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**THE RELATIONSHIP BETWEEN VOLUNTEERING, EMOTIONAL
INTELLIGENCE AND JOB PERFORMANCE: A CASE OF KENYAN
YOUTH FROM NAFISIKA TRUST.**

FEDERICO FALESSI

MBA/113216/18

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER'S IN BUSINESS
ADMINISTRATION (MBA) AT STRATHMORE UNIVERSITY**



STRATHMORE UNIVERSITY BUSINESS SCHOOL

STRATHMORE UNIVERSITY

NAIROBI, KENYA

JUNE 2020

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Federico Falessi

June 2020

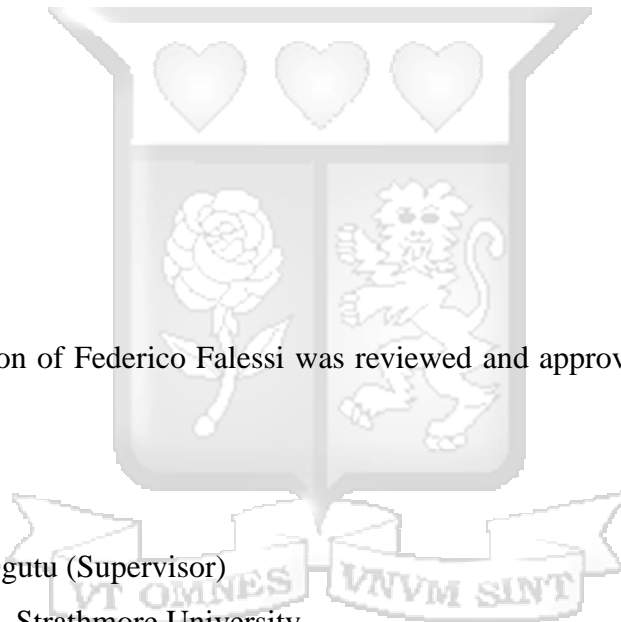
Approval

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ABSTRACT

This research study aimed to analyse the relationship between volunteering, Emotional Intelligence (EI) and job performance. A total of 86 youth who volunteered with Nairobi based NGO Nafisika Trust were the respondents of the survey. Nafisika Trust is a not-for-profit organisation that delivers counselling and educational programmes within Nairobi prisons, with the aim of reducing recidivism rates among inmates and promoting true reintegration into society. The study comprises three main research objectives. Firstly, to assess the influence of volunteering on the EI of volunteers. Secondly, to evaluate the job performance of past volunteers at their current organisations. Finally, to determine if a significant relationship exists between EI and job performance. There are two theories underpinning this research study: the theory of Multiple Intelligence (Gardner, 1983), and the Experiential Learning Theory (Kolb, 1984). In order to answer the research questions, this descriptive, cross-sectional study adopted survey strategy and sequential triangulation design. Two instruments were employed in data collection: an online questionnaire for volunteers, aimed at capturing EI and job performance levels, and a focus group discussion with Nafisika Trust's supervisors for triangulation of data and in-depth understanding. Due to the limited size of the populations of study, a census technique was employed. Quantitative data analysis techniques included Mann-Whitney test, in order to determine if there was statistically significant difference between volunteers' EI scores before and after their volunteering experience; correlation, simple linear regression and multiple regression to study the relationship between EI and job performance; and Structural Equation Modelling to determine the structural relationship between measured variables and latent constructs. On the other hand, the qualitative data analysis technique employed was thematic analysis. It was found that volunteering at Nafisika Trust equipped Kenyan youth with a higher degree of Mixed EI. It was also concluded that Nafisika Trust's past volunteers' access to formal employment is above national average and that they are generally good performers within their organisations. Finally, the study confirmed the existence of positive relationship between EI and job performance, significant at 95% confidence level. The R-squared values were as follows: 50% for the simple linear regression model; 59.6% for the multiple regression model; and 67% for the Structural Equation Model. Hence, it was concluded that EI is a strong predictor of job performance. The Government of Kenya is therefore recommended to explore strategies aimed at developing EI competencies in the youth, as a way of promoting a smooth transition into the formal wage sector.

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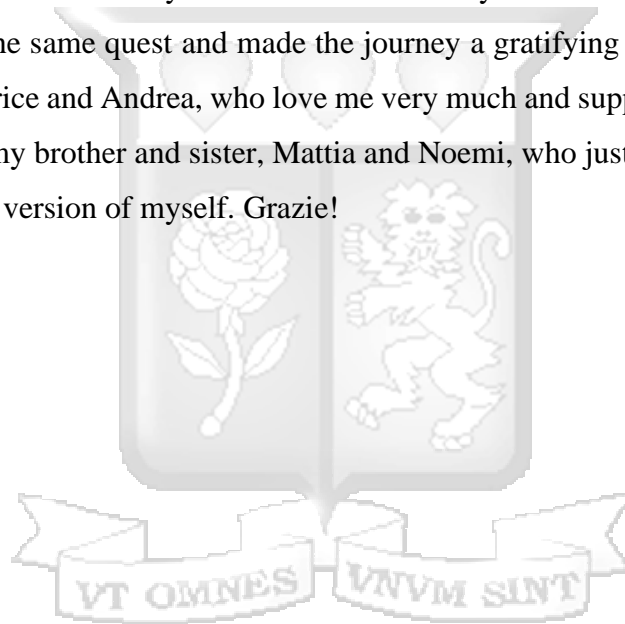
LIST OF ABBREVIATIONS

EI	Emotional Intelligence
IQ	Intelligence Quotient
TP	Task Performance
AP	Adaptive Performance
CP	Contextual Performance
FGD	Focus Group Discussion
HRM	Human Resource Management
SEM	Structural Equation Modelling
KNBS	Kenya National Bureau of Statistics
NACOSTI	National Council of Science and Technology
NGO	Non-governmental organisation



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CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter comprises six main sections. It commences with the background to the study, in which the three variables are broken down into the main definitions existing in academic literature and, finally, operationalised for the sake of this research. Information about Nafisika Trust follows the first section. The chapter continues with the statement of the problem, as well as the objectives and questions underpinning this research. Section 1.7 explains the ways in which the study introduces new knowledge and lists the beneficiaries. Finally, section 1.8 sets the content, method and time limitations within which the study will be carried out.

1.2 Background to the Study

Volunteering is an activity performed out of employment or household commitments that produces value for others. Although deriving from free will, it often finds its roots in cultural, religious, personal or other motivation (Salamon, Sokolowski, & Haddock, 2018). Some academicians focused their research around the theoretical background and/or practical experience of volunteering (Anheier & Salamon, 2001; Lukka & Ellis, 2001; Fyfe & Milligan, 2003; Merrill & Safrit, 2003), while others tried to describe the personal traits which make a volunteer (Cnaan, Handy, & Wadsworth, 1996; Bloom & Kilgore, 2003; Moore McBride, Lough, & Sherrard Sherraden, 2010).

A paper published by the United Nations Volunteers programme differentiates between formal volunteering, which is carried out within the context of an organisation, and the often academically neglected informal volunteering, which is performed directly by individuals in favour of other people or communities (Salamon, Sokolowski, & Haddock, 2018). The study shows that 70 per cent of total volunteering activity is carried out informally, estimating that the global non-profit workforce equals a total of 109 million Full Time Equivalent (FTE) workers (Salamon, Sokolowski, & Haddock, 2018). This shows that volunteering is a gigantic social and economic force, which, altogether, would make the fifth largest workforce of any country worldwide (Salamon, Sokolowski, & Haddock, 2018).

This research study wants to investigate the relationship between volunteering, emotional intelligence (EI) and job performance. Specifically, if volunteering within prison settings equips the young volunteers with a higher degree of EI, which in turn translates into enhanced job performance when they join the labour market.

As shown in section 2.3.5, substantial overlapping exists in academic research between volunteering and EI, while only a limited number of studies have addressed the performance implications of volunteering. However, the results seem to provide evidence of positive correlation (Rodell, Breitsohl, Schröder, & Keating, 2016). In fact, it has been suggested that employee volunteering, both resulting from corporate and personal initiative, translates in enhanced task performance, citizenship behaviour and reduction of counterproductive behaviours (De Gilder, Schuyt, & Breedijk, 2005; Jones, 2010; Rodell, 2013). Research studies have also shown that employee volunteering fosters the development of work related skills, such as communication, active listening and interpersonal skills (Booth, Won Park, & Glomb, 2009; Caligiuri, Mencia, & Jiang, 2013; Mojza, Sonnentag, & Bornemann, 2011; Tuffrey, 1997).

1.2.1 Volunteering

The concept of volunteering is built upon four pillars: it is not a mandatory activity, it is done for the benefits of others, it entails no monetary compensation, and it is usually carried out within an organisational framework (Dekker & Halman, 2003; Handy, Cnaan, & Hustinx, 2010; Wilson, 2000; Bocsi, Fényes, & Markos, 2017).

According to Dekker and Halman (2003), volunteering activity can be triggered by both altruistic and egoistic motivation. Traditional motivation to volunteering is based on altruistic tendencies and the importance of positive social interaction within the community (Bocsi et al., 2017). Modern motivation to volunteering, instead, includes factors as “career development, personal growth, work experience, professional improvement, gaining information, developing and practicing skills, getting a job more easily, increasing human capital, making friends, meeting people with similar interests, and taking part in a useful leisure activity” (Bocsi et al., 2017, p. 120).

Academicians seems to agree on the fact that a hybrid, mixed motivation type is common among the current young generation. In other words, today’s youth displays both egoistic and altruistic motivations at the time of engaging in a volunteering programme (Handy et al., 2010; Stefanescu & Osvat, 2011; Perpék, 2012). There are

two types of volunteering typical among young people: leisure oriented and revolving door volunteering. The first one refers to the fact that, despite volunteering has not decreased over time, youths are opting for more flexible organisations, mainly charitable and sports associations (Inglehart, 2003). Revolving door volunteering on the other hand, refers to a more goal-oriented practice, characterised by a higher degree of freedom and autonomy. Starting from the need recognition of testing themselves, youths engage in several short term volunteering activities. The aim is to discover which practices they are effective at (Hustinx, 2001).

In view of the changing attitude towards volunteering, Handy et al. (2010) differentiate between three main motives that push higher education students to volunteer. Firstly, the career-building motive, by which social and cultural capital is used to obtain material capital at a later stage, in the form of better jobs and higher salaries. However, it is important to state that the career-building motive is not necessarily egoistic. In fact, it can be a message to possible employers of career-consciousness, ambition and enterpriseness. Secondly, the altruistic motive. This is purely value driven and refers to one's desire of help those in need and, ultimately, to make the world a better place. Lastly, the social motive, which refers to volunteering experiences undertaken because of the influence of others.

It is in the interest of this research study to understand Nafisika's youth's motivation to engage in such a volunteering programme. Because of what the existing literature suggests (Handy et al., 2010; Stefanescu & Osvat, 2011; Perpék, 2012), it is expected that mixed motivation will be showcased. However, since the first research objective is to assess the influence of volunteering on youth's EI, the volunteering variable will be operationalised as an intervention. It will be used to create a "before and after volunteering" horizon.

1.2.2 Emotional Intelligence

Despite EI being a relatively new term, its roots can be appreciated in ancient texts. The Bhagavad-Gita, for example, describes Krishna's Sthithapragnya (emotionally stable person) not far from Salovey and Mayer's Emotionally Intelligent person. Plato, in his two thousand years old work stated: "all learning has an emotional base" (Dhani & Sharma, 2016). A multitude of attempts have been made in order to credit or discredit the importance of emotions ever since.

It was Peter Salovey and John Mayer, professors of psychology in Yale University and the University of Hampshire respectively, who really took EI research further, effectively creating a new and more specific branch of studies (Dhani & Sharma, 2016). Despite the authors coined the term ‘emotional intelligence’ as it is known today (Goleman & Cherniss, 2001), the same term was used by Payne (1985) in his doctoral dissertation five years earlier. Salovey and Mayer (1990) presented it as a subdivision of social intelligence and defined it as the “ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and use this information to guide one’s thinking and action”. The concept of EI has since then gained vast consensus and, according to Goleman (1995), it is a relevant explanation of how people with high IQ scores are sometimes not able to succeed, while people with low IQ scores proceed to become leading experts in their field. Salovey and Mayer (1990) also introduced the ‘Ability Model’, which presents a set of skills that assist individuals in realising, analysing and regulating emotions.

The concept of EI was presented to a broader public and gained substantial popularity through the work of Goleman (1995). His definition of EI differs from Salovey and Mayer’s as it also includes a set of personality traits, such as trustworthiness, team player, innovation, self-control, zeal and persistence and the ability to motivate one-self (Goleman, 1995). The author introduced his own model, named ‘Competency Model’. Goleman (1998), was the first academic to apply the concept of EI to business, claiming that a high degree of EI was needed to become a successful manager. Since then, a variety of research projects have positively linked EI to job performance (Joseph & Newman, 2010; O’Boyle, Humphrey, Pollack, Hawver, & Story 2011).

Another distinguished author in the field of EI is Reuven Bar-On, who developed his model of EI, known as Trait Model, in 2002, prioritising ‘potential for success’ over success itself, and ‘process’ over ‘outcome’ (Bar-On, 2002). The author defined EI as the ability to “understand oneself and others, relating to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands” (Dhani & Sharma, 2016).

