

UNIVERSITY OF GHANA

**EMOTIONAL INTELLIGENCE AND EMPLOYEES' COMMITMENT TO
CHANGE: THE ROLE OF REGULATIONS IN GHANA**

BY

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**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
MPHIL HUMAN RESOURCE MANAGEMENT
DEGREE**

JUNE, 2015

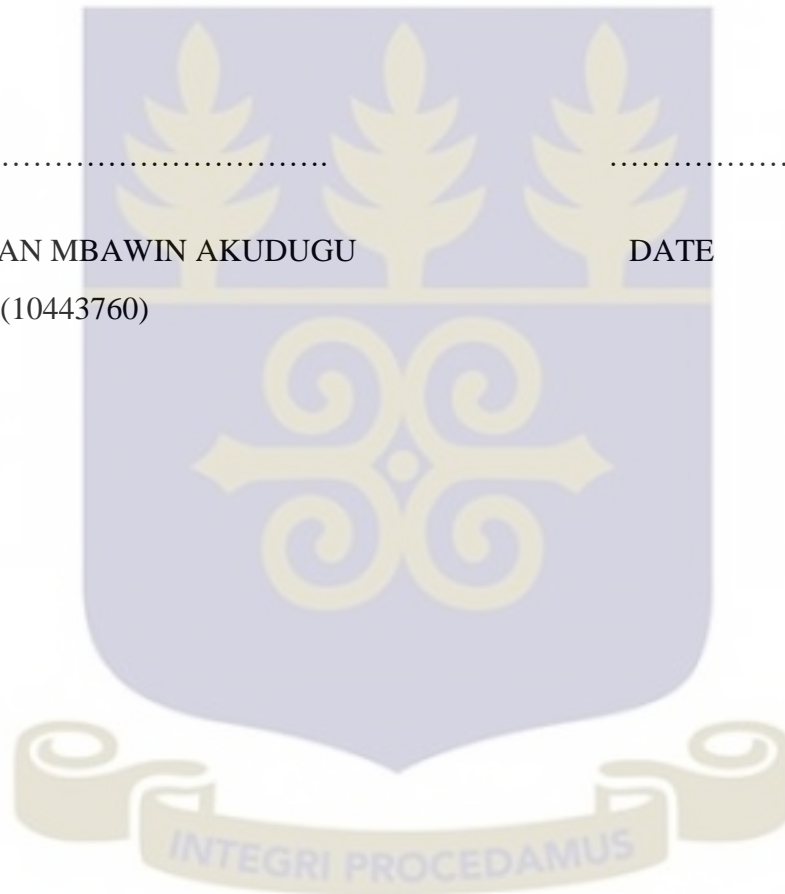
DECLARATION

I hereby declare that this thesis is the result of my own original research and has not been presented by anyone for any academic award in this or any other University. All references used in the work have been fully acknowledged. I bear sole responsibility for any shortcomings.

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CERTIFICATION

I hereby certify that this thesis was supervised in accordance with the procedures laid down by the University

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DATE



DEDICATION

This thesis is dedicated to all my family members, especially my wonderful parents.



ACKNOWLEDGEMENT

To God Be The Glory! My sincerest gratitude goes to my supervisor, Dr. Olivia Anku-Tsede, for her valuable contributions, guidance and insightful directions provided throughout the course of this project.

I am also grateful to Mumuni Thompson of the University of Cape Coast who gave me all the support I needed during the entire work. The support and encouragement of the Head of OHRM Department, Prof. Dan Ofori cannot go without mentioning. Indeed I am very thankful to him. I wish to further express my profound gratitude to the staff and management of Ghana Revenue Authority who took time off their busy schedule to grant me the interviews and also responded to the survey questionnaires.

To my colleagues and entire faculty and staff of OHRM Department, UGBS, I say 'Thank you' for providing the necessary support, especially during the seminar presentations. I am also thankful to the UGBS Library staff, especially Kwame Moot who made sure that I had timely access to all the relevant and requisite literature needed to facilitate this study.

Finally, I wish to thank all my family members and friends, especially Zelisah (for the back-up and laptop), Masooda, Ridwan, Fuseini, Fataw, uncle Moro and uncle Shaibu. May the good Lord bless you and reward you overwhelmingly for all your efforts.

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LIST OF ABBREVIATIONS/ ACRONYMS

ACC	Affective Commitment to Change
CCC	Continuance Commitment to Change
CEPS	Custom, Excise and Preventive Service
DTRD	Domestic Tax Revenue Division
ECI	Emotional Competency Inventory
GRA	Ghana Revenue Authority
IRS	Internal Revenue Service
LTU	Large Tax Unit
MOFEP	Ministry of Finance and Economic Planning
NCC	Normative Commitment to Change
NRS	National Revenue Secretariat
OECD	Organization for Economic Co-operation and Development
RAGB	Revenue Agency Governing Board
SAQ	Self-Assessment Questionnaire
SS	Support Services
VAT	Value Added Service

ABSTRACT

The purpose of this study was to establish the relationship between emotional intelligence and employees' commitment to change. It was also aimed at exploring the roles regulations play during organizational change assignments. In order to accomplish these objectives, survey questionnaires and interviews were used to sample views of employees of Ghana Revenue Authority in order to gather their perspectives on the change process that was initiated by their organization in 2009.

Results from the analysis show that, apart from being minimally self-aware, there is no relationship between emotional intelligence and employees' commitment to change. However, results from the analysis of the interviews indicated that regulations play crucial role in employees' commitment to change as well as sometimes triggering the need for change.

It was concluded that despite the adverse findings with regard to the issue of emotional intelligence in relation to commitment to change, the concept of emotional intelligence should not be relegated to the background during change assignments as the findings might be unique and could be emanating from the unique characteristics of those surveyed.

It is therefore recommended that proper training mechanisms and communication strategies must always be put in place before any change assignment in order that employees' self-awareness, which is a prerequisite for change success, can be elevated. It is further recommended that before implementing a change programme, proper

regulations must also be put in place and conscious efforts be made to ensure that employees better understand them and their positive implications.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study sought to investigate and broaden the understanding of how emotional intelligence can be used as a tool to get employees commit to an organizational change effort. It was also aimed at generating better understanding of the roles regulations that are intended to guide such organizational change efforts might play to facilitate or frustrate employees' commitment to the intended change. This chapter serves as the introduction to the study. Areas considered under this chapter included the background to the study, the problem statement, purpose of the study, research objectives, significance of the study as well as the definitions of the variables used in the study.

1.1 Background to the Study

Change is an inevitable aspect of every organization. These changes usually take different forms which include – but not limited to – restructuring, downsizing, technological change, merger and acquisition and changes in operational activities. Organizations continue to face endless change (Herscovitch & Meyer, 2002). It is therefore imperative that organizations acquire the needed competencies necessary for effective management of these changes (Paton & McCalman, 2000). Even though organizational change is becoming more rampant, complicated and part of workplace life, employees still find it difficult to adapt to it without disruption. They rather tend to develop a resistant reaction to it (Caldwell, Herold & Fedor, 2004). This therefore requires that necessary measures be put in place to ensure successful initiation, execution and implementation of every change program.

The turbulent and ever sophisticated nature of business environment requires that organizations constantly devise and implement successful change strategies in order to stave off competition and ensure continuous survival. In order to survive the ever evolving and highly competitive business environment, a successful management of change must be pursued (Luecke, 2003). The need for change cannot be predicted; hence it tends to be ad hoc, reactive, and unpredictable and usually triggered by organizational crisis (Burnes, 2004; De Wit & Meyer, 2005; Luecke, 2003; Nelson, 2003). According to Graetz (2000 p. 550), the need for change is primarily caused by factors such as ‘‘increasing globalization, deregulation, the rapid pace of technological innovation, a growing knowledge workforce, and shifting social and demographic trends’’. Graetz (2000) further opined that such factors make it an undisputable fact that ‘‘the primary task for management today is the leadership of organizational change’’ (P. 550).

A crucial aspect of every change exercise is the readiness for the intended change. A change program will end up being very chaotic if the right preparations are not made before such a program is embarked on (Holt, Armenakis, Field & Harris, 2007). Employees are not likely to support the change if they do not trust that enough preparations have been made and hence the organization is ready for the intended change. Since employees are the focal point of every organizational change, readiness for change must start with them. Employees’ readiness for change is a very vital determinant of their initial support for the change initiatives (Holt, Armenakis, Field & Harris, 2007). People who are not confident of their ability are unlikely to perform well in change initiatives (Vakola, Oreg, & Armenakis, 2013; Oreg, Vakola & Armenakis, 2011). Research (Caldwell, Herold & Fedor, 2004; Fedor, Caldwell & Herold, 2006; Herold,

Fedor, Caldwell & Liu, 2008) also indicate that change recipients' support for the change initiative will largely depend on the extent to which the change impacts on them or their respective units of operations.

Studies indicate that the failure rate of planned change is high (Cervone, 2007; Erwin & Garman, 2010; Oreg, Vakola & Armenakis, 2011). This usually leads to a situation where huge resources are committed to implementing a change but end up being wasted because employees either tend to develop competing commitment to the change (Cervone, 2007) or as a result of inappropriate change strategy and resource allocation or resistant reaction to the change (Erwin & Garman, 2010; Oreg, Vakola & Armenakis, 2011). Poor change leadership and ineffective communication sometimes also lead to change failures (Bennis, 2000; Wanberg & Banas, 2000; Lewis, 2006). For instance, Butcher and Atkinson (2000) have established a failure rate of change programs to be more than 70% in their study. This dire finding has also been confirmed in another study by Higgs and Rowland (2005). According to Erwin and Garman (2010), resistance to change is usually the main reason for the difficulties usually encountered during change implementation and failure of change initiatives. Oreg et al. (2011) posited that people reaction to change will depend on the perceived benefit or impact the change will have on their job satisfaction levels. They further explained that recipients of change will be open and receptive to it if they view the change as positive otherwise the change will be resisted which will then lead to its failure.

Most organizations that have successfully initiated and implemented change are able to do so due to the level of commitment exhibited. Right from the initiation of the change through to the time it will be implemented, everybody - both management and employees

- must be committed to the change. According to Meyer, Srinivas, Lal and Topolnytsky (2007), the most essential element for the effective implementation of change is commitment. Bennis (2000, pp. 117) stated that “no change can occur without willing and committed followers”. Globalization, deregulation, the desire to remain competitive and strategic adaptability which all require that new policies, new goals and new change initiatives be implemented have made it more important for managers and employees to be committed to change initiatives (Jaros, 2010).

According to Neubert and Wu (2009), commitment to change is an action commitment. This is because unlike other forms of commitment that are directed at static entities such as teams or the organization, commitment to change usually reflects an employee’s level of attachment to the implementation of new work rules, policies, programs, budgets, technology, all of which are dynamic processes. Studies show that commitment to change is a function of perceived change effectiveness (Neubert & Cady, 2001), perceived change favorability (Fedor, Caldwell & Herold, 2006; Conway & Monks, 2008) and impact of change on job level (Fedor et al., 2006; Herold, Fedor, Caldwell & Liu, 2008). In order to secure the needed commitment when implementing a change program, proper assessment will have to be made so that factors that can secure or hinder employees’ commitment to it can be identified.

Researchers have ambivalent opinions on the relationship between employees’ commitment to their organization as a whole and their commitment to any change effort undertaken by such organizations. There are inconclusive research findings (Darwish, 2000; Vakola & Nikolaou, 2005) on the relationship between organizational commitment and employees’ commitment to change. While some see a positive relationship between

the two concepts and that any employee who is committed to the organization is also likely to be committed to its changing trends, other studies rather concluded that no such relationship really exist. For instance, Darwish (2000) argued that commitment to organization plays an important role in employees' commitment to change. However, another research (Vakola & Nikolaou, 2005) indicates that employees may be committed to the course of an organization but yet resistant to change if they perceive the change initiative as a threat to them. According to Vakola and Nikolaou (2005), individuals join organizations with certain needs, skills and expectations, and hope to get work that will help them realize these. When an organization is able to provide these opportunities, there will be the likelihood that commitment will be high. To them, organizations that seek to secure employees commitment to planned change programs need to understand the needs of those employees and make conscious efforts at satisfying them rather than relying on the mere fact that since those employees are already committed the organization they are likely to be committed to the change as well.

For an organization to survive and prosper after it has decided to undertake a change program, it must be able to implement the change in a way that its employees will embrace it. When employees embrace a change, they are likely to be committed to it (Armenakis & Harris, 2009) and this is necessary for managers in order for them to be able to overcome resistance (Oreg, 2003). Thus, for an organizational change to succeed, efforts must always be made to win the support of all its employees. This can best be done by choosing the right strategy and implementing them effectively (Zeithaml, Bittner & Gwinner, 2005).

According to Vakola and Nikolaou (2005), in order to ensure effective change program, and maximum commitment to its course, there must be good and effective work relationships, good conflict handling, positive attitude to work, supportive work relationship, good communication and re-examination of workload resulting from the change initiative. They further opined that the change program must be designed in such a way that it is stress and uncertainty free. Training is the key to unlocking all these potential barriers to a successful change. Training is crucial as it helps clarify outstanding issues that may make employees resist change. For instance, some employees resist change simply because they feel that they lack the capacity to handle the change. Training can therefore help these employees acquire the relevant capabilities in order to withstand the intended change. A research by British Industrial Society (2001) identified training as one of the best ways to positively modify employees' attitude towards change and hence eventually securing their commitment towards it.

The management of a change initiative needs a lot of tact and skills since it is an emotional issue. It requires the right kind of personal ability to be able to achieve a successful change exercise. This, therefore, requires that all those involved in its planning and execution exhibit high level of emotional intelligence. Emotional intelligence is a recent field of study that has attracted the interest of many academics and researchers. According to Adeyemo (2008), there is ample evidence that there is a significant relationship between emotional intelligence and organizational commitment. The author further predicted that emotional intelligence will lead to increased commitment. In another research by Guleryuz, Guney, Aydine and Asan (2008) on 277 nurses, they found that there was a significant relationship between emotional intelligence and the

commitment level of the nurses studied. This means that employees need to be physically and emotionally attached to their jobs before they can deliver maximum performance (Turner, Barling & Zacharatos, 2002).

Employees, in whatever form, need to be able to evaluate and understand their own emotions, analyze other people's emotions, and make informed decisions that will inure to their benefits and that of the organization. This requires some skills and these skills are capable of bringing about joy since they consist of knowledge, ability and competence. Emotional intelligence as a skill can be developed over time and during a person's life span and according to Coetzee, Martins, Basson and Muller (2006), this skill can be developed through training.

Studies that dwell on emotions at workplaces postulate that organizations are full of emotions, doubts and commotions (Armstrong, 2000; Fineman, 2000; French, 2001; Muchinsky, 2000). Therefore, emotional intelligence is necessary in order to better deal with stress, improve change orientation and enhance commitment (Carmeli, 2003; Vakola et al, 2004). As Zeidner, Mathews and Robert (2004) stated, emotional intelligent individuals are able to communicate their ideas, goals and purposes clearly and this helps in securing commitment to change actions and can substantially reduce resistance to change initiatives. Researchers view emotional intelligence with mixed feelings: some view it as ability whilst others conceptualize it as a personality trait (Schutte, Malouff, Simunek, Mckenley & Holland, 2002). Whatever be the case, scholars are unanimous with their view that emotional intelligence has relationship with commitment, be it organizational or in times of change.

It is worthy to note that change does not happen in a vacuum. It is usually a well thought through exercise. For a change action to take off fully, regulatory framework will have to be put in place. This involves two things: first, internal policies developed by management, in consultation with the employees, to guide the program; second, the legal provisions enshrined in the country's laws that cannot be flouted. These regulations determine the environment of the change program which may generate negative or positive behavioral reactions from employees (Lewin, 1951; Foote, Seipel, Johnson & Duffy, 2005) and may alter the way people view the entire change programme. Unfortunately, many researchers in the field of change management continue to ignore the role regulations may play in a change process in either facilitating the change or building resistance to it. For instance, policies are intended to guide the actions of managers (Foote, Seipel, Johnson & Duffy, 2005) and this may lead to certain management actions that may be viewed by employees either positively or negatively. This can lead to the tendency of employees to be more or less committed to the change.

As indicated by Deshpande (2012), attention should be given to intervening factors when conducting research into change management. For instance, they found that involvement in decision making was playing a moderating role when they conducted a research into a restructuring program. Since change management is a subjective concept, there is the need to pay more attention to regulatory factors that are likely to influence the relationship between its implementation and employees perception of the intended change programme. This is because the success of any major change program will depend on people's motivation and understanding of the regulatory issues surrounding it.

Undoubtedly, organizational change in whatever form is likely to affect people positions, conditions of service, workload, reporting lines, and may in fact lead to a variation of the whole contract of employment, all of which are governed by either legal or policy regulations. The ability of the individuals who are leading the change to effectively deal with these regulatory issues will determine whether they will be able to get employees committed to the change. The relative power of whoever is involved in these regulations (Broadbent & Laughlin, 2005) and their impact on the change will be vital.

