ASSESSMENT OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT

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ABSTRACT
The aim of my research project was to assess the relationship between Emotional intelligence and organizational commitment at Kenya Institute of Curriculum Development (KICD). The target population comprised of 430 employees of KICD under the Ministry of Education. Random sampling technique was used to select a sample size of 96 respondents. The study adopted a descriptive research design. Data for the study was collected using two standard questionnaires. Out of a sample size of 96, seventy(70) respondents returned the questionnaires Data collected was analyzed using descriptive statistics and Pearson Product Moment Correlation Coefficient. Findings revealed that there is positive correlation between emotional intelligence variables (self-awareness, self-management, social awareness and relationship management) and organizational commitment. The study recommends that employers should consider employees emotional intelligence competencies when making decision and policy as they correlate with organizational commitment.
Keywords: Emotional intelligence, Organizational commitment, Kenya Institute of Curriculum Development (KICD)

INTRODUCTION
Armstrong (2009) defines commitment as attachment and loyalty. Commitment is the relative strength of the individual's identification with, and involvement in a particular organization, Porter *et al.,* (1974).
According to Goleman (1998) emotional intelligence is "the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships". There is a lot of emotion in the workplace, but not intelligence. Everybody experiences various kinds of emotions at work, at study or in interpersonal relationship.
Organizational commitment is a global psychological state that characterizes the relationship between employees and organizations (Meyer & Allen, 1991). Armstrong, (2009), refers organizational commitment as attachment and loyalty. It is associated with the feeling of individuals about their organization. He further states that the significance of employee commitment is at the heart of the employee relationship, what people do and how they behave in their roles and what makes them act in ways that further the achievement of the objectives of both the organization and themselves.
Organizational commitment is related to the degree of personal interest to the organization or emotional attachment to a part of the organization, Ebrahimi (2004). Efficient commitment is regarded as a kind of attachment and commitment to work together in the organization which appears as the acceptance of organizational values and desire to remain in the organization, Somers (1995).
Butler (1991) identified eleven (11) supervisor behaviours as facilitating interpersonal trust. The extent to which the supervisor displays these behaviours will thus largely determine subordinates' commitment level. According to Williams *et al.,*(2002), personal fair treatment by supervisors conveys more fairness information to employees than a more general assessment of the fairness of overall procedures.

According to Luthans, (2011), organizational commitment (OC), an attitude, is most often defined as a strong desire to remain a member of a particular organization, a willingness to exert high level of effort on behalf of the organization and a definite believe in and acceptance of , the values and goals of the organization. This is an attitude reflecting employees' loyalty to the organization and is an ongoing process through which organizational employees express their concern for their organization and its continued success and well being.

Organizational commitment is considered a useful measure of organizational effectiveness (Steers,1975). In particular, "organizational commitment is a "multidimensional construct" (Morrow, 1993) that has the potential to predict organizational outcomes such as performance, turnover, absenteeism, tenure, and organizational goals" (Meyer & Allen, 1997. Many factors influence employee commitment. These include commitment to the manager, occupation, profession, or career (Meyer & Allen, 1997).

Organizational commitment focuses on employees' commitment to the organization. In explaining the significance of organizational commitment,, Meyer & Allen (1997), as part of their research, developed a framework that was designed to measure three different types of organizational commitment: Affective commitment refers to employees' emotional attachment, identification with, and involvement in the organization. Employees with a strong affective commitment stay with the organization because they want to. Continuance commitment refers to employees' assessment of whether the costs of leaving the organization are greater than the costs of staying.

Employees who perceive that the costs of leaving the organization are greater than the costs of staying remain because they need to. Normative commitment refers to employees' feelings of obligation to the organization. Employees with high levels of normative commitment stay with the organization because they feel they ought to. In arguing for their framework, Meyer & Allen (1991) contended that affective, continuance, and normative commitment were components rather than types because employees could have varying degrees of all three. "For example, one employee might feel both a strong attachment to an organization and a sense of obligation to remain. A second employee might enjoy working for the organization but also recognize that leaving would be very difficult from an economic standpoint. Finally, a third employee might experience a considerable degree of desire, need, and obligation to remain with the current employer" (Meyer & Allen, 1997).