The Ability, Competency and Trait models interpret EI from different underlying assumptions, generating ambiguity around the possibility of having a single definition of the concept. Therefore, it has to be stated that under the definition of EI lie two

relatively different theoretical frameworks: *Ability EI* and *Mixed EI* (Joseph, O'Boyle, Jin, & Newman, 2015). The first one has been defined as “the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought” (Mayer, Roberts, & Barsade, 2008, p. 511), which pictures EI as an ability or dimension of intelligence (MacCann, Joseph, Newman, & Roberts, 2014; Daus & Ashkanasy, 2005). The second one is a broader interpretation of EI, which also includes characteristics of personality and self-perceived traits and competencies (Goleman, 1995; Bar-On, 2002; Petrides & Furnham, 2001). The three models of EI are explained in greater detail in section 2.3.

Among the different constructs of EI, this study focuses specifically on Mixed EI. In fact, as demonstrated by Joseph et al. (2015), self-reported Mixed EI is one of the best predictors of job performance.

1.2.3 Job Performance

Employee performance is one of the most sought aspects of Human Resource Management (HRM) (Nankervis, Biard, Coffey, & Shields, 2014) in order to enhance organisational productivity and competitiveness (Boudreau & Ramstad, 2009). According to Berman, Bowman, West and Wart (2010), job performance encompasses the overall set of activities and practices that result in the accomplishment of organisational objectives. It is a multidimensional activity which reflects how an individual completes a given assignment, characterised by productivity, efficiency, ability utilised and activity.

Despite the countless research and studies on HRM, it has not been proven possible to establish one common framework with objective indicators to measure job performance in different settings (Campbell, Gasser, & Oswald, 1996). Some authors focused purely on task related performance, rule following, adaptability, behaviour towards customers and the ability to maintain a good relationship with colleagues (Viswesvaran, 1993; Campbell, McCloy, Oppler, & Sager, 1993; Kennedy, Lask, & Burns, 2001; McCook, 2002; Schepers, 2011; Audrey & Patrice, 2012). Others have introduced the concept of active prosocial behaviour and reduction of counterproductive behaviour (Borman, Buck, Hanson, Motowidlo, Stark & Drasgow, 2001; Johnson, 2003; Parker, Williams, & Turner, 2006; Griffin, Neal, & Parker 2007; Koopmans, Berhnaards, Hildebrandt, Vet, & Berk, 2014).

This research study utilises the Triarchy Model of Employee Performance (Pradhan & Jena, 2017) when analysing job performance by youth from Nafisika. The reason for this choice is the wide spectrum of abilities, attitudes and behaviours that the model is able to cover through its three facets: task performance, adaptive performance and contextual performance.

Task Performance (TP) refers to job explicit behaviours which include the fundamental responsibilities at the core of each job description (Pradhan & Jena, 2017). Cognitive ability is of pivotal importance for TP, which is facilitated through: task knowledge, or the necessary know-how to handle daily activities; task skill, or the ability to apply the know how without particular supervision; and task habit, or the innate ability to respond to assigned jobs (Conway, 1999). Borman and Motowidlo (1997) defined TP as “effectiveness with which job occupants execute their assigned tasks, that realizes the fulfilment of organization’s vision while rewarding organization and individual proportionately.”

Adaptive Performance (AP) is defined as the individual’s ability to adapt and provide continuous and valuable support to the job profile in a changing work environment (Hesketh & Neal, 1999). A large variety of jobs have been changing due to technological advancement, which requires employees to often engage in trainings and learning opportunities in order to remain efficient and relevant in the workplace (Griffin, Parker, & Mason, 2010). AP also overlaps with human relations, as employees need to adjust their interpersonal behaviours in order to work efficiently with a wide range of peers, subordinates and superiors (Pradhan & Jena, 2017). Therefore, if know-how and technical skills may aid TP, adaptability and proactiveness are of pivotal importance toward AP.

Contextual Performance (CP) refers to prosocial behaviours undertaken by employees in organisations. These behaviours, intended to improve the individual, group or organisation towards which they are directed (Brief & Motowidlo, 1986), are expected and valued, but they do not necessarily appear in job descriptions (Pradhan & Jena, 2017). “CP is a kind of attitude like volunteering for extra work, helping others in solving difficult task, upholding enthusiasm at work, cooperating with others at the time of need, sharing critical resources and information for organizational

development, abiding by the prescribed rules and regulations, and supporting organizational decisions for a better change” (Pradhan & Jena, 2017).

1.3 Nafisika Trust

Nafisika is a Swahili word for ‘to bring out into wellbeing’. Nafisika Trust is an organisation that was formed in 2009 with a vision of contributing to the reduction of recidivism rates among inmates. By engaging the Kenya Prison Service, universities, institutions, business and individuals in a collaborative volunteer process, it catalyses life changing education, entrepreneurship and counselling programmes targeted at prison inmates. The goal is reduce recidivism and safer communities by turning prisons into places of true and lifelong rehabilitation from where inmates can reintegrate back into society (Nafisika Trust, 2019). Nafisika Trust operates in the following correctional facilities: Nairobi Medium Prison, Nairobi West Prison, Thika Women Prison, Kamae Borstal, Youth Correctional and Training Centre and, finally, Meru GK Prison.

To achieve their goal of reducing recidivism and creating safer communities, Nafisika Trust manages programmes in: counselling (psycho-social issues and substance abuse); legal clinics (training on legal procedure, self-representation and advice on legal queries); entrepreneurship (practical market skills, CV and cover letter writing and mock interviews); life skills and mentorship (empathy skills, teamwork, leadership and change making skills to bring positive change) (Nafisika Trust, 2019). The organisation also set up a forum for ex-inmates, named Change Ambassadors Forum. This is a support system to help individuals in their journey to reintegration into society, providing ex-inmates with business mentorship and guidance to employment opportunities.

The organisation lists the benefits of the programme to volunteers, selected from a number of universities in Nairobi: (a) build one’s work experience and therefore better employment opportunities; (b) gain experience in your field that will build on your future career; (c) build on your personal skills as you interact with different and diverse individuals; (d) play a role in peace building and security as you empower inmates to make positive decisions in their lives; (e) gain knowledge about Kenya’s Criminal Justice System; (f) increase your network as you meet other volunteers and

professionals; (g) discover yourself more; (h) learn how to handle and overcome challenges, gain critical thinking and learn how to formulate decisions (Nafisika Trust, 2019).

Nafisika Trust has been selected for this study because of its university engagement programme, through which the organisation recruits young volunteers. The fact that the NGO specifically focuses on last year students is a perfect fit for this research project, as the junior volunteers look to join the labour market shortly after concluding their volunteering internship. Hence, if the experience at Nafisika Trust is indeed able to equip them with a higher degree of EI, it could in turn help young volunteers enhancing their performance in the workplace.

1.4 Problem Statement

Considering the central role that employees play in achieving organisational success (Zheng, 2010), companies strive to hire the best employees and regard them as a key source of competitive advantage (Noe, Hollenbeck, Gerhart, & Wright, 2003), especially in a global scenario in which competition is ever rising.

However, organisations face important challenges of skill mismatch at the time of hiring, particularly in terms of ‘underskilling’. This arises when employees’ skills are lower than required by the job at the time of recruitment (Cedefop, 2018), which forces organisations to provide continuous formal and informal training in the workplace. According to Morsy and Mukasa (2019), skills and educational mismatches among the youth are prevalent in Africa: 28.9% of employed youth is underskilled and 56.9% is undereducated.

According to Omolo (2012), the situation in Kenya follows the general trends of the continent. It is common for Kenyan youth to join the informal labour market at early ages, which results in the inability to develop market labour skills, knowledge and attitude. Omolo (2012) stated the need for further research on the transition from school to work life, on how to unlock entrepreneurial potential and how to address the skill mismatch in Kenyan youth. Similarly, Filmer & Fox (2014, p.227) recommend to “focus government intervention on building skills that are portable, not job specific, as they add social value and are less vulnerable to the fluctuation for skill demand”. The International Development Research Centre (2018) recognises the need to identify

innovative ways of preparing the youth to approach the formal wage sector with the needed skill set. Research is identified as a pivotal tool to counter the lack of empirical evidence in the field and assist the different governments with the implementation of effective policies and interventions.

In order to address the skill mismatch in Kenyan youth, this study builds on the findings by Joseph et al. (2015), who demonstrated why self-reported EI is one of the best predictors of job performance. As explained in section 2.3.5, existing literature suggests that benefits brought by volunteering overlap with benefits derived from possessing a high degree of EI (Post, 2005; Borgonovi, 2008; Meier & Stutzer, 2008; Binder & Freytag, 2013; Bar-On, 1997; Bar-On, 2006; Bar-On 2012; Monselise, Bar-On, Chan, Leibushor, McElwee & Shapiro, 2011; Dunkley, 1996; Krivoy, Weyl Ben-Arush & Bar-On, 2000). Also, volunteering was found to be a good way for employees to gain skills that they would not necessarily gain in their current role or workplace, resulting in continuous personal and professional development (Pratchett, Young, Brooks, Jeskins, & Monagle, 2016).

From a theoretical standpoint, there is significant overlapping between subdimensions of job performance and subdimensions of EI. Modern theories of job performance identify traits such as prosocial behaviour and reduction of counterproductive behaviour within the organisation (Borman et al. 2001; Johnson, 2003; Parker et al., 2006; Griffin et al. 2007; Koopmans et al., 2014), as well as volunteering for extra work, helping others in solving difficult task, upholding enthusiasm at work, cooperating with others at the time of need (Pradhan & Jena, 2017) as fundamental in evaluating employee performance. These traits overlap with subdimensions of Mixed EI such as conscientiousness, extraversion, emotional stability and ability EI (Joseph et al., 2015).

Basing itself on theories of job performance and EI, this research study proposes to investigate the influence of volunteering and EI on job performance. To the best of the researcher's knowledge, a similar study has not yet been carried out. It is important to do so in order to validate the relationship between volunteering and job performance from an emotional perspective.

1.5 Research Objectives

1.5.1 Overall Research Objective

The overall research objective of the study is to analyse the relationship between volunteering, EI and job performance within Kenyan youths who volunteered with Nafisika Trust.

1.5.2 Specific Objectives

- i. To determine the influence of volunteering on the emotional intelligence of young volunteers at Nafisika Trust.
- ii. To evaluate the job performance of past young volunteers of Nafisika Trust in their current organisations.
- iii. To determine the relationship between emotional intelligence and job performance of past young volunteers from Nafisika Trust.

1.6 Research Questions

From the specific objectives of the study, the following research questions arise:

- i. How does volunteering influence the emotional intelligence of young volunteers at Nafisika Trust?
- ii. What is the level of job performance of past young volunteers of Nafisika Trust in their current organisations?
- iii. What is the relationship between emotional intelligence and job performance of past young volunteers from Nafisika Trust?

1.7 Significance of the study

This study introduces new knowledge in three ways. Firstly, because it evaluates EI competencies in volunteers at two different moments in time, seeking to determine whether EI can be acquired or improved by undertaking volunteering programmes in delicate settings, such as prisons. Secondly, contrarily to previous studies, it focuses specifically on junior level jobs. By doing so, this research aims at providing valuable evidence and significant contribution within the topic of youth employment in Africa and particularly, in Kenya. Lastly, it seeks to open the black box of the relation between volunteering and job performance, analysing it from an emotional perspective.

The findings of this study will be of significance to several stakeholders. In the first place to Kenyan policymakers, as it will help them tackling one of the most pressing issues in the continent. Their ability to design policies that can positively influence the macro environment of the job market and the level of youth employment is of pivotal importance for Kenya, and Africa at large.

Secondly, to practitioners in the NGO sector including Nafisika Trust, as it will evaluate how volunteers can benefit from engaging in their programmes. This will allow organisations to re-evaluate their impact on society and, possibly, to grow through evidence-based communication with donors, the government of Kenya and other institutions they collaborate with.

Thirdly, to Kenyan youth, as it will inform them of the necessary skills required to effectively transition to the formal wage sector. This will enable them to identify and undergo activities that will contribute to their personal and professional growth, ultimately improving their performance in the job placement.

Finally, to the Business and Industrial Psychology research communities, as studies on EI and its effects on junior job performance can assist in achieving deeper understanding and fostering the advancement of the vital ability of organisations.

1.8 Scope of the study

The study aims to analyse the relationship between volunteering, EI and job performance. The researcher theorises that volunteering equips youth with a higher degree of Mixed EI, which in turn helps them performing better once they join the Kenyan formal wage sector.

The research process involves measuring youth's Mixed EI at two different points in time (before and after their volunteering experience at Nafisika), as well as gathering a self-reported measure of job performance at their current organisations. Quantitative data analysis techniques include Mann-Whitney test, in order to determine if there is statistically significant difference in the degree of volunteers' Mixed EI before and after their volunteering experience, as well as correlation, simple linear regression, multiple regression and Structural Equation Modelling to study the relationship

between the variables. The qualitative data analysis technique employed is Thematic Analysis, used for the purpose of achieving in-depth understanding.

This research is carried out as a case of youth from Nafisika Trust, a non-profit organisation that delivers its counselling and educational programmes within prisons in Nairobi. The timeline for implementation is between December 2019 and March 2020.



CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The chapter begins with a theoretical review section presenting the two main theories underpinning this research study. It continues with an empirical review of literature around EI, job performance, volunteering and the established relationships among these variables. Lastly, the identified research gap, the hypotheses developed, and the conceptual framework are presented.