For all the above to be achieved, the focus of the change must be on the employees since change management can have a profound implication on the psychological well-being and health of employees (Wiezer, Nielsen, Pahkin, Widerszal-Bazyl, de Jong, Matial-Holappa & Mochatto, 2011). Research indicates that the aftermath of a change process is associated with poor human resource management effects (Sanda & Adjei-Benin, 2011).

1.2 Change Management in Ghana Revenue Authority

Despite the difficulties many organizations encounter in their attempt to implement change which, range from the need to secure the needed commitment from employees (Erwin & Garman, 2010) to the need to exhibit high level of emotional intelligence (Joseph & Newman, 2010; Kafetsios & Zampetakis, 2008), many, if not most, organizations continue to implement change. This is due to the fact that many organizations see change implementation as 'a necessary evil'. One of such organizations is the Ghana Revenue Authority.

In order to ensure efficient tax administration in this country, the government of Ghana embarked on a massive restructuring of the revenue collection agencies. In 2009 the

President of the Republic of Ghana gave his assent to an Act of Parliament (Act 791) that gave birth to the Ghana Revenue Authority. The promulgation of that Act paved the way for the integration of the three main Revenue Agencies, namely the Internal Revenue Service (IRS), Custom Excise and Preventive Service (CEPS) and Value Added Service (VAT) into what is now called the Ghana Revenue Authority (GRA).

According to the Organization for Economic Co-operation and Development (OECD) reports (OECD, 2009), the Revenue model operated by Ghana Revenue Authority is characterized by two essential models which are semi-autonomous and integration. The semi-autonomous status of Revenue Authority has greater degree of autonomy than civil service and may operate as an independent agency or affiliated to the Ministry of Finance and Economic Planning (MOFEP). Integration, however, has a greater feature of political, financial and managerial autonomy. Integration simply means the revenue related activities at the national level are merged into a single government organization. This is usually aimed at producing higher level of efficiency. Political autonomy will enable Revenue Authorities to avoid political interference in their day-to-day operations; financial autonomy will lead to budget flexibility; managerial flexibility will lead to an overall operational efficiency.

According to Kamakura (2007), the benefits of integrations, such as this, are enormous and include enhanced efficiency, strengthened effectiveness, better use of information and improved service to taxpayers. It may also help curb corruption as witnessed in this country in 2009.

1.3 Research Problem

Extant research has examined a number of themes in relation to organizational change management (Caldwell, et al., 2004; De Wit & Meyer, 2005; Herscovitch & Meyer, 2002; Lueke, 2003; Nelson, 2003; Paton & McCalman, 2000). These studies have emphasized the importance of change implementation to the success of the organizations concerned. A number of these studies have dwelled on the important role commitment to change play in successful change exercises (Herscovitch & Meyer, 2002; Neubert & Wu, 2009; Vakola et al., 2013) whilst others also emphasized the relationship between emotional intelligence and employees' commitment to the various courses of actions in their organizations (Adeyemo, 2008; Guleryuz et al., 2008).

These studies, although valuable indicate that experts have ambivalent opinions on emotional intelligence as a concept as well as commitment. For instance, there is arguably no one set acceptable definition for the two concepts in literature. Whereas Baron (2000) viewed emotional intelligence as social and personal abilities and skills that impact individual's ability to challenge and cope with environmental pressures and demands, Goleman (1995) rather perceived it as the ability to be conscious of one's own emotions as well as that of others and to be able to control the emotions in self and others. On the definitions of commitment to change, Conway and Monk (2008) perceive it as affective reaction towards change whilst Herscovitch and Meyer (2002) see it as a mindset that binds an individual to a course of action deemed necessary for the successful implementation of change initiative. These researchers also identified that the concept of emotional intelligence is a fairly new paradigm (Goleman, 1995) as it only gained prominence in the 1990s. Firms are, therefore, yet to come into terms with how to use it

for the purpose of reaping maximum benefits from change management programs that they undertake on occasional basis. There is therefore the need for further research on these concepts to enable firms to gain better understanding of how they can be effectively utilized for the betterment of organizations.

Also, most of the studies with respect to change management have been conducted in the developed and Western world with only few research including Adeyemo (2008) and Sanda & Sraha (2011) focusing on sub-Saharan Africa. Both studies (Adeyemo, 2008; Sanda & Sraha, 2011) also failed to focus on the conceptual link between emotional intelligence and employees' commitment to organizational change. The paucity of literature in that regard in the sub-Saharan Africa in general and Ghana in particular requires that such a study be conducted in order to plug this research gap. It is also necessary in order to test these concepts in different cultural setting and geographical context so that valid deductions can be made with regard to their usefulness in change management exercises. This research was therefore conducted to address that.

More so, even though Ghana Revenue Authority has undergone massive restructuring of its operations, not much meaningful research have been conducted to ascertain the veracity of the change. However, considering the important role GRA plays in the socio-economic development of Ghana and the huge nature of its operational activities, it is vital that a study be conducted to enable useful lessons to be learned.

In addition, regulations play vital part in change assignments. However, this has always been overlooked by many researchers. As a result, little research, in that regard, has been conducted. Further, the change program in GRA was occasioned by change in regulations of the revenue regime in Ghana. In order, therefore, to set the tone for further research

and better understanding of the implications of regulations on organizational change effort, more studies in that regard are crucial. This study therefore sought to investigate how emotional intelligence can influence the commitment of employees to an organizational change exercise as well as whether the manner in which these change efforts are regulated play any role in employees' commitment to the change.

1.4 Purpose of the Study

The purpose of the study was to find out how emotional intelligence can be used to facilitate employees' commitment to a change initiative. The study also sought to examine the role of regulations in organizational change assignment.

1.5 Research Objectives

The research had the following specific objectives:

1. Examine the relationship between emotional intelligence and employees' normative commitment to change.
2. Investigate the relationship between emotional intelligence and employees' continuance commitment to change.
3. Find out how regulations inform organizational change assignments.
4. Determine whether regulations play any role in employees' commitment to change.

1.6 Research Questions

1. Is there a relationship between emotional intelligence and employees' normative commitment to change?
2. What is the impact of emotional intelligence on employees' continuance commitment to change?
3. How do regulations inform change assignments?
4. Do regulations play any role in employees' commitment to change?

1.7 Hypotheses

H1: There will be significant positive relationship between emotional intelligence and employees' normative commitment to change.

H2: There will be significant positive relationship between emotional intelligence and employees' continuance commitment to change.

1.8 Significance of the Study

This study goes beyond existing research on change management, which mainly focused on the developed world and usually do not examine the implications of regulations. By conducting this research in response to the paucity of literature in change management in Ghana, it enables researchers to analyze and understand the interplay between emotional intelligence and employee commitment to change in the Ghanaian and the sub-Saharan African context. It also gives broader perspective regarding the effects of regulations on change assignments. This helps generate a lot of interest and encourage further research into the field across the African continent in particular and the world as a whole.

With regard to practice, this study contributes to reducing failure rate of change initiatives. Many change exercises usually fail not because the change program is not worth undertaking but simply because of the inability of the implementers of the change program to secure the needed commitment. This study therefore gives managers first-hand information as to how to secure such commitment from employees. Additionally, the study serves to broaden the knowledge and understanding of professional change agents and hence reduce certain professional blunders occasionally associated with their work. Third, it also helps individuals in organizations currently undergoing change to adopt coping mechanisms needed to withstand the change and reap the needed benefits therein.

As far as policy is concerned, this research provides feedback on policies driving successful implementation of change in GRA in particular and other Ghanaian organizations in general and this is critical to stakeholders and partners who have much interest in such changes. The results of the study may also be used to influence and shape the development of a national policy on change management so as to help minimize the emotional trauma that employee usually face in times of planned change programmes. The recommendations could moreover be used by managers and policy makers within organizations to incorporate the concerns of employees when developing internal change management policies.

1.9 Organization of the Study

The study was organized in five chapters. Chapter one focused on the introduction, background of the study, statement of the problem, objectives, research questions, hypotheses, significance of the study, purpose of the study and the organization of the study. Chapter two dealt with a review of related literature. Chapter three mainly covered the methodology of the study. It provided details of how the research was conducted. These included the tools, population, research approach and sampling techniques employed. Chapter four covered details of presentations, analysis and discussions of the data collected. Chapter five dealt with the summary, the conclusion and recommendations of what came out of the study.

1.10 Definitions of Terms

For the purpose of the study, the following terms were defined as follows:

Organizational change: This is the process of renewing organization's direction, structure and capabilities to serve the ever-changing needs of external and internal customers.

Commitment to change: This refers to an individual's emotional attachment and willingness to support a change process.

Normative commitment to change: This refers to one's support for a change due to the feeling of an obligation to do so.

Continuance commitment to change: This is where one is committed to a change as a result of perceived costs associated with not supporting the change.

Emotional intelligence: This is that aspect of social intelligence that enables an individual to understand his/her emotions in relation to other people's emotions and then use the information gained to guide his/her thinking and actions.

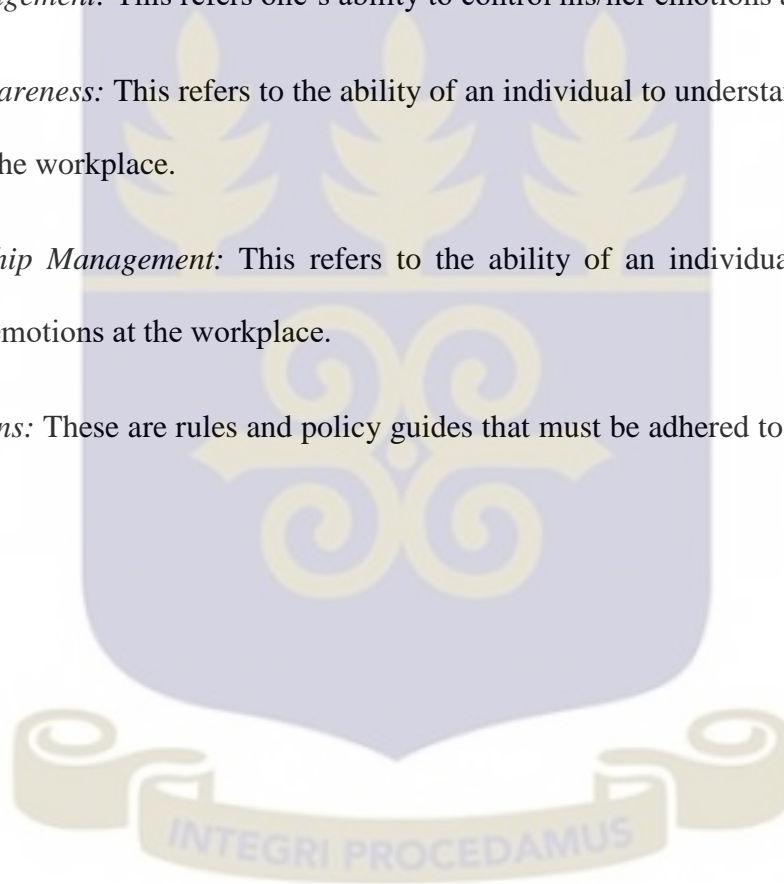
Self-awareness: This refers to one's ability to understand his/her emotions at the work place.

Self-Management: This refers one's ability to control his/her emotions at the workplace.

Social awareness: This refers to the ability of an individual to understand the emotions of others at the workplace.

Relationship Management: This refers to the ability of an individual to control other people's emotions at the workplace.

Regulations: These are rules and policy guides that must be adhered to during the change process.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this chapter was to review literature on emotional intelligence, commitment to change and change regulations. It provided thorough overview of the various variables used in the study, summarized theories underpinning the study and examined research related to the study.

2.1 Overview of Emotional Intelligence in Relation to Change

The issue of change management needs the right kind of attitudes to champion it. Organizations will continue to change – whether planned or unplanned. In order to take advantage of the opportunities that may avail themselves as a result of these changing trends, individuals who are involved in such changes need to be emotionally intelligent. Change is likely to generate a lot of uncertainties and anxieties. Employees' emotions that are usually induced by change tend to be negative (Huy, 2002; Fugate, Kinicki & Sheck, 2002). An employee reaction to change may be as a direct result of their emotional feelings towards the change. Positive emotions will help an individual develop positive feelings towards the change which may lead to a greater support for the change. Negative feelings will however lead to rejection of the change. During organizational change therefore employees with high emotional intelligence are more likely to support the change (Joseph & Newman, 2010; Kafetsios & Zampetakis, 2008).

Employees' emotional feelings towards change are based on their general perception of the change with regard to how they are going to be affected by it. It is not out of place to experience emotional flare ups during periods of change. What is rather important is how

to change these negative feelings into positive support for the change. According to Lazarus (2006), employees will only support change after thorough self-appraisal. If they realize that the change has positive consequences for them and is also such that they can handle it they will support it otherwise they are likely to resist it. Handling the change requires resources which may be scarce even though there may be a compelling need to proceed with the change program.

Managers who better understand their own emotions vis-à-vis the emotions of employees are able to devise the right strategies intended to secure good commitment to a change action. They can do this by putting in place the right communication strategy which facilitates the flow of information. This will then help management get better information and good understanding with respect to why employees may resist change. When this happens most of the obstacles to change can be identified and addressed. According to Tang and Gao (2012), communication plays a vital role when emotional intelligence is being used as a tool to facilitate change. Without proper communication structure, any attempt to embark on a meaningful change, riding on the back of emotional intelligence, will be fruitless since it is through information sharing that one will understand his emotions in relation to other people's emotions and how they can be managed in order to achieve the intended change.

It must, however, be noted that even though communication is important when emotional intelligence is being used to facilitate change, it must always be handled with care since inappropriate communication can rather stir up emotions, generate anxiety, produce confusion and lead to tensions which can impede the change program. According to Tang and Gao (2012), organizational communication can even lead to more resistance to

change if it is not properly managed. This means communication plays a dual role in change management which may either be positive or negative depending on how it is understood and utilized.

2.2 Overview of Commitment in Relation to Change

Every successful change hinges on commitment. It is the fulcrum around which the change program revolves. Bennis (2000) stated that no change can occur without willing and committed followers. Herscovitch and Meyer (2002) defined commitment to change as a force that binds an individual to a course of action deemed necessary for a successful implementation of a change initiative. Leaders that seek to implement successful changes need to work extra hard to secure the commitment of their followers. Organizations will have to continue to respond to emerging issues on regular bases. This may call for some adjustments to be made to their operational activities and the need for some change programs to be rolled out. However, this will not lead to any success if management fails to secure the commitment of employees.

According to Jaros (2010), globalization, de-regulation, competition and the need for strategic adaptability usually translate into the implementation of new organizational goals, thereby making change initiative a requirement for many organizations. This therefore makes commitment a fact of life which managers and employees cannot avoid (Armenakis & Bedaian, 1999; Armenarkis & Harris, 2009). Kotter (1996) opined that managers who can get their subordinates commit to work rules, policies, programs, procedures are more likely to get these successfully implemented than their counterparts who are not able to do that. Top management ability to understand the drivers of change

is what is needed to secure the needed employee commitment in order to achieve a successful change.

Due to the ever increasing interest in the subject of organizational change and how individual employees experience it, researchers are now beginning to develop interest in finding out the role of employees' commitment in such organizational changes (Herscovitch & Meyer, 2002). Herscovitch and Meyer (2002) further opined that an employee commitment to change is a better predictor of their behavioral support of the change than organizational commitment hence the two concepts should be viewed with different lenses.

Even though researchers seem to have agreed on the important role commitment to change plays in successful implantation of change, they rather have ambivalent opinions with regard to the relationship between commitment to change and organizational commitment. Many researchers such as Darwish (2000) believe that employees who are committed to an organization are also likely to be committed to any course of action that the organization undertakes including change. This view postulates that organizational leaders should busy themselves with attempts to secure commitment of their subordinates to the organization. To them, once that is done getting them to commit to change will be easy. However, some researchers regard this view as myopic and simplistic one. They opined that some employees who may be highly committed to the organization may sometimes resist change depending on whether they will view the change to be beneficial or detrimental to their personal interests (Vakola & Nikolaou, 2005).

2.3 Overview of Regulations in Relations to Change

Regulations play critical role in every aspect of human life. These include controlling economic activities such as price setting, market and product standards as well as standardization of market activities. According to Hertog (1999), regulations are defined as a body of legal instruments by which socio-economic policy objectives are achieved (as cited in Anku-Tsede, 2005). Organizational change program is better implemented through effective regulations. This is because regulations spell out clearly what ought to be done or not to be done during the change process. They also specify when some of the change activities are supposed to be accomplished thereby keeping the whole change process in check.

Many organizational changes are necessitated by change in regulations. According to Burnes (2004) and De Wit and Meyer (2005), organizational change is triggered by crisis. This may be crisis within the organization or from the external environment which may lead to new regulations and consequently the need to effect changes to the way the organization operates. For instance, the September, 11 2001 attacks led to changes in certain global regulations which in turn impacted on the activities of many organizations. Also, the 2008 global financial crisis compelled many global leaders to introduce new regulations which eventually led to massive changes in certain organizations, especially within the financial sector.