Work rules are in a constant state of flux with new yardsticks by which workers are being evaluated. In today's corporate world it is increasingly being recognized that an impressive curriculum vitae, good credentials and technical expertise do not have the desired impact in someone with low emotional intelligence (EI). The workplace is about people and relationships, and an employee with a high EQ as opposed to only a high IQ should be seen as a valuable asset. Mayer & Salovey, (1990) assert that general intelligence accounts for approximately ten to twenty per cent of life success, defined as academic achievement and occupational status.

In a similar vein, Goleman, (1995) in his book, "Emotional Intelligence" made strong claims about the contribution of emotional intelligence to individual success, and specifically to success in the workplace. He identified intellectual intelligence as contributing 20 per cent towards life success and intimated that the remaining 80 per cent may be attributable to emotional intelligence.

Key principles of organizational commitment and emotional intelligence
Organizational commitment
Over the years, commitment has been defined and measured in many different ways. Indeed, this lack of consensus in the definition of the term has contributed greatly to its treatment as a multidimensional construct (Meyer & Allen, 1991). Meyer & Allen's research indicated that there are three "mind sets" which can characterize an employee's commitment to the organization:

(a)Affective Commitment
AC is defined as the employee's positive emotional attachment to the organization. Meyer & Allen pegged AC as the "desire" component of organizational commitment. An employee who is affectively

committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to". This commitment can be influenced by many different demographic characteristics such as age, tenure, Gender, and education, but these influences are neither strong nor consistent. Meyer & Allen (2006) gave this example that "positive relationships between tenure and commitment maybe due to tenure-related differences in job status and quality" In developing this concept, Meyer & Allen (2006) drew largely on *Mowday et al.,(2006)* concept of commitment, which in turn drew on earlier work by Kanter (1968).

(b) Continuance Commitment
Continuance Commitment is the "need" component or the gains verses losses of working in an organization. "Side bets," or investments, are the gains and losses that may occur should an individual stay or leave an organization. An individual may commit to the organization because he/she perceives a high cost of losing organizational membership (Becker's 1960 "side bet theory". Things like economic costs (such as pension accruals) and social costs (friendship ties with co-workers) would be costs of losing organizational membership. But an individual doesn't see the positive costs as enough to stay with an organization they must also take into account the availability of alternatives (such as another organization), disrupt personal relationships, and other "side bets" that would be incurred from leaving their organization. The problem with this is that these "side bets" don't occur at once but that they "accumulate with age and tenure" Meyer & Allen (1991).

(c) Normative Commitment
The individual commits to and remains with an organization because of feelings of obligation. These feelings may derive from a strain on an individual before and after joining an organization. For example, the organization may have invested resources in training an employee who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to". But generally if an individual invest a great deal they will receive "advanced rewards." Meyer & Allen (1991) based their research in this area more on theoretical evidence rather than empirical, which may explain the lack of depth in this section of their study compared to the others. They drew off Wiener's (1982, 2005) research for this commitment component.

Emotional intelligence
Emotional intelligence (EI) is emerging as a critical factor for sustaining high achievement, retention, and positive behavior as well as improving life success. Research has suggested that some people are more successful in their careers than others even when they have had equal educational and experiential opportunities ("EQ Beats IQ," 1988;McDowelle & Bell, 2000; Stuller, 1997).

The study adopts EI theory by Goleman (2001). He proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace. Specifically, he relates EQ to 20 competencies in four clusters of general abilities. The four clusters consist of: Self-Awareness, Social Awareness, Self-Management, and Relationship Management. Each of the four clusters is seen as distinct from cognitive abilities and each other.

(a)Self-awareness
This is the first element of Emotional Intelligence theory - Being self aware means that you understand yourself. One understands what makes him or her to tick and therefore, the strengths and weaknesses as a person, and a leader. If one understands their emotions they can identify their impact to themselves and those in their team. It is a path on the road to having humility, which is a much needed facet in Leadership, Goleman (2001).