2.2 Theoretical Review

This study is guided by two theories, namely the Theory of Multiple Intelligence (Gardner, 1983) and the Experiential Learning Theory (Kolb, 1984). The Theory of Multiple Intelligence informs this study as it suggests that humans make decisions, act and solve problems based on capabilities that are fairly independent from IQ. This supports the proposition of this study that youth from Nafisika Trust will also employ EI at the time of carrying out their job-related duties. Moreover, since the Experiential Learning Theory describes learning as the process of internalising experience and transforming it into knowledge, skills, attitudes, values and emotions (Kolb & Kolb, 2009), this theory provides reason to believe that volunteering in a prison setting will equip youth from Nafisika Trust with a higher degree of EI. The two theories were applied in this study as they informed the development of data collection tools, both quantitative and qualitative.

2.2.1 Theory of Multiple Intelligence

Gardner (1983) introduced the theory of Multiple Intelligence by proposing seven separate kinds of intelligence: linguistic, logical, musical, spatial, kinaesthetic, interpersonal and intrapersonal. The author later added an eighth dimension to his model: naturalist intelligence (Gayathri & Meenakshi, 2013). Gardner (1983) based his theory on two main claims: every human being possesses all the different kinds of intelligence; no one shares the same composition of intelligences.

Gardner (1998) expressed strong criticism against the concept of IQ, as it was his belief that humans make decisions based on a number of fairly independent capabilities,

rather than a 'certain amount of intellectual horsepower'. Gardner (1998) proceeded to define intelligence as "a psychobiological potential to process information so as to solve problems or to fashion products that are valued in at least one cultural context".

The author's claims attracted a great amount of criticism from the academic environment. It was argued that his proposition could not be tested, which reflected in low level of significance (Gayathri & Meenakshi, 2013). On his side, Gardner defended his work by claiming that universal acceptance of the eight kinds of intelligence had never been his desire. His main concern was making a statement about the inadequacy of judging individual intelligence through a single test (IQ test) (Gardner, 2005). This statement effectively resulted as a real breakthrough in the field of EI, as it was able to significantly strengthen the academic interest for the topic (Gayathri & Meenakshi, 2013).

2.2.2 Experiential Learning Theory (ELT)

According to ELT, learning is defined as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p.41). The term "experiential" is used to both highlight the importance of experience in the learning process and to differentiate ELT from cognitive and behavioural learning theories. In fact, the first ones emphasise cognition over emotions, while the second ones state that individual experience plays no role in the learning process (Kolb, Boyatzis, & Mainemelis, 2000).

ELT identifies a learning process comprising two modes of grasping experience, concrete experience and abstract conceptualisation, as well as two modes of transforming experience, reflective observation and active experimentation (Kolb et al., 2000). Learners inevitably go through all four phases of the process: experiencing, reflecting, thinking and acting. Concrete experience is the basis for observations and reflections, which in turn are used to form abstract concepts with implications for future action. Finally, these implications are actively tested, serving as guidelines for new experience (Kolb & Kolb, 2009).

2.3 Empirical Review

2.3.1 The Ability Model of Emotional Intelligence

Upon introducing the concept of EI, Salovey and Mayer (1990) argued that understanding and managing emotions is crucial in order to solve problems and regulate behaviour. To this aim, they identified three valuable skills: (a) appraisal and expression of emotion, described as the ability to identify and process emotional information in oneself and others. One who is able to accurately recognise emotions can successfully respond to them and express them to others. Clearly, this person will also have a better level of understanding of other people's emotions; (b) regulation of emotion, or the ability to regulate emotions depending on one's will, consciously identifying factors with positive or negative effects. This ability also allows, upon the identification of emotions in others, to adapt oneself or to influence others according to situational circumstances. It can assume negative traits when used to manipulate others; (c) utilisation of emotion, described as the ability to adaptively solving problems by flexible action planning, creative thinking, redirection of focus and self-motivation (Salovey & Mayer, 1990).

This framework was later modified by the authors, who introduced the action of 'thinking' about emotions, in addition to perceiving, regulating and utilising them. They reconceived EI as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Salovey & Mayer, 1990).

A new, four-branch model was therefore proposed. A highly emotionally intelligent person can progress through and master the four levels substantially faster than others with low EI (Mayer & Salovey, 1997). The four branches are subdivided into four set of skills and organised in order of complexity: (a) Perception, Appraisal and Expression of Emotions, or the ability to recognise emotions in oneself and others, express them correctly and successfully distinguish between truthful and corrupt expression of emotions; (b) Emotional Facilitation of Thinking, or the ability to utilise emotional information to improve judgement and memory. When one realises that emotions lead to mood swings, and that mood swings affect personal perspective, one is able to solve problems with a more conscious and creative attitude; (c)

Understanding and Analysing Emotions, or the ability to put one's emotional knowledge to use. It is because of this ability that people can identify relation and differences between similar emotions (hate and disgust), recognise diverse emotions taking place at the same time (fear and surprise) and consciously identify the transition between two different emotions (surprise turning to shame); finally, (d) Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth, or the ability to voluntarily enter or exit a particular emotional state and to reason upon diverse emotional information to improve future management of emotions in oneself and others (Mayer & Salovey, 1997).

Since the inability of measuring EI had previously been the main reason of criticism towards the concept, Mayer, Caruso & Salovey (1999) introduced the Multifactor Emotional Intelligence Scale (MEIS), which identifies individual abilities based on the four branches of the 1997 Ability Model: (a) Emotional Perception, or the participant's ability to recognise different emotions in faces, music, designs and stories; (b) Emotional Facilitation of Thinking, or the participant's ability to describe and simulate emotions; (c) Emotional Understanding, or the participant's ability to recognise diverse emotions happening simultaneously and to identify the transition between different emotions; and (d) Emotional Management, or the participant's ability to successfully manage emotions in a given imaginary situation (Gayathri & Meenakshi, 2013). The authors trialled the twelve-subscale ability test on 732 participants (503 adults and 229 adolescents). They presented substantial evidence that it is possible to differentiate between EI and IQ, and that EI can indeed be regarded as an independent form of intelligence. MEIS identifies individual abilities under four clusters, As for all new theories, the results from Mayer, Caruso & Salovey's (1999) research study were tested using Karl Popper's Test, checking if "the theory has the potential to explain things that other theories cannot, or if it has the potential to explain things better than other competing theories" (Emmerling & Goleman, 2003). Results showed that it is possible to subdivide the construct of EI into practical abilities; that EI as described by the authors differed from existing theories of intelligence, however showing relationship to verbal intelligence (Gayathri & Meenakshi, 2013). Furthermore, clear correlation exists between MEIS and conventional frameworks of intelligence (Emmerling & Goleman, 2003), which is fundamental for a new construct to earn the recognition of 'intelligence'.

The main criticism towards MEIS regarded the validity of correct answers (Roberts, Zeidner, & Matthews, 2001; Pérez, Petrides, & Furnham, 2005). This issue was addressed by creating a team of twenty one professionals, experts in the field of emotions, since “aggregation of experts beyond two is necessary to achieve a reliable identification of answers” (Legree, 1995). The result was a new scale, named Mayer-Salovey-Caruso Emotional Intelligence Test, launched in 2003. Results showed good test reliability and positive interconnectedness between all tasks given (Mayer, Salovey, Caruso, & Sitarenios, 2003).

Addressing the issue of legitimacy of EI theory, Mayer, Salovey & Caruso (2004;2008) stated that the problem relied within mixed models that included personality and non-intellective traits. Roberts, Zeidner, & Matthews (2001) and Van Roy, Viswesvaran, & Pluta (2005) agree on the fact that Ability EI represents a ‘purer approach’ to the theory of EI. Conte (2005) stated that Ability EI is the most promising of EI measures. Nevertheless, “the applied use of EI tests must proceed with great caution” (Mayer, Salovey, Caruso, & Sitarenios, 2003), because significant gaps in knowledge still exist (Mayer, Salovey, & Caruso, 2008).

2.3.2 The Competency Model of Emotional Intelligence

Inspired by the findings of Mayer and Salovey, David Goleman underwent further research in the field of EI and published “Emotional Intelligence: Why it can matter more than IQ” in 1995. His work attracted immediate attention, such that it appeared on the cover page of ‘Times’ times immediately afterwards (Gayathri & Meenakshi, 2013). Reason for this may be the author’s extreme claims on EI, as of it accounting for “nearly 90% of the difference” between average and best performers (Goleman, 1998). Today, it is widely accepted that Goleman’s crucial merit is to having presented the concept of EI to a broader public, granting it substantial popularity (Dhani & Sharma, 2016).

Goleman (2003) believes that individual degree of EI is acquired at birth, while emotional competencies can be learned and developed. Clearly, a high degree of EI eases the process of acquiring and mastering those competencies. His Competency Model differs from Mayer and Salovey’s framework as it also includes a set of personality traits, such as trustworthiness, team player, innovation, self-control, zeal and persistence and the ability to motivate one-self (Goleman, 1995). For this reason,

it attracted criticism within the academic environment (Roberts, Zeidner, & Matthews, 2001; Van Roy, Viswesvaran, & Pluta, 2005) and Locke (2005) defined it as “preposterously all encompassing”.

Goleman’s Competency Model comprises four branches. Firstly, Self-Awareness, which includes emotional self-awareness, accurate self-Assessment and self-confidence. Secondly, Self-Management, which comprises self-control, trustworthiness, conscientiousness, adaptability, achievement drive and initiative. Thirdly, Social Awareness, constituted by empathy, social orientation and organizational awareness. Lastly, Relationship Management, which comprises competencies as developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, teamwork and collaboration (Goleman, 2001).

Goleman was also the first academic to apply the concept of EI to business. In his article (1998) on Harvard Business Review, the author stated that one needs to possess a high degree of EI in order to be successful in managerial positions. IQ might be the characteristic that allows one to access a good position, but it is EI that assists with job retention and success (Emmerling & Goleman, 2003; Boyatzis & Oosten, 2002). Goleman’s article achieved unimaginable success, becoming Harvard Business Review’s most requested reprint of the last forty years (Sardo, 2004).

When it came to measuring EI, Goleman proposed his own Emotional Competency Inventory (ECI) based on Boyatzis’ (1994) ‘Self Assessment Questionnaire’. This instrument provides multi dimensional rating on EI competencies (Stys & Brown, 2004). ECI was tested on 596 managers and salespersons and, after a review of reliability and intercorrelation of items, it was rewritten in 1999 as a self assessment tool (Gayathri & Meenakshi, 2013). A new research project was conducted on 358 managers of the Johnson and Johnson Cosumer & Personal Care Group, which provided significant evidence of the positive relationship between emotional competencies and above-average performance (Cavallo & Brienza, 2004).

ECI is regarded as a complete tool, as it includes self and third party assessment (Gayathri & Meenakshi, 2013). However, it also attracted substantial criticism over the issue of reliability. In the first place, not enough “peer reviewed assessments of the reliability and validity of ECI have been undertaken and published” (Conte, 2005).

Secondly, self-assessment questionnaires are vulnerable to faking or incorrect perception (Grubb III & McDaniel, 2007). Lastly, the ECI has been criticised for overlapping with motivation and leadership frameworks, as well as four of the Big Five dimensions of personality (Conte, 2005; Matthews, Zeidner, & Roberts, 2004).

2.3.3 The Trait Model of Emotional Intelligence

Reuven Bar-On developed his model of EI, known as Trait Model, prioritising ‘potential for success’ over success itself, and ‘process’ over ‘outcome’ (Bar-On, 2002). The author suggested that EI is not an innate quality, but it can be developed over time (Stys & Brown, 2004). Contrarily to Goleman’s Competency Model, the Trait Model includes: reality testing, which measures the perceived meaning against the effective meaning of a particular situation; impulse control, which measures one’s ability to refrain from over reacting; generic mood features and stress management (Gayathri & Meenakshi, 2013).

Bar-On’s *Trait Model* of EI is divided in five components and fifteen subcomponents. Firstly, the intrapersonal component, which includes self-regard, emotional self-awareness, assertiveness, independence, and self-actualization. Secondly, the interpersonal component, which comprises empathy, social responsibility and interpersonal relationship. Thirdly, adaptability, which includes reality testing, flexibility and problem solving. Fourthly, stress management, which comprises stress tolerance and impulse control. Lastly, the general mood component, divided in optimism and happiness (Bar-On, 2006).

Bar-On (2006) refers to his construct as Emotional Social Intelligence and defines it as “a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands.”

Bar-On created the Emotional Quotient Inventory (EQ-i) to measure Emotional Social Intelligence within the construct of his Trait Model. The author argued that people with high EQ are better equipped to deal with challenges and pressure from the external environment and are more inclined to reach psychological wellbeing (Bar-On, 2002; 2006; 2010). Moreover, Bar-On stated that EQ is “a better predictor of human performance” (Bar-On, 2006). This last claim was tested by the US Air Force (USAF) on trainees. It was found that accuracy level of this model is 75%; this could result in

an estimate \$190,000,000 in savings for USAF's recruitment procedures (Bar-On, 2010).

EQ-i, however, is not exempt from criticism. Newsome, Day & Catalano (2000) utilised EQ-i in their research study and concluded that it is inadequate as a selection device. Also, it received similar criticism to Goleman's ECI by Grubb III & McDaniel (2007), who argued that it is vulnerable to faking and incorrect perception. Finally, it has been suggested that the term EQ was officially used for the first time in an article by Keith Beasley (1987) in *Mensa Magazine*. However, Bar-On claims to have previously used the term in an unpublished version of his graduate thesis (Dhani & Sharma, 2016).

2.3.4 Job Performance

With the purpose of developing a scale to assess job performance, Pradhan & Jena (2017) began by undertaking a content analysis of the available literature, which resulted in nine main factors being closely related to employee performance in organisations: "role behaviour, conscientious initiative, disciplined effort, dealing with uncertain and unpredictable work situation, interpersonal adaptability, handling emergencies and crises, proactivity, citizenship performance, and satisfaction with co-workers". The authors proceeded to develop a 42 items instrument to capture such factors, grouping them into the three clusters of TP, AP and CP. The items were reviewed by experts, academicians and senior HR practitioners, who examined the representativeness, comprehensiveness, and clarity (Miles & Huberman, 1994) of each statement on a 5 point rating scale. Pradhan & Jena (2017) then calculated content validity ratio (CVR) to determine which items were fit to be components of the new scale. Lawshe (1975) prescribed the thumb rule of achieving a minimum CVR value of 0.49 from 15 experts for an item to be considered suitable. As a result, 38 out of the 42 items were retained for further analysis.

Pradhan & Jena (2017) carried out exploratory factor analysis (EFA) of the remaining items on 361 professionals employed in the Indian manufacturing and service industries, from both private and public sectors. As suggested by Hair, Black, Babin, Anderson and Tatham (2006) the determinants to be taken in consideration are: the percentage of explained variance, its corresponding eigenvalues and, lastly,

interpretability of the factor structure. The items with the highest scores are to be retained. Table 2.1 below shows the final model.

Table 2.1. T.M. Final Model (Pradhan & Jena, 2017)

Scale Item	Dimension of Job Performance
I use to complete my assignments on time.	<i><u>Task Performance</u></i>
I use to maintain high standard of work.	
I know I can handle multiple assignments for achieving organisational goals.	
I am very passionate about my work.	
My colleagues believe I am a high performer in my organisation.	
I am capable of handling my assignments without much supervision.	
I am very comfortable with job flexibility.	<i><u>Adaptive Performance</u></i>
I could manage change in my job very well whenever the situation demands.	
I always believe that mutual understanding can lead to a viable solution in the organisation.	
I use to lose my temper when faced with criticism from my team members.	
I can handle effectively my work team in the face of change.	
I use to perform well to mobilise collective intelligence for effective team work.	
I use to cope well with organisational changes from time to time.	
I love to handle extra responsibilities.	<i><u>Contextual Performance</u></i>
I derive lot of satisfaction nurturing others in the organisation.	
I use to share knowledge and ideas among my team members.	
I actively participate in group discussions and work meetings.	
I use to extend help to my co-workers when asked or needed.	
I use to maintain good coordination among fellow workers.	
I use to praise my co-workers for their good work.	
I extend my sympathy and empathy to my co-workers when they are in trouble.	
I use to guide new colleagues beyond my job purview.	
I communicate effectively with my colleagues for problem solving and decision making.	

Results also reveal positive correlation between demographics and employee performance, with “years of experience” being the best predictor, followed by “age”, “managerial level” and lastly “gender”. Pradhan & Jena (2017) concluded that the full

model has attained an acceptable model fit. The measures indicated very good fit, having indicators at high values and small corresponding residual error. However, they also state “the scale requires further fine-tuning in order to increase its level of reliability and ability to elucidate the variance associated with the constructs they measure in different contexts.”

2.3.5 Volunteering and Emotional Intelligence

There is considerable academic evidence showing volunteering to be beneficial for the volunteer in a variety of ways: volunteers tend to be physically healthier (Post, 2005) as well as enjoying improved social life (Prouteau & Wolff, 2008), socio-economic prospects (Brooks, 2007) and subjective wellbeing (Borgonovi, 2008; Meier & Stutzer, 2008; Binder & Freytag, 2013). Interestingly enough, a total of five studies (Bar-On, 1997; Bar-On, 2006; Monselise et al 2011; Dunkley, 1996; Krivoy et al., 2000) highlight that EI, measured through Bar-On’s EQ-i scale, has a significant impact on health as well as on the ability to cope with and possibly survive life-threatening medical conditions. Academics also studied the relation between EI and subjective wellbeing, concluding that strong positive correlation exists between the two constructs (Bar-On, 2005). Bar-On (2012) stated that “individuals who (a) understand and accept themselves, (b) strive to achieve personal goals and actualise their potential and who (c) are content with themselves, others and life, in general, typically experience a sense of wellbeing.”

When it comes to higher education students, existing literature highlights that volunteering assists in academic development, acquisition or enhancement of life skills and civic consciousness and responsibility (Hesser, 1995; Eyler, Giles, & Braxton, 1997; Astin & Sax, 1998). Once again it is possible to highlight substantial overlapping with EI literature. In fact, a study by Charbonneau and Nicol (2002) on 134 adolescents found significant correlation between EI ratings and two of the five organisational citizenship behaviour factors: altruism and civic virtue. Moreover, despite not finding significant correlation between EI and academic achievement, Bastian, Burns and Nettelbeck (2005), stated that higher EI is positively related to life skills such as life satisfaction, problem solving, coping ability and low anxiety. Their study, which focused on 246 first-year university students, found that the majority of the shared variance between EI and life skills was attributable to personality traits and cognitive

ability. This indicates that Mixed EI is a better predictor of life skills compared to Ability EI.

This section showed that significant overlapping exists between the benefits of volunteering and those of EI. Therefore, the author hypothesises that:

H₁: Volunteering will have a positive effect on volunteers' Mixed EI.

2.3.6 Emotional Intelligence and Job Performance

Since Goleman's (1998) article on Harvard Business Review, the application of EI to the workplace has become a multi-million dollar business (Grewal & Salovey, 2005). In fact, EI related services are offered by over 150 business consultancy firms (Joseph, et al., 2015) and have been adopted by almost 75% of Fortune 500 companies (Landy, 2005; Murphy, 2006).

In the view of Cote and Miners (2006), top performers in the workplace can be identified by taking in consideration their level of EI. Employees with a high degree of EI are reported to have improved interpersonal relations with colleagues as well as showing higher integrity (Rosete & Ciarrochi, 2005), which thereby lead to better performance (Wong & Law, 2002). Findings from Dhani, Sehrawat and Sharma (2016), who studied 685 managers from five different sectors in India, are aligned with such claims, stating that EI and its components are significantly correlated to all indicators of job performance, including: punctuality, competence, accuracy and teamwork.

Recent meta-analyses and empirical studies highlight strong positive correlation between mixed EI and job performance (Joseph & Newman, 2010; O'Boyle et al., 2011; Mishra & Das Mohapatra, 2010). Findings by Joseph et al. (2015) suggest that the reason for such relationship is the fact that EI leverages on frameworks that, alone, have documented and accepted correlation with job performance. Hence, if the components of mixed EI are predictors of job performance, mixed EI as a whole is a predictor of job performance. The above mentioned meta-analysis studied the results of thirty-six different research projects about the relationship between self-reported EI and job performance, which was instead measured by supervisors.

Seven traits of mixed EI were found to account for 62% of the variance from the study of 2,168 employees: (a) Emotional Stability, which alone accounted for 29.5% of the

variance; (b) Conscientiousness (16.1%), or the ability to control impulses and strive to achieve goals; (c) Extraversion (26.5%), which is decisive in order to build relationships; (d) Ability EI (5.5%), or the capacity to carry out emotion-related behaviours; (e) Cognitive Ability, generally considered to be distinct from EI, it was found to boost EI by influencing problem-solving and adaptability; (f) General Self-Efficacy (6.8%), as confidence helps displaying a positive image of one self; and (g) Self-Rated Job Performance (14.2%), as measures of self-assessment and EI were found to share the aspect of having people looking into their level of performance (Bailey, 2015). The relationship between each of these seven traits and Mixed EI is explored in the following subchapters.

Despite Mixed EI being a relatively new and still underdeveloped framework, academic research prior to Joseph et al.'s (2015) meta-analytical study had already highlighted possible overlapping with some of the seven traits listed above. In fact, Mayer, Roberts, & Barsade (2008) implicitly suggested that Mixed EI converges with: (a) Conscientiousness, as 'achievement motivation' and 'control related qualities' resemble the 'industriousness' and 'self-control' dimensions of the Big Five trait (Roberts, Chernyshenko, Stark, & Goldberg, 2005); (b) Extraversion, as they share dimensions of 'gregariousness' and 'assertiveness' (Costa & McCrae, 1992); and (c) Self-Rated Qualities.

2.3.6.1 Emotional Stability and Mixed EI

Emotionally stable persons show a lower degree of emotional reaction to daily pressure (Gross, Sutton, & Ketelaar, 1998) and are less likely to be negatively affected by their emotions (Marco & Suls, 1993; Suls, Green & Hillis, 1998). Gross & John (2003) suggest that these traits derive from one's ability to recognise emotions and manage emotional response effectively. Since Mixed EI involves the ability to identify and manage emotions, it is possible to draw positive correlation between Emotional Stability and Mixed EI (Joseph et al., 2015). A variety of studies (De Raad, 2005; O'Boyle, Humphrey, Pollack, Hawver, & Story, 2011; Joseph & Newman, 2010) also highlight that, in terms of measurement scales content validity, a significant portion of Mixed EI items are also direct measures of Emotional Stability. Finally, appreciable overlap exists between a series of Mixed EI dimensions and Emotional Stability; stress tolerance (Bar-On, 2002) and optimism (Goleman, 1998) are examples of this.

2.3.6.2 Conscientiousness and Mixed EI

Meta-analytic studies show strong positive relation between Conscientiousness and Mixed EI (Joseph & Newman, 2010; O'Boyle, Humphrey, Pollack, Hawver, & Story, 2011). The reason for this may be found in previous studies, which highlighted significant theoretical overlapping between Mixed EI traits and dimensions of Conscientiousness. For example, 'low impulsiveness' (Mayer, Salovey & Caruso, 2008; Petrides & Furnham, 2001) falls into the 'personality' facet. 'Self-actualisation' and 'impulse control' (Bar-On, 2002) strongly relate to the 'industriousness' and 'self-control' dimensions (Roberts, Chernyshenko, Stark, & Goldberg, 2005). Finally, Goleman's model mentions 'initiative' and 'achievement', which also overlap with Conscientiousness (Wolff, 2006).

John and Srivastava (1999) describe Conscientiousness as the propensity to adhere to collectively prescribed norms and propose that this tendency is also valid when discussing emotional behaviours. Therefore, Conscientiousness facilitates an emotional state that encourages diligent task performance (Emmons, 1989). Finally, Joseph et al. (2015) propose that "the more one exerts effort in displaying appropriate emotions, the better one becomes at doing so".

2.3.6.3 Extraversion and Mixed EI

Helson & Kwan (2000) divide Extraversion, which is yet another dimension of the Big Five, into 'social vitality' and 'social dominance'. The first one is a direct consequence of extroverts' desire for social contact and leads to an increased number of social relationships (Hotard, McFatter, McWriter, & Stegall, 1989). A variety of emotional competencies that an extravert develops in the process of establishing interpersonal relationships overlap with dimensions of Mixed EI: 'relationship skills', 'social competence' (Petrides & Furnham, 2001), 'interpersonal relationships' and 'happiness' (Bar-On, 2002). The 'social dominance' dimension of Extraversion also correlates to those models of Mixed EI that include 'assertiveness' in their framework (Bar-On, 2002; Furnham & Petrides, 2003). Finally, meta-analytical studies have shown great positive correlation between Extraversion and Mixed EI (Joseph & Newman, 2010; O'Boyle, Humphrey, Pollack, Hawver, & Story, 2011).

2.3.6.4 Ability EI and Mixed EI

Despite Joseph and Newman (2010) having found little correlation between the two constructs, Joseph et al. (2015) attribute such findings to the structure of the two frameworks, stating that emotional abilities only represent a fragment of Mixed EI.

According to the self-perception theory, one's behaviour impact self-perception (Bern, 1972). Because self-perception is a facet of Mixed EI, it is logical to deduct that one's ability to perform emotional behaviours impacts one's self-perception (Joseph et al., 2015). Such claim had already been made by Petrides & Furnham (2001).

'Emotional self-awareness' and 'empathy' in Bar-On's (2002) EQ-I seem to overlap with 'emotion perception ability' and 'emotion understanding' from Salovey & Mayer (1990). Furthermore, 'emotional awareness' and 'emotional self-control' in Goleman's (1998) Competency Model also seem to overlap with 'emotion perception ability' and 'emotion regulation ability' from Salovey & Mayer's (1990) framework.

2.3.6.5 Cognitive Ability and Mixed EI

EI's literature is built upon the idea that judging one's intelligence through a single (IQ) test is inadequate (Gardner, 2005). Moreover, Cognitive Abilities are intentionally excluded from certain Mixed EI constructs. In fact, Bar-On (2002) stated that his Trait Model includes "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures". Nevertheless, Joseph et al. (2015) point out that the same model also includes 'problem solving' and 'reality testing', which are believed to be cognitive abilities.

As theorised by LePine, Colquitt & Erez (2000), Cognitive Abilities enhance adaptability by speeding up information processing. Since Bar-On's (2002) model of Mixed EI includes one's capacity to adapt to unfamiliar environments in the form of 'flexibility', it is logical to deduct that Cognitive Abilities are to be taken in consideration upon measuring Mixed EI (Joseph et al. 2015).

However, Cognitive Ability will not be considered in the context of this specific research study. The reason for the exclusion is the lack of synergy with the proposed data collection method. The questionnaire to be administered to Nafisika's volunteers only includes self-assessing items. A study by Paulhus, Lysy & Yik (1998) explains

that there exist very low correlation between self-reporting measures of intelligence and actual IQ score (.20–.25). Moreover, after having implemented and tested the three recommended improvement strategies, they failed to exceed a .30 validity score and hence concluded that self-reporting measures of intelligence are not effective IQ proxies.

2.3.6.6 Self-Rated Qualities and Mixed EI

Similarly to Mayer, Roberts, & Barsade (2008), Newman, Joseph & MacCann (2010) theorised that ‘Self-Efficacy’ and ‘Self-rated Job Performance’ are measures of Mixed EI. This claim finds its roots in the self-consistency theory, which states that individuals wish to act in accordance to their self-perceived image (Korman, 1970). Because General Self-Efficacy is the individual’s perception of his/her ability to deal with problems and meet demands from the external environment (Chen, Gully, & Eden, 2001), it is then logical to deduct that people will develop different skills that allow them to maintain a good image of themselves. Joseph et al. (2015) propose that such skills are already part of the Mixed EI construct in the form of ‘social responsibility’, ‘empathy’, ‘interpersonal relationships’, ‘self-regard’, and ‘self-worth’ (Bar-On, 2002; Goleman, 1998).

In regards to Self-Rated Job Performance, Joseph et al. (2015) argue that self-rating scales and measurements of EI share similar, although not identical, characteristics. Despite these rating items being scoped towards ‘general’ performance rather than ‘job’ performance itself (e.g. “I work well in teams”; “I perform well under pressure”; “I feel I can produce quality outputs”), they are likely to over sample from the work domain, for work is of pivotal importance in one’s life (Kreiner, Hollensbe, & Sheep, 2009; Wanberg, 2012). Given the above mentioned reasons, Joseph et al. (2015) claim that positive correlation between Self-Rated Job Performance and Mixed EI exists.

Across section 2.3.6 a variety of studies that present self-reported EI as one of the single best predictors of job performance were presented. However, little to no emphasis was posed on junior employment.

Starting from the assumptions that (a) by definition junior level jobs do not require a high degree of expertise and experience, hence the overall performance being largely driven by adaptive and contextual factors rather than task ones; and that (b) youth

from Nafisika join the labour market fresh from their in-prison internship experience, the author hypothesises that:

H₂ : Mixed EI will have a positive effect on job performance.

2.4 Research Gap

Because of the sharp and steady increase in African demographics, youth employment represents one of the most pressing issues for policymakers in the continent (International Labour Association, 2018). The International Development Research Centre (2018) highlighted lack of empirical evidence on the factors allowing effective transition between school and work. To this end, Omolo (2012) recommends further research on the transition from school to work life, on how to unlock entrepreneurial potential and how to address the skill mismatch in Kenyan youth.

Existing literature suggests that volunteering is a good way for employees to gain skills that they would not necessarily gain in their current role or workplace, resulting in continuous personal and professional development (Pratchett et al., 2016). However, little focus has been posed on the emotional development which results from undertaking volunteering experiences. Therefore, this study focuses on the emotional competencies acquired through volunteering, rather than hard skills.

Despite the consistent academic progress made in recent years, which identifies EI as a promising area of study, significant gaps in knowledge still exist (Mayer, Salovey, & Caruso, 2008). A meta-analytical study by Joseph et al. (2015) has explained why self-reported Mixed EI is one of the best predictors of job performance. However, only a few of the thirty-six studies from which data was drawn were carried out in Africa. Hence, there is no assurance that the findings from such study actually reflect the African context.

Mishra & Das Mohapatra (2010), whose empirical analysis demonstrated the relationship between EI and job performance, stated that it “would be of academic and practical value to carry out similar studies in various other organizations”. Pradhan & Jena (2017), who developed the Employee Performance Scale utilised by the author to measure job performance, proposed to “cross-validate the instrument in different cultures and with multiple methods that include views from immediate superiors,

focused group discussion with peer groups’ and one-to-one employee interviews”. Also, contrarily to previous studies, this research project does not address general job performance, but specifically at junior level jobs. This aspect is of significant importance as youth employment is currently one of the most pressing and relevant issues in the African continent.

2.5 Conceptual Framework

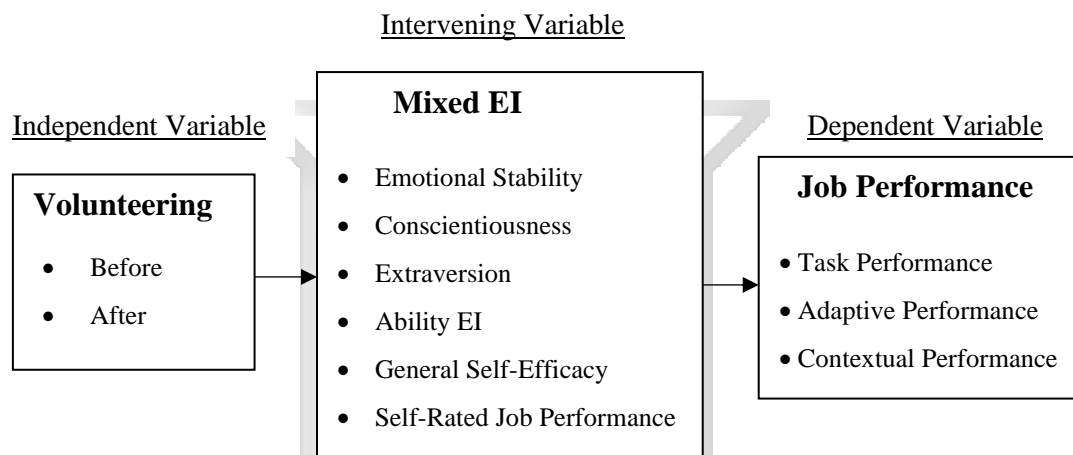


Figure 1.1 Conceptual Framework

The three variables of study are volunteering, Mixed EI and job performance. The six subdimensions of Mixed EI are the initial measured components. The study seeks to determine whether engaging in in-prison volunteering activities enhances the volunteers’ EI score.

The second measured component is the volunteers’ level of job performance at their current organisations. This answers the second research question.

Finally, the relationship between Mixed EI and job performance is studied, seeking to determine whether there is correlation between EI score and job performance level in Kenyan youth from Nafisika Trust.

Mixed EI behaves as an intervening variable, acting as a dependent variable when answering the first research question and as an independent variable when answering the third one.

This study did not employ a mediation model, as described by Baron and Kenny (1986), because of the impossibility of utilising the independent variable (volunteering) as a predictor in a regression equation. In fact, this study did not consider a control group of Kenyan youth who did not undergo a volunteering experience during their last year of university. This made it impossible to establish a comparison with the experimental group, and hence to test for mediation.

2.6 Chapter Summary

This research study is anchored on two theories: the theory of Multiple Intelligence (Gardner, 1983), which claims that every individual possesses eight different types of intelligence and expresses the inadequacy of judging individual intelligence through a single IQ test; and the Experiential Learning Theory (Kolb, 1984), which describes learning as the process of internalising experience and transforming it into knowledge, skills, attitudes, values and emotions. This provides the researcher reason to believe that volunteering in a prison setting equips youth with a higher degree of EI.

At the time of discussing EI, three main models are to be taken in consideration. Firstly, the Ability Model (Mayer & Salovey, 1997). It divides EI in four subdimensions and specific abilities: the ability to recognise emotions in oneself and others; the ability to utilise emotional information to improve judgement and memory; the ability to put one's emotional knowledge to use; and the ability to voluntarily enter or exit a particular emotional state and to reason upon diverse emotional information to improve future management of emotions in oneself and others. Secondly, the Competency Model (Goleman, 2001), which divides EI in four subcategories: self-awareness; self-management; social awareness; and relationship management. Lastly, the Trait Model (Bar-On, 2002), which divides EI in five components and fifteen subcomponents. The main ones are interpersonal component; intrapersonal component; adaptability; stress management; and general mood component. These three models interpret EI from different underlying assumptions, creating two major theoretical frameworks of EI: Ability EI and Mixed EI. As stated in section 1.2.2, this study utilises Mixed EI, a broader definition of the subject, as it also includes characteristics of personality and self-perceived traits and competencies (Goleman, 1995; Bar-On, 2002; Petrides & Furnham, 2001).

With regard to job performance, this study builds on Pradhan & Jena (2017), who broke down the construct in three subcomponents: TP, or purely job-related skills; AP, or the individuals' ability to adapt to an ever changing environment and bring value to the organisation; and CP, the prosocial behaviours undertaken within the organisation.

In terms of the relationship between the variables of study, significant overlapping exists between the benefits brought by engaging in volunteering activities and those deriving from possessing a high degree of EI. These are: improved physical health, social life, subjective wellbeing and academic development as well as acquisition or enhancement of life skills and civic consciousness and responsibility (Post, 2005; Prouteau & Wolff, 2008; Brooks, 2007; Borgonovi, 2008; Meier & Stutzer, 2008; Binder & Freytag, 2013; Bar-On, 1997; Bar-On, 2006; Monselise et al 2011; Dunkley, 1996; Krivoy et al. 2000; Hesser, 1995; Eyley, Giles, & Braxton, 1997; Astin & Sax, 1998; Charbonneau and Nicol 2002; Bastian, Burns and Nettelbeck 2005).

Moreover, a meta-analytical investigation by Joseph et al. (2015) found Mixed EI to be one of the single best predictors of job performance, with seven subdimension accounting for 62 per cent of the variance. These are: emotional stability, conscientiousness, extraversion, cognitive ability, general self-efficacy and self-rated job performance.

Based on the existing literature, the researcher hypothesises that: volunteering will have a positive effect on volunteers' Mixed EI; and Mixed EI will have a positive effect on volunteers' job performance.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This section presents the research design, followed by the populations of study, as well as methods of data collection and data analysis utilised in answering the research questions. It ends with considerations regarding research quality and ethical issues in research.

3.2 Research Design

In answering the research questions, the first step consisted in assessing the influence of in-prison volunteering on volunteers' Mixed EI. Secondly, to evaluate the level of job performance of past volunteers at their current organisations; and finally, to determine the relationship between EI and job performance. This paper did not wish to establish causality, but rather to understand 'How' the interaction between the three variables functions. Hence, this research study followed a descriptive purpose. It could be argued that this project, which utilises description, could be a precursor to explanation. Therefore, according to Saunders, Lewis and Thornhill (2016) it is possible to define it as a descripto-explanatory study.

With regards to the time horizon, this research was conducted as a cross-sectional study. Volunteers rated their EI competencies before and after the volunteering experience at Nafisika Trust in a retroactive manner, with the researcher having no level of control over the variables of study. Hence time horizon can be described as a 'snapshot' of the relationship between volunteering, EI and job performance within young volunteers from Nafisika Trust at a specific point in time (Saunders et al., 2016).

This study utilised a survey strategy, which is common in business and management research, often descriptive in nature (Saunders et al., 2016). A survey strategy also allows the collection of standardised data through questionnaires, which in turn enables the researcher to compare and suggest possible reasons for particular relationships between variables (Saunders et al., 2016).

This study used mixed methods. "Mixed Method research is the branch of multiple methods research that combines the use of quantitative and qualitative data collection

techniques and analytical procedures” (Saunders, Lewis, & Thornhill, 2016, p. 169). The justification for this design was the need for triangulation, therefore corroborating the quantitative data emerging from the volunteers’ survey, with qualitative data from a focus group discussion with employees of Nafisika Trust. Quantitative data was collected and analysed first. Only afterwards was the focus group discussion carried out in order to validate quantitative findings. Hence, this study employed sequential triangulation design. Details and implications of this methodological choice are explained in the sections ahead.

3.3 Populations

In order to answer the research questions, this study engaged two different populations: the young volunteers, who constituted the main population of study; and Nafisika Trust’s supervisors, studied for purposes of triangulation of data and in-depth understanding.

Since Nafisika started their junior volunteers’ intake, the organisation cooperated with a total of 166 university students. Because of the population’s limited size and Nafisika Trust’s commitment to share contact information of all ex-volunteers, the researcher did not require sampling. Instead, a census technique was utilised. The same technique applied to Nafisika Trust’s six supervisors. The focus group discussion is explained in section 3.4 ahead.

3.4 Data Collection

A formal letter of invitation was sent to the organisation requesting their participation and support. Once access was formally granted, the data collection stage commenced. Two instruments were used: a questionnaire for ex volunteers and a focus group with employees of Nafisika Trust who supervise volunteers during their attachment.

In order to answer the first research question, it was of pivotal importance to demonstrate that a change in the degree of volunteers’ Mixed EI had occurred because of the experience at Nafisika Trust. Therefore, volunteers were asked to rate themselves in a retroactive manner on the six selected traits of Mixed EI (emotional stability, conscientiousness, extraversion, ability EI, general self-efficacy, self-rated

job performance) at two different moments in time: before volunteering (Time 1, see APPENDIX 3) and immediately after volunteering (Time 2, see APPENDIX 4). The questionnaire also included an open-ended question aimed at understanding the motivation to volunteer of each respondent. To test the reliability of the tool, which development is extensively explained in APPENDIX 1, a test for internal consistency was conducted.

Given the time constraints, the most suitable approach to retrieve this information was to distribute the same online questionnaire twice, one week apart. In the first place, this allowed ex-volunteers to focus only on one particular moment in the past at the time, reducing the risk of confusion and increasing the probability of receiving accurate responses. Secondly, by not presenting T1 and T2 in the same questionnaire, the study intended to prevent desirability as well as framing bias, defined as “the tendency of people to react differently to the same choice depending on the way it is presented to them” (Kumar & Maheswari, 2018). Otherwise, the respondents would have been more likely to score themselves lower at T1 and higher at T2 in order to demonstrate clear improvement in their abilities and behaviours.

Clearly, the researcher is aware of the limitations of such an approach, as ex-volunteers might not be able to accurately recall their competencies prior to and immediately after the experience at Nafisika. To this end, the study underwent triangulation of data. A focus group discussion with Nafisika’s supervisors (see APPENDIX 5 for structure, see APPENDIX 9 for transcription) was undertaken with the aim of identifying differences in volunteers’ Mixed EI competencies before and after the programme. Supervisors work closely with and guide volunteers throughout their in-prison volunteering experience. They assist them in content creation and presentation, advise them on how to relate to inmates and act as a focal point during their internship. Supervisors develop a personal relation with volunteers and are very likely to notice changes in them, both in terms of skill development as well as attitudes and behaviours. The focus group took place in Nafisika Trust’s office in Nairobi, it was audio recorded and five out of six supervisors participated. The focus group’s outcome, which reviewed the 2019 cohorts of volunteers, was useful to understand whether quantitative and qualitative data sets were aligned and supported one another.

In order to answer the second research question, a job performance self-assessment was used. The tool constituted Part 3 of T2 questionnaire for volunteers, and it measured job performance based on TP, AP and CP constructs as described in Pradhan and Jena (2017).

Categorical data on Mixed EI and job performance retrieved through the questionnaire for volunteers were employed with the aim of answering the third research question.

3.5 Data Analysis

Qualitative data from the volunteers' questionnaire regarding youth's motivation to volunteer was analysed through Thematic Analysis. This approach requires the following steps: becoming familiar with the data set; coding data; searching for themes and recognising relationships; refining themes and testing propositions; and final evaluation (Saunders et al., 2016). The responses were categorised in four major groups: career building motivation, social motivation, altruistic motivation and mixed motivation.

In order to answer the first research question, Mixed EI self-assessments in T1 and T2 questionnaires for volunteers were compared. Considering the non-parametric nature of the data set, the statistical technique employed to test for group differences was the Mann-Whitney test. Said test determines if there is statistically significant difference between two or more variables, in this case the six subdimensions of Mixed EI before and after volunteering. The software used to perform that test was Minitab 14. In addition, total average scores of the subdimensions of Mixed EI were compared to understand how these were affected. Particularly, to understand if it was a positive change, with Mixed EI improving on average, or a negative one, with average Mixed EI decreasing.

Moreover, qualitative data from the focus group discussion with Nafisika Trust's supervisors was used for triangulation of data and in-depth understanding. To this end, the audio recording was transcribed, and Thematic Analysis approach was employed. Said approach involves categorisation of qualitative data into specific clusters, with the aim of verifying if Nafisika Trust's supervisors noticed a change in the volunteers' six dimensions of Mixed EI during the attachment period (Emotional Stability, Conscientiousness, Extraversion, Ability EI, General Self-Efficacy, Self-Rated Job

Performance). This information was then compared with the quantitative data emerging from the questionnaires for volunteers.

In order to answer the second research question, a general analysis of the quantitative, ordinal data from part 3 of the T2 questionnaire was carried out. Categories such as 'below average performance', 'average performance', 'good performance', 'very good performance' and 'excellent performance' were established and volunteers were placed into such categories.

Finally, in order to answer the last research question, three techniques were employed: correlation, so to determine whether the relation between the variables was positive or negative; simple and multiple regression, in order to achieve in-depth explanation and particularly the degree of strength of the relationship among variables; and Structural Equation Modelling (SEM), a multivariate statistical analysis tool that combines factor analysis with multiple regression, measuring the structural relationship between measured variables and latent constructs (Anderson & Gerbing, 1988).

The prediction model used for simple linear regression was:

$$\text{Job Performance} = (\beta_0) + (\beta_1) \text{ Mixed EI after volunteering}$$

where β_0 is the value of job performance when EI equals zero; and β_1 is the unit increment in job performance when EI is increased by one unit.

The prediction model used for multiple regression was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \epsilon$$

Where: Y is job performance; β_0 is the intercept; X is the set of six independent variables; β_i ($i = 1,2,3,4,5,6$) are the partial regression coefficients associated with the independent variables; and ϵ is the error term.

All tests with the exception of SEM were carried out utilizing Minitab 14 software. For the sake of SEM, SmartPLS 3 was utilised.

3.6 Research Quality

A study is considered to be reliable when the same set of data collection and analysis tools produce consistent results at different times or from different researchers

(Saunders, Lewis, & Thornhill, 2016). To this end, the researcher ensured that the same set of questions were asked to each respondent through each stage of the study.

The Mixed EI questionnaire for volunteers was assembled by conducting a literature review of its six traits. These, in fact, are well-established constructs and valid and reliable tests exist for all of them. The final questionnaire was tested for reliability through Cronbach's Alpha, which measured its internal consistency. The value of alpha may lie between 0 and 1 with a value of 0.7 being considered the threshold. The following are the proposed thresholds: Excellent (0.9 - 1.0); Good (0.8 - 0.9); Acceptable (0.7 - 0.8); Questionable (0.6 - 0.7); Poor (0.5 - 0.6); Unacceptable (>0.5).

The researcher also realises the importance of guarding against subjectivity in qualitative data collection. Measures taken include: (a) removing subjective error, by getting familiar with the list of biases and cognitive errors which may distort responses, in order to be able to prevent them or recognise when they are occurring; (b) aggregating subjective information, by compressing responses into categories of meaning and this can be achieved by conducting content analysis; (c) reducing researcher's bias, by making sure that questions are neutral and free from unconscious biased phrasing that would influence the respondent's answers; and (d) ensuring falsifiable information, by validating the respondent's answer with empirical facts.

With regards to the qualitative data collection instrument utilised in this research study, which is the Focus Group Discussion (FGD), a number of reliability and validity implications have to be stated. Firstly, the method of recording. Audiotape is considered to be easier to transcribe than videotape, but it may leave room for doubt about which participant said what (Kidd & Parshall, 2000). To this regard, since this research study employed audiotape in order to record the FGD, the researcher assigned a number to each participant and ensured that this number was stated clearly before a contribution was made. Secondly, whatever mode of recording is used, some of what is said may result inaudible if the FGD takes place in a large room (Kidd & Parshall, 2000). To this regard, the researcher made sure to organise the FGD around a small table with the audio recorder placed in the middle. In order to anticipate any problems related to the quality of the sound, which could have undermined transcription, a preliminary audio test was performed before commencing the FGD. Thirdly, issues related to the stability of FGD research may arise if the same group is convened on

more than one occasion (Kidd & Parshall, 2000). To this regard, the researcher made sure to complete the FGD in one single session. Finally, issues of equivalence, which can arise when multiple moderators are used (Kidd & Parshall, 2000), were addressed by having the sole researcher moderating the focus group. This was done in order to achieve uniformity in the flow, texture and content of the discussion.

3.7 Ethical Consideration

This study involved behavioural research on human subjects, whose rights and welfare are to be protected. To this end, the researcher applied for and received IRB Ethics Clearance (see APPENDIX 7). Also, because all research projects carried out in Kenya are required to obtain a research permit from the National Council of Science and Technology, the researcher applied for and was awarded a NACOSTI Study Permit (see APPENDIX 8).

A formal letter from Strathmore University Business School requesting access was presented to Nafisika Trust (see APPENDIX 6). This briefly stated the purpose of the study and the possible benefits to society deriving from their participation and support.

At the moment of interacting with volunteers, supervisors and employers, the research respected anonymity of respondents and confidentiality of data. Most importantly, the researcher remained honest and truthful throughout all stages of research. The Turnitin report regarding plagiarism check is available in APPENDIX 11.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings of the data as described in chapter three. In order to establish the general characteristics of the survey population, descriptive statistics were employed. Results of reliability analysis are presented to show the survey questionnaire's ability to properly measure the variables of study. Mann-Whitney test was undertaken to determine whether there is statistically significant difference between volunteers' Mixed EI before and after the experience at Nafisika Trust. In addition, two regression models and a structural equation model are presented to determine the relationship between Mixed EI and job performance in past volunteers. Finally, qualitative data from the focus group discussion was categorised into clusters. Tests were performed using Minitab 14 and SmartPLS 3 Software. A summary of results is presented at the end of this chapter.

4.2 Response Rate

Table 4.1 Response Rate

Item	n	N	%
T1 – EI before volunteering	98	112	87.5%
T2 – EI after volunteering & job performance	86	112	76.8%
Focus Group Discussion	5	6	83.3%

With regards to the first and main population of study, Nafisika Trust submitted a list of past volunteers with a total of 178 names; however, email addresses were available for only 145 of them. Of these, twelve names were redundant for having volunteered twice and 21 could not be reached because of invalid email addresses. Hence, the final operating total amounts to 112 past volunteers.

The final response rate of 76.8% is considered to be satisfactory. N is the total number of past volunteers contacted and n is the actual number of responses. As shown in table 4.1 above, twelve respondents failed to compile the T2 questionnaire and therefore

could not be considered for data analysis. As a result of the high response rate, the sample was adequate and valid to proceed to data analysis stage.

With regards to the second population of study, it was impossible to gather the six Nafisika Trust supervisors at one time for the focus group discussion. This is because the organisation's ongoing in-prison programmes require a minimum level of supervision that cannot be overlooked. However, five out of six supervisors still amounted to high participation (83.3%) and the outcome was considered adequate and valid to proceed to data analysis stage.

4.3 Demographic Analysis of Respondents

This section presents the results of the profile information of Nafisika Trust's past volunteers, retrieved through the T1 questionnaire. Details sought included age, gender, duration of volunteering experience at Nafisika Trust, current employment status and total years of work experience.

The average age of 86 Nafisika Trust's past volunteers who took part in the study was 26.7 years, with an average duration of volunteering attachment of almost four months (3.92). The gender distribution, as shown by figure 4.1 below, indicated that 66.3% (n=57) were females, while 33.7% (n=29) were males.

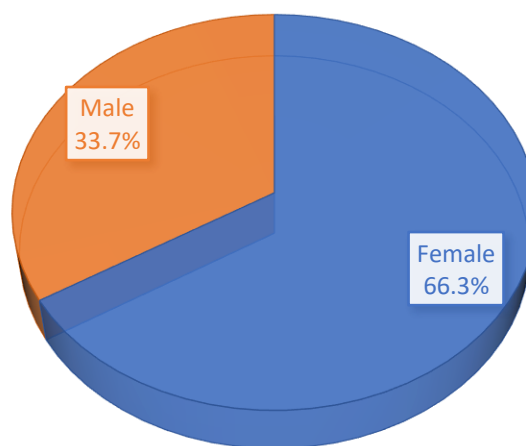


Figure 4.1 Gender Distribution

With regards to the employment status, 73.3% (n=63) declared that they were currently employed, while 26.7% (n=23) were out of employment at the time of compiling the questionnaire. Table 4.2 below provides greater and more accurate information about the employment status of Nafisika Trust’s past volunteers.

Table 4.2 Employment Information

Employment Information	N	%
In employment	63	73.3%
Out of employment	23	26.7%
<u>Years of experience</u>		
0-2 years	47	54.6%
2-5 years	32	37.2%
Over 5 years	7	8.2%
<u>Current Industry</u>	<u>(out of 63 in employment)</u>	
NGO	10	15.9%
Counselling	9	14.3%
Legal	8	12.7%
Marketing & Communication	8	12.7%
Public Sector	6	9.5%
Mental Health	5	7.9%
Education	5	7.9%
Finance	4	6.3%
Business Development	3	4.8%
Consulting	2	3.2%
Religious	2	3.2%
Retail	1	1.6%

4.4 Motivation to volunteer

Despite not being one of the primary objectives, it was in the interest of this study to understand what pushed youth from Nafisika Trust to engage in an in-prison volunteering programme. Three types of motivations are considered: altruistic, which is purely value driven; career-building; and social, which refers to volunteering experiences undertaken because of the influence of others.

Because of a mistake on the side of the researcher, the question on motivation to volunteer had not been initially included in the questionnaire, and thirteen people completed it before the mistake was acknowledged. Hence, only 73 respondents were able to state their motivation to volunteer. Table 4.3 below shows the results of the analysis.

Table 4.3 Motivation to Volunteer

Type of Motivation	n	N	%
Altruistic	19	73	26.03%
Career-building	9	73	12.33%
Social	6	73	8.22%
Mixed	39	73	53.42%

4.5 Reliability Analysis

As stated in section 3.6, both EI and Job Performance questionnaire sections have been tested for internal consistency and hence reliability using Cronbach's Alpha, with the intent of confirming whether the questionnaire is able to measure the constructs it is intended to. The test was performed on the entire population of study (n=86).

The value of alpha may lie between 0 and 1 with a value of 0.7 being considered the threshold. The following were the proposed thresholds: Excellent (0.9 - 1.0); Good (0.8 - 0.9); Acceptable (0.7 - 0.8); Questionable (0.6 - 0.7); Poor (0.5 - 0.6); Unacceptable (>0.5). Table 4.4 below illustrates the test results.

Table 4.4 Reliability Analysis

Scale	Section	Reliability	N. of Items	Classification
Emotional Intelligence	Emotional Stability	0.7557	6	Acceptable
	Conscientiousness	0.8458	6	Good
	Extraversion	0.7991	6	Acceptable/Good
	Ability EI	0.8819	6	Good
	Self-Efficacy	0.7906	6	Acceptable/Good
	Self-Reported Job Perf.	0.7412	6	Acceptable
	EI Scale	0.8813	36	Good
Job Performance	Task Performance	0.8460	6	Good
	Adaptive Performance	0.7970	6	Acceptable/Good
	Contextual Performance	0.8347	9	Good
	Job Performance Scale	0.9192	21	Excellent

Based on the results of the reliability analysis, which shows that all values were comfortably above 0.7, it can be concluded the tool had a high internal consistency and could therefore be considered reliable for the survey.

4.6 Mann-Whitney Test for group differences

As stated in section 3.4, in order to answer the first research question, it was important to investigate whether a change in volunteers' Mixed EI took place because of the experience at Nafisika Trust. Each respondent compiled two self-rated Mixed EI assessments: one considering how they were just before starting the volunteering attachment and the other one thinking of how they were just after finishing the attachment. The ratings were expressed on a 1 to 7 Likert scale, ranging from "strongly disagree" to "strongly agree".

The first step of the analysis consisted in reversing the reverse-coded questions, for them not to affect averages and for the data set to be consistent. Secondly, averages of the six Mixed EI subcategories were calculated and aggregated into overall Mixed EI scores for each respondent. The last step was to determine whether significant statistical difference exists between the two groups of data: η_1 , or EI before volunteering; and η_2 , or EI after volunteering. Taking into account the ordinal nature of the data, a non-parametric test like Mann-Whitney was needed. The confidence interval was set at 95% and two test hypotheses were formulated:

$$H_0 : \eta_1 - \eta_2 = 0$$

$$H_1 : \eta_1 - \eta_2 \neq 0$$

The results are shown in Figure 4.2 below.

	N	Median
EI before volunteering	86	5,4700
EI after volunteering	86	5,9700

Point estimate for ETAl-ETA2 is -0,5900
 95,0 Percent CI for ETAl-ETA2 is (-0,7801;-0,4199)
 W = 5326,0
 Test of ETAl = ETA2 vs ETAl not = ETA2 is significant at 0,0000
 The test is significant at 0,0000 (adjusted for ties)

Figure 4.2 Mann-Whitney Test results

It is possible to note that the median EI score after volunteering is greater than the median EI score before volunteering. The median difference in EI score between the two groups, is -0.5900 with 95% confidence intervals for the median difference in EI score of -0.781 to 0.4199. The main result to be observed is the statistical significance of this test, which is 0.0000, indicating a highly significant p-value. Clearly, the p-value is not equal to zero, it is simply significantly lower than 0.05, or the confidence interval in analysis (highly significant p-values are reported differently depending on which data analysis software is used: SPSS, for example, presents it as “p<0.0001”).

As the p-value is smaller than 0.05, H_0 is rejected and hence it can be concluded that there is statistically significant difference in median EI score between the two groups (before volunteering and after) within youth from Nafisika Trust.

4.6.1 Describing the change in Mixed EI

Once it was established that there was a statistically significant difference between the Mixed EI scores before and after volunteering, it was important to understand how these were affected. Particularly, it was crucial to understand if it was a positive change, with Mixed EI improving on average, or a negative one, with average Mixed EI decreasing.

After having compared total average scores for the six subdimensions of Mixed EI, it can be concluded that volunteering at Nafisika Trust had a positive impact on volunteers Mixed EI. Table 4.5 below shows the results in detail.

Table 4.5 Change in average Mixed EI scores

Subcategory	Before volunteering (total average for 86 respondents)	After volunteering (total average for 86 respondents)	Δ	Rank
Emotional Stability	5.10	5.83	0.73	2
Conscientiousness	5.26	5.81	0.55	4
Extraversion	5.14	5.67	0.53	5
Ability EI	5.48	6.31	0.83	1
Self-Efficacy	5.45	6.05	0.60	3
Self-reported Job Performance	5.60	6.10	0.50	6

All average Mixed EI total scores increased after volunteering. The three subcategories that registered the highest increase were Ability EI ($\Delta=0.83$), Emotional Stability ($\Delta=0.73$) and Self-Efficacy ($\Delta=0.60$).

4.7 Regression Analysis

Two models were considered in the regression analysis with the aim of determining the relationship between EI and job performance: a simple linear regression model based on total average Mixed EI scores against total average job performance scores; and a multiple regression model with the six subdimensions of Mixed EI as predictors of job performance.

4.7.1 Simple linear regression model

The first step consisted in obtaining a scatterplot to observe the existing trend. The data suggests a positive, fairly linear relationship between the two variables of study, meaning that as EI increases, job performance increases as well. It is important to state that the scatterplot can only point out the general trend of the relationship, but it does not indicate causality between the two variables of study. The scatterplot of EI vs job performance in youth from Nafisika Trust can be observed in Figure 4.3 below.

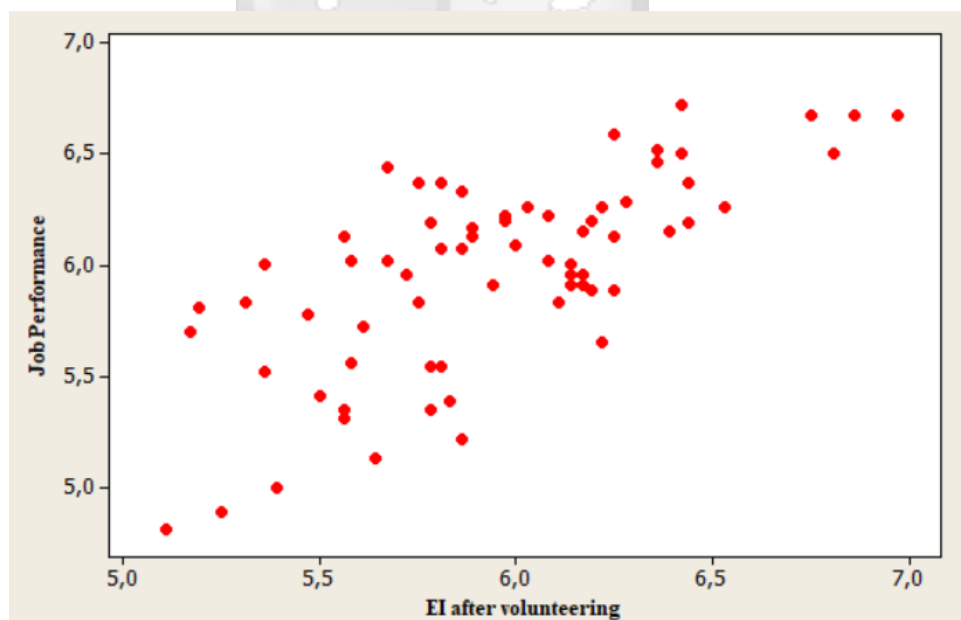


Figure 4.3 Scatterplot

The second step was to perform the actual regression analysis in Minitab 14 software. A graphical representation of the results can be observed in the fitted line plot in figure 4.4 below.

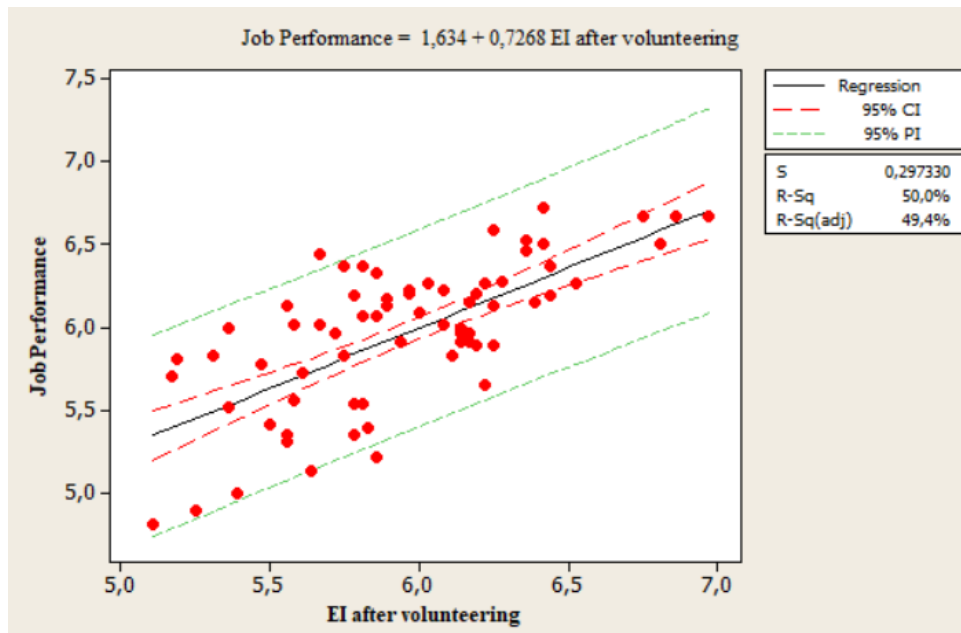


Figure 4.4 Fitted Line Plot

The fitted line plot shows the 95% confidence interval (red) and the 95% prediction interval (green). It can be observed that there are two outliers in the data set, one above and one below the 95% prediction interval. Considering the ordinal nature of the data in analysis, there was no urgency to investigate the two outliers further.

The regression model was:

$$\text{Job Performance} = 1.634 (\beta_0) + 0.7268 (\beta_1) \text{ EI after volunteering}$$

where 1.634 (β_0) is the value of job performance when EI equals zero; and 0.7268 (β_1) is the unit increment in job performance when EI is increased by one unit.

S = 0,297330 R-Sq = 50,0% R-Sq(adj) = 49,4%

Analysis of Variance

Source	DF	SS	MS	F	P
Regression	1	7,4183	7,41831	83,91	0,000
Error	84	7,4260	0,08841		
Total	85	14,8443			

Pearson correlation = 0,707

Figure 4.5 Regression and Correlation Statistics

The R-squared value, or coefficient of determination, indicates the percentage of dependent variable that is explained by the independent variable. In this case EI explains 50% of job performance. The remaining 50% is affected by other variables that are not being considered in this study.

The Pearson correlation coefficient indicates the strength of association between the two variables of study. It can assume a value between -1 and 1 and can be categorised as strong negative, weak negative, weak positive and strong positive. In this case the coefficient is 0.707, which indicates the existence of strong positive correlation between EI and job performance.

Finally, two test hypotheses were formulated:

$$H_0 : \beta_1 = 0$$

$$H_1 : \beta_1 \neq 0$$

In order to determine whether the association between the response and the term is statistically significant, it was necessary to compare the p-value and the significance level dictated by the confidence interval. In this case the p-value of 0.000 is lower than $\alpha = 0.05$, hence H_0 is rejected and it can be concluded that statistically significant association exists between job performance and EI in volunteers from Nafisika Trust.

A number of considerations had to be made in order to explain the fit of the model in estimation of the response variable. Firstly, the statistically significant association between job performance and EI. Secondly, the strong positive correlation between the two variables; and thirdly, the R-squared value. Although 50% may not be considered to be a high value for a coefficient of determination in some areas of research, it is perfectly acceptable in this particular field of research. It is much more difficult to predict human behaviour than physical processes, as human behaviour tends not to be constant and to differ widely among different individuals, being predicted by more than just one variable like EI. Hence, it can be concluded that the model is a reasonable fit in estimating the response variable.

4.7.2 Multiple regression model

A multiple regression model is a statistical technique that allows for the prediction of a response variable based on a set of independent variables. In this study, the regression analysis was done between job performance and the six subdimensions of Mixed EI (emotional stability, conscientiousness, extraversion, ability EI, self-efficacy and self-reported job performance). The model used was as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + \varepsilon$$

Where: Y is job performance; β_0 is the intercept; X is the set of six independent variables; β_i ($i = 1,2,3,4,5,6$) are the partial regression coefficients associated with the independent variables; and ε is the error term.

Figure 4.6 below shows the results of the multiple regression model.

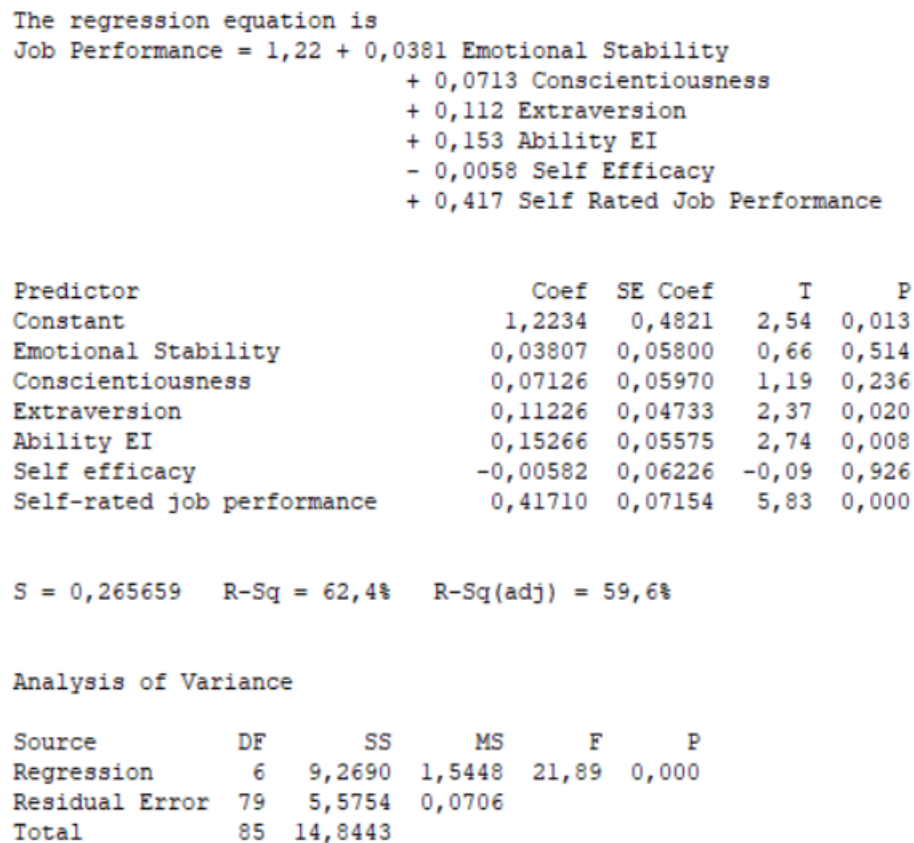


Figure 4.6 Multiple Regression

The β_i coefficients are all positive except for self-efficacy, suggesting that five out of six subdimensions of Mixed EI have a positive relationship with job performance. On

the contrary, an increase in self-efficacy would result in a negative change in the dependent variable.

The p-values were used to determine whether the independent variables were significantly linked to employee performance. Results showed that extraversion, ability EI and self-rated performance were significantly associated with job performance at 95% confidence level. On the other hand, emotional stability, conscientiousness and self-efficacy exhibited large p-values and hence were found not to have a significant effect on job performance.

In addition, the F – statistic test was used to determine whether a significant relationship exists between the dependent variable and the set of all independent variables. Since the F – statistic value is 21.89 with an associated p-value of 0.000, it can be concluded that the regression model is significant at 95% confidence interval.

Lastly, the coefficient of determination (R-sq adjusted, since the number of independent variables is greater than one) was found to be 59.6%, which is significantly greater than the R-squared value of the single linear regression model, which was found to be 50%. This can be explained by the interaction among the different variables, resulting in the tendency of multiple regression models to achieve deeper understanding of a given relationship.

4.8 Structural Equation Model

Structural Equation Modelling (SEM) is a multivariate statistical analysis tool utilised to examine structural relationships. It is a technique that combines factor analysis with multiple regression, measuring the structural relationship between measured variables and latent constructs (Anderson & Gerbing, 1988). SEM continues to serve as the most popular approach to causal analysis in social sciences (Bollen & Pearl, 2013). Hence, it is seen as a relevant data analysis technique in the context of this study.

SEM was carried out using SmartPLS 3 software. The first step consisted in importing the raw data. All the 36 Mixed EI and the 21 job performance indicators for each respondent were imported individually, without the use of average scores to represent the various subcategories. The two variables of study were then created and fed with

the related indicators (see APPENDIX 10). Results can be observed in Figure 4.7 below.

	Original Sample...	Sample Mean...	Standard Deviation...	T Statistics...	P Values
Mixed_EI -> Job_Performance	0.819	0.840	0.026	31.631	0.000

Figure 4.7 SEM analysis

At 95% confidence interval the p-value is 0.000, indicating the existence of significant relationship among Mixed EI and job performance. This is confirmed by the t-statistic, which is equal to 31.631. A t-statistic greater than 1.96 is significant at 0.05 level.

In addition, the SEM suggests an R-squared value, or coefficient of determination, equal to 67% (see APPENDIX 10), meaning that 67% of the variance in job performance is explained by the independent variable, Mixed EI. The R-squared value in the SEM is significantly higher than those derived from simple linear and multiple regression (50%; 59.6%).

4.9 Analysis of Job Performance subdimensions

In order to achieve deeper understanding of the relationship between the variables of study, coefficient of correlation and coefficient of determination between Mixed EI and the three individual subdimensions of job performance were calculated. Table 4.6 below shows the results.

Table 4.6 Analysis of Job Performance subdimensions

Item	Correlation Coefficient	Coefficient of Determination	Rank
Task Performance	0.655	43%	2
Adaptive Performance	0.681	46.4%	1
Contextual Performance	0.637	40.6%	3
Overall Performance	0.707	50% (linear regression) 59.6% (multiple regression) 67% (SEM)	N.A.

4.10 Categorisation of Job Performance

With regards to the second research objective, a total average of the job performance self-assessments was obtained for every past volunteer of Nafisika Trust. These averages were then categorised in order to evaluate how past volunteers performed in their current organisations. Considering the utilised 7-point Likert Scale, the proposed thresholds were: Excellent (6,5 – 7); Very Good (6 – 6,49); Good (5,49 – 6); Average (4,5 – 5,49); Poor (< 4,5). Figure 4.8 below shows the results of the analysis.

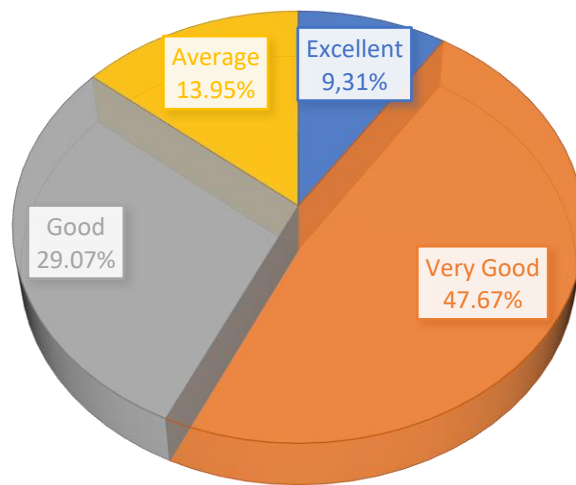


Figure 4.8 Categorisation of Job Performance

4.11 Categorisation of Qualitative Data

Thematic Analysis was carried out in order to analyse qualitative data retrieved from the focus group discussion with five employees of Nafisika Trust who directly supervise volunteers during their attachment. The following steps were taken: transcription of discussion (see APPENDIX 9); familiarisation with discussion content; assignment of preliminary codes to the data in order to describe its content (emotional stability; conscientiousness; extraversion; ability EI; self-efficacy; job related skills; adaptability, prosocial behaviour); search for themes across focus group discussion; review of findings; definition and naming of new emerging themes.

Table 4.7 below shows the results of the Thematic Analysis.

Table 4.7 Categorisation of Qualitative Data

Question	Responses	Number of Mentions
Role at Nafisika	Training Associate Training and Development Lead Head of Programmes	3 1 1
Overall experience as a supervisor	Improved job-related skills Enhanced Ability EI Increased pro social behaviour Enhanced Self-Efficacy Enhanced Extraversion	3 2 1 1 1
Volunteers' common reactions after first day	Reality differed from expectations Stigma associated with inmates is dropped Feeling overwhelmed Looking forward to next session	2 2 2 1
General benefits for volunteers	Ability EI Self-efficacy Real understanding of prisons and inmates Communication Skills Extraversion Job-related skills Adaptability	4 3 2 2 2 1 1
Benefits for inmates	Feeling of being valued Hope Knowledge Reduction of sentence	2 2 2 1
Benefits for volunteers in 2019 cohorts	Ability EI Job-related skills Self-efficacy Communication Conscientiousness Pro social behaviour Extraversion	3 3 1 1 1 1 1
Three main competencies gained through volunteering at Nafisika	Job-related skills Self-efficacy Conscientiousness Ability EI Adaptability Communication Skills	4 2 2 1 1 1

The impact of volunteering on each of the six subdimensions of Mixed EI appeared as themes in the FGD with employees of Nafisika Trust. Examples are given in the

paragraphs below, in the form of quotations extrapolated from the FGD. For the full transcription see APPENDIX 9.

Extraversion was mentioned in the FGD as a benefit for one of the volunteers of the 2019 cohort. One Nafisika supervisor said: “At the beginning she (the volunteer) was extremely shy, up to the point in which she would try to limit as much as possible the interaction with inmates ... You should see her now, she looks like a complete different person. She reaches out to inmates, speaks and jokes with them with very little effort compared to the beginning. She behaves like a true extrovert.”

Ability EI was among the main themes of the FGD. One Nafisika supervisor said: “One of my recent supervisees developed an element of counselling. I noticed that he became better and better at listening ... He became quite good at understanding emotions in inmates and acting upon them. It was very clear to me that he approached different inmates in different ways, based on the feelings they expressed to him. Proof of this is the fact that he was able to gather very sensitive information from them, things that inmates had not even shared with us supervisors.” Another supervisor, at the time of discussing the main benefits that youth usually derives from volunteering at Nafisika, added: “understanding people’s emotions, since prison is a delicate environment where people are very diverse in nature.”

Job-related skills also appeared to be enhanced by the volunteering experience. One Nafisika supervisor said: “When volunteers join our programme, I usually correct quite a lot of things in their first reports ... In the latest cohort of volunteers that I coordinated, one young man was struggling a bit with our reporting standards. However, with some guidance, he adapted quite quickly in what was for him a new environment and visibly improved his reporting skills.” A different supervisor added: “The three volunteers I supervised (in 2019) clearly improved their task related skills, like reporting and facilitating sessions, and also soft skills, like listening, emotional awareness and public speaking.”

Enhanced self-efficacy was mentioned on multiple occasions as a benefit of engaging in a volunteering programme. When talking about a volunteer of the 2019 cohort, a Nafisika supervisor said: “With time she gained resilience and confidence in her ability to execute tasks.” A different supervisor, at the time of discussing the main benefits that youth usually derives from volunteering at Nafisika, added: “confidence (is one

of the three main benefits), basically they become more aware of their potential and they push themselves harder.”

Conscientiousness also seemed to have improved on multiple occasions. One Nafisika supervisor mentioned: “I noticed that volunteers became increasingly keen on details and time keeping as their volunteering experience unfolded.” A different supervisor, talking about how a supervisee of the 2019 cohort improved her approach to work, stated: “she is even developing new content for the personal development classes and she is asking me to be entrusted with more sessions.”

4.12 Summary of Findings

The test for internal consistency highlighted Cronbach’s Alpha values of 0.8813 for the Mixed EI scale and of 0.9192 for the job performance scale. The questionnaire displayed high internal consistency and could therefore be considered reliable for the survey.

As expected, majority of the youth from Nafisika Trust showcased mixed motivation to volunteer (53.42%). However, 26.03% stated purely altruistic motives, 12.33% career-building ones and only 8.22% stated purely social motives.

According to the results of Mann-Whitney test, there is statistically significant difference between the degree of Mixed EI possessed by volunteers before and after engaging in Nafisika Trust’s volunteering programme. Further analysis showed that all six subcategories of Mixed EI increased on average.

In terms of the level of job performance within their current organisations, 9.31% (n=8) of volunteers reported an ‘excellent’ performance score; 47.67% (n=41) a ‘very good’ one; 29.07% (n=25) a ‘good’ one; and finally, 13.95% (n=12) reported an ‘average’ performance score.

Two models were considered in the regression analysis with the aim of determining the relationship between EI and job performance: a simple linear regression model based on total average Mixed EI scores against total average job performance scores; and a multiple regression model with the six subdimensions of Mixed EI as predictors of job performance. Both models highlighted a positive relationship between the

variables of study, but the coefficient of determination in the multiple regression model (59.6%) was greater than the same in the simple regression model (50%).

Strong positive correlation was found between Mixed EI and job performance (0.707), as well as for Mixed EI and the single subdimensions of job performance (AP, 0.681; TP, 0.655; CP, 0.637).

Qualitative data from the focus group discussion highlighted that volunteers tend to improve in all subdimensions of Mixed EI through their in-prison experience. However, Ability EI, self-efficacy and job-related skills appeared to be the most relevant to Nafisika Trust's staff.



CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter begins with a discussion of the research findings in relation to the specific objectives. It continues with the overall conclusions of the study. The chapter ends with the specific recommendations for future research, also highlighting the main limitations related to the chosen approach.

5.2 Discussion of findings in relation to the objectives

The overall research objective of the study was to analyse the relationship between volunteering, EI and job performance within Kenyan youths who volunteered at Nafisika Trust. The first specific objective was to determine the influence of volunteering on the emotional intelligence of young volunteers. The second objective sought to evaluate the job performance of past young volunteers in their current organisations. Finally, the third objective was to determine the relationship between emotional intelligence and job performance of past young volunteers.

5.2.1 Volunteering's influence on Mixed EI

The study suggests that there is statistically significant difference between past volunteer's Mixed EI scores just before and immediately after volunteering. Hence, it is reasonable to suggest that a change in Mixed EI happened because of the volunteering experