Emotional Intelligence and Employee Productivity in the National Police Service, Case of Nairobi County Kenya

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Abstract

Law enforcement is a highly complex profession that is faced with a high demand for leadership and professionalism since they engage with diverse population in their daily running of activities. Police officers' productivity can be affected by many factors owing to the nature of the job. Having to work in a stressful environment affects the way they make decisions and execute their tasks. When employees are aware of their surroundings and the impact of maintaining their relations, they will manage the situations more decently than having random outbursts while at work. The study assessed the connection betwixt emotional intelligence (EI) and employee productivity (EP) in the National Police Service in Nairobi County, Kenya. The specific objective of the study was to examine the effect of self-awareness as an aspect of emotional intelligence influenced employee productivity in the National Police Service in Nairobi County, Kenya. A quantitative research design was adopted, and a sample size of 351 officers used. Further a descriptive research design was also adopted and the target population was 2883 police officers currently working in Nairobi County. Using proportionate random sampling, the sample size consequently comprised of 36 Gazetted police officers, 68 members of inspectorate, 95 Non-commissioned officers and 152 junior officers to make a total sample of 351 officers. Self-structured questionnaires were utilized to gather data and, modified to include both Emotional Intelligence and Employee Productivity elements and interview guides. The results of the study show that, "self-awareness had a remarkable effect on employee productivity among National Police Service officers in Nairobi County, Kenya. Self-awareness had positive impact on employee productivity, with the promotion of self-awareness among officer's leads to an increase in productivity. In light of the findings of the study, It was hence recommended that emotional intelligence training programs should be developed to enhance the emotional intelligence of National Police Service officers. Further, the study recommends that more research be conducted on the effect of emotional intelligence training programs on employee productivity in the NPS.

1.1 Introduction

Law enforcement is a diverse yet highly complex profession. It is one of the professions that is faced with a high demand for leadership and professionalism as law enforcers engage with a diverse population in the daily running of activities. Police are very essential workers in the community tasked with the role of maintaining peace and order. They ensure society's being and help protect the citizens of each community from attacks, and robberies, and assist in times of disaster.

Police officers deal with new and unexpected turn of events every day at work. They equally respond to a diverse population with some individuals always looking forward to challenging their authority. According to Ali et al., police officers are deployed in a very challenging environment that has a lot of pressure where officers sometimes risk their lives a lot.[1] Police are involved in many situations that would cost them their lives. Since they live to fight crime, police officers often find themselves dealing with crooks and criminals who can jeopardize police operations. Nevertheless, police officers are all encouraged to have high levels of intelligent quotient (IQ) which is based on grades and work experience but little emphasis is put on their emotional intelligence. The nature of work that members of the National police service engage in requires them to make

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[1] Al Ali, Omar Ebrahim, Iain Garner, and Wissam Magadley. "An exploration of the relationship between emotional intelligence and job performance in police organizations." *Journal of police and Criminal Psychology* 27, no. 1 (2012): 1-8.

fast decisions that are sometimes a matter of life. Sometimes, police officers may act fast while not being aware of their surroundings for lack of social and self-awareness.

Due to the nature of their career, police are required to possess special skills which include the ability to make their choices precisely and accurately, work together with community members and observe, collect information and retain this information that happens to be adversely detailed in some situations. To appropriately manage to have these skills requires police officers to be in the right state of mind as they need not have any emotions that would influence their decisions. Civilotti reveals the skills of an officer are negatively affected by cases of stress or burnout which in turn lead them to make decisions based on their emotions.[1] To prevent these occurrences where police officers make decisions based on how they are feeling or what is currently going on in their lives; police officers require having high levels of professionalism.

Employee productivity is ideally how employee executes their tasks to a certain level of fulfillment. It is simply looking at how employees perform daily in the workplace as this will have an impact on the success or failure of an organization. Employee productivity analyses the effectiveness, quality, and efficiency of an employee's output. Other than the qualities of the work that an employee does, employee productivity is also viewed in the behaviors of an employee at work. These qualities and behaviors of employees are very essential because they are used to determine progress in the workplace. Human resource departments use the productivity of employees to review and have evaluations to determine if the organization's objectives are being met. Through employee performance, an organization can assess whether an employee is an asset or a liability.

Police officers work in a very stressful work environment which makes them deal with high work pressure. This added to their issues at home can affect how an officer handles their emotions while at work leading to poor productivity. Police officers' productivity can be affected by many factors owing to the nature of their job. Having to work in a stressful environment affects the way they make decisions and the morale they have toward employment. Their issues such as stress may get in the way of their work and affect how well they execute their tasks at work affecting their employee productivity. Ekermans et al reveal that an individual's awareness of the environment helps them to know how to react.[2] When employees are aware of their surroundings and the impact of maintaining their relations, they will manage the situations more decently than having random outbursts while at work. Several elements help an employee to manage their emotions. According to Goleman's theory of emotional intelligence an emotionally intelligent is an individual with the ability of comprehending their feelings and other people's emotions especially the ones they engage with. He   based his analysis on emotional intelligence skills that had been used in various firms to discriminate between high levels of productivity.[3] He posits that, "social awareness, self-awareness, and relationship management" were very important skills in emotional intelligence.[4] With the help of social and self-awareness, employees learn how to respond to situations while considering the environment that they are in. This requires a special level of intelligence which would allow an employee to follow the right path of resolving their issues and conflicts and not allowing their emotions to affect how they make decisions. Goleman came up with an emotional intelligence theory that reveals how emotions affect an individual's productivity.

 Emotional intelligence donates to the ability of a person to assess and acknowledge frustration or stress-related emotions. These employees realize the employment responsibilities and work towards the achievement of these roles without letting personal frustrations and stress-related issues affect their employee productivity. Civilotti establishes that with emotional intelligence people can express their personal feelings and be able to hold communications in place without allowing their feelings to get in the way.[5] They have a higher level of job satisfaction and report high productivity. According to Tenai, police job productivity is higher when their emotional quotient is equally high.[6] High emotional intelligence reveals that an officer can communicate

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[1] Civilotti, Cristina, Daniela Acquadro Maran, Sergio Garbarino, and Nicola Magnavita. "Hopelessness in police officers and its association with depression and burnout: a pilot study." *International journal of environmental research and public health* 19, no. 9 (2022): 5169.

[2] Görgens-Ekermans, Gina, and Chene Roux. "Revisiting the emotional intelligence and employeeperformance debate:(How) does emotional intelligence matter to effective employee performance?." *SA Journal of Human Resource Management* 19 (2021): 1279.

[3] Goleman, Daniel. "An EI-based theory of performance." *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations* 1, no. 1 (2001): 27-44.

[4] Goleman. Daniel An EL – Based theory of performance.

[5] Civilotti, Depression & Burn Out in Police, 2022, 5169

[6] Tenai, Isack, and Philip Wambua. "Organization Social Practice and Performance in the Kenya National Police Service: A Case of Central Police Division, Nairobi." *International Journal of Business Management, Entrepreneurship and*

effectively, manage their emotions positively, and be empathic with others particularly with common citizens that they serve, have better approaches when resolving conflict, and also have a better comprehension rate of the normal running of day-to-day activities. The nature of work that police officers are responsible for requires emotionally intelligent people. Police officers are exposed to a very highly stressful environment that needs them to have control of their emotions. To be able to work effectively they need to maintain high social awareness and self-awareness and have great relationship management skills. These three skills are essential elements of emotional intelligence. Appropriately handled emotions increase trust, loyalty, and commitment which in turn lead to higher productivity, efficiency, and effectiveness level of employees.