Self-Awareness reflects the importance of recognizing one's own feelings and how they affect one's performance. At a financial services company Emotional Self-Awareness proved crucial in financial planners' job performance (Goleman, 1998b). The interaction between a financial planner and a client is

delicate, dealing not only with hard questions about money but also, when life insurance comes up, the even more discomforting issue of mortality; the planners' Self-Awareness apparently helped them handle their own emotional reactions better. At another level, Self-Awareness is the key to realizing one's own strengths and weaknesses. Among several hundred managers from twelve different organizations, Accurate Self-Assessment was the hallmark of superior performance (Boyatzis, 1982). Individuals with the Accurate Self-Assessment competence are aware of their abilities and limitations, seek out feedback and learn from their mistakes, and know where they need to improve and when to work with others who have complementary strengths. Accurate Self-Assessment was the competence found in virtually every "star performer" in a study of several hundred knowledge workers, Kelley, (1998). On 360-degree competence assessments, average performers typically overestimate their strengths, whereas star performers rarely do; if anything, the stars tended to underestimate their abilities, an indicator of high internal standards (Goleman, 1998b).

The positive impact of the Self-Confidence competence on performance has been shown in a variety of studies. Among supervisors, managers, and executives, a high degree of Self-Confidence distinguishes the best from the average performers (Boyatzis, 1982). Among 112 entry-level accountants, those with the highest sense of Self-Efficacy, a form of Self-Confidence, were rated by their supervisors ten months later as having superior job performance. The level of Self-Confidence was in fact a stronger predictor of performance than the level of skill or previous training (Saks, 1995). In a sixty-year study of more than one thousand high-IQ men and women tracked from early childhood to retirement, those who possessed Self-Confidence during their early years were most successful in their careers (Holahan & Sears, 1995).

(b)Self-Management

The second element of Goleman's Emotional Intelligence theory: - Through being in control of what you say and do, whilst rejecting the temptation to make rushed decisions, you can be in charge of your actions and therefore reducing the chance of compromising your values. Other aspects to nurture in this element are to show and actively apply conscientiousness, trustworthiness, Leading and adapting to change, complete drive to succeed and the initiative to think fast and act creatively and innovatively to solve problems, Goleman (2001).

According to Goleman & Cherniss (2001), the Self-Management cluster of EI abilities encompasses six competencies; Emotional Self-Control competence, which manifests largely as the absence of distress and disruptive feelings. Signs of this competence include being unfazed in stressful situations or dealing with a hostile person without lashing out in return. Among small business owners and employees, those with a stronger sense of control over not only themselves but the events in their lives are less likely to become angry or depressed when faced with job stress, or to quit (Rahim & Psenicka, 1996 in Goleman & Cherniss (2001). Among managers and executives, top performers are able to balance their drive and ambition with Emotional Self-Control, harnessing their personal needs in the service of the organization's goals (Boyatzis, 1982).

The Trustworthiness competence translates into letting others know one's values and principles, intentions and feelings, and acting in ways that are consistent with them Goleman & Cherniss (2001). A deficit in this ability operates as a career derailer (Goleman, 1998b). The signs of the Conscientiousness competence include being careful, self disciplined, and meticulous in attending to responsibilities. In studies of job performance, outstanding effectiveness in virtually all jobs—from the bottom to the top of the corporate ladder—depends on Conscientiousness (Barrick & Mount, 1991).

Among sales representatives for a large U.S. appliance manufacturer, those who were most conscientious had the largest volume of sales (Barrick,Mount, & Strauss, 1993 in Goleman & Cherniss (2001). Adaptability, is another important competence, superior performers in management ranks exhibit this competence (Spencer & Spencer, 1993). They are open to new information and can let go of old assumptions and so adapt to how they operate. Emotional resilience allows an individual to remain comfortable with the anxiety that often accompanies uncertainty and to think "out of the box," displaying on-the-job creativity and applying new ideas to achieve results. Conversely, people who are

uncomfortable with risk and change can undermine innovative ideas or be slow to respond to a shift in the marketplace.

Businesses with less formal and more ambiguous, autonomous, and flexible roles for employees open flows of information, and multidisciplinary team-oriented structures experience greater innovation (Amabile,1988). David McClelland's (1961) landmark work The Achieving Society established Achievement Orientation as the competence that drives the success of entrepreneurs.

Drive refers to an optimistic striving to continually improve performance. Studies that compare star performers in executive ranks to average ones find that stars display classic achievement-oriented behaviors—they take more calculated risks, they support enterprising innovations and set challenging goals for their employees. Spencer *et al.* (1993).found that the need to achieve is the competence that most strongly sets apart superior and average executives. Optimism is a key ingredient of achievement because it can determine one's reaction to unfavorable events or circumstances; those with high achievement are proactive and persistent, have an optimistic attitude toward setbacks, and operate from hope of success. Studies have shown that optimism can contribute significantly to sales gains, among other accomplishments (Schulman, 1995). Those with the Initiative competence act before being forced to do so by external events. This often means taking anticipatory action to avoid problems before they happen or taking advantage of opportunities before they are visible to anyone else.

Individuals who lack Initiative are reactive rather than proactive, lacking the foresightedness that can make the critical difference between a wise decision and a poor one. Initiative is key to outstanding performance in industries that rely on sales, such as real estate, and to the development of personal relationships with clients, as is critical in such businesses as financial services or consulting (Crant,1995; Rosier, 1996 in Goleman & Cherniss (2001).

(c)Social Awareness

The third element of Emotional Intelligence Theory: Social awareness is the ability for a Leader to understand the emotions of the team members around them and to get a good comprehension of their emotional makeup. The ability to treat people according to these emotional reactions is vital. This area is linked to empathy: The ability to understand and see things in other peoples view points, expertise in building and retaining talent, valuing diversity and appreciating the organizational goals. In essence this part of emotional intelligence then, is about understanding and being truly in touch with the complete demands of the environment and acting to suit those conditions, Goleman (2001).

The Social Awareness cluster manifests in three competencies. The Empathy competence gives people an astute awareness of others' emotions, concerns, and needs. The empathic individual can read emotional currents, picking up on nonverbal cues such as tone of voice or facial expression. Empathy requires Self-Awareness; our understanding of others' feelings and concerns flows from awareness of our own feelings. This sensitivity to others is critical for superior job performance whenever the focus is on interactions with people. Physicians who are better at recognizing emotions in patients are more successful than their less sensitive colleagues at treating them (Friedman & DiMatteo,1982).

The ability to read others' needs well comes naturally to the best managers of product development teams *Spencer et al.,* (1993). Skill in Empathy correlates with effective sales, as was found in a study among large and small retailers (Pilling & Eroglu,1994). In an increasingly diverse workforce, the Empathy competence allows us to read people accurately and avoid resorting to the stereotyping that can lead to performance deficits by creating anxiety in the stereotyped individuals (Steele, 1997). Social Awareness also plays a key role in the Service competence, the ability to identify a client's or customer's often unstated needs and concerns and then match them to products or services; this empathic strategy distinguishes star sales performers from average ones Spencer et al., 1993). It also means taking a long-term perspective, sometimes trading off immediate gains in order to preserve customer relationships. A study of an office supply and equipment vendor indicated that the most successful members of the sales team were able to combine taking the customer's viewpoint and showing appropriate assertiveness in

order to steer the customer toward a choice that satisfied both the customer's and the vendor's needs (McBane,1995).

Organizational Awareness, the ability to read the currents of emotions and political realities in groups, is a competence vital to the behind-the-scenes networking and coalition building that allows individuals to wield influence, no matter what their professional role. Insight into group social hierarchies requires Social awareness on an organizational level, not just an interpersonal one. Outstanding performers in most organizations share this ability; among managers and executive generally, this emotional competence distinguishes star performers. Their ability to read situations objectively, without the distorting lens of their own biases and assumptions, allows them to respond effectively (Boyatzis,1982).

(d)Relationship management

The fifth and final element from Goleman's emotional intelligence theory, which links Leadership and Emotional Intelligence together: Leaders with good Social Skills are often very good communicators. Leaders who are good in this discipline are also good at conflict resolution and communicating the vision to team members, enlightening them and creating motivation and inspiration throughout the team. They are experts at getting their team to support them and also believe in their leadership. They set the example, for others to follow by demonstrating the acceptable behaviours and values, Goleman (2001). The Relationship Management set of competencies includes essential Social Skills. Developing others involves sensing people's developmental needs and bolstering their abilities—a talent not just of excellent coaches and mentors, but also out- standing leaders. Competence in developing others is a hallmark of superior managers; among sales managers, for example, it typifies those at the top of the field (Spencer *et al.,* 1993). Although this ability is crucial for those managing front-line work, it has also emerged as a vital skill for effective leadership at high levels (Goleman,2000b).

The essence of the influence competence is practiced when handling and managing emotions effectively in other people, and so are persuasive. The most effective people sense others' reactions and fine-tune their own responses to move interaction in the best direction. This emotional competence emerges over and over again as a hallmark of star performers, particularly among supervisors, managers, and executives (Spencer *et al.,* 1993). Star performers with this competence draw on a wider range of persuasion strategies than others do, including impression management, dramatic arguments or actions, and appeals to reason. At the same time, the Influence competence requires them to be genuine and put collective goals before their self-interests; otherwise what would manifest as effective persuasion becomes manipulation. Creating an atmosphere of openness with clear lines of communication is a key factor in organizational success.

People who exhibit the Communication competence are effective in the give-and-take of emotional information, deal with difficult issues straightforwardly, listen well and welcome sharing information fully, and foster open communication and stay receptive to bad news as well as good. This competence builds on both managing one's own emotions and empathy; a healthy dialogue depends on being attuned to others' emotional states and controlling the impulse to respond in ways that might sour the emotional climate.

Data on managers and executives show that the better people can execute this competence, the more others prefer to deal with them (Goleman,1998b). A talent of those skilled in the Conflict Management competence is spotting trouble as it is brewing and taking steps to calm those involved (Cherniss & Goleman,2001). Here the arts of listening and empathizing are crucial to the skills of handling difficult people and situations with diplomacy, encouraging debate and open discussion, and orchestrating win-win situations.

Effective Conflict Management and negotiation are important to long-term, symbiotic business relationships, such as those between manufacturers and retailers. In a survey of retail buyers in department store chains, effectiveness at win-win negotiating was an accurate barometer of the health of the manufacturer-retailer relationship (Ganesan,1993). Those adept at the Visionary Leadership competence draw on a range of personal skills to inspire others to work together toward common goals.

They are able to articulate and arouse enthusiasm for a shared vision and mission, to step forward as needed, to guide the performance of others while holding them accountable, and to lead by example. Outstanding leaders integrate emotional realities into what they see and so instill strategy with meaning and resonance. Emotions are contagious, particularly when exhibited by those at the top, and extremely successful leaders display a high level of positive energy that spreads throughout the organization. The more positive the style of a leader, the more positive, helpful, and cooperative are those in the group (George & Bettenhausen,1990). The emotional tone set by a leader tends to ripple outward with remarkable power (Bachman, 1988).

The acceleration of transitions as we enter the new century has made the Change Catalyst competence highly valued. Leaders must be able to recognize the need for change, remove barriers, challenge the status quo, and enlist others in pursuit of new initiatives. An effective change leader also articulates a compelling vision of the new organizational goals. A leader's competence at catalyzing change brings greater efforts and better performance from subordinates, making their work more effective (House, 1988). The Building Bonds competence epitomizes star performers. Outstanding performers with this competence balance their own critical work with carefully chosen favors, building accounts of goodwill with people who may become crucial resources down the line. One of the virtues of building such relationships is the reservoir of trust and goodwill that they establish; highly effective managers are adept at cultivating these relationships, whereas less effective managers generally fail to build bonds (Kaplan, 1991). The Collaboration and Teamwork competence has taken on increased importance in the last decade with the trend toward team-based work in many organizations.

Teamwork itself depends on the collective EI of its members; the most productive teams are those that exhibit EI competencies at the team and Collaboration is particularly crucial to the success of managers. A deficit in the ability to work cooperatively with peers was, in one survey, the most common reason managers were fired (Sweeney, 1999). Team members tend to share moods, both good and bad with better moods improving performance (Totterdell, Kellett, Teuchmann, & Briner, 1998). The positive mood of a team leader at work promotes both worker effectiveness and retention (George & Bettenhausen,1990). Finally, positive emotions and harmony on a top-management team predict its effectiveness (Barsade & Gibson, 1998).

Objectives of the Study
General objective of the study was to assess the relationship between emotional intelligence and organizational commitment among employees of KICD.
The specific objectives of this study were:
(i) To assess the relationship between four (4) constructs of emotional intelligence (self-awareness, self-management, social-awareness, relationship management and organizational commitment among employees of KICD.

Research questions
(i) Is there a significant relationship between the four (4) constructs of emotional intelligence (self-awareness, self-management, social-awareness, relationship management and organizational commitment among employees of KICD.

RESEARCH METHODOLOGY
The study applied a descriptive research design. The target population comprised of 430 employees of KICD under the Ministry of Education. Random sampling technique was used to select a sample size of 96 respondents. The study collected primary data using questionnaires. Secondary data sources included publications and literature related to the research.

Reliability Analysis Results

Table 1: Reliability Coefficients

Scale	Cronbach's Alpha	No. of Items
Self-awareness	0.732	7
Self-management	0.888	5
Social awareness	0.781	3
Relationship Management	0.701	4

Table1 shows a summary of the results on reliability test before data analysis of the study. The reliability of the questionnaire was determined using Cronbach's Alpha to measure its internal consistency. Cronbach's Alpha was established for every objective in order to determine if each of them would produce consistent results. All the objectives were found to be reliable because their reliability values (Cronbach's Alpha coefficients) exceeded Mugenda & Mugenda (2003) set threshold of 0.7.

RESULTS

Table 2:   Inter-correlation between Emotional intelligence variables and
          Organizational commitment

Bold correlations are significant at p < .05000 N=70					
	OC	SA	SM	SA	RM
OC	1.00	0.20		0.14	0.09
SA	0.20	1.00			
SM	**0.33**	**0.77**	1.00		
SA	0.14	**0.74**	**0.67**	1.00	
RM	0.09	**0.70**	**0.78**	**0.76**	1.00

The collected data was analyzed and summarized as shown in Table 2. Emotional intelligence is a complex concept comprising four variables namely self-awareness, self management, social awareness and relational management. These variables do Inter-correlate among themselves and with organizational commitment variable as shown in column 1 of Table 2. Further, analysis of the column 1 of the table was done using a regression analysis of the technique shown in Table 3.
A summary of the analysis is given in Table 3. The relationship between emotional intelligence variables; Self-awareness (SA), Self management (SM), Social awareness (SOA) and Relationship management (RM) as independent variables and organizational commitment as a dependent variable. The relationship is expressed inform of a regression equation given as:-

$$OC = 35.9 - 0.04SA + 0.39SM + 0.02SOA - 0.24RM.$$

The strength of this relationship is expressed as multiple correlation R = 0.429 as analyzed in Table 3 below.
The relationship was tested for statistical significance at 0.05 levels, at an (F, ratio) = 3.68. It was found to be statistically significant at probability level of less that 0.009 as given in the summary on Table 3. This means that there is a positive relationship between organizational commitment and emotional intelligence variables and the strength of the relationship is 0.43, which is a reasonably strong correlation. This further implies that the emotional intelligence explains only 19% of the organizational commitment variation.

Table 3: Summary of Regression Analysis between Emotional Intelligence Variables and Organizational Commitment.

Regression Summary for dependent variable: Y
R= 0.429 R²= 0.188 Adjusted R²= .135
$F_{(4,65)}$ = 3.6856 p<.009 Std. Error of estimate: 16.329
OC = 35.9 - 0.04SA + 0.39SM + 0.02SOA -0.24RM
KEY: Organizational commitment (y) Self awareness (x_1) self management (x_2) social awareness (x_3) Relationship management (x_4)

Variable	Standardized Coefficients		Unstandardized coefficients			
	BETA	St. Error of BETA	B	St. Error of B	t	p-level
Intercept			35.926	7.617	4.716	0.000
SA	-0.072	0.204	-0.068	0.184	-0.371	0.711
SM	0.704	0.202	0.597	0.171	3.485	0.000
SOA	0.039	0.201	0.033	0.169	0.196	0.844
RM	-0.450	0.211	-0.331	0.155	-2.126	0.037

Table 4: Summary of Partial Correlations between Emotional intelligence and organizational commitment

KEY: Organizational commitment (OC), Self Awareness (SA); Self Management (SM); Social Awareness (SOA); Relation Management (RM)							
	Beta	Partial Correlation	Semi partial Correlation	Tolerance	R^2	t(65)	p-level
SA	-0.059	-0.036	-0.033	0.310	0.689	-.294	0.76
SM	0.670	0.370	0.361	0.290	0.709	3.211	0.002
SOA	0.058	0.037	0.033	0.334	0.665	.30125	0.764
RM	-0.433	-0.249	-0.233	0.290	0.709	-2.074	0.042

Specific Research Questions
The specific research questions for the study were:

i) Is there a significant relationship between employees' self-awareness and organizational commitment?

ii) Is there a significant relationship between employees' self-management and organizational commitment?

iii) Is there a significant relationship between employees' social-awareness and organizational commitment?

iv) Is there a significant link between employees' relationship Management and organizational commitment?

Table 5:   Summary Inter-correlation between Emotional intelligence variables and
            Organizational commitment

Bold correlations are significant at p < .05000 N=70					
	OC	SA	SM	SA	RM
OC	1.00	0.20		0.14	0.09
SA	0.20	1.00			
SM	**0.33**	**0.77**	1.00		
SA	0.14	**0 .74**	**0.67**	1.00	
RM	0.09	**0.70**	**0.78**	**0.76**	1.00

Self Awareness and Organization Commitment Relationship
One of the research questions was to assess whether there is a significant relationship between
employees' self-awareness and   organizational commitment. Data was analyzed and summarized as
shown in Table 5 above. Emotional intelligent is a complex concept comprising four variables namely
self-awareness, self management, social awareness and relational management. These variables do Inter-
correlate among themselves and with organizational commitment variable as shown in column 1 of Table
5.
A close look at the correlation between self-awareness and organizational commitment Table 5 show that
self awareness correlates positively with organizational commitment with Pearson's correlation
coefficient of 0.20. However, in the regression equation given in Table 4 above the partial correlation
between self awareness and organization commitment is negative and has a value of Pearson's correlation
coefficient (-0.036) and semi-partial of (-0.033) as shown in table 6 above which means it contributes
11% to variation in organizational commitment.
Self-management and organizational commitment
The second research questions were to assess whether there is a significant relationship between
employees' self-management and organizational commitment. Data collected was analyzed and
summarized as shown in Table 5 above. A close look at the correlation between self-management and
organizational commitment show that self management correlates positively with organizational
commitment with Pearson's correlation coefficient of 0.33. However, in the regression equation given in
Table 4 the partial correlation between self management and organization commitment is positive and
has a value of Pearson's correlation coefficient (0.37) and semi-partial of (-0.36). This means self
management contributes about 13% to variation in organizational commitment variation.
Social-awareness and organizational commitment
The third   research question was to assess whether there is a significant relationship between employees'
social-awareness and   organizational commitment. Data collected was analyzed and summarized as
shown in Table 5 above. Findings reveal that social awareness   and organizational commitment in table
5 show that social awareness correlates positively with organization commitment with Pearson's
correlation coefficient of 0.14. However, in the regression equation given in Table 4, the partial
correlation between social awareness   and organization commitment is positive and has a value of
Pearson's correlation coefficient (0.037) and semi-partial of (0.033). This means social awareness
influences about (0.14 %) to variation in organizational commitment variation. This is a very small effect
or influence. It can be considered as negligible.
Relationship management and organizational commitment
The last research question was to assess whether there is a significant link between employees'
relationship management and   organizational commitment. Data collected was analyzed as shown in
Table 5 above. These variables do inter-correlate among themselves and also with organizational

commitment variable as shown in column 1 of Table 5. A close look at the correlation between Relationship management and organizational commitment in Table 5 show that relationship management correlates positively with organizational commitment with Pearson's correlation coefficient of 0.09. However, in the regression equation given in Table 4, the partial correlation between relational management and organization commitment is negative and has a value of Pearson's correlation coefficient (-0.25) and semi-partial of (-0.23). This means relationship management influences about (5 %) variation of organizational commitment variation. This is a small proportion in effect or influence, never the less, relationship management does affect the organization commitment.

DISCUSSION

There is strong correlation between emotional intelligence and organizational commitment. Guleryuz, et al. (2008) in their findings through a study of nurses, showed that there is a meaningful relation between emotional intelligence and organizational commitment among 277 nurses in focus. According to Adeyemo (2008), a research on employees in public parastatals in Oyo state, revealed a significant effect of emotional intelligence on organizational commitment and predicted that emotional intelligence is likely to increase organizational commitment.

Emotional intelligence refers to the abilities to recognize and regulate emotions in oneself and others (Goleman, 2001). The relationship is important in a workplace as the EI constructs play key roles. The Self-Awareness cluster is defined as knowing what one feels. The Social Awareness variable encompasses the competency of empathy and the ability to read nonverbal cues. Self-Management cluster relates to the ability to regulate distressing emotional responses and to inhibit emotional impulsivity. Relationship Management, the fourth cluster, is defined by one's ability to understand or influence the emotions of others. Organizational commitment is considered a useful measure of organizational effectiveness (Steers, 1975). In particular, "organizational commitment is a "multidimensional construct" (Morrow, 1993) that has the potential to predict organizational outcomes such as performance, turnover, absenteeism, tenure, and organizational goals" There is a positive relationship between organizational commitment and emotional intelligence variables and the strength of the relationship is 0.43, which is a reasonably strong correlation. However, self-awareness correlates negatively with organizational commitment and contributes to 11% of the total organizational commitment variation. Self management correlates to organizational commitment variable substantially and contributes to about 13% of the organizational commitment variation. Studies have shown that optimism in self management can contribute significantly to sales gains, among other accomplishments (Schulman, 1995). Social awareness correlates with organizational commitment variable rarely and influences or affects only about (0.14%) of the organizational commitment variation. Relationship management correlates with organizational commitment variable rarely and influences or affects about (5 %) of the organizational commitment variation.).

CONCLUSION AND RECOMMENDATIONS

It is important for managers to have high levels of emotional intelligence as it affects organizational commitment. The most effective bosses are those who have the ability to sense how their employees feel about their work situation and to intervene effectively when those employees begin to feel discouraged or dissatisfied. Effective bosses are also able to manage their own emotions, with the result that employees trust them and feel good about working with them. In short, bosses whose employees stay are bosses who manage with emotional intelligence Cherniss (2001).

Employers should consider employees emotional intelligence competencies when making decision and policy and always puts into consideration high linkages of this variable with other commitment variables. Organizations need to invest more on employees with high emotional intelligence and organizational commitment.

The study assessed the relationship between emotional intelligence and organizational commitment among employees of KICD. The study focused on assessment of the relationship between emotional intelligence and organizational commitment, a case study of Kenya Institute of Curriculum Development (KICD). Further research should be conducted on these sets of variables in other organizations using larger sample.

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