According to Haveman, Russo and Meyer (2001), regulations have the potential to alter both the institutional and technical environment of organizations. To them, many such regulatory changes are massive in magnitude, thereby compelling organizations to also alter their operational strategies, structures and activities. Because of the wide variations

of regulatory regimes, it is not possible to develop a general theory of the consequences of these regulations; hence only mid-range theories that are sensitive to context can be developed (Haven, Russo & Meyer, 2001).

2.4 Models of Emotional Intelligence and Justification for the use of Goleman's Model

There exist a number of emotional intelligence Models. These models include the ability models, mixed models and the trait models. The ability model is the most widely used. This model views emotional intelligence as encompassing four abilities which include emotion perception, emotion facilitation, emotion understanding and emotion regulation (Caruso & Salovey, 2004). According to Jordan, Dasborough, Daus & Ashkanasy (2010), the Mayer ability model represents the best way of defining and understanding the concept of emotional intelligence.

Another model of emotional intelligence is the Bar-On model. This model adopts a mixed view of the concept and includes components of interpersonal skills, adaptability, stress management, and general mood (Bar-On, 2006). This means that the mixed model adopts a broader view of what emotional intelligence is all about.

The third category of emotional intelligence model is the trait model. According to Petrides, Pita and Kokkinaki (2007), the trait emotional intelligence consist of four components: well-being (self-confidence, happiness and optimism); sociability (social competence, assertiveness and emotion management of others); self-control (stress management, emotion regulation, and low impulse); and emotionality (emotional perception of self and others, emotion expression, and empathy).

In spite of the existence of three models of emotional intelligence, the Goleman's (1995) model offers better understanding of the concept and is more useful for the purpose of research and practice hence the choice of this model for the purpose of this research.

2.5 Dimensions of Emotional Intelligence under Goleman's Model

The Goleman Model is the most suitable emotional intelligence model for practical application even though it has been widely acknowledged that Mayer and Salovey (1997) model is the most popular among all the emotional intelligence models. This section will therefore explore the four components that make up the Goleman's Model.

2.5.1 Self-Awareness

Self-awareness is a deep understanding that an individual has regarding his emotions, needs, thoughts, strengths, weaknesses. People who are self-aware are neither over-critical nor over tolerant. Rather, they are very honest and according to Goleman (2001), such people are able to understand and appreciate their own shortcomings and bad habits and even sometimes just simply turn them into laughter. In other words, self-aware individuals are able to understand what they need, evaluate those needs and know when and how to tackle those needs accordingly. They are never overtaken by events and are usually thorough in their thinking and actions. For instance, self-aware persons are likely to turn down offers that may be attractive when they realize that those offers are not in congruence with their perceived goals (Goleman, Boyatzis & McKee, 2004). They clearly understand their goals, vision as well as their strengths and weaknesses and their general emotions and also have the intuition to decipher good from bad. Self-aware people fully know and are comfortable with what their capabilities as well as their

limitations are. Contrary, a low self-aware person may be oblivious of all these and may interpret the message that they need to improve as a threat or sign of failure (Goleman, 2001).

Atwater and Yammarino (1992) conducted a study to determine whether self-awareness will moderate the validity of selection device to predict performance in military setting indicated that the magnitudes of correlations varied as a result of self-awareness. Also, in another study by Church (1997) which investigated high performance and average performance of managers found that high performance managers were more self-aware than average performance managers. This study is useful as it demonstrates further support for the relationship between employees' actions and their self-awareness of issues.

2.5.2 Self-Management

When one is self-aware and understands their needs, drives, strengths and weaknesses, they are able to focus on what they need to do in order to achieve their goals (Goleman, 2004). People emotions are propelled by biological impulses. However, if you are self-aware, you can find a way to manage and control them. Self-management is an ongoing internal self-communication processes that help us get around difficult situations in a more humble manner. It is that part of emotional intelligence that set us free from the bondage of our feelings. Oftentimes, individuals continue to encounter unpleasant situations and scenarios that arouse emotions and negative feelings, but individuals who can self-manage are usually able to control these and in fact turn some of them into advantages. People who engage in inner self-conversation sometimes experience bad moods and emotional impulse just like anyone else but they find ways to productively

manage them and channel them in a useful ways. The hard truth is that such negative feelings can be overwhelming and only suggest the brain's ways of making us aware of perceived threats.

The process of managing self is important in emotional intelligence as no one can manage the emotions of others without first being able to manage their own (Goleman, 2001). According to Pinos, Twigg and Olson (2006), if one uses knowledge he has gained through self-management to control other people emotions, then he is likely to gain trustworthiness, conscientiousness, motivation, adaptability, and innovation. Self-management is sometimes very necessary for competitive reasons. The current turbulent and changing business environment demands that individuals be able to emotionally manage themselves. Due to changes in technology, operations and structure, which demand that companies merge and break apart regularly, there is the need for self-management in order to be able to withstand the associated pressure of these changes. Leaders who have been able to manage their emotions are able to better deal with changes and help the organization to adjust (Goleman, 2004).

To be effective in one's chosen endeavour demands some sort of capacity to manage one's own emotions (Goleman, 2004). It can therefore be concluded that although the act of controlling one's own emotions is difficult and complicated one, it is an attribute that is vital in today's ever changing world.

2.5.3 Social Awareness

Social awareness is a vital component of emotional intelligence. It has become an important element for the success of leaders as well as followers since socially aware

individuals are likely to have some degree of openness about diversity and cultural differences (Choi, 2006; Atwater & Waldman, 2008). Social awareness help build trust in relationship among working groups and teams (Martinovski, Traum, & Marsella, 2007). In order to get things done in a proper way, one needs to get the perspectives of others. Change is a team project and can only be successful if those leading it understand those they are working with. According to McCormick (1999), an effective leader requires the ability to take the perspectives of others. He further noted that the ability to take the perspectives of others means seeing the world through others' eyes. This means that change management leaders must be empathic in order to acquire behaviors that will make them effective in championing the course of the change (Baillie, 2011).

Social awareness is a critical concept when dealing with change. Change involves a lot of interactions and being able to empathize with others is what is required to carry it through. The social awareness dimension of emotional intelligence states that a heightened state of awareness in one's communication abilities is vital to understanding both the situation and others level of comprehension (Twigg, Pino & Olson, 2006). Of all the dimensions of emotional intelligence, Goleman (2004) argued that empathy is the most easily recognized when dealing with relationships. To him, the ability to empathize involves the capability to monitor people actions and behavior, reading their face, and voices or words for emotions and these continually attune us to how someone else feels when we interact with them (Goleman, 2004). This attribute may seem untenable when one tries to relate it to real life situation. However, empathic people have proven to relate well with and recognize the needs of colleagues, customers, clients or subordinates. They are attentive listeners, understand people concern and respond in measured and

appropriate manner. They are affable, patient, and all embracing. This is the key to retaining talents. They are able to secure commitment to a course of action and help reduce dissonance and employee turnover (Goleman, 2004).

The rising spade of workplace diversity makes it imperative for leaders to be empathic. Empathy has now become a critical skill for relating with diverse workmates, employees and doing business with people from different culture. Differences in culture can lead to misunderstanding and a failure of a course of action. This can be subdued by empathy which helps in reading people actions or emotional language beneath words and promotes multi-cultural and diverse ethnic co-existence.

2.5.4 Relationship Management

Relationship management is the final component of emotional intelligence. It is the stage where other constructs of the emotional intelligence concept such as self-awareness, self-management, and social awareness are put to trial and tested. To be able to manage relationship well one must be skillful in understanding the emotions of other people (Goleman, 2004). Relationship management is not just about being friendly. It goes beyond that and includes one being able to understand one's own emotions, use that to predict the emotions of others, empathize with them and help move them in the right direction in order to achieve a collective goal. To be able to properly manage relationship, one must be genuine in one's dealings with other people and must always act based one's genuine feelings.

Relationship management requires a lot of communication skills. One needs to pay attention to what people say or how they react to certain situations in order to understand

them better and establish proper relationship with them. There must be distribution of leadership across the organization in order to create a workable team that will aid the establishment of relationships. Leaders work with their peers as part of a cross functional team and this helps build relationships. For any group to maximize effectiveness it must start with the team at the top. This requires the establishment of close and smooth relationships so that information can be shared and for effective coordination (Goleman, 2004).

2.6 Models of Commitment to Change and the Justification for the use of Herscovitch and Meyer's Model

Theorists have modeled commitment to change as a dynamic process that evolves over time. Conner (1993) argues that commitment to change is an internalization of change program and which is the end result of the change process. His model of change has three processes beginning with awareness, followed by acceptance and finally the need for the change initiative. Another model of commitment to change is the Coatsee (1999) model. This model focuses on the unique attributes possessed by individuals who are committed to change. It focuses on the skills an individual must have before they accept change. It sees commitment to change as a state in which employees are made aware of the change, get the skills needed to implement the change, are motivated with rewards to implement the change and also share in the vision of the change.

Armenakis and Harris (2009) also developed a model of factors that motivate individuals to commit to change. They included the discrepancy between the status quo and a desired state of affairs; perceived change appropriateness; change efficacy; support for the

change from the leaders; and perceived valence of the change for the employee. Finally, Herscovitch and Meyer (2002) also developed their model of commitment to aid understanding of employees' commitment to change.

With the exception of Herscovitch and Meyer (2002) model for change, the other models of change regard commitment to change as unidimensional construct. Since this researcher shared the view of Herscovitch and Meyer (2002) that commitment to change is a multi-dimensional construct in which the various dimensions must be explored separately, their model (Herscovitch & Meyer, 2002) was, therefore, chosen as the most appropriate one for the study.

2.7 The Herscovitch and Meyer Model of Commitment to Change

Herscovitch and Meyer's (2002) three component model of commitment to change was an extension of Meyer and Herscovitch (2001) general model of workplace commitment. In their model, Herscovitch and Meyer (2002) defined commitment to change as "a mindset that binds an individual to a course of action deemed necessary for a successful implementation of a change initiative" (p.475). They viewed commitment to change as a multidimensional constructs that are similar to Allen and Meyer (1990) commitment to an organization model. These three constructs are affective commitment to change, normative commitment to change and continuance commitment to change. They also developed a measuring scale for the three constructs. Their measuring scale is an 18- item scale with six items each for affective commitment to change (ACC), normative commitment to change (NCC) and continuance commitment to change (CCC). In their work, they explained the factors that they considered before they arrived at the three

dimensions of commitment to change. These factors were largely based on an extensive literature review of workplace commitment.

2.8 Dimensions of Commitment to Change under the Herscovitch and Meyer's Model

2.8.1 Affective Commitment to Change

Affective commitment to change (ACC) is the support employees lend to a change action when they share in the vision and mission of the change. This can simply be termed as a genuine devotion to the course of a change action. According to Herscovitch and Meyer (2002) employees who are affectively committed to a change do so because they have a belief in its inherent benefits. They further argued that employees' commitment to a change, especially the affective one, is a better predictor of their behavioral support for the change than their commitment to the organization as a whole.

It, therefore, means that where employees are affectively committed to a change, it takes those leading the change less efforts to get things done. It also means that affective commitment to a change is what any organization that seeks to implement a change initiative will always craves to secure. Herscovitch and Meyer (2002) further stated that employees who have affective commitment to organizational change will not just support the change action but will go an extra mile to even champion the change. This assertion has been supported by Parish, Cadwallader, and Busch (2007) who concluded in their study that affective commitment to change has the greatest impact when it comes to dealing with commitment to change. To make it feasible for an employee to be affectively committed to change, there is the need for timely and effective information

flow. The right information at the right time is what is needed to get employees understand that the intended change will inure to their benefits and hence there is a critical need for them to support it.

2.8.2 Normative Commitment to Change

According to Herscovitch and Meyer (2002), normative commitment to a change (NCC) is “a sense of obligation to provide support for the change (p. 475). An employee may not share in the vision and mission for the change but will still support the change because there is a compelling reason for him to do so. For instance, an organization may grow an employee or invest in an employee for the purpose of the change program. This may have a long term benefits for the employee in question. Consequently, such an employee may decide to pay back the organization by simply being committed to the change even though he or she may have some reservations for the change. In effect, this type of commitment stems from an obligation one has towards the organization for the benefits gained from the organization.

When employees come to the recognition that the organization is also fulfilling its side of the psychological contract, they will feel obliged to develop a normative commitment to their course of action (Meyer, Allen & Topolnytsky, 1998). This implies that when the employees realize that the employer will not sacrifice them and their interest in the name of the change, then, they are likely to support the change normatively. Normative commitment even though higher than continuance commitment does not always guarantee success of the change program since the employees do not fully accept the values of the change hence there is some element of apathy which may slow down the

pace of the change program. Fedor et al. (2006) assert that an individual level of commitment to change will be dependent on how the change is going to affect his everyday work life.

2.8.3 Continuance Commitment to Change

Continuance commitment to change (CCC) arises as a result of the fear that there may be costs associated with the failure to support a particular change effort. Herscovitch and Meyer (2002) defined this commitment to change as an employee's recognition that there are costs associated with failure to support the change. If the various constructs of commitment to change were to be arranged in a hierarchical order of importance, continuance commitment to change would be ranked least since employees who are continually supportive of a change tend to have a very minimal support for the change. Employees who are continually committed to change are in fact doing so tenuously. This is because once they get to realize that there will no longer be costs when they do not commit to the change, they are likely to reduce their support for the change or even develop resistant reaction to it.

Continuance commitment to change comes about as a result of an employee not having other opportunities or as a result of an investment that an employee has made and fears that he may lose such an investment if the change program is not continued. These employees feel trapped in their jobs and cannot consider leaving them since there are either limited opportunities elsewhere or the investments they have made in the form of efforts, time et cetera cannot be given up. Even though this form of commitment cannot be compared to resistance, the fact that these employee just simply comply with

directives without actively showing support for the change can thwart the change initiative.

2.9 Regulations and Employees' Commitment to Change

Change management is a guided process which has a beginning and an end. For it to succeed, those leading it must understand the rules of the game. Since change management is an emotive issue as it usually affects people work life, care must be taken when handling it. Notwithstanding who is leading the process and who is being affected, the whole process will have to be regulated. In Ghana, since change normally has the potential to affect the interest of employees, the Labour Act 2003 (Act 651) has made special provisions aimed at protecting the interests of employees in case the change program results in some employees becoming redundant. These provisions may serve as intervening factors in the relationship between emotional intelligence and employees' commitment to change.

Due to the fact that the consequences of change failure are usually devastating, management in collaboration with employee representatives would have to develop policies that would regulate the change process right from the beginning to the end. These internal policies can either facilitate or frustrate the change program. According to Foote, Seipel, Johnson and Duffy (2005) employees' behaviors are largely influenced by management commitment to policies that exist in the organization. They assert that when management is committed to a policy that guides an action, it tends to foster good citizenship behavior among the employees, thereby increasing their commitment to a course of action. The influence of regulation on employee commitment to a course of

action can be traced to Lewin's (1951) field theory. This theory posits that the relevance and proximity of environmental factors, such as regulations, determine an individual response to their environment.

According to Lewin (1951), an individual values determine what forces will have negative or positive impact on that individual and a combination of these negative and positive forces leads to a particular behavior by such individual. For instance, if the regulatory environment is found to be favorable, the individual is likely to support the change otherwise the change may be resisted. Similarly, management expectation of employees' commitment to a change will depend on the regulatory environment of the change. Regulations are specific elements of the work environment that affect an individual relationship with the work, co-workers, and their relationship with their employers. In change management therefore, the influence of regulations cannot be discounted. According to Broadbent and Laughlin (2005 p. 130) "organizations are dynamic social context that recognizes the regulate nature of the steering mechanisms while maintaining the role of human actors during organizational change".

2.10 Theoretical Review

This section examines the various theories that underlie the topic under study. The theories examined are the attitude theory, the field theory, the social control theory and the regulations governance theory. The attitude theory is relevant to the study as it would help in gaining insight into the motives, feelings and beliefs of individuals that shape their emotions and can either facilitate commitment to change or hinder it. More importantly, the field theory sits well in this study as it would help explain how the

environment – in this case the regulatory environment- that an individual finds himself or herself would influence the way he/she would react to the dynamics of that environment. The social control theory will provide better explanation and understanding of the relationships that exist in the work environment and how such relationships are self-regulated in order to achieve harmonious working environment and commitment. Finally, the regulatory governance theory will also help explain how the state, through its agents, regulates the activities of organizations, including change management and how that affects the overall change process.

2. 10.1 The Attitude Theory

This theory is one of the most prominent theories in psychology. Significant amount of research has been conducted in recent years on what attitude is made up of (Ajzen, 2001; Glassman & Abarracin, 2006). According to McGuire (1986), attitudes are learned tendency to respond positively or negatively to certain things - e.g. ideas, object, event, person, and situation – and are closely related to our emotions, opinions and experiences. It relates to attitudes formation and change. This theory is based on the presumption that attitudes are formed after an evaluation of an object and once formed they serve to guide and drive behavior towards the object (Ajzen, 2001). Employees' beliefs and emotions shape their attitudes and these beliefs and emotions are influenced by their direct experience with the object or the information they receive about the object (Eagly & Chaiken, 1993). The multi-component view of attitudes regards beliefs as cognitive in nature and emotions as affective in nature, both of which interact to form an attitude towards an object (Ajzen, 2001; Crano & Prislin, 2006). This means that at the beginning of the change process when an employee is first informed of the pending change

program, he will begin to form an attitude based on the cognitive and affective reactions to the information received (Lines, 2005).

Even though there is an intense debate regarding whether it is the cognitive or the affective reactions that play more role in attitude formation (Haddock & Zanna 1999), most researchers argue that it is the cognitive processes that play primary role in attitude formation (Ajzen, 2001). With regard to behavior, researchers are of the opinion that both cognitive and affective reactions contribute to forming attitudes but it is the one which is more accessible that prevails in the individual's memory over a course of time (Haddock & Zanna, 1999). After these attitudes are formed they then become the rallying point for influencing an individual's reactions to the planned change such as resistance or behavioral support for the change (Holland, Meertens & Van Vugt, 2002; Petty, Tormala & Rucker, 2004).

According to Cummings and Worley (2001), Lewin's (1947) well-known three-stage model of planned organizational change, which describes how to initiate, manage and institutionalize change takes into consideration employees' attitudes towards organizational change efforts. This implies that in order to operationalize the attitude theory within the context of organizational change, critical attention must be given to attitude formation at the initial stage of the change process because once attitudes are frozen -as in Lewin's (1947) metaphor of organizational change- they may be difficult to modify at a later date. This therefore implies that during change implementation, organizations must invest more in shaping attitudes, behaviors and perceptions of employees at the initial stage of the change efforts. They must also try to achieve high level of employees' commitment to the change since failure to do so at the initial phase

could prove catastrophic as more investment will be required to overcome negative attitudes at a later period in the change process.

2.10.2 The Field Theory

Understanding the influence of regulations on organizational change management can easily be ascertained using Lewin's (1951) field theory. This theory posits that the environment that one finds himself/herself will determine how he or she is going to respond to the dynamics of that environment. This theory has gained much prominence and has found applications in many field of study such psychology (Douglas & Nekrasev, 2001). Lewin (1951) argued that the values and beliefs of an individual determine which forces will be viewed as negative or positive. To him therefore, the combination of these forces yields the resultant effect of any prospective individual behavior. He further stated that behavior is determined by those forces that are present and active in an individual in a given time and setting.

Diamond (1992) argues that expectation of which policy regulation will succeed will depend on how people motivational needs are identified and understood, or the positive and negative psychological forces – as determined by their values – that affect their behavior relative to those regulations. Management expectation of which organizational regulations will succeed will be contingent on the positive or negative psychological forces acting on the employees with regard to those regulations (Foote, Seipel, Johnson & Duffy, 2005). The success of a change effort will therefore be dependent on how those being affected will react, which will in turn be dependent on how they are affected by the regulations of the change program.

2.10.3 Social Control Theory

Social control theory helps in understanding the relationships that exist in social setting and how those relationships are regulated in order to achieve order and harmony. Change management involves a lot of social interaction, which must be regulated in order to ensure orderly implementation of the change process. Even though several attempts have been made at defining social control, there is still no agreement among sociologists regarding one acceptable definition of the concept (Anku-Tsede, 2013). Meier (1982) defined social control as a term used in sociological literature to describe basic social processes, a way of ensuring compliance with norms or studying or interpreting data about social order. Janowitz (1975) on the other hand, defined it as the ability of a social group to regulate itself.

Social control is, therefore, a means of self-regulation. In change management, self-regulation is very vital since legal regulations alone may not be sufficient to ensure compliance of all the activities of the change process. Many organizations that usually embark on change efforts normally have to develop internal policies that must be adhered to so as to ensure successful implementation of the program. Social control can be achieved through co-operation; in which individuals and members of the community agree on any set of rules which are observed in the course of their interaction with one another (Binmore & Dasgupta, 1986). These norms of co-operation may even permeate the relationship between neighbours in such a way that some of these relationships may no longer be necessarily governed by rules but by certain norms generally accepted by them (Ellickson, 1991).

According to Ellickson (1991), in social setting some members may adopt extralegal measures to compel compliance and these are usually in circumstances whereby there are deviant individuals who may not take care regarding the consequences of their actions to others. This theory assumes that there can be order without law provided the society is ready and willing to regulate itself in order to achieve the right social balance. In social control, understanding the emotions in self as well as that of others is crucial since it is one's ability to manage self and that of others (Goleman, 2001) that one needs to achieve better social control. This, therefore, implies that the theory of social control is not just only relevant to change management regulations but also useful in aiding better understanding of the concept of emotional intelligence, which is an aspect of social intelligence.

2.10.4 Regulatory Governance Theory

This theory explains how the state acts through its agents in order to get a particular sector regulated. This is achieved through legal and other instruments so as to gain control of the sector to be regulated. It is about using regulations to control the activities of the regulated (Dassler, 2006). Due to the nature of these regulations, diverse disciplines such as political science, economics, law, and cultural issues are usually affected by them (Hofstede, 2001). In change management, the state usually acts through agents in order to get it regulated. For instance, in Ghana, when implementing change, the chief labour officer must be informed, in writing, when the change program includes the need to lay off some of the employees. The chief labour officer in this case serves as the agent of government through which the change program is regulated. The Labour Act

2003 (Act 651) is the legal instrument through which the government gains regulatory control of the change program.

Majone (1996) described the regulatory practices adopted by government as substantive and proceduralist models of regulations. With the substantive model, the aim is to remove the power that one wields which can be abused. A regulatory commissioner, who has expertise, is usually appointed in the case of the substantive model. Majone (1996) argue further that the main aim of the regulatory commissioner is to achieve regulatory goals. The regulatory commissioner in this case can be likened to the chief labour officer as stated earlier.

The proceduralist model on the other hand is to ensure democratic control (Majone, 1996). It must, however, be noted that both types of regulatory models are aimed at protecting public interest, hence the reason why most government often prefer to implement a mixture of both (Dabler & Parker, 2004). According to Dassler (2006), regulatory governance is mainly aimed at attaining economic efficiency or prevention of avoidable failures. In change management, regulatory governance informs the decisions of change implementers not to engage in arbitrary acts since any such acts may land them in the wrong side of the law. In doing so, they usually end up reaping maximum benefit as compliance with regulations leads to stakeholder satisfaction which is the main essence of such regulations.

2.11 Empirical Review

This section will deal with studies that have been conducted into the area of employees' commitment to change, how emotional intelligence can facilitate employees' commitment to change and the role regulations play in change management.

2.11.1 Commitment and Change

Based on the literature above, it is now an established fact that no change can take place without commitment of employees. This is because employees are the drivers of the change. Herscovitch and Meyer (2002) found that employees' levels of commitment to an organizational change differ. Other empirical studies based on Herscovitch and Meyer three-component model have also arrived at similar conclusion. A study by Nordin (2011) found that commitment to change is strongest if the employee is affectively committed to it. In a study by Parish, Cadwallader and Busch (2008) which looked at employees' commitment to change in the United States in which data was collected from non-profit making organizations through online survey, a total of 191 responses were obtained which represented 32%. They analyzed it using structural equation modeling. It was found that the relationship between management and employees in addition to motivation and job autonomy led to employee commitment to a change.

In their comprehensive study into the concept of commitment to change, Herscovitch and Meyer (2002) categorized behavioral support for a change into compliance and higher level of support and predicted that all the three forms of commitment will correlate positively with compliance but that only affective commitment to change and normative commitment to change will correlate positively with higher level of support. The higher

level supports were co-operation and championing. To them, when an employee is affectively or normatively committed to a change, that employee is likely to put in extra efforts in order to achieve the change. But employees who support the change simply because of the fact that there are costs associated with not supporting the change would not go beyond doing what is required of them in their support for the change. The findings they had supported what they predicted. In another study by Meyer, Srinivas, Lal and Topolnytsky (2007) they tested the Herscovitch and Meyer (2002) three-component model in two cultures-one in Canada and the other one in India- their findings supported the claims of Herscovitch and Meyer (2002). They further found that differences in culture play some role in employees' level of commitment to organizational change efforts.

In yet another study by Vakola and Nikolaou (2005) which examined the relationship between attitudes towards organizational change and the role of organizational stress and organizational commitment, a total of 292 employees were made to complete ASSET- a new organizational screening tool- which measures workplace stress and organizational commitment as well as attitudes towards organizational change. They found that there was a negative relationship between stress and commitment to change. This means that commitment to change can better be attained under a stress free environment.

2.11.2 Emotional Intelligence and Commitment to Change

Emotional intelligence continues to attract research interest due to the crucial role it plays in every organization's life. Numerous studies in the area of emotional intelligence have sought to portray the positive impact it has on organizations, individuals and courses of

actions. Caruso et al. (2002) identified that emotional intelligence enables an individual to recognize complex relationships, understand feelings and recognize and accept emotional fluctuations and situational changes. Emotional intelligence provides better understanding of human behavior, attitudes and perceptions. In a study of 20 self-managed groups, Pescosolido (2002) reported that groups use emotional intelligent behaviors such as empathy, emotional perception of self and others, emotional management of self, emotional communication and emotional expression to convey messages regarding group performance and certain contextual events. This empirical evidence has illustrated that a strong relationship exists among emotional intelligence, performance and a course of action.

Studies have indicated that employees that have higher level of emotional intelligence tend to perform better, have higher level of job satisfaction and are more receptive to change (George & Jones, 2001; Vakola et al., 2004). Proper risk analysis is what usually informs the decision of some employees to support a change program (Kiefer, 2005). Positive emotional feelings after a thorough assessment of potential risks can help individual cope with stress and other emotional issues (Martin et al., 2005). Thus an individual with emotional intelligence will react more positively to an event (Kafetsios & Zampetakis, 2008). Employees' need to be physically and emotionally attached to their jobs before they can deliver maximum performance (Turner, Barling & Zacharatos, 2002).

Several other studies exist that have established the link between emotional intelligence and employees' commitment to a course of action. Aremu (2005) conducted a study into the link between emotional intelligence and the commitment of young police in Nigeria

to their career and other actions of their organization. They administered 200 questionnaires to non-commissioned officers. Quantitative analysis of the data indicated that emotional intelligence is a good predictor of police commitment to their career and other courses of action. In another research by Guleryuz, et al. (2008) in which they conducted a study on 277 nurses, they found that there was a significant relationship between emotional intelligence and the commitment level of the nurses studied. This has also been confirmed by Adeyemo (2008) in another study conducted in Nigeria.

In yet another comprehensive study to determine the role of emotional intelligence on employees' commitment to a change, Tang and Gao (2012) found that emotional intelligence significantly contributes to employees' positive reaction to a change and hence make them more committed to the change. They further argued that in order to facilitate change, those leading the change program must endeavour to improve employees' emotional intelligence. According to Tang and Gao (2012) this can be done through training. This assertion has been supported by Dulewicz and Higgs (2004) who indicated that emotional intelligence can be improved through training.

2.11.3 Regulations and Change

A study by Baskerville and Newby (2002) found that regulations play influential role in getting an individual to accept and commit to a course of action. They, however, indicated that this will only be possible where these employees are made to participate in the formulation of these regulations. This finding was corroborated by Hassan (2008). This empirical evidence suggests that although regulations are crucial in getting

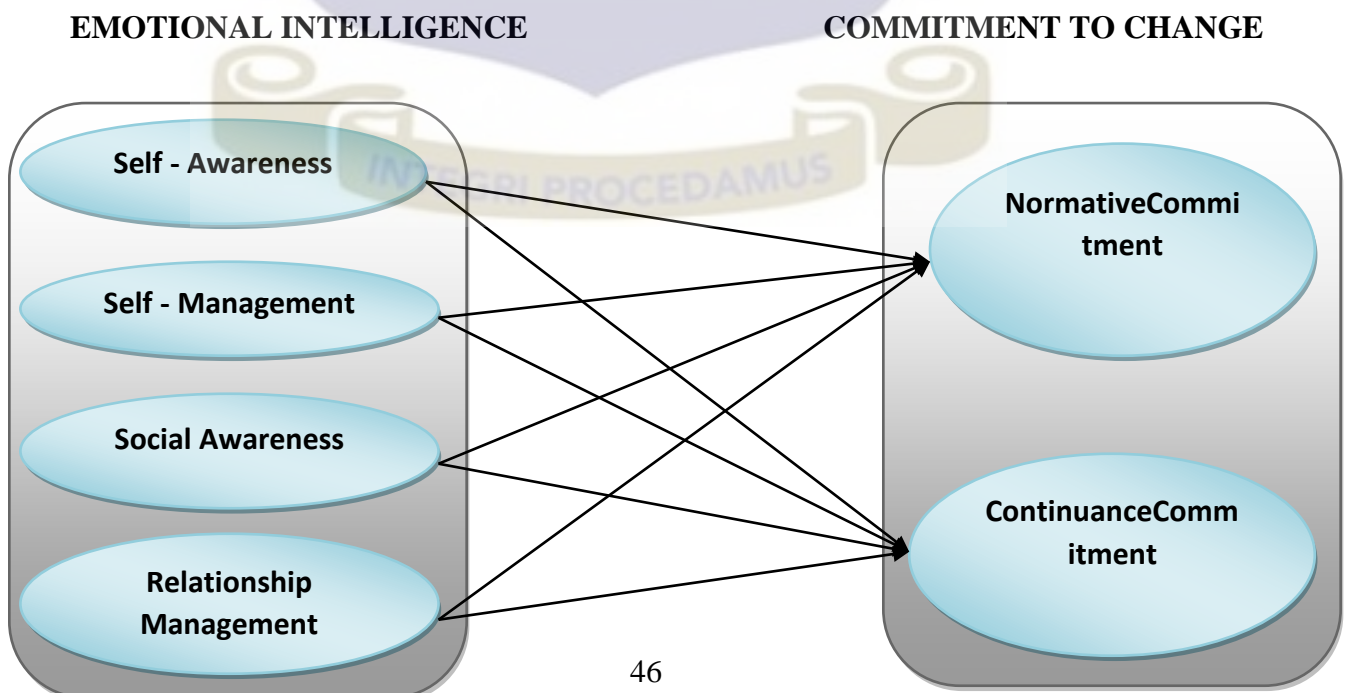
employees committed to a change effort, these regulations need the full participation of the employees who are undergoing the stated change.

In another study by Foote et al. (2005) they found that policy regulations can be used to achieve commitment for an action being undertaken by management. To them, for this to be achieved, there must be role clarity and the development of a good attitude. These findings confirm the fact that the role of regulations cannot be ignored when dealing with employees' commitment to an organizational change effort.

2.12 Conceptual Framework

It has been empirically established that there is a positive relationship between emotional intelligence and employees' commitment to change (Dulewicz & Higgs, 2004; George & Jones, 2001; Vakola et al., 2004; Tang & Gao, 2012). Based on the above studies, the researcher proposed the conceptual framework in fig. 2.1.

Fig. 2.1: The Relationship between Emotional Intelligence and Employees' Commitment to Change.



This study looked at the relationship between emotional intelligence and employees' commitment to a change program at Ghana Revenue Authority. This study was conducted using the Goleman (2001) model of emotional intelligence and Herscovitch and Meyer (2002) model of commitment to change. Even though other models of emotional intelligence such as Mayer and Salovey (1997), Bar-On (2006) had been alluded to, the researcher chose the Goleman Model because of its practical utility. Also, Herscovitch and Meyer (2002) commitment to change model was adopted for this study due to its relevance to the topic of the research.

Theories such as the Attitude theory, the Field theory have been explored. Empirical evidence on the relationship between emotional intelligence and employees' commitment to change, including the effect of regulations were also thoroughly discussed. Based on the theoretical framework and the empirical evidence, the researcher proceeded to develop a conceptual framework (see figure 2.4). The conceptual framework clearly establishes the relationship between emotional intelligence and employees' commitment to change. The emotional intelligence constructs that include self-awareness, self-management, social awareness and relationship management are also indicated. The framework, however, depicts only two constructs of commitment to change which include normative commitment to change and continuance commitment to change. This is because based on the literature reviewed, many researchers view affective commitment to change as emotional attachment to the change. Therefore, since emotional intelligence is used as the independent variable for this study, the researcher deems it appropriate to exclude the affective component of the commitment to change. Since both concepts contain some elements of the concept 'emotion'.

2.13 Summary of Literature Review

This chapter provided the theories and constructs related to this study. First, theories and models for the study were reviewed to provide context and grounding for the study. Second, justifications for the choice of the models used for this study were clearly explained. Third, prior research for each of the study's variables was reviewed. The next chapter therefore, dealt with the method used to conduct the study.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter looked at the method used in conducting the study. This involved the type of data used in undertaking the study as well as the processes and procedures used in data collection. This chapter was grouped under the following sub-headings: research paradigm, research approach, population, sampling, instrumentation, characteristics of instrument, data collection as well as statistical tools used for data analysis.

3.1 Research Paradigm

According to Bryman and Bell (2007), a research paradigm is a term used to describe a cluster of beliefs that influence what should be investigated, how the investigations should be done, as well as how the results should be interpreted. Tashakkori and Teddlie (1998) mentioned four major paradigms that are used in social and behavioral sciences. These include positivism, postpositivism, pragmatism, and constructivism.

Positivism is defined as “an epistemological position that advocates the application of methods of natural sciences to the study of social reality and beyond (Bryman & Bell, 2007). Based on this epistemological position, hypothesis is usually developed based on existing theory and the research is undertaken in a value free way (Saunders, Lewis & Thornhill, 2009), thus the researcher is independent of and neither affects or is affected by the subject of the research (Remenyi, Williams, Money & Swartz, 1998). This paradigm usually adopts highly structured methodology (Gill & Johnson, 2002) and

makes use of quantifiable observation that lends itself to statistical analysis (Saunders et al., 2009).

Postpositivism approaches research in a scientific way. This paradigm has the element of being reductionist, logical, emphasizes on empirical data collection, cause and effect oriented, and deterministic based on a priori theories (Cresswell, 2007). Pragmatism is a paradigm where the most important determinant is the research question. Thus it is possible to work within both positivism and interpretism position (Cresswell, 2007). This paradigm supports triangulation of data collection and analysis and also adopts both deductive and inductive approaches to research. Constructivism supports a quantitative approach to data collection and analysis and adopts inductive approach to research (Tashakorri & Tddlie, 1998). Under this paradigm, researchers seek better understanding of the world in which they live through developing subjective meanings of their experiences (Cresswell, 2007). The paradigm adopted by this researcher is pragmatism. This means that both quantitative and qualitative research approaches were used for the collection and analysis of the data.

3.2 Research Approach

According to Vanderstoep and Johnston (2009), there are two main approaches to research. These are quantitative approach and qualitative approach.

Qualitative research is aimed at discovering and understanding the experiences, perspectives and thoughts of participants. In other words, qualitative research explores meaning, purpose and reality (Hiatt, 1986). Bryman and Bell (2007), describes it as a research approach that emphasizes on words rather than quantification in the collection

and analysis of data. A qualitative research adopts an inductive view of the relationship between research and theory, and adopts an epistemological position known as interpretivist which suggests an understanding of the social world through an examination of the interpretation of that world by its participants and also adopts an ontological position called constructionist, thus where researchers seek to get an understanding of the environment in which they live and work by developing subjective meaning of their experiences, which happens to be varied and multiple (Cresswell, 2007).

Bryman and Bell (2007) described quantitative research, on the other hand, to mean a research strategy that uses quantification in the collection and analysis of data. According to Hair et al. (2006), this approach is mainly concerned with numbers, representativeness and applies highly-structured methods of data collection and analysis. Bryman and Bell (2007) also stated that quantitative research adopts a deductive approach to the relationship between theory and research, adopts the practices of positivism and also adopts an ontological stance known as objectivism, but made it clear that not all quantitative researchers always subscribe to all the three features.

This study adopted both quantitative and qualitative research approach. This was because in the first aspect of the study, the researcher wanted to establish the relationships that exist between the variables under study and the strength of those relationships and according to Burns and Groves (2011) a study of that nature must always adopt a quantitative approach. As a result, the first part of the research was primarily done using numbers and representativeness and applied highly structured method of data collection and analysis (Bryman & Bell, 2007).

In the second aspect of the study, qualitative approach was used. This is because the researcher also wanted to understand how employees felt about and reacted to the regulatory environment of the change process. In qualitative research, the aim is to discover and understand the experiences, perspectives and thoughts of participants. Bryman and Bell (2007) describes it as a research approach that emphasizes on words rather than quantification in the collection and analysis of data. This aspect of the study was done without the use of numbers and the method of data collection was less structured.

3.3 Population

According to Burns and Grove (2011), a population is all elements -individuals, objects and events- that meet the sample criteria for inclusion in a study. Zikmund (2003) also defined population as a complete group of entities sharing a common set of characteristics. The study population for this research therefore, is all GRA employees in the Greater Accra.

3.4 Sampling

Sampling techniques refers to the processes involved in selecting respondents. In the first part of this study, a total sample size of 364 out of a population of 6217 was arrived at using Krejcie and Morgan (1970) sample size determination table. However, 400 questionnaires were distributed to GRA employees in Greater Accra based on the assumption that some of the questionnaires might not be retrieved or be unsuitable for analyses.

Greater Accra was chosen for the study because of the following reasons: first, all the Support Service employees, one of the divisions of GRA, are based in Greater Accra. Second, with the exception of Aflao, Elubu, Takoradi and other few border posts, all the employees of the Custom Division are also based in Greater Accra. Also, the Domestic Tax Division has most of their permanent employees based in Accra with one or two permanent employees manning each of their other offices situated in different parts of the county, whilst the rest of the employees in those areas being temporary staff.

Stratified and simple random sampling techniques were used in the selection of the sample. According to Neumann (2006), the stratified random sampling method is used to select samples in situations where the population is heterogeneous but has definite strata or groups which are homogenous. The same proportion or different proportions may be used to select samples separately from each stratum. If the number selected from each stratum is proportional, then we end up with a “proportionate stratified random sample” and come as near as possible to a representative sample of the whole population.

Stratified sampling technique was used because GRA has three divisions and the researcher wanted each of these three divisions to be represented in the study sample. A simple random sampling technique was adopted in order to ensure that all employees in each division had equal chance of being selected.

Purposive sampling technique was also used in the second part of the study to select employees for the purpose of the interview. This was meant to select individuals from all the divisions who better understood the change process and were in good position to explain the roles regulations played in the entire change process. As noted by Neumann (2006) in purposive sampling technique, the researcher carefully selects the sample to

reflect the purpose of the investigation. The reason for using the purposive sampling was to ensure that only those employees who were better informed of the change process were reached. In all, fifteen individuals, three each from each division and two management staff from the head office were interviewed.

3.5 Instrumentation

After an in-depth review of literature, questionnaires were adopted keeping the research objective in mind. Burns and Grove (2011) define questionnaire as a printed self-report form designed to produce information that can be obtained through the written responses of the subject. The items were derived from the literature review and were in line with the conceptual framework. The questionnaires were divided into three sections: Section A was made up of questions concerning the background of the respondents. It sought such information as gender, age, occupation, educational background and marital status.

Section B was made up of statements relating to emotional intelligence. They were made up of closed ended questions which were developed on six point Likert scale ranging from 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Consistently, 6 = Don't know. The Emotional Competency Inventory (ECI) was used in measuring emotional intelligence. The ECI is a 360 degrees tool designed to assess emotional intelligence of individuals and organizations. It is based on Goleman (1998) work on emotional intelligence and on competencies from Hay/McBer's generic Competency Dictionary (1996) as well as Boyatzis's, Goleman and HayGroup (2001) Self-Assessment Questionnaire (SAQ). It is used to measure emotional intelligence based on

Goleman's four dimensions of emotional intelligence which include self-awareness, self-management, social awareness and relationship management.

Section C consisted of statements relating to commitment to change. They were also made up of closed ended questions developed on seven point Likert scale ranging from 1 =strongly disagree, 2=disagree, 3=slightly disagree, 4 = neutral, 5=slightly agree, 6=agree, and 7=strongly agree. They were developed by Herscovitch and Meyer (2002) based on their commitment to change model. It sought to find out whether people were compelled to support the change because they were obliged to do so or as a result of costs that may arise from failing to support the change.

Interview guide, on the other hand, was used to collect data that was used for the qualitative aspect of the study. The interview guide was divided into three parts. Section A was used to collect data on the background of the interviewees. It sought information such as position held and length of service. Section B was used to gather data on participants' perceptions and understanding of how regulations brought about the entire change process whilst sections C was used to gather information on the role regulations played in getting employees to commit to the change or otherwise.

3.6 Data collection Procedure

Data collection is a precise, systematic method of gathering information relevant to the research purpose, or addressing research objectives, and research questions or hypotheses (Burns & Grove, 2011). The main research instruments used for the collection of data were structured questionnaires and interview guide.

3.6.1 Structured Questionnaires

In administering the questionnaires, a brief instruction was given by the researcher to the Assistant Commissioner in-charge of human resources at Ghana Revenue Authority and a section of the staff of the human department despite their tight schedule. With the help of the Assistant Commissioner who identified all the employees in all the divisions who were part of the change, the questionnaires were distributed to the targeted employees. This method proved useful as the best means of administering the questionnaires because the human resource staff whom the researcher had briefed were available for any clarification that needed to be done irrespective of the measures taken to ensure that the content of the questionnaires were well understood by the respondents.

The questionnaires were distributed to the respondents to complete by the researcher personally. The data was collected over a period of two weeks. The questions were formulated in simple language for clarity and ease of understanding. Clear instructions were provided to the subjects and the researcher provide further explanation and clarifications to those who needed them to ensure that the questionnaires were appropriately and objectively filled.

3.6.2 Interview with key Respondents

Here, focus was placed on in-depth interviews with key respondents which added an investigative approach with an in-built discretion on the part of the interviewer. According to Churchill (2005), this mode allows respondents to seek clarification on points of confusion in the presence of the interviewer.

Before the beginning of the data collection, the researcher communicated with those who were selected to be interviewed. These phone calls and in person exchanges, although were primarily aimed at arranging data collection sessions, also helped to establish rapport between the researcher and the interviewees. May (1996), regards such rapport building and monitoring of participants interests and motivation towards a research project as particularly important due to the instrumental role he/she fulfills within that same project. It is believed that these measures assisted in gaining frank and descriptive data from the interviews hence bolstering the validity of the study.

The interviews were conducted over a period of two weeks. The data was collected through face-to-face interviews with the selected individuals at their offices and at their convenient times. The sample size for the interview was fifteen (15). This is because according to Marshall and Rossman (2011), a sample size of 15 to 30 is enough for a qualitative research. Three employees each from the custom division, domestic revenue division and support services division were interviewed. Two management staff- the company lawyer and the deputy Commissioner in-charge of Human Resource Department- were also interviewed. Each interview lasted for an average of 30 minutes. The interview guide was strictly adhered to in order to minimize bias. The researcher personally conducted all the interviews.

3.7 Data Analyses

Analyses of the interview data started during the data collection stage. Data from the interviews were classified under various themes pertinent to the research and discussed accordingly. Relevant comments from respondents were used to buttress the findings.

The survey data that was collected was then analyzed using descriptive and inferential statistical method. The data was analyzed using SPSS version 20. The entire questionnaires were first examined to determine whether they were responded to appropriately. The items on the questionnaires were then coded and numerical values assigned to them. In all, 328 questionnaires representing 82 percent of the questionnaires administered were suitable and for that matter used in the final analyses.

Descriptive statistics such as frequency and percentage were used to analyze the demographic characteristics such as age, gender, marital status, tenure and educational qualification of respondents. Descriptive statistics was suitable since these demographic characteristics are categorical in nature and do not lend themselves to parametric analysis.

The items on emotional intelligence and commitment to change were analyzed parametrically after the assumption of normality and linearity were met. A simple linear regression was then used to determine the effects of self-awareness, self-management, social awareness and relationship management on employees' normative and continuance commitment to change. In this case, normative and continuance commitment to change were the dependent variables while self-awareness, self-management, social awareness and relationship management were the independent variables.

3.8 Ethical consideration

According to David and Resnik (2011), ethics in research refers to norms of conduct that distinguishes between acceptable and unacceptable behavior. To ensure that the research meets the required ethical standard, a letter from the Department of Organization and

Human Resource Management was obtained by the researcher and was used to obtain the consent of the authorities of GRA to conduct the research. The researcher also obtained the consent of individual participants verbally before distributing the questionnaires. Therefore individuals who participated in the research did so in their own free will.

In order to ensure confidentiality, respondents were not required to indicate their identity on the questionnaire or during the interview before responding to the questions. According to Babbie and Mouten (2001), in order to ensure confidentiality, particulars such as names and address need not appear on the questionnaire. In accordance with this, respondents were not asked to provide their names, addresses, telephone numbers etc. on the questionnaires or during the interviews.

3.9 Profile of Ghana Revenue Authority

In December, 2009, the three revenue agencies, Custom, Excise and Preventive Service (CEPS), the Internal Revenue Service (IRS), the Value Added Tax Service and the Revenue Agencies Governing Board (RAGB) Secretariat were merged in accordance with Ghana Revenue Authority Act 2009 (Act 791). The Ghana Revenue Authority (GRA) thus replaced the revenue agencies in the administration of taxes and customs duties in the country.

The Ghana Revenue Authority (GRA) has been established to:

- Integrate Internal Revenue Service (IRS) and Value Added Tax Service (VATS) into domestic tax operations on functional lines.
- Integrate the management of Domestic Tax and Customs

- Modernize Domestic Tax and Custom operations through the review of processes and procedures with ICT as the backbone

The establishment of the GRA is part of the reform in revenue administration of tax collection in Ghana which began in the mid-eighties when CEPS and IRS were taken out of the Civil Service and made semi-autonomous and self-accounting public sector institutions with separate boards with the National Revenue secretariat (NRS) set up to formulate revenue policies, manage tax reforms, and supervise the activities of CEPS and IRS.

In 1998, the Value Added Tax Service was established to administer VAT and other consumption taxes. The Revenue Agencies Governing Board (RAGB) also began operations in 2001 to supervise and monitor operations of the Revenue Agencies. In 2002, the Taxpayer Identification Number was introduced to enhance information interchange and risk profiling. Then in 2004, the Large Tax Unit (LTU) was set up to operate on functional lines as a pilot programme for the future integration of tax administration in Ghana as well as to serve the need of large taxpayers as a one stop shop operation.

It is envisaged that the integration of the Revenue Agencies will bring the following benefits to tax payers and tax administration.

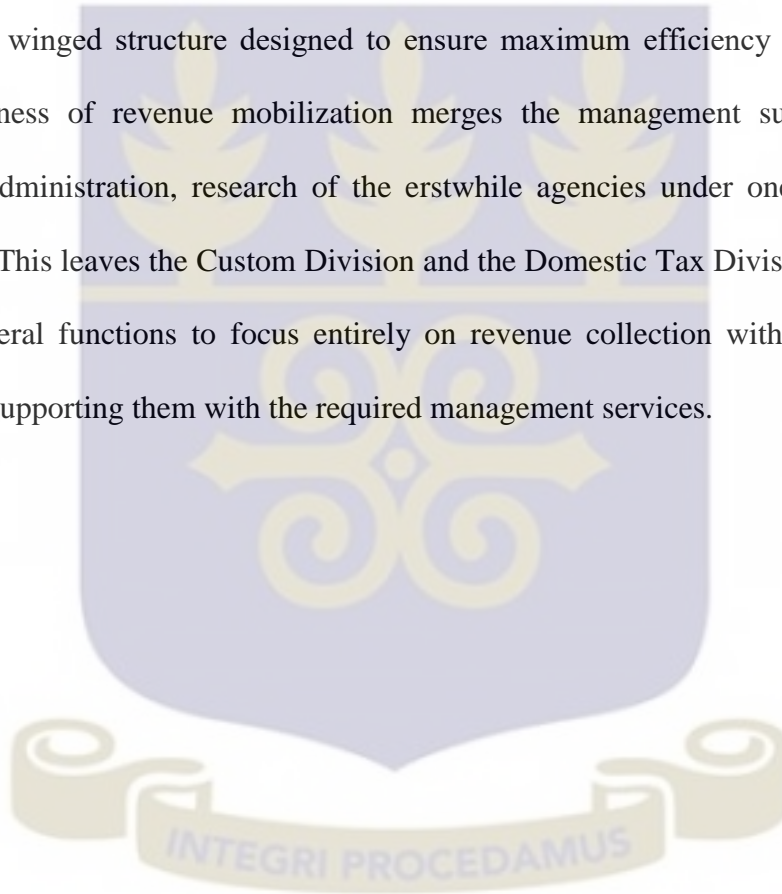
- Reduced administration and tax compliance cost
- Better service delivery
- Improved departmental information flow
- Holistic approach to domestic tax and customs administration

- Enhanced revenue mobilization

The GRA has three main divisions

1. Custom Division
2. Domestic Tax Revenue Division
3. Support Services Division

The three winged structure designed to ensure maximum efficiency in the Authority's core business of revenue mobilization merges the management support services of finance, administration, research of the erstwhile agencies under one support services Division. This leaves the Custom Division and the Domestic Tax Division unencumbered by peripheral functions to focus entirely on revenue collection with Support Services Division supporting them with the required management services.



CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

4.0 Introduction

This chapter is the presentation and discussion of the findings of the study. It is made up of three parts. The first aspect dealt with the presentation and analysis of the quantitative results. This involved the determination of the frequencies of the demographic variables, testing for normality of the data and the testing of hypotheses.

The second aspect of this chapter dealt with the qualitative aspect of the study. It involved thorough presentation and analyses of the various interviews conducted.

In the third and final part of this chapter, the results of the analyses, based on the objectives of the study, were discussed.

4.1 Presentation of Survey Results

This part looked at the demographic variables for the study, tested the normality of the variables and also tested the hypotheses.

4.2 Demographic Analyses of Data

The study considered the frequencies and percentages of respondents' characteristics such as gender, age, level of education, number of years in the organization and marital status.

4.2.1 Gender of Respondents

Table 4.1 Gender of respondents

Variable (%)	Frequency	Percentage
Male	241	73.5
Female	87	26.5
Total	328	100

Source: Field Data (2015)

Table 4.1 above indicates that majority of the employees were males representing 73.5% of the respondents while the rest representing 26.5 % of the respondents were females.

4.2.2 Age of Respondents

Table 4.2 Ages of Respondents

Variable	Frequency	Percentage (%)
Below 25	5	1.5
25-35	68	20.7
36-45	147	44.8
46-55	94	28.7
Above 55	14	4.3
Total	328	100

Source: Field Data (2015)

Table 4.2 shows that majority of the respondents were between the ages of 36-45 representing 44.8%. This was followed by those between the ages of 46-55 representing 28.7. Respondents between the ages of 25-35 represented 20.7%. 4.3% of the respondents represented those above 55 whilst 1.5% of the respondents were below 25 years.

4.2.3 Respondents' Level of Education

Table 4.3 Educational Level of Respondents

Variable	Frequency	Percentage (%)
SSSCE/ WASCE	13	4.0
Diploma/ HND	29	8.8
First degree	146	44.5
Postgraduate/Masters	139	42.4
Others	1	0.3
Total	328	100

Source: Field Data (2015)

Table 4.3 shows that majority of the respondents were first degree holders representing 44.5%. Postgraduate/Masters holders constituted 42.4% whiles Diploma/HND holders represented 8.8% of the respondents. 4% of the respondents were SSSCE/WASCE holders' whiles 0.3% held other qualifications.

4.2.4 Tenure of Respondents

Table 4.4 Tenure of Respondents (Number of years spent in the organization)

Variable	Frequency	Percentage (%)
1-3	28	8.5
3-6	43	12.8
7-9	57	17.4
Over ten years	209	61.3
Total	328	100

Source: Field Data (2015)

From table 4.4 above, majority of the respondents representing 61.3% had worked in the organization for over 10 years. 57 of the respondents representing 17.4% of the respondents worked in the organization between 7-9 years. 12.8% of the respondents had been working in the organization between 3-6 years while another 8.5% of the respondents had worked in the organization between 1-3 years.

4.2.5 Marital Status of Respondents

Table 4.5 Marital Status of Respondents

Variable	Frequency	Percentage (%)
Single	73	22.2
Married	238	72.6
Divorced/Separated	15	4.6
Widowed	2	0.6
Total	328	100

Source: Field Data (2015)

From table 4.5 above, most of the respondents representing 72.6% were married while 73 of the respondents representing 22.2% were not married. 4.6% of the respondents were divorced/ separated whilst 0.6% were widowed.

4.3 Normality of Variables

In deciding whether to use parametric or non-parametric analysis of data, the assumption of normality must be met. One way of assessing the normality of distribution is by examining the skewness and kurtosis values of the data. This researcher therefore checked for the skewness and kurtosis of the variables as a way of satisfying the assumption of normality.

Skewness is used to measure the central tendency of the distribution. For it to be acceptable it must be between the range of -1 to 1 (Hair, Black, Babin, Anderson &

Tathan, 2006). The values obtained, as indicated in table 4.6, fall within the range. This shows that all the variables are normally distributed and suitable for the study.

Kurtosis is the measure of the flatness of the distribution when compared with normal distribution. This should be between -3 and +3. The values obtained, as indicated in table 4.6, fall within the range. This shows that all the variables are normally distributed.

Table 4.6 Skewness and Kurtosis of variables used for the study

Variable	Skewness	Kurtosis
Self-awareness	-0.303	-0.431
Self-management	-0.388	-0.636
Social awareness	-0.315	-0.067
Relationship management	-0.266	-0.973
Continuance commitment	-0.142	-0.706
Normative commitment	-0.034	-0.629

Skewness and Kurtosis of variables

4.4 Testing of Hypotheses

All the eight hypotheses were tested using the Pearson Correlation Coefficient to establish whether relationships exist between the variables and the kind of the relationships. The simple linear regression was further used to examine the strength of the relationship existing between the variables under study.

H1a: There is a significant positive relationship between self-awareness and employees normative to change

Table 4.7 Summary of regression analysis for the relationship between self-Awareness and normative commitment to change

Variables	β -value	R^2
Self-Awareness	0.243*	0.059
Normative commitment		

Note: * means $p < 0.05$; ** means $p < 0.01$

From the table above, the r-squared value of 0.059 means that 5.9% of the variation in normative commitment is explained by self-awareness. This implies that 94.1% of the variation in normative commitment is unexplained. The results further indicate that there is a significant positive relationship ($r=0.243$, $P < 0.05$) between self-awareness and normative commitment. The hypothesis was therefore supported.

H1b: There is a significant positive relationship between self-management and employees' normative commitment to change

Table 4.8 Summary of regression analysis for the relationship between Self-Management and normative commitment to change

Variables	β -value	R ²
Self-Management	0.043	0.002
Normative commitment		

Note: * means $p < 0.05$; ** means $p < 0.01$

Results from the table show there is no significant relationship ($r=0.043$, $p > 0.05$) between self-management and normative commitment to change. This means that there exist no relationship between employees' ability to manage themselves and their normative commitment to change program. The r-squared value of 0.002 indicates that 2% of the variation in normative commitment is explained by self-management whiles the remaining 98% accounted for the unexplained variation. The hypothesis was therefore not supported.



H1c: There is significant positive relationship between social awareness and employees' normative commitment to change.

Table 4.9 Summary of regression analysis for the relationship between Social Awareness and normative commitment to change

Variables	β -value	R^2
Social Awareness	-0.012	0.000
Normative commitment		

Note: * means $p < 0.05$; ** means $p < 0.01$

From the table above, there is no significant relationship ($r = -0.012$, $p > 0.05$) between social awareness and normative commitment to change. The r-squared value of 0.000% in the table indicates that 0.0% of the variation in normative commitment is explained by social awareness. This implies that the whole 100% of the variation in normative commitment is unexplained. The hypothesis was therefore not supported.

H1d: There is significant positive relationship between relationship management and employees' normative commitment to change.

Table 4.10 Summary of regression analysis for the relationship between Relationship Management and normative commitment to change

Variables	β -value	R^2
Relationship Management	0.094	0.009
Normative commitment		

Note: * means $p < 0.05$; ** means $p < 0.01$

Results from the table above show that there is no significant relationship ($r=0.094$, $p>0.05$) between relationship management and employees' normative commitment to change. This means that as employees become savvier in managing their relationship with others, it does not correspondingly lead to their commitment to an organizational change action. The r-squared value of 0.009 means that only 0.9% of the variation in normative commitment to change is explained by relationship management while the remaining 99.1% of the variation is unexplained. The hypothesis was therefore not supported.

H2a: There is significant positive relationship between self-awareness and employees' continuance commitment to change

Table 4.11 Summary of regression analysis for the relationship between Self-Awareness and continuance commitment to change

Variables	β -value	R^2
Self-Awareness	- 0.089	0.008
Continuance Commitment		

Note: * means $p < 0.05$; ** means $p < 0.01$

According to the table, the r-squared value of 0.008 means that 0.8% of the variation in continuance commitment is explained by self-awareness while the remaining 99.2% of the variation is unexplained. The table further shows that there is no significant relationship ($r=-0.089$, $p>0.05$) between self-awareness and continuance commitment to change. The hypothesis was therefore not supported.

H2b: There is significant positive relationship between self-management and employees' continuance commitment to change.

Table 4.12 Summary of regression analysis for the relationship between Self-Management and continuance commitment to change

Variables	β -value	R^2
Self-Management	-0.011	0.000
Continuance Commitment		

Note: * means $p < 0.05$; ** means $p < 0.01$

From the table above, the r-squared value of 0.000 indicates that the whole 100% of the variation in continuance commitment is unexplained. This simply means that self-management has nothing to do with employees' continuance commitment to change. Further, the relationship ($r = -0.011$, $p > 0.05$) between self-management and continuance commitment is not significant. The hypothesis was therefore not supported.

H2c: There is significant positive relationship between social awareness and employees' continuance commitment to change.

Table 4.13 Summary of regression analysis for the relationship between Social Awareness and continuance commitment to change

Variables	β -value	R^2
Social Awareness	-0.068	0.005
Continuance Commitment		

Note: * means $p < 0.05$; ** means $p < 0.01$

According to the above table, there is no significant ($r = -0.068$, $p > 0.05$) relationship between social awareness and employees continuance commitment to change. The r-squared value of 0.005 also indicates that 0.5% of the variation is explained by social awareness while the remaining 99.5% of the variation is unexplained. The hypothesis was therefore not supported.

H2d: There is significant positive relationship between relationship management and employees' continuance commitment to change.

Table 4.14 Summary of regression analysis for the relationship between Relationship and continuance commitment to change

Variables	β -value	R^2
Relationship Management	0.088	0.008
Continuance Commitment		

Note: * means $p < 0.05$; ** means $p < 0.01$

The result from the table shows that the r-squared value is 0.008. This means that 0.8% of the variation in continuance commitment is explained by relationship management while the remaining 99.2% of the variation is unexplained. Also, the relationship ($r = 0.088$, $p > 0.05$) between relationship management and continuance commitment is not significant. The hypothesis was therefore not supported.

4.5 Presentation of Interview Results

This part of the study was devoted to the presentation of interview results of objectives three and four of the study. Objective one sought to find out how regulations informed organizational change assignment. Objective two on the other hand was to find out about the role of regulations on employees' commitment to change.

4.6 Objective three: How regulations informed the change assignment

From the interviews with some of those who led the change programme, it was found that the merger and integration of the three main revenue agencies to form GRA were characterized by a lot of regulations. These regulations served as the cornerstone for the entire change process and which were necessary in order to guide the whole process and also to give legal backing to the existence of the new organization.

They were of the view that the merger and integration of Internal Revenue Service (IRS), Value Added Tax (VAT) and Custom, Excise and Preventive Service (CEPS) into one large organization meant that a new organization was being born and it therefore became imperative that a new set of laws befitting the new organization be brought into place. The lawyer for GRA in further explaining this declared;

“We had been operating as separate institutions with different laws but because of the need for us to merge into this large institution, the laws also needed to change in order to reflect our new status. Therefore a new act known as Ghana Revenue Authority Act 2009 (Act 791) was introduced”

It was further gathered during the interviews that because of the new law, it became imperative for the revenue collection system in the country to be restructured hence the

initiation of the change programme. The deputy commissioner in charge of Human Resources put it as follows:

“Following the promulgation of a new law for the three organizations to be merged, we were compelled to initiate a change process”.

It was further revealed that Ghana Revenue Authority Act 2009 (Act 791), even though had to be complied with during the change process, was not the only regulatory framework that guided the entire change programme. There were some policy guides that were developed within the organization. These policy guides were designed to ensure smooth implementation of the change programme. The Assistant Commissioner in charge of Human Resource had this to say about these policy guides

“To ensure a smooth take off of the process and rapid attainment of our implementations milestones, some policies were put in place to guide us.”

In the Act that gave birth to the Ghana Revenue Authority, it was made sure that all the relevant provisions of the laws that were used to govern its constituent agencies were incorporated. This was to ensure that their core functions were not disrupted even after the merger. These previous provisions in the respective agencies were also taken into consideration during the change process and in the end also affected the way the entire change programme was carried out. The lawyer explained this as follows:

“Parliament wanted to ensure that the core functions of the various institutions that were being merged would be maintained. As a result, they incorporated the main laws that established these institutions into the new Act, which meant that during the integration process these needed to be considered.”

Most interviewees agreed that but for these regulations, the change process would have taken much longer since the whole process would have been very slow as there is always the tendency on the part of people to act at their own pace when there is nothing guiding their activities.

From what was gathered during the interview, regulations really played vital role in the entire change process. Apart from those specific regulations that came with the establishment of GRA, there were other numerous regulations that were imposed by the constitution of Ghana and the labour Act 2003 (Act 651). For instance, section 16 of the labour Act spells out certain conditions that must be satisfied before employee can be declared redundant during change implementation. This provision made it difficult for GRA to lay off some of their employees. The Assistant Commissioner in charge of Human Resource admitted that in the fellow statement.

“During the process, most departments were merged and this led to some of the employees becoming redundant. However, we were faced with two situations; either to lay them off and pay huge redundancy package per the laws of Ghana or to maintain them. But because a lot of the employees where above 50 years and were due for retirement in few years’ time, we thought it prudent to let them stay on in order to avoid unnecessary costs”.

From the above statement it is very clear that but for the numerous regulations that characterized the whole process, the entire change programme would have been carried out haphazardly and this could have resulted in total chaos. It was even realized from the responses of those interviewed that external consultants who were engaged to champion the change process never, for once, attempted to relegate the issue of regulations to the

background as they fully understood the criticality of those regulations for the success of the whole process.

4.7 Objective four: The role of regulations on employees' commitment to change

4.7.1 Responses from the Custom Division

Interviews with some members of the custom Division indicated that the way the change was regulated contributed immensely to shaping their initial perception towards the change. Most of them, according to those interviewed, were hostile to the initiative at the initial stage. This stemmed from the fact that they regarded themselves as those who belong to the country's security force and were therefore not supposed to be merged with civilian tax collectors like the Value Added Tax (VAT) Service and the Internal Revenue Services (IRS). One of the interviewees stated that

“When we were informed about this merger, we were confused and angry as we did not understand how we were going to fit into the new organization”.

These fears were nevertheless set aside by the regulation that preceded the change. Custom Division was defined by the new regulation to be a semi-autonomous and still maintained its status as a security agency while only collaborating with the Domestic Tax Revenue Division in the area of revenue mobilization.

Much of the regulations that guided the operations of the erstwhile Custom, Excise and Preventive Services (CEPS) were still intact when GRA was formed. They were only incorporated into the new GRA Act and this made the new custom division under GRA still able to maintain their previous powers and operational responsibilities. In her response, one of those interviewed summed this as follows:

“As soon as we were made to understand that the merger will not affect our status quo, we became relieved”.

From the interviews, one reason that gave employees from the Custom Division a cause to support the change was the fact that the new organization made it possible for quicker career advancement for them. Since 2009, they have had two promotions which was not the case when they were with their previous organization. A member of the Custom Division made this remark.

“Promotional policies in the new organization are better than the previous organization”

Despite the fact that the initial fear of the employees of the custom division were watered down by favourable regulations that accompanied the change, there were some of the regulations that later proved bothersome to them. For instance, even though the custom division was allowed to continue to operate as semi – autonomous, certain rights were taken away from them. The interview revealed that after the integration of the three revenue agencies to form GRA, transfer within the custom division became too frequent as compared to previously. One of the interviewees vented his frustration as follows:

“The merger has now made it difficult for some of us to be stationed at one place for long. This continues to cause some of us a lot of inconvenience”.

4.7.2 Responses from the Support Services Division

The support service division was the most affected among all the three divisions of GRA. To them, the integration exercise was really concentrated in the support service sectors of the three revenue bodies.

Following the integration, support services such as the human resource department, accounts department, transportation department, and central administration among others, of the three divisions were completely merged and were all made to move to the head office of the newly formed GRA in Accra. One of the employees, during the interview, stated that

“As part of the merger processes some of us were made to move to the head office from our previous organizations where our duties are to co-ordinate and support the activities of the other two divisions”

This move was intended to facilitate the collaborative activities of the new organization as the other two divisions that specialized in different forms of revenue mobilization needed such supportive unit to co-ordinate and fast-track their activities.

It was revealed during the interview that the support service faced much more regulatory challenges as compared to their counterparts in Custom and Domestic Tax divisions. This is simply due to the fact that the whole process of the integration started with them and they were also expected to adapt to the new system in the shortest possible time. This created a lot of anxiety among them. A support service employee made the following remark during the interview

“The integration process meant that some of us had to be moved from our old departments to a new one. This made most of us anxious”.

Bringing the support service employees together under one division meant that many individuals who used to perform similar tasks in different organization were being made to do the same thing in one organization. This meant that there were going to be

duplication of tasks and hence the need for some support services staff to be declared redundant. One employee during the interview summed it up as follows.

“After we were brought together to work at the head office, we all of a sudden found that three accountants were vying for one position; three HR manager also vying for the same position etc. We were scared as we expected some retrenchment of a sort”

However due to the fact that some of the challenges were well anticipated, and also the fact that the Labour Act 2003 (ACT 651) contains some provision which made retrenchment practically unwise, a policy was adopted that barred the laying off of some of the employees. This led to no job loss during the change. This subsequently encouraged the employees to accept the change initiative. This was summarized by an interviewee as follows:

“When we were made to understand that there will not be job losses as that would run counter to certain legal provisions we were all really happy and decided to support the change programme”.

The non – retrenchment policy also had its shortcomings as the over staffed departments became ineffective. There were role ambiguity and poor co –ordination among staff. An employee put it this way:

“The policy regulation that barred retrenchment also proved problematic. Some departments were so overstaffed that nothing proper always came from there. This made some of us to start to question the efficacy of the process”.

4.7.3 Responses from Domestic Tax Revenue Division

The Domestic Tax Revenue Division was created from the merger of Internal Revenue Service (IRS) and the Value Added Tax (VAT). It was gathered during the interview that even though, most of these employees understood the crucial role regulations played in the entire change process, some of them especially those from the Domestic Tax Division had mixed feelings towards these regulations. To some of them, especially those who were previously with IRS, some of the regulations were blessings as they helped boost their income levels.

According to them, the Custom, Excise and Preventive Service (CEPS) and the Value Added Tax (VAT) employees used to benefit some allowances which they were not always entitled to. However, because of the merger and as part of the new regulations, it became mandatory that all employees under the new GRA be made to benefit and hence it was eventually extended to include them. This to them, helped boost their earnings. One of those interviewed summed it as follows:

“We the Internal Revenue Service workers used to feel shortchanged and cheated as we could not fathom why VAT and CEPS workers were enjoying more allowance than us even though we were all in the same business of revenue mobilization for the state”.

It therefore meant that the regulations that were put in place to guide the change process as well as those existing regulations that were imposed on the process by the constitution and other statutory regulations did not only ensure orderly take off and implementation of the planned change process but also in some instances served as a morale booster through the elimination of perceived inequity. This, according to most of them, made them committed to the change process.

On the other hand, however, it was revealed from the interview that some of these regulations rather ended up as sources of perceived disadvantage to the IRS staff and created a lot of discontent and disenchantment amongst them. For instance, the regulations that guided promotional issues in the organization were regarded as totally unfair. In order to fully integrate and harmonize the activities of the new organization, management came up with a policy to regulate how employees were to be placed in the newly created positions in the organization. This policy required employees to move to the new organization and occupy positions commensurate with their previous positions in the new organization. To some of the employees, especially those from the former IRS, this was a disadvantage. This was because the various revenue agencies that were being brought together to form GRA had different promotion policies. As a result, those from the erstwhile VAT had quicker promotion as compared to IRS hence most IRS staff who had been working for several years suddenly found themselves occupying junior positions in the new organization while the VAT staff rather became their seniors. This resulted in some of them becoming frustrated. One of the employees from the erstwhile IRS summed it up as follows:

“After the integration, those of us who came from IRS found ourselves being subordinates to our colleagues from VAT. The policy that led to this situation was in fact a terrible one”.

It was revealed further that it was not only those who came from IRS who were not happy with some of the regulations. Those from the VAT services also regarded some of these regulations as problematic. They were particularly not happy with how they were compelled by regulations to start working with their IRS colleagues at the time that the

skills and knowledge gaps that existed were yet to be bridged. Those former VAT employees who were interviewed disclosed that prior to the integration; their operations were highly computerized and more orderly. However, their counterparts from IRS were mostly using the manual system in their operations. But when the two agencies were integrated and it then became necessary to work with those from IRS immediately, things started becoming somehow messy as employees from the two agencies were finding it difficult to work collaboratively. This, according to them, affected productivity to some extent. One of the employees when interviewed pointed out this problem as follows:

“We the VAT people were used to computers and everything that we did could be properly tracked. However, following the integration we were compelled by the accompanying rules to work with the IRS people who were not computer literate. This made our work difficult”.

Employees interviewed from both agencies agreed that even though the rules sometimes seemed frustrating, they nevertheless promoted cordial working relationship between the two different categories of employees. This was because some of the employees who were reluctant to work with their counterparts who came from the other finally realized that they had no option but to go according to the dictates of the regulations. This in a way engendered collaborative spirit among the employees and gingered them into accepting the status quo and finally encouraged some of them not to kick against the change.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This section of the study was dedicated to discussing the results of the analyses based on the objectives the study sought to achieve.

5.1 Research Objective One: The Relationship between Emotional Intelligence and Employees' Normative Commitment to Change

The first research objective was to determine the relationship between emotional intelligence and employees' normative commitment to change. In view of this objective, it was hypothesized that there will be significant positive relationship between the various constructs of emotional intelligence on one hand and employees' normative commitment to change on the other.

Findings from the study indicated that there is low but significant positive relationship between self-awareness and normative commitment to change. This means that an employee who is self-aware is likely to be normatively committed to a change, albeit, slightly. This finding confirms a study by Fugate, Harrison and Kinicki (2002) which indicated that an employee who is emotionally self-aware understands the negative reactions to an organizational change initiative. However, self-management, social awareness and relationship management do not have significant positive relationship with normative commitment. These results are contrary to earlier findings (Kafetsios & Zampetakis, 2008; Tang & Gao, 2012).

5.2 Research Objective Two: The Relationship between Emotional Intelligence and Employees' Continuance Commitment to Change.

The second research objective was to investigate the relationship between emotional intelligence and employees' continuance commitment to change. In order to achieve this, it was also hypothesized that there will be significant positive relationship between each of the constructs of emotional intelligence and employees' continuance commitment to change. Results from the analyses of the data indicated that there exist no relationship between the four constructs of emotional intelligence and continuance commitment to change. All the hypotheses were therefore, not supported. These findings were also contrary to earlier findings (Kafetsiosa & Zampetakis, 2008; Tang & Gao, 2012). Based on these findings, it is reasonable to state that the following may be responsible:

First, it is suggested that cultural factors are responsible for these contrary findings. Hofstede's (2001) argued that differences in culture may make different people in different parts of the world behave differently. Most of the research findings that established the link between all the constructs of emotional intelligence and employees' continuance commitment to change were conducted in cultural settings different from that of Ghana.

Further, the results could be attributed to demographic variables such as age and tenure within the organization. It is not unreasonable to suggest that since most of the respondents (77.8) are 35 years and above and also since most of them (61.3%) have been working for the organization for more than 10 years, the issue of emotional intelligence is not what they need in order to be committed to any change initiative in the

organization. This is because emotional intelligence is simply one's ability to understand his or her emotions in relation to the emotions of others and how to control the emotions in self and that of others. This may not be relevant to individuals who have worked in a particular organization for so long and who might, as a result, already possess these characteristics.

More so, the assertive nature of the members of the Custom Division of GRA may also be responsible for these findings. Most of the employees in the Domestic Tax Division and the Support Services Division were found to be temporary employees. But because this researcher wanted permanent employees with better understanding of the change process, most of the questionnaires were sent to the Custom Division as that was the division with the highest proportion of permanent employees. Since custom officials are members of the security services, they always tend to be assertive and this may affect their attitudes towards projects, including planned change efforts.

5.3 Research Objective Three: How Regulations Informed the Change Assignment

The third objective was to examine how regulations inform organizational change assignments. In light of this objective, open ended questions were asked to solicit views from some of the employees who took active part in the change management process as well as some of the management staff who championed the change process.

Analyses of responses from those interviewed indicated that in GRA in particular, the change initiative was occasioned by change in regulations. This finding is in line with Ellickson (1991) who found that in every social setting, regulations are needed to compel a change. This means that in every organization if there is a change in policy or certain

rules that will certainly lead to a corresponding change in how things are done in the organization which will also definitely lead to the need to carry out a planned restructuring of the organization.

As there became the need to integrate the existing agencies into a single institution with the singular purpose of coordinating and mobilizing revenue for the state, a law to that effect was passed by the Parliament of Ghana. This, according to those interviewed, was what necessitated the change program in the first place.

It was further revealed from the results of the analyses of the responses that regulations did not only lead to the initiation of the change process but also served as a tool that guided the entire change process. This again supported the finding of Ellickson (1991) who further concluded that regulations are not only needed to compel change but also to compel compliance. Policies were developed in order to ensure fairness and equity and these guided the approach. Certain statutory regulations such as the Labour Act 2003 (Act 651), which stipulated what organizations must do when undertaking such operational changes which is likely to lead to redundancy, were to large extent also informed the change process. It was therefore abundantly clear from the analyses that every aspect of the change process was informed by regulations.

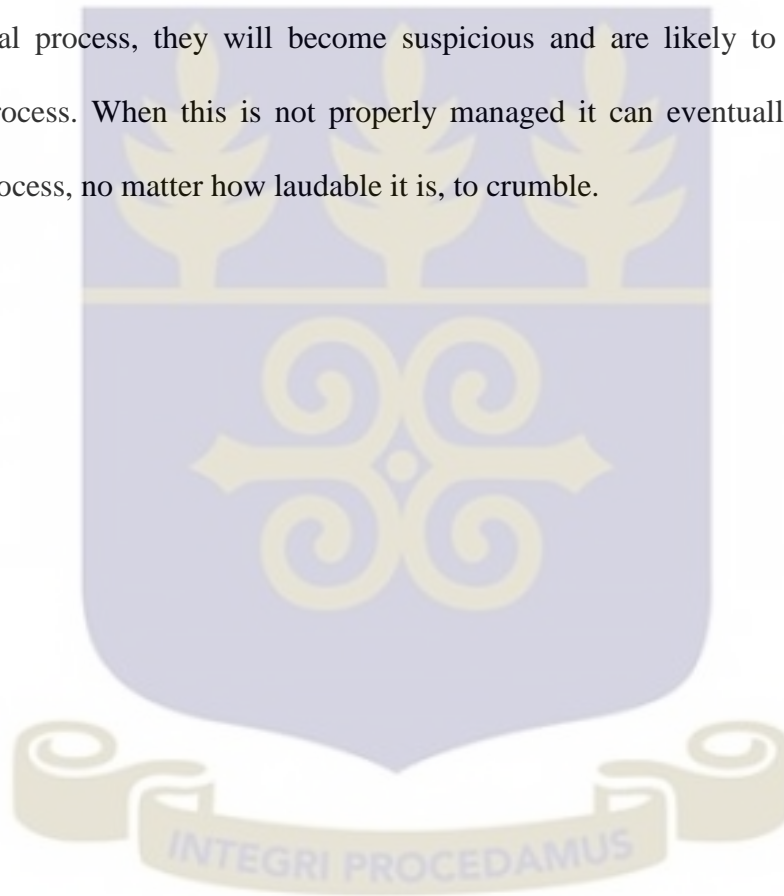
5.4 Research Objective Four: The Role of Regulations on Employees' Commitment to Change

The fourth and final research objective was to find out the roles regulations play in employees' commitment to change. Analyses of the views of those interviewed indicated that regulations played ambivalent role in employees' commitment to change. This

finding sits well with the field theory and the attitude theory. According to the field theory the environment that employees find themselves – in this case the regulatory environment – determines their reactions to the dynamics of that environment. As indicated in the findings if the regulations are deemed favourable to the employees they will commit to the change otherwise they may resist it. The attitude theory on the other hand postulates that the way employees will react to an event will be dependent on their attitudes towards it. This means that employees' commitment or resistance to a change programme will largely be dependent on the attitudes they have formed towards the way it is being regulated.

Most of the interviewees from the three divisions, even though had mixed feelings towards the way the change programme was regulated, agreed that these regulations in the end made them commit to the change as the benefits from these regulations far outweighed the costs. This therefore means that regulations that characterized the process did not only help guide and speed up the process but also help increase support for it in some particular cases. For instance, it was found that those aspects of the regulations that prevented job losses made a lot of those who were hitherto against the change initiative to later on decide to commit to it after the reasons and benefits of those regulations were clarified to them. This finding confirms the study by Foote et al. (2005) that clarity of policy regulations can be used to secure employees commitment. This means therefore that when implementing an organizational change programme, one must endeavour to clarify all the policies and other regulations for all those likely to be affected to understand so that all misconceptions and doubts which are likely to hinder the process can be eliminated.

Another crucial finding from the analyses of the interviews revealed that because the representatives of the employees were deeply involved in the crafting of some of these regulations, they decided to commit to the change programme. This finding is in tandem with Baskerville and Newby (2002) studies that concluded that for employees to accept regulations that are formulated to guide a change process; they need to participate fully in the formulation of those regulations. This means that when employees are excluded in that crucial process, they will become suspicious and are likely to oppose the entire change process. When this is not properly managed it can eventually cause the entire change process, no matter how laudable it is, to crumble.



CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter provided summary of findings and conclusion for the entire study. It also contained the research contribution as well as recommendations for policy, practice and future research.

6.1 Summary

This research was conducted in order to investigate the relationship between emotional intelligence and employees' commitment to change. It was also intended to find out the roles regulations that are usually meant to guide such organizational change programme played in the entire change process.

In order to accomplish these, a mixed method approach was adopted for the study. Data were gathered from Ghana Revenue Authority using interviews and survey questionnaires. In all, 15 interviews were conducted and 400 questionnaires administered.

A simple linear regression and correlation analyses were the SPSS tools used to analyze the quantitative data. The qualitative data were, however, analyzed descriptively. Below is the summary of the findings.

Findings from the analysis, based on research question one, indicated that apart from self-awareness ($r=0.243$, $p< 0.05$) which had significant positive relationship with normative commitment to change, the other four constructs had insignificantly weak relationship with normative commitment to change. Thus self-management and normative

commitment to change ($r=0.043$, $p> 0.05$), social awareness and normative commitment to change ($r=0.012$, $p> 0.05$), and relationship management and normative commitment to change ($r=0.094$, $p> 0.05$).

On research objective two which sought to establish the relationship between the four constructs of emotional intelligence and employees' continuance commitment to change, the findings also showed insignificant and weak relationship between each of the constructs of emotional intelligence and continuance commitment to change. Thus self-awareness and continuance commitment ($r=0.089$, $p> 0.05$), self-management and continuance commitment ($r=0.011$, $p> 0.05$), social awareness and continuance commitment ($r=0.068$, $p> 0.05$) and relationship management and continuance commitment ($r=0.088$, $p> 0.05$).

Research question three was to find out how regulations inform change assignment. This research question was answered after qualitative data collection and analyses techniques were employed. Findings indicated that regulations inform organizational change assignments in two ways. First, they can trigger a change programme. This usually happens when changes in regulations – either within organizational or national level – compels an organization to change its operational activities. Second, they serve as guiding principles for change assignment. Thus regulations, especially, the policy regulations determine what to be done, when it will be done and by whom during change assignment.

The last research question sought to find out whether regulations play any role in employees' commitment to change. Findings to this research question were quite interesting and mixed. The findings indicated that regulations that were viewed by the

employees to be favorable to them made them commit to the change programme. However, regulations that were viewed to be inimical to their individual or collective interests made some of them to develop some sort of resistance to the change process at certain times.

6.2 Conclusion

In general, the results of the analyses indicate that employees from Ghana Revenue Authority were not concerned with the issue of emotional intelligence when change was being implemented in their organization. In other words, apart from self-awareness which minimally contributed to normative commitment to change, the other constructs of emotional intelligence had no impact on their desire to commit to the change.

Although these findings were surprising, that never meant that Ghanaian employees in general or GRA employees in particular do not see the need for emotional intelligence when their organization is embarking on a change programme. Perhaps, this could be as a result of several factors that need further investigations.

On the issue of regulations in change programme, it could be concluded from the findings of this study that regulations are crucial aspects of every organizational change programme. They either sometimes cause a change to happen or they serve to get the change programme properly implemented. They are simply the promoters of change as well as the guiding principles of their implementation. It can be further concluded from the study that before regulations can be used as successful tools for a change programme, employees must be made to fully participate in their formulations as that serves to compel them to commit to it.

6.3 Research Contribution

Although this research shared some similar characteristics with other research elsewhere, it still made some contribution towards better understanding of the concept of emotional intelligence and employees' commitment to change. Since previous research findings all point to the fact that emotional intelligence is a predictor of employees' commitment to change, this particular study with its contrary results is an indication that the phenomenon is not applicable to all situations. This study, therefore, helped provide better understanding of the relationships between the two concepts.

In addition, previous research on change tended to focus on themes such as commitment to change, resistance to change, emotional intelligence and change, among others. None of these researchers sought to dwell on either how regulations may trigger these organizational changes or how they affect the entire change process. By delving into the concept of regulations in this study, a new understanding and better perspective of organizational change management has just been introduced.

6.4 Recommendations

It is obvious from the study that even though emotional intelligence did not contribute significantly to employees' commitment to change, one of its constructs, self-awareness, did contribute minimally to normative commitment to change. It therefore means that management must put in place proper strategies and structures that will ensure that during time of change, employees' level of self-awareness is elevated. This can be better than through training.

Also, during any organizational change programme, management as well as employees must endeavour to understand the regulatory regimes of the change. These include those imposed on them by state laws as well as those formulated within the organization. By operating within the parameters of these regulations, confidence and trust can be enhanced.

Further, organizational change practitioners must begin to take the issue of regulations seriously. They must endeavour to constantly update their skills on change related regulatory issues so as not to always resort to certain drastic change measures that may prove too damaging in the end.

More importantly, management and their employees must always ensure that there exist harmonious working relationships between them. Any doubt during the process must be clarified. All policies associated with the change programme must be clarified so as to ensure that all those likely to be affected by the change programme understand what is expected of them and how their interests will be safeguarded.

Finally, organizations should endeavour to put in place proper communication policies and structures which would aid proper dissemination of change programmes when they intend to undertake one. This is important because communication is crucial to the success of every new strategy that a firm decides to venture into including change.

6.5 Directions for Future Research

The findings of this study were quite surprising but interesting. This therefore calls for further studies in order to throw more light on all the variables that were examined in this study. First of all, one major limitation of the study was the fact that the researcher

excluded the affective component of the commitment to change constructs on the assumption that since it connotes an emotional attachment to an organization it may not be appropriate to link it to emotional intelligence as both possess some element of the concept “emotion”. However, with these contrary findings, it is recommended that future research include the affective component so that its effects can be properly ascertained.

Second, there is the need for similar research to be conducted again in GRA but this must exclude the Custom Division of the organization. Since the custom officials are overly assertive, their inclusion in any study may affect the outcome of the study. Such a new study will provide better understanding of how GRA employees really perceive emotional intelligence in relation to their commitment to change.

Third, future research should consider demographic variables such as age, tenure, level of education on the constructs under study.

Fourth, it is further advised that similar research be replicated in other organizations in Ghana such as the banking, education, health, insurance. This will lead to better understanding and valid conclusions.

Finally, since the issue of change regulations has not seen much research, there should be more studies into it in order for more lessons to be learned from it. Young and upcoming researchers should, therefore, take it up and delve deeper into it through further research so that more can be learned and understood about it.

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APPENDICES

APPENDIX A: SURVEY QUESTIONNAIRE

Dear Respondent,

The researcher is an MPhil Human Resource Management student of University of Ghana Business School. This questionnaire seeks to collect data to help him conduct a research into the influence of emotional intelligence on employees' commitment to change. Your organization has been selected for this study because of the massive restructuring exercise it underwent lately, which culminated in the birth of GRA.

Please be encouraged to be as candid as possible, in expressing your opinion, since information provided will be treated as confidential and will be used only for the purpose of this study.

Thank you.

SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

Pleasetick appropriate box

1. Gender a) Male b) Female

2. Age a) below 25 b) 25-35 c) 36-45 d) 46-55 e) 55 and above

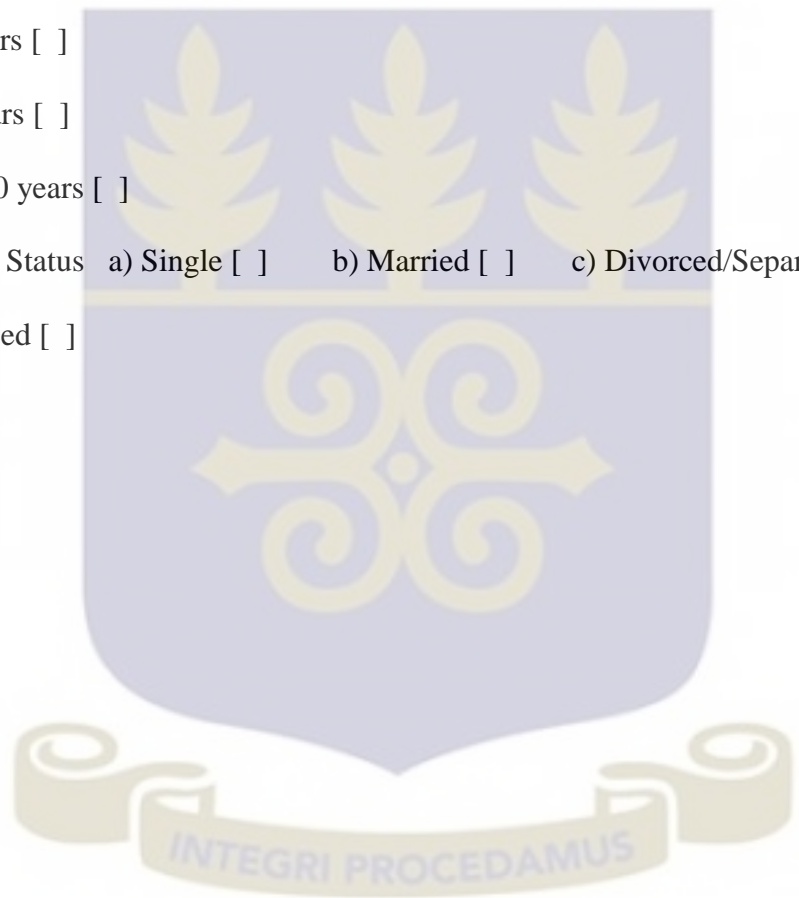
3. Level of education. a) SSSCE/WASSCE b) Diploma/HND

- c) First Degree [] d) Postgraduate / Masters []
- e) Other: please specify

4. How long have you been at your current organization?

- a) Less than 1 year []
- b) 1-3 years []
- c) 3-6 years []
- d) 7-9 years []
- e) Over 10 years []

5. Marital Status a) Single [] b) Married [] c) Divorced/Separated []
- d) Widowed []



SECTION B

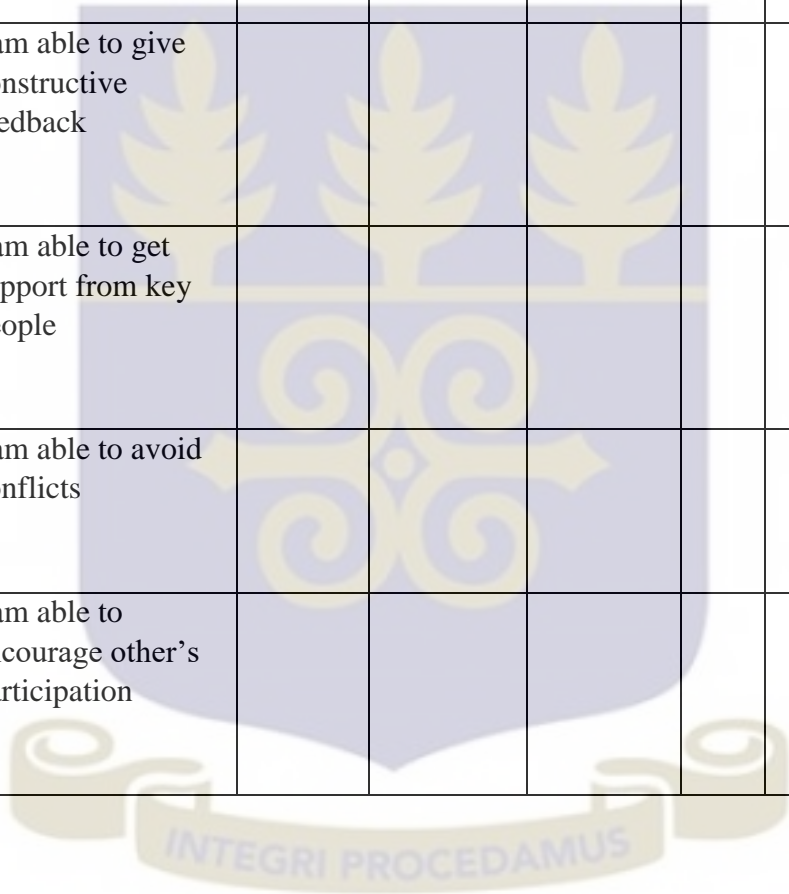
Please tick the answer that reflects your views in the following statements from 1 to 6

where, 1=Never, 2= Rarely, 3= Sometimes, 4=Often, 5= Consistently, 6=Don't know

	ITEMS	1	2	3	4	5	6
		Never	Rarely	Sometimes	Often	Consistently	Don't Know
1.	I understand my own feelings						
2.	I know my strengths and weaknesses						
3.	I know how my feelings affect my actions						
4.	I am open to feedback on my performance						
5.	I am confident in the performance of my duty						
6.	I behave calmly in stressful situations						
7.	I stay composed and positive, even in trying moments						

8.	I usually acknowledge my mistakes						
9.	I handle unexpected demands well						
10.	I take calculated risks to reach a goal						
11.	I seek ways to improve performance						
12.	I am an attentive listener						
13.	I am attentive to people's mood or non-verbal cues						
14.	I relate well to people of diverse background						
15.	I can see things from someone else's perspectives						
16.	I am able to make myself available when the need arises						

17.	I am able to recognize specific strengths of others						
18.	I am able to give directions and demonstrations to develop someone						
19.	I am able to give constructive feedback						
20.	I am able to get support from key people						
21.	I am able to avoid conflicts						
22.	I am able to encourage other's participation						



SECTION C

Please indicate the extent to which you agree with the following statements, where

1=**strongly disagree**, 2= **disagree**, 3=**slightly disagree**, 4=**neutral**, 5= **slightly agree**,

6=**agree** and 7=**strongly agree**

		1	2	3	4	5	6	7
	ITEMS	Strongly disagree	disagree	slightly disagree	neutral	slightly agree	agree	strongly agree
1.	I have no choice but to go along with this change							
2.	I feel pressure to go along with this change							
3.	I have too much at stake to resist this change							
4.	It would be too costly for me to resist this change							
5.	It would be risky to speak out against this change							
6.	Resisting this change is not a viable option for me							

7.	I feel a sense of duty to work toward this change							
8.	I do not think it would be right of me to oppose this change							
9.	I would not feel badly about opposing this change (R)							
10.	It would be irresponsible of me to resist this change							
11.	I would feel guilty about opposing this change							
12.	I do not feel any obligation to support this change (R)							



APPENDIX B: INTERVIEW GUIDE

SECTION A

Participants' and Institution's Background

1. What position do you currently hold and for how long?
2. In your opinion, what is the current state of the change management process in your organization?

SECTION B

How Regulations Informed Change Assignments

1. Was the change programme preceded by regulations?
2. Did some of those regulations compel the need for the change programme?
3. What, if any, prompted the promulgations of those regulations?
4. In your opinion, did the regulations create favourable environment for the change?

SECTION C

The Role of Regulations on Employees' Commitment to Change

1. How was the change programme regulated?
2. Which of the regulations helped increase your commitment to the change?
3. Which of the regulations made you less committed to the change?
4. Were the regulations necessary?

APPENDIX C: SPSS OUTPUT OF REGRESSION ANALYSES

Simple Regression Analysis to test the relationship between Self-Awareness and Normative commitment to change.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.243 ^a	.059	.056	.90045

a. Predictors: (Constant), Selfawareness

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.985	1	13.985	17.248	.000 ^b
	Residual	222.974	275	.811		
	Total	236.959	276			

a. Dependent Variable: Normativecommitment

b. Predictors: (Constant), Selfawareness

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.694	.506		5.324	.000
	Selfawareness	.502	.121	.243	4.153	.000

a. Dependent Variable: Normativecommitment

Simple Linear Regression Analysis to test the relationship between Self-Management and Normative commitment.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.043 ^a	.002	-.001	.97138

a. Predictors: (Constant), Selfmanagement

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.576	1	.576	.610	.435 ^b
	Residual	307.609	326	.944		
	Total	308.184	327			

a. Dependent Variable: Normativecommitment

b. Predictors: (Constant), Selfmanagement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.489	.384		11.683	.000
	Selfmanagement	.078	.100	.043	.781	.435

a. Dependent Variable: Normativecommitment

Simple Linear Regression Analysis to test the relationship between Social Awareness and Normative commitment to change.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.012 ^a	.000	-.003	.97222

a. Predictors: (Constant), Socialawareness

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.046	1	.046	.049	.825 ^b
	Residual	308.138	326	.945		
	Total	308.184	327			

a. Dependent Variable: Normativecommitment

b. Predictors: (Constant), Socialawareness

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.866	.366		13.297	.000
	Socialawareness	-.020	.089	-.012	-.221	.825

a. Dependent Variable: Normativecommitment

Simple Linear Regression to test the relationship between Relationship Management and Normative commitment.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.094 ^a	.009	.006	.96795

a. Predictors: (Constant), Relationshipmanagement

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.748	1	2.748	2.933	.088 ^b
	Residual	305.436	326	.937		
	Total	308.184	327			

a. Dependent Variable: Normativecommitment

b. Predictors: (Constant), Relationshipmanagement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.184	.356		11.765	.000
	Relationshipmanagement	.156	.091	.094	1.713	.088

a. Dependent Variable: Normativecommitment

Simple Linear Regression Analysis to test the relationship between Self-Awareness and Continuance Commitment.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.089 ^a	.008	.004	1.03232

a. Predictors: (Constant), Selfawareness

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.319	1	2.319	2.176	.141 ^b
	Residual	293.063	275	1.066		
	Total	295.382	276			

a. Dependent Variable: Continuancecommitment

b. Predictors: (Constant), Selfawareness

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.022	.580		8.658	.000
	Selfawareness	-.204	.138	-.089	-1.475	.141

a. Dependent Variable: Continuancecommitment

Simple Linear Regression to test the relationship between Self-Management and Continuance Commitment.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.011 ^a	.000	-.003	1.05466

a. Predictors: (Constant), Selfmanagement

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.044	1	.044	.040	.842 ^b
	Residual	361.501	325	1.112		
	Total	361.545	326			

a. Dependent Variable: Continuancecommitment

b. Predictors: (Constant), Selfmanagement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.218	.418		10.092	.000
	Selfmanagement	-.022	.108	-.011	-.199	.842

a. Dependent Variable: Continuancecommitment

Simple Linear Regression to test the relationship between Social Awareness and Continuance Commitment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.068 ^a	.005	.002	1.05230

a. Predictors: (Constant), Socialawareness

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.664	1	1.664	1.503	.221 ^b
	Residual	359.881	325	1.107		
	Total	361.545	326			

a. Dependent Variable: Continuancecommitment

b. Predictors: (Constant), Socialawareness

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.617	.397		11.622	.000
	Socialawareness	-.119	.097	-.068	-1.226	.221

a. Dependent Variable: Continuancecommitment

Simple Linear Regression to test the relationship between Relationship Management and Continuance Commitment.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.088 ^a	.008	.005	1.05064

a. Predictors: (Constant), Relationshipmanagement

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.799	1	2.799	2.536	.112 ^b
	Residual	358.746	325	1.104		
	Total	361.545	326			

a. Dependent Variable: Continuancecommitment

b. Predictors: (Constant), Relationshipmanagement

Coefficients^a

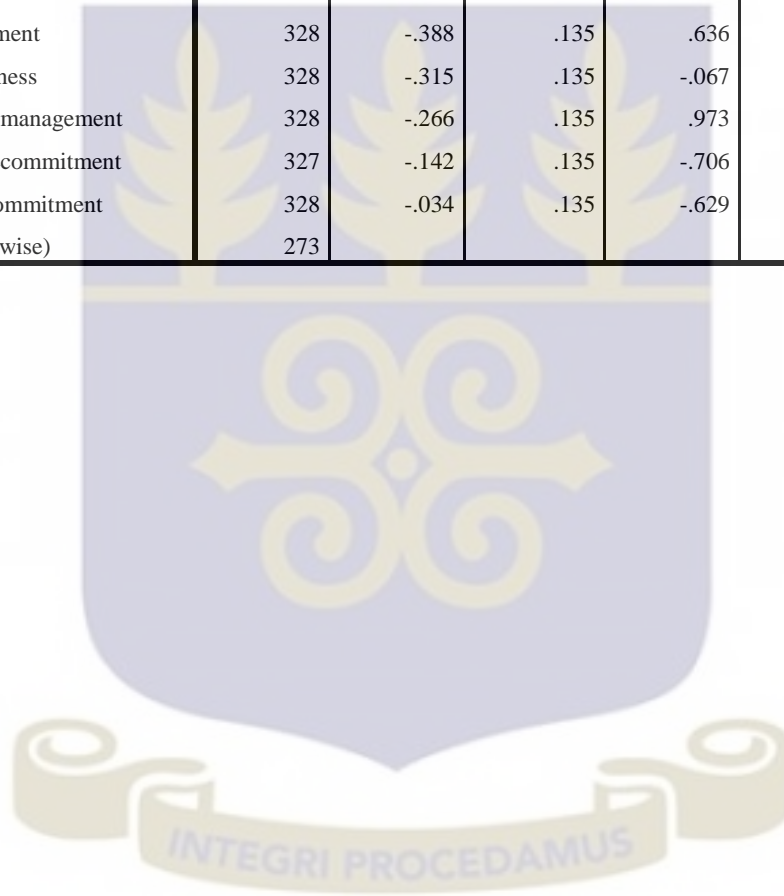
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.526	.387		9.103	.000
	Relationshipmanagement	.158	.099	.088	1.592	.112

a. Dependent Variable: Continuancecommitment

APPENDIX D: SKEWNESS AND KURTOSIS OF VARIABLES USED FOR THE STUDY

Descriptive Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
EmotionalIntelligence	319	.129	.137	-.211	.272
Selfawareness	277	-.303	.146	-.431	.292
Selfmanagement	328	-.388	.135	.636	.268
Socialawareness	328	-.315	.135	-.067	.268
Relationshipmanagement	328	-.266	.135	.973	.268
Continuancecommitment	327	-.142	.135	-.706	.269
Normativecommitment	328	-.034	.135	-.629	.268
Valid N (listwise)	273				



APPENDIX E: Krejcie and Morgan Sample Size Determination Table

Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size