1.2 Statement of the Problem

Employee productivity which helps to build an organization's overall performance starts at the root where each employee's character affects the overall output. Employees' behaviors are affected by their emotional baggage which is attributed to the problems that employees face. These behaviors dictate the social and self-awareness of an officer and how they carry themselves out. When an employee has a lot of stress, they may be less socially aware of themselves and they end up behaving poorly. On the other hand, when an officer is socially aware, they will act correctly because they are in the midst of other people. Understanding these emotions and feelings and being able to manage them is what molds an effective employee. Emotional intelligence helps employees to bring in great character while at work despite stressful situations that would otherwise jeopardize their work. Emotional intelligence improves the awareness of an employee and improves the relationships that the officer has with others.

Police officers face a lot of problems that cause them to have stress and consequently reduce their productivity.[1] Tenai explains that major barriers faced by police officers include low pay and remuneration, poor housing, unstable work environment, punitive transfers, and lack of necessary resources.[2] These problems when not managed well can make employees develop poor social and professional habits. According to Omondi, 85% of police officers have been reported to work while facing operational stress and burnout.[3] Despite the high rate of stress and poor working environment, they are still expected to remain productive and develop highly professional habits. This becomes a problem when an officer lacks the emotional intelligence skills to handle the intense pressure to remain productive.

Although high emotional intelligences increase the output of employees thus maintaining high satisfaction rates, Organizations have not consistently trained their employees on emotional intelligence and the need to develop an increased awareness level at work.[4] There is a great need to fill this gap of knowledge which is what has produced this study. This study therefore aims at examining the effect of emotional intelligence on the productivity of the employee in the NPS in Nairobi County, Kenya.

1.3 Research Objective

To examine the effect of self-awareness on the productivity of National Police Service officers in Nairobi County

1.4 Research Question

What is the effect of self-awareness on the productivity of National Police Service officers in Nairobi County?

1.5 Literature Review

The analogy of emotional intelligence is not a recent one as it started years ago. According to Bru-Luna, concepts of emotional intelligence began in the early 1920s however; it was not until the 1980s that researchers started to conceptualize the ideologies of emotional intelligence.[5] The term emotional intelligence is utilized to explain the capacity of an individual to identify how they are feeling and separate their emotions from their decision-making processes. Salovey and Mayer notably revealed emotional intelligence as the ability of a person

Innovation 3, no. 2 (2021): 72-89.

[1] Baek, Hyunin, Sungil Han, and Randy Seepersad. "The impact of social support and occupational stress on burnout in the Trinidad and Tobago police service." *Police Quarterly* 25, no. 3 (2022): 310-337.

[2] Tenai, Social Practice and Performance in Kenya Police Service, 2021, 75

[3] Omondi, Grace Awuor. "Influence of manager's emotional intelligence on employee job satisfaction at the Kenya post office savings bank." PhD diss., University Of Nairobi, 2016.

[4] Kirui, Violet, and Violet Kirui. 2022. "Factors Shaping Police Performance In Kenya". *Crime Research Centre*. https://www.crimeresearch.go.ke/factors-shaping-police-performance-in-kenya/.

[5] Bru-Luna, Lluna María, Manuel Martí-Vilar, César Merino-Soto, and José L. Cervera-Santiago. "Emotional intelligence measures: a systematic review." In *Healthcare*, vol. 9, no. 12, p. 1696. MDPI, 2021.

to control their emotions and that of others and to distinguish those emotions from each other and use this information to guide the way they think and act.[1] Emotional intelligence essentially relates to how people relate to pressures that they receive from the external environment. Salovey and Mayer enriched their views on emotional intelligence regarding productivity through the ability to resolve problems and issues through control of one's emotions.[2] Salovey and Mayer, argue that emotional intelligence encompasses four main elements. These elements include the ability to recognize and access and show emotions, the capacity to think using emotions, the capacity to comprehend emotions as well as acquire emotional knowledge, and the capacity to control emotions by managing and regulating them. [3] In the year 1988, a very influential researcher Goleman made a presentation on the concepts of emotional competence stating that based on emotional intelligence, emotionally competent people make good achievements at work. Goleman had defined these abilities revealing that they are termed as "self-awareness, social awareness, relationship management, and self-management". [4] To differentiate emotional intelligence from emotional competence, Goleman thought that emotional intelligence is a potential capacity a person can have which will impact their behaviors and productivity while emotional competence was already an acquired ability that relied on emotional intelligence.[5]

1.5.1 Theoretical Literature Review

Various theories have been adopted to explain the phenomena of emotional intelligence and how emotions affect how people make decisions. All these theories are very essential in understanding how emotional intelligence affects productivity. The theories help to reveal how aspects like relationship management, social awareness, and self-awareness are important when it comes to an individual's productivity. Essentially, these theories establish how well an employee will perform and execute their tasks as an emotionally intelligent person and how lack of emotional intelligence can affect performance. These theories include; "Daniel Goleman's emotional intelligence theory, Salovey and Mayer's Emotional Intelligence theory and Lazarus' Cognitive Appraisal Theory".

1.5.1.1 Salovey and Mayer's Emotional Intelligence Theory

Salovey and Mayer defined emotional intelligence as the capacity of a person to comprehend their emotions and those of others.[6] They believed that the ability to process information about an individual's feelings and those of others would guide one's thoughts and behaviors. According to Salovey and Mayer's Emotional Intelligence Theory, an emotionally intelligent person can pay attention, manage and understand not only their emotions but also the emotions of others.[7] They coined four perceptions of an emotionally intelligent person. These four perceptions are "the capacity to discern as well as express the emotions of an individual and others in the right way, the capacity to utilize emotions to facilitate thinking, the capacity to understand emotional language and signals, and fourthly, the capacity to control emotions in order to attain certain objectives". [8] These four perceptions of emotional intelligence based on "Salovey and Mayer's Emotional Intelligence Theory" influence the performance of an individual as these processes require effort". Salovey and Mayer believed that emotional intelligence does not simply happen spontaneously it requires a bit of push.

The four stages of "Salovey and Mayer's Emotional Intelligence include";
The ability to recognize as well as express emotions – refers to the capacity of being able to identify individual emotions and those of others. Salovey and Mayer believed that one had to be able to know how one felt to be able to comprehend other people's emotions.

Ability to utilize emotions to influence thinking - this is a skill that helps individuals to direct their thought to the most important information first. This ability helps one to avoid making judgments based on emotions and feelings. Salovey and Mayer believed that emotions affect mood and interpretation of situations. Emotions can make one make a bad choice but with this skill, one can make decisions without letting their feelings and emotions interfere.

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[1] Salovey, Peter, and John D. Mayer. *Emotional intelligence*. Dude publishing, 2004.

[2] Odukoya, Adedayo J., and Elizabeth I. Olowookere. "Review of studies on the psychometric properties of Mayer–Salovey–Caruso emotional intelligence test." *Journal of Advanced Research in Dynamical and Control Systems* 12, no. 7 (2020): 1961-1968.

[3] Salovey and Mayer. Emotional Intelligence, 2004

[4] Goleman. Brain and Emotional Intelligence, 2011, 95

[5] Goleman. Brain and Emotional Intelligence, 2011 94

[6] Mayer, John D., and Peter Salovey. "The intelligence of emotional intelligence." *intelligence* 17, no. 4 (1993): 433-442.

[7] Odukoya et al., "Review of Mayer–Salovey–Caruso emotional intelligence test."

[8] Caruso, David R., John D. Mayer, Victoria Bryan, Kimberly G. Phillips, and Peter Salovey. "Measuring emotional and personal intelligence." (2019).

Capacity to understand emotional language-It is the skill of understanding the emotional language that helps to distinguish different emotional signals and use the right words to define them. This skill helps to interpret complicated emotions and notice the variations from one emotion to the next.

Ability to manage emotions to achieve certain objectives - this skill helps one to realize which objectives come first and which ones do not. It is the skill of knowing the roles, objectives, and activities that one wishes to identify with and which ones are not essential thus helping to achieve set objectives.

1.5.1.2 Daniel Goleman's Emotional Intelligence Theory

Daniel Goleman was not among the first people to come up with the concept of emotional intelligence but his role in making elements of it cannot go unnoticed. Having been a journalist and a psychologist, he was able to preach enough about emotional intelligence to a larger group of society. In the year 1995, Goleman first published a book that he based on his research on emotional intelligence, which was then that he developed the theory of emotional intelligence. According to his theory, Goleman revealed that emotional intelligence was the capability that human beings had to recognize not only their emotions but also those of other people.[1] Essentially, he believed that an emotionally intelligent person had the ability to recognize the emotions that they had just as well as the emotions of other people they interacted with and acted accordingly. Goleman based his interpretation on emotional intelligence competencies that have been used in numerous organizations thus distinguishing great productivity outputs. Goleman believed that an individual's emotional intelligence showed the abilities of a person to master skills such as "self-awareness, self-management, social awareness, and relationship management and how these elements translated into improved productivity".[2] According to Goleman, there are two main competencies. These two major elements of emotional intelligence are how one relates to oneself and how one relates to others i.e., personal competence (self) and social competence (others).[3] Goleman created a framework of emotional intelligence in which he stated the competencies and elements that they held.

Table Error! No text of specified style in document. **Goleman's Framework of Emotional Competencies**

Self-Awareness	Social Awareness
Emotional self-awareness	Empathy
Accurate self-assessment	Service Oriented
Self-confidence	Organizational Awareness
Self-Management	Relationship Management
Emotional self-control	Efficient Communication
Trustworthiness	Transformational Leadership
Conscientiousness	Change
Flexibility	Teamwork & Collaboration
Drive	Influence
Initiative	Developing Others

According to Goleman, emotional intelligence depends on emotional competence which is a learned capability that leads to outstanding performances.[4] While working in customer services, Goleman established that an individual would require learning underlying abilities found in the fundamentals of emotional intelligence particularly social awareness and relationship management. Under social awareness, Goleman revealed that there would be more additional qualities that would help to determine the level of emotional intelligence in a person.[5] Therefore, having social awareness, or a skill that is used in customer services, would not automatically guarantee that one has mastered emotional intelligence. It is only that these skills would increase the potential of becoming better at these competencies. According to Goleman's theory of emotional intelligence, having an emotional ability such as "self-awareness, social awareness, or relationship management," is very important however, it is not enough to manifest competence in emotional intelligence as a whole.[6]

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[1] Goleman. An EI – Based Theory of Performance

[2] Goleman. An EI – Based Theory of Performance

[3] Goleman, Daniel. "Emotional intelligence: Issues in paradigm building." *The emotionally intelligent workplace* 13 (2001): 26.

[4] Goleman. An EI-Based Theory.

[5] Goleman, Daniel. "Emotional intelligence: Issues in paradigm building."

[6] Goleman. An EI-Based Theory.

Goleman's framework introduces us to the five characteristics of emotional skills that he believed are important in the achievement of emotional intelligence and mastering emotional competencies. These five characteristics include; self-awareness, motivation, self-regulation, social skill, and empathy.

Self-awareness is the person's ability to recognize their current moods and reasons. According to Goleman's, Emotional Intelligence Theory, this ability allows people to realize their strengths and weaknesses as well as have the skills to recognize the impact of these moods, emotions, and drives towards others people.[1] Lack of self-awareness means that an individual cannot assess the current emotional state. Self-awareness works hand in hand with other attributes such as self-confidence in situations where they assess the emotions and that of others in the same environment and evaluate their performance.

Motivation is the inner drive a person has towards tasks and roles that they should perform. Motivated individuals have a deep passion for the tasks and activities that they engage in. According to Goleman, emotionally, intelligent people have a strong drive to achieve more and they show their optimism even in situations that may be challenging.[2]

Empathy is the capacity of a person to be able to respond to others by their current state of emotions or reactions. Empathy entails being concerned about others' well-being in times when they have negative experiences. To be empathic, one has to have the skills to sense other people's feelings and allow them to share and express themselves and understand their current state. An emotionally intelligent person can be empathic as they are aware of the feelings of others just like they are aware of their feelings.

Social skills are the capacity of a person to build and sustain external relations with others in society. Social skills are all about finding the common ground with other people who are not in the same circumstances and leveraging their views and being able to build and maintain relations. Social skills go a long way in ensuring people work well together and foster interactions in a diverse population.

Self-regulation is being able to remain controlled and maintain a positive outlook even in disruptive and unexpected situations. Being self-regulated prevents making any rush decisions or judgments and opens room for flexibility.

1.5.1.3 Lazarus Cognitive Appraisal Theory

This theory is an emotional intelligence theory that was proposed by Richard Lazarus who was an American psychologist in the year 1991. Using this theory, Lazarus attempted to elucidate how cognition, stress, and emotions are connected by focusing on appraisal. An appraisal is the likeliness of the mind to draw unconscious judgement automatically of a situation that suits them. In Lazarus' theory, he believed that it is not behavior that affects stimuli but rather that stimuli affect how a person acts through an intervening process.[3] This way, one will act depending on the situation and the way that the brain will record the information presented. According to Lazarus' theory, human beings respond to situations cognitively first, then they respond emotionally and lastly, they respond physically.[4] He used an example of a dog explaining that if a dog was put behind a fence, the human body will not see that as a threat thus there would be little to no physical arousal. However, if the dog was not restricted, the human body would register that as a dangerous situation and the human body would be highly aroused as the emotions of fear are registered in the body. According to Lazarus' theory, the interpretation of the stimuli would however be different depending on personal experiences.[5] He revealed that there exist individual thoughts and perceptions of events that control the impact that an external situation would have on a person. The way that a person interprets a situation is not the same for all people thus it depends on cognitive perception.

According to the theory, the sound of a gunshot to some may indicate danger and they would run for safety while for others from their personal experiences, the sound of a gunshot would indicate a cry for help.[6] The latter, therefore, would have a highly increased awareness of their environment to see any individuals who might need

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[1] Goleman. An EI Based Theory. Self-awareness allows a person to assess their emotions as well as others.

[2] Goleman. An EI Based Theory. Emotionally intelligent people have a higher motivation

[3] Lazarus, Richard S., and Elizabeth Alfert. "Short-circuiting of threat by experimentally altering cognitive appraisal." *The Journal of Abnormal and Social Psychology* 69, no. 2 (1964): 195.

[4] Lazarus. Cognitive Appraisal. 1964 (195)

[5] Lazarus. Cognitive Appraisal. 1964. (196)

[6] Lazarus, Richard S. "On the primacy of cognition." (1984): 124.

help. Lazarus proposed a five-step process when individuals come across emotional situations. These stages are "primary appraisal, secondary appraisal, stress, coping skills, and reappraisal".

Primary appraisal – is the first stage whereby a person meets a stimulus and assesses it. From the analysis, a situation can be threatening, irrelevant, or positive. Positive and stimuli that is not relevant immediately end at this stage of emotion. However, if the stimuli are dangerous, then the mind analyses the situation to know if the danger is a threat enough to cause harm.

Secondary appraisal – this is a dangerous situation whereby an individual will assess if they can handle the situation. If the person has enough resources, the stimuli end here but if the resources are not enough, the stimuli continue to the next stage.

Stress – Stress comes due to the inadequate resources. This results to an emotional response as the body tries to manage the fear and anxiety that one may have. One will therefore remain at this stage until they can start working towards resolving the stress that they are currently experiencing.

Coping Skills – Coping skills are the necessary ways that a person will look into to deal with stress. According to Lazarus' theory, there are two ways to cope with a situation. An emotionally focused person will look to change the way that they view the situation while a problem-focused person will look for ways to change the situation that they are in.[1] In the case of a gunshot, a problem-focused person will walk away from the area in search of a safer surrounding while an emotionally focused person will be calm if they realize that they are not in danger but that they are simply within a shooting range.

Reappraisal – the final stage is where an individual reassesses the situation. If danger is still present, the stages become recurrent and an individual learns from the situation in hope that they will act better in the future.

The Lazarus Cognitive theory simply asserts that people's emotions are determined by the stimuli which then trigger an automatic behavior.

1.5.2 Self-Awareness on Employee Productivity.

Self-awareness is the capacity of an individual to fully comprehend themselves. Self-aware individuals are able to focus on themselves, their actions, emotions, and thoughts. By understanding oneself, one is able to align their practices to the objectives that they have. An emotionally intelligent individual must possess high levels of self-awareness. This is because self-awareness affects how an individual behaves by affecting their actions, thoughts, emotions and consequently their productivity. A study done by Hilda, Hope, and Nnenne looks at how self-awareness, an aspect of emotional intelligence has affected employee productivity in commercial banks within Nigeria. According to Osisioma et al., the recruitment process of the banking sector in Nigeria is mainly dependent on an intelligent quotient that is hugely academically centered leaving out emotional intelligence.[2] These influences how employees manage their emotions while at work. While grades are important in determining who qualifies for what role within the banking sector, self-awareness is essential to reveal who will better perform and serve diligently as bank officers while working well with others. According to Osisioma et al., employee productivity which helps to build an organization's overall performance starts at the root where each employee's character affects the overall output. Employees' behaviors are affected by their emotional baggage which is attributed to the problems that these employees face. These behaviors dictate the level of self-awareness of an officer and how they carry themselves out. When an employee has a lot of stress, they may be less aware of themselves and they end up behaving poorly. According to Osisioma, poor performance can be attributed to the frustrations, poor work spirits and shattered cohesion while working that employees have been facing due to the demanding nature of their job. These emotions make it hard for employees to focus on themselves thus ignoring their emotions and thoughts. Once they lack self-awareness, they are unable to align their practices to certain objectives and therefore lack focus and in turn are less productive.

The results of the research confirmed the hypothesis that self-awareness impacted employee performance within the bank. Self-Awareness was determined to be the highest quality of emotionally intelligent employees and it allowed them to work better and result in better output as it allowed individuals to analyze themselves, their

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[1] Lazarus, Richard S. "On the primacy of cognition."

[2] osisioma, hilda, e., hope, n. nzewi, and nnenne, i. nnabuife. 2016. "emotional intelligence and employee performance in selected commercial banks in anambra state, nigeria". *idpublications.org*. https://www.idpublications.org/wp-content/uploads/2016/02/full-paper-emotional-intelligence-and-employee-performance-in-selected-commercial-BANKS.pdf.

actions and their behaviors. Additionally, the study corroborated with Adrian's study who had proposed that self-awareness impacted the way an individual dealt with stress at the workplace.[1]

workplace.[2] Osisioma et al proposed that recruitment processes should be placed on emotional intelligence instead of placing them on intelligent quotient.[3] However, I do not support this and instead, think that training is what should be encouraged. The gap in this study is that it is a little biased when it comes to what should happen during the recruitment process. Instead of only employing emotionally intelligent bankers, the study should recommend inclusive training to improve the emotional intelligent levels of employees.

1.6 Research Methodology
Research Design
A research design specifically explained the direction that the study aimed to take. The research design established essential elements of research like the methods of study that were used to collect information. This study on the effect of emotional intelligence on employee productivity took a descriptive approach. The descriptive research approach is a method of gathering data that permitted the researcher to collect specific information, therefore, ensuring that the information is precise and accurate. Mugenda and mugenda, argues that, descriptive research designs are the best when a researcher seeks valid information when evaluating certain phenomena because the descriptive approach helps make interpretation of information easy.[4]

The study took place within the NPS in Nairobi County. The area was chosen because of the high number of police officers who operate in different departments of the National Police service thus offering a diverse population. The area also permitted easy access to necessary resources since it is the main headquarters of the National Police Service. It was easy to hold meetings with police commanders and send request letters for all services and permissions the study needed.

Within the Nairobi National Police Service headquarters, the study engaged officers from all ranks including commissioners and constables alike as the target population. According to findings from Makabira and Waiganjo, the National Police Service Human Resource Record reveals that there are approximately 2883 officers assigned to the different sub-county police departments. [5]

The distribution of the target population is presented in table 2.

Table 2: Distribution of Target Population

	Sub county commands	Target Population
1.	Central sub-county	404
2.	Kilimani sub-county	238
3.	Embakasi sub-county	581
4.	Langata sub-county	177
5.	Dagoretti sub-county	121
6.	Buruburu sub-county	327
7.	Makadara sub county	270
8.	Starehe sub-county	315
9.	Maharani sub-county	175
10.	Gigiri sub-county	169
11.	Kayole sub-county	106
	TOTAL	2883

Source: National Police service Records (2022)

The sample size for this study was obtained from the targeted population via multi-stage sampling. To choose participants from the various rankings from each stratum, a simple stratified random selection approach was used. This was chosen since it made sure that every unit within the target population has an equal probability of

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[1] adrain. emotional maturity and employee commitment. madrid, easdio printing press. (2000)

[2] adrain. emotional maturity and employee commitment. madrid, easdio printing press. (2000)

[3] osisioma et al., emotional intelligence vs performance. 2016

[4] Siedlecki, Sandra L. "Understanding descriptive research designs and methods." *Clinical Nurse Specialist* 34, no. 1 (2020): 8-12.

[5] Makabira, D. K., and Ester Waiganjo. "Role of procurement practices on the performance of corporate organizations in Kenya: A Case Study of Kenya National Police Service." *International Journal of Academic Research in Business and Social Sciences* 4, no. 10 (2014): 369.

being represented in the sample as well as a separate opportunity to do so. Yamane's formula (1967), was adopted to produce a sample size as shown below. According to the formula, n represents the sample size, "N represents the target population, and e is the margin of error or precision error at 0.05 or 5%. At 95% level of confidence".

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

"At a 95% confidence level and a margin error of 0.05, the researcher will compute the sample size as indicated within the calculation given below".

$$n = \frac{2883}{1 + 2883(0.05*0.05)}$$

n=351

Using proportionate sampling, the sample size consequently comprised of "36 Gazetted officers, 68 members of inspectorate, 95 Noncommissioned officers and 152 junior officers", to make a total of 351 officers as shown in Table 3.

Table 1: Sampling Frame

Officers' category	KPS	APS	DCI	Sample size	Percentage
Gazetted officers	15	12	9	36	10.2
Members of the inspectorate	28	23	17	68	19.4
Noncommissioned officers	39	32	24	95	27.1
Junior officers	63	51	38	152	43.3
Total	145	118	88	351	100

Source: (Researcher, 2022)

To collect data from the sampled population, researchers employed self-structured questionnaires they had modified.. The survey was created with closed-ended questions for each respondent, sent to the officers, and were collected as soon as they are finished. With the use of questionnaires, the researcher managed to connect with a representative sample of participants.

The administration of the questionnaires was done by the researcher who was assisted by trained research assistants. This actually expedite the questionnaires completion as well as increasing the response rate. The questionnaires were utilized to gather primary data by the use of close ended and open-ended questions. Interview schedules were done directly to key informants on a one-on-one basis and responses recorded in the blank spaces. In cases where the respondents appeared not to conceptualize the questions, the researcher engaged a trained research assistant to guide the respondents and rephrase questions for ease of responses and subsequent validity and reliability of the responses.

Descriptive and inferential statistics were used to examine field data. Frequency, means, and standard deviation were used in descriptive statistics to evaluate the measures of central tendency of the variables as well as measurements of dispersion for both variables. The SPSS version 29 for windows was utilized to analyze the data. The analysis's findings were presented objectively (including both descriptive and inferential analysis) in the form of tables and animated graphics.

Linear Regression Model was used to conduct out a regression analysis in order to establish the connection between independent factors and the dependent variable.

Y is the measure of Employee productivity

X1, X2, and X3 are the measures of independent variables which include; "Self-awareness, social awareness and relationship management respectively". The slopes of regression equation in this model are and β_1, β_2 and $\beta 3$, while $\beta 0$ is the constant regression.

Finally, E stands for the error term, which is typically assumed to be 0. According to Kothari (2004), the error term is the final component of the statistical equation that denotes everything that the study's independent variables were unable to account for.

1.7 Research Findings

A targeted sample of 351 NPS officers who were; "Gazetted officers, members of the inspectorate, Noncommissioned officers, and police constables were given a questionnaire, from which the study collected data". The response rate is presented in the figure below.
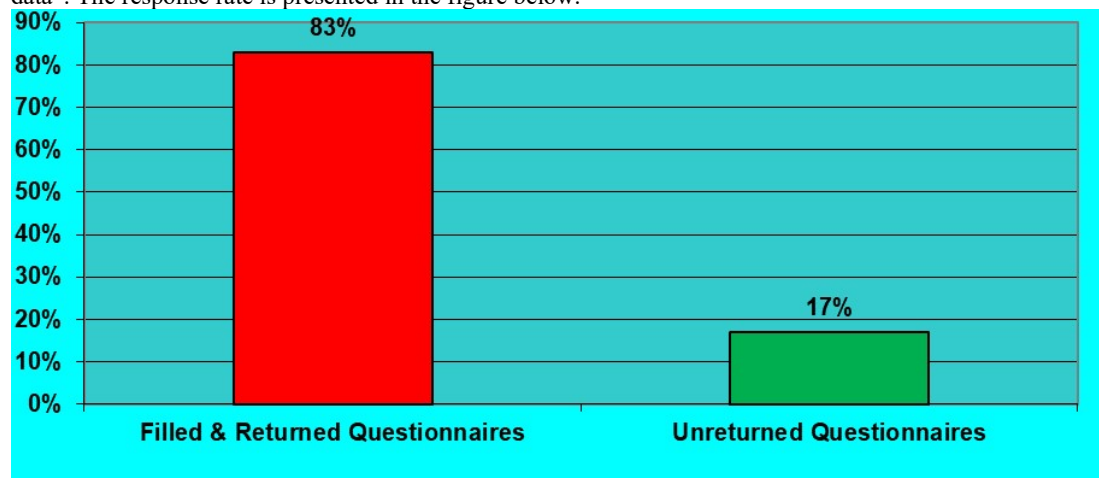
Figure 1: Response Rate
Source: (Field Data, 2022)

According to Figure 1, 351 people were included in the targeted sample, and 293 (or 83%) of those respondents completed and returned the questionnaires. Due to missing and incomplete questionnaire copies (17%; n=58), it was not able to attain a response rate of 100%. A response rate of 50% and higher, according to Mugenda & Mugenda (2003), is sufficient for analysis. Consequently, 83% is admirable. The researcher individually visited the respondents and contacted them on frequently to urge them to finish the questionnaire as soon as possible, which helped to achieve this reasonable response rate.

1.7.1 Data Testing for Reliability

Reliability analysis results are mainly intended to reconcile disparities generated by the data collection method, ensuring that they accurately represent the purposes of the study.

Table 4: Reliability Coefficients

Variables	Cronbach's Alpha	Number of Items
Employee productivity	0.841	06
Self-awareness	0.809	06

Source: (Field Data, 2022)

The Cronbach's Alpha was utilized to test the reliability of the data collection tool. The Alpha measured internal consistency by determining if the tool measures the same construct over and over giving a near similar result. Cronbach's Alpha was adopted to ascertain if each scale gave the consistent outcomes in the actual study. The outcomes of the pilot study revealed that all the two scales were dependable (Mugenda & Mugenda, 2009), as their reliability values exceeded the prescribed threshold of 0.7.

1.7.2 Demographic characteristics of Respondents

The participant's information, including; "their gender, age, position within the organization, and duration of service was as follows". This data was used to help the researcher group the participants according to their exposure and experience. These were the results:
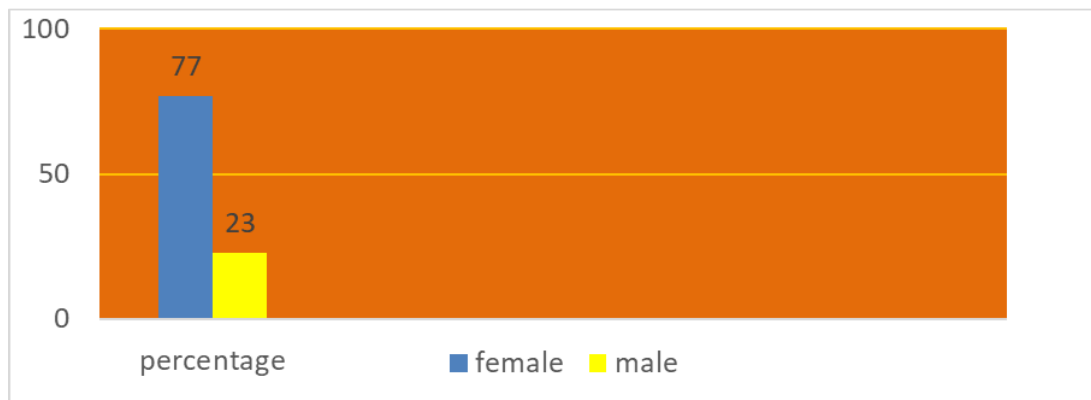
Figure 2: Gender
In tandem with the findings, 84% (n= 295) of the study participants were male and females' participants were 16% (n= 56). Thus most of the participants were male.

Age categories of Respondents
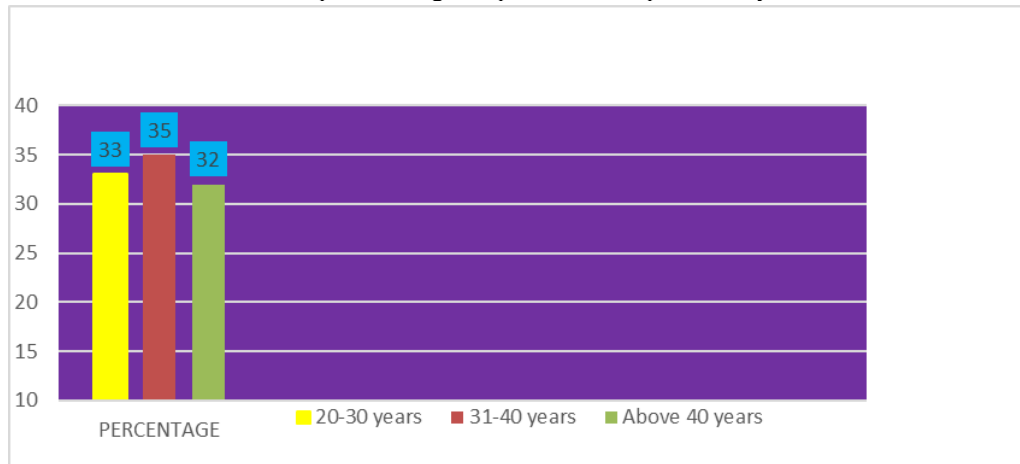The NPS looked at how the respondents' ages impacted worker productivity, and the results were as follows:

Figure 3: Age bracket
Source: (Field data, 2022)

The data suggest that most respondents (33%) were between the ages 18 and 30,   35% were between the ages of 31 and 40 above 40 years, 32%. In terms of age groupings, officers aged between 31 and 40   years displayed the highest levels of emotional intelligence across all three areas. Those aged 18 and 30 presented high levels for self-awareness and social awareness but comparatively lower scores when it came to managing relationships. Conversely, those aged above 40 years scored lower in self-awareness and social awareness however they had a higher level of relationship management. This suggests that age may be a contributory factor to emotional intelligence among National Police Service officers within Nairobi County.
It is clear that, most of the participants were younger than average, necessitating the development of engaging emotional intelligence trainings to make sure that these workers are conscious of their emotions. As a result of these young workers' drive, ingenuity, and desire to succeed in life, there is a need to train officers in emotional intelligence in order to increase their output.

 Level of Education
In this study, the degree of schooling was also determined. The responders' educational background was thought to have an impact on their productivity and dedication to the tasks given, which led to increased productivity in the NPS. These were the results:
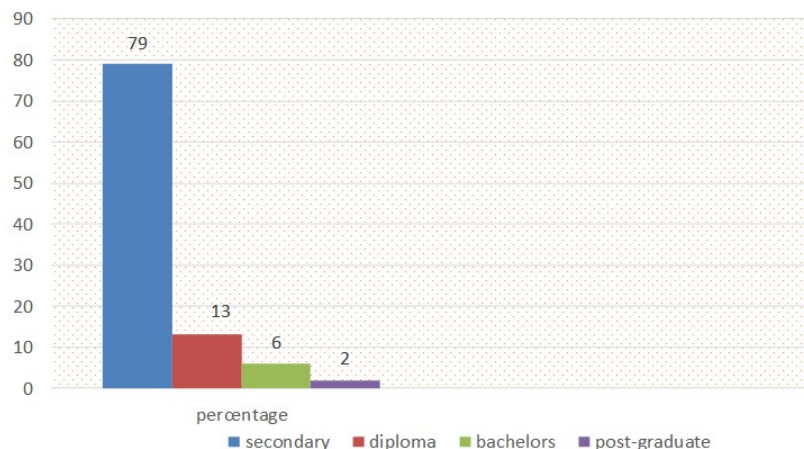
Figure 4: Level of Education

The results reveal that 66% of the participants had completed their secondary education, 18% had completed their diploma, and 10% had earned their bachelor's degree and 1% had completed their postgraduate education. It can be assumed that 21% of the NPS officers had a post-secondary degree. Because secondary education is the prerequisite for enrollment into the NPS, applicants must have at least a "D+" (Plus) grade on the KCSE exam. NPS officers with a bachelor's degree demonstrated the highest degree of "self-awareness, social awareness and relationship management". This was followed by those with master's degrees while those who had only achieved secondary school education were found to have the lowest level of self-awareness but moderate proficiency in social awareness and relationship management. Such findings suggest that educational background may be linked to emotional intelligence among these officers.

Service Rank
In addition, the respondents were asked to specify their specific job titles within NPS. The results are as follows:
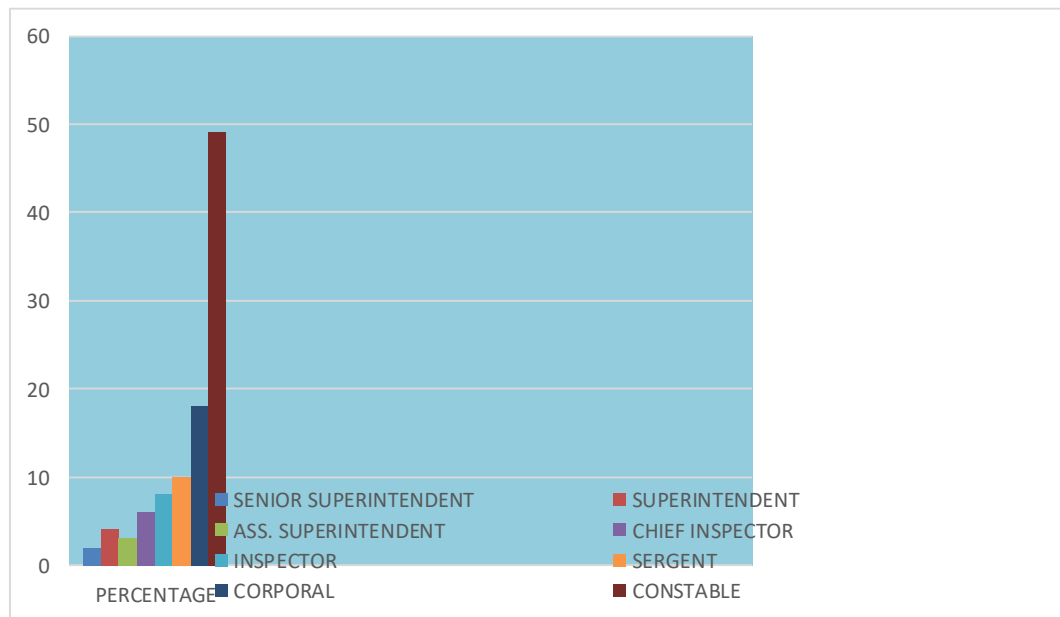

Figure 5: Service Rank
Source: (Field data, 2022)

Figure 5; indicate that most of the participants 49%—were police constables, Corporals (19%) and sergeants (27%), respectively, made up the second majority.

In terms of rank, constables possessed the least levels of "self-awareness, social awareness and relationship management skills," in comparison assistant commissioners had the higher levels.

This discrepancy is likely due to variations in training and job roles amongst distinct ranks within the NPS.

The large number of constables is due to their crucial front-line work in the criminal justice systems in combating crime. Constables work with the community, and different stakeholders in combating crime as well as improving citizens' quality of life. Given their contribution to the overall productivity of the NPS, it is imperative that officers at lower ranks should receive more attention during emotional intelligence training.

The demographic outcomes from this study suggest that age, education level and rank could have an influence on emotional intelligence among officers employed by the National Police Service in Nairobi County. These elements should be taken into account when creating programs or interventions with the aim of improving police officer's emotional intelligence and effectiveness.

1.7.3 Effect of Self Awareness on the Productivity of National Police Officers
Measuring Self-Awareness
The level of self-awareness was measured by assessing how officers reflected on their emotions, the extent to which they believed they comprehended their feelings and their certainty in being able to restrain emotions while working on a scale of 1-5. On this scale, those who responded with "strongly disagree" scored 1, those who responded with "disagree" scored 2, those who responded with "neutral" scored 3, whereas those who responded with "agree" scored 4 and those who responded with "strongly agree" scored 5. The researcher then determined the average for the three scores for the three measurements and then determined the level of self-awareness. Let's take an instance of an officer who **agreed (scored 4)** that they reflect on their emotions and how they affect their work, remained **neutral (scored 3)** on the question of if they understand their own strengths and weaknesses well and **disagreed (scored 2)** to the question of if they felt confident in their capacity to control their emotions at work would score, scored 4, 3 and 2 respectively and hence scored an average score of 3. Those who scored 1-2 were considered to have low levels of self-awareness; those who scored 3 were considered to have moderate or average levels of self-awareness whereas those who scored 4-5 were considered to have high levels of self-awareness.

Employee productivity was measured by looking at how frequently officers finished tasks within the stipulated time frame, whether they exceeded expected job duties and how motivated they felt towards performing well in the workplace on a scale of 1-5. On this scale, those who responded with "never" scored 1, those who responded with "rarely" scored 2, those who responded with "sometimes" scored 3, whereas those who responded with "often" scored 4 and those who responded with "always" scored 5. Let's take an instance of an officer who responded with **often** to the question **"**On average, how often do you complete your work on time?" **(Scored 4)**, responded with **sometimes** to the question "On average, how often do you go above and beyond what is expected of you at work? "**(Scored 3)** and responded with **rarely** to the question "On average, how often do you feel motivated to perform well at work? "**(Scored 2)** would score, scored 4, 3 and 2 respectively and hence scored an average score of 3. Those who scored 1-2 were considered to have low productivity levels, those who scored three were considered to have average productivity levels and those who scored 4-5 were considered to have high productivity levels.

Descriptive Statistics Results
Frequency Distribution
The frequency of the self-awareness variable was calculated and it was revealed that 33% of the officers had a high level, 47% had an average level, and 20% had a low level. The frequency distribution graph of the self-awareness variable depicted that most of the officers possessed an average degree of self-awareness. The employee productivity levels were calculated and it was revealed that 25 percent of the officers had a high level, 55 percent had an average level, and 20 percent had a low level. The frequency distribution graph of the employee productivity variable depicted that most of the officers possessed an average degree of productivity.
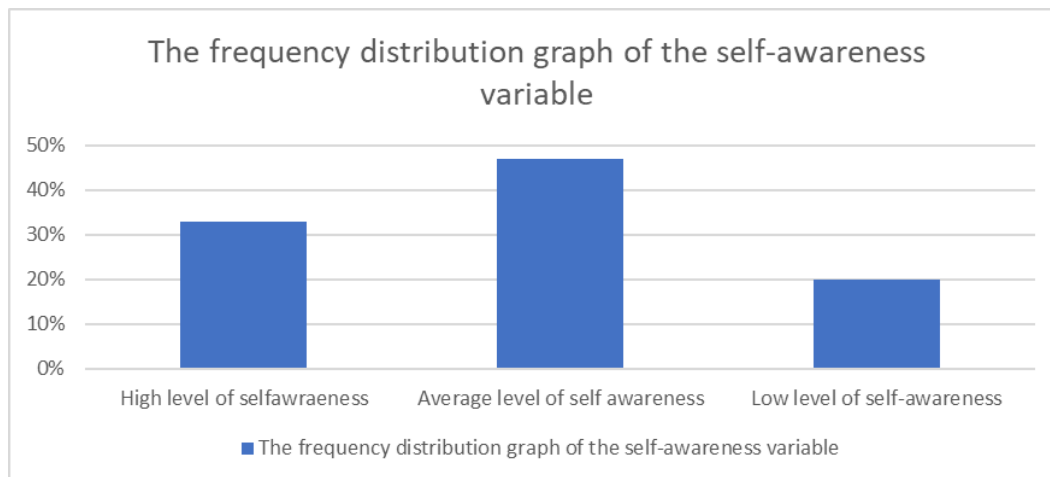
Figure 6: Showing a frequency distribution graph of self awareness

Measures of Central Tendency
The mean for the self-awareness variable was calculated and it was found to be 3.47. The median for the self-awareness variable was calculated and it was found to be 3.50. "The mode for the self-awareness variable was calculated and it was found to be 3. The mean for the employee productivity variable was calculated and it was found to be 3.78. The median for the employee productivity variable was calculated and it was found to be 3.80. The mode for the employee productivity variable was calculated and it was found to be 4".

Measures of Dispersion
The range for the self-awareness variable was calculated and it was found to be 2. The variance for the self-awareness variable was calculated and it was found to be 0.33. The standard deviation for the self-awareness variable was calculated and it was found to be 0.57. "The range for the employee productivity variable was calculated and it was found to be 2. The variance for the employee productivity variable was calculated and it was found to be 0.69. The standard deviation for the employee productivity variable was calculated and it was found to be 0.83".

Presentation of Descriptive Statistics
The descriptive statistics for the self-awareness and employee productivity variables were tabulated as follows:

Table 5: Self-Awareness and Employee productivity

Self-Awareness		*Employee Productivity*	
Statistics	**Value**	**Statistics**	**Value**
Mean	3.47	Mean	3.78
Median	3.50	Median	3.80
Mode	3	Mode	4
Range	2	Range	2
Variance	0.33	Variance	0.69
		Standard Deviation	0.83

Summary
The results show that most (47 percent) of the officers in the NPS in Nairobi County had an average level of self-awareness, with 33% having a degree of self-awareness and 20% having a low level of self-awareness. The mean, median, and mode for the self-awareness variable were all calculated and found to be 3.47, 3.50, and 3 respectively. The range, variance, and standard deviation were also calculated and found to be 2, 0.33, and 0.57 respectively. The results show that most (55%) of the officers in the NPS in Nairobi County had an average level of employee productivity, with 25% having a high level of productivity and 20% having a low level of productivity. The mean, median, and mode for the employee productivity variable were all calculated and found to be 3.78, 3.80, and 4 respectively. The range, variance, and standard deviation were also calculated and found to be 2, 0.69, and 0.83 respectively.

Inferential Statistics

Multiple linear regression was carried out to ascertain the link between self-awareness and employee productivity. The dependent variable was employee productivity and the independent variable was self-awareness. The regression equation was calculated and found to be:

Employee Productivity = β_0 + β_1 (Self-Awareness) + ε
Where β_0 is the constant regression and β_1 is the slope.
The t-test was then performed to test the significance of the regression coefficient for self-awareness and the results showed that the coefficient was significant with a t-value of 7.33 and a p-value of <0.0001. This suggests that self-awareness is a significant predictor of employee productivity in the NPS.

An ANOVA) was also conducted to further test the significance of the overall model. The results indicated that, "the model was significant with an F-value of 53.86 and a p-value of <0.0001". This suggests that self-awareness has a positive impact on employee productivity in the NPS in Nairobi County.

Table 6: ANOVA of self-awareness and Employee productivity

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F-Value	P-Value
Regression	1248.2	1	1248.2	53.86	<0.0001
Residual	6789.3	349	19.4		
Total	8037.5	350			

a. Dependent Variable: productivity

Table 7: Linear Regression of self-awareness and Employee productivity

Independent Variable	Coefficient	T-Value	P-Value
Self-Awareness	0.7	7.33	<0.0001

To conclude, the results reveal that, indicate that self-awareness has a positive impact on staff productivity in the NPS. This implies that stimulating greater self-awareness among officers could result in a boost in efficiency.

Discussion of Findings

The findings of this study suggest that self-awareness has a significant positive impact on employee productivity in the NPS in Nairobi County. The descriptive statistics provide a summary of the self-awareness levels among officers in the NPS. The findings show that the most of the officers had an average level of self-awareness, with 33% having a high level of self-awareness and 20% having a low level of self-awareness. The mean, median, and mode for the self-awareness variable were calculated, which indicated that the distribution of self-awareness scores was roughly symmetrical.

The inferential statistics provide evidence for the relationship between self-awareness and employee productivity. The multiple linear regression analysis indicates that self-awareness is a significant predictor of employee productivity, with a regression equation of Employee Productivity = β_0 + β_1 (Self-Awareness) + ε. The regression coefficient for self-awareness was found to be significant with a t-value of 7.33 and a p-value of <0.0001. The findings show that as self-awareness increases, employee productivity is likely to increase as well.

Furthermore, "the ANOVA analysis indicates that the overall model is significant, which further supports the idea that self-awareness has a significant effect on employee productivity in the NPS in Nairobi County. The F-value of 53.86 and a p-value of <0.0001 suggests that the model is a good fit for the data and that self-awareness is a key driver in assessing employee productivity".

In conclusion, the results suggest that self-awareness is an imperative driver in assessing the employee productivity in the NPS in Nairobi County. The findings suggest that promoting self-awareness among officers

in the NPS could lead to an increase in productivity. Policymakers could use these findings to develop programs that promote self-awareness among officers, which could improve the overall performance of the NPS.

Comparing with Previous Literature
Previous research has established the importance of self-awareness in various organizational settings, including policing. For example, research by Yang et al. (2018) found that self-awareness was positively related to job performance among police officers in China. Similarly, a study by Roney et al. (2018) revealed that, self-awareness was positively connected to job satisfaction and engagement among police officers in the United States. These results are consistent with the outcome of the present study, which found that self-awareness is a significant predictor of employee productivity in the NPS in Nairobi County.

Other research has examined the factors that contribute to self-awareness and its effects on various outcomes. For example, research by Hülsheger et al. (2013) found that self-reflection, a key component of self-awareness, was positively related to job satisfaction and performance among healthcare workers in Germany. Similarly, a study by Tims et al. (2013) established that self-reflection was positively connected to work engagement and well-being among Dutch employees. These findings suggest that promoting self-reflection could be an effective way to improve self-awareness and related outcomes in the workplace.

The current study's findings also have implications for the broader literature on employee productivity. Previous research has identified various factors that influence productivity, including motivation, job satisfaction, and organizational commitment. For example, research by Abbas and Aslam (2010) found that job satisfaction was positively related to productivity among Pakistani university employees. Similarly, a study by Chen et al. (2014) reveals that, organizational commitment was positively connected to productivity among Taiwanese nurses. These findings are consistent with the current study's results, which suggest that self-awareness is another important factor that contributes to employee productivity.

Implications to Current Practice and Future Research
The current study's findings that self-awareness has a positive effect on employee productivity in the NPS have several implications for current practice and future research. Firstly, current practice could benefit from promoting self-awareness among officers in the NPS in Nairobi County. Given self-awareness was found to be a significant predictor of employee productivity, officers who exhibit self-awareness could be identified, and training programs could be developed to promote self-awareness among officers who lack this trait. For instance, the training could include workshops, coaching, and feedback sessions aimed at helping officers identify their strengths, weaknesses, emotions, and motivations. The ultimate goal would be to develop a culture of self-awareness within NPS which could improve the officers' productivity and overall performance.

Secondly, the results of the present study suggest that future research could explore other factors that affect employee productivity in NPS. Although self-awareness was found to be a significant predictor of employee productivity, it is not the only factor that affects productivity. Other elements, such as job satisfaction, leadership, and work environment, could also be part of the cause. Therefore, future research could explore these other factors and their interactions with self-awareness to provide a more comprehensive understanding of employee productivity in the NPS. Thirdly, the current study's findings suggest that self-awareness could be a crucial trait in other organizations beyond the NPS. Therefore, future research could explore the nexus between self-awareness and employee productivity in other organizations such as hospitals, schools, and government agencies. This could provide insights into the universality of the findings and their generalizability to other contexts.

1.8 Conclusion
The study aimed at investigating the connection betwixt emotional intelligence and employee productivity among NPS officers in Nairobi County, Kenya. The findings reveal that emotional intelligence has a significant positive impact on the productivity of the employee in the NPS. The study objective was investigated and based on the findings, a conclusion was made that self-awareness has a significant positive impact on the productivity of the employee.

1.9 Recommendations
In light of the study findings and conclusion, the study recommends that Police Officers working in Nairobi County and beyond be empowered by way of training on emotional intelligence to enhance their resilience and decision making ability.

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