employee performance. Thus, reject the null hypothesis.

H₁: Stated that organizational commitment does not moderate the relationship between social intelligence and employee performance. Results indicated that organizational commitment negatively moderated the relationship between social intelligence and employee performance at $\beta = -.500$, $t = -3.876$, which is > 1.67 . Adjusted R² moved from 0.416 to 0.548. This finding is similar to those of Butali and Njoroge (2017) found that affective commitment, continuance commitment and normative commitment moderated the relationship between training and development and organizational performance. These results also support 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.

Table 5: Results of Direct Effect and Moderating Effect

	Model 1	Model 2	Model 3
	β (SE)	β (SE)	β (SE)
(Constant)	.116 (.262)	-.205 (.208)	-.114 (.203)
Direct Effect			
Zscore(Social_Intelligence)	0.609 (0.074)	0.672 (0.075)	0.557 (0.081)
Zscore(Organizational_Commitment)		0.274 (0.081)	0.147 (.088)
Interaction term			
X1			-0.500 (0.129)
Model Summary			
R	.039	.658	.686
R Square	.002	.433	.470
Adjusted R Square	-.010	.416	.451

Figure 2 illustrated 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 negatively influences the relationship.



Fig 2: Moderating Effect of Organizational Commitment on the Relationship between Social Competencies and Employee Performance

CONCLUSIONS

The study concluded that social intelligence competencies have a positive and significant effect on employee performance in county government. 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 negatively moderates the relationship between social intelligence competency and employee performance. This is to say that, when organizational commitment is introduced, performance increases but at a reduced rate.

Implications of the Study

Implications to Theory

First, social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, 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 behaviors', 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 Wagger, 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 behavior and the learning processes particularly in training.

Implications for Practice

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

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

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

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

Limitations and suggestions

The sample size used in this study was 171 employees from one organization. This might have led to potential biases in their responses. Therefore, a much bigger sample and wider sampling frame should be considered in future research. Furthermore, due to the limited geographical scope of this research, a replication of the same should be done in a wider scope to compare results and get more valuable information. Additionally, the current study only focused on employees only. Future research should take into account the view of managers to see the effect

of emotional intelligence on their performance. Finally, while we collected data from respondents using a cross-sectional survey design, a longitudinal research design could be used to provide more evidence for the assumptions made in this study.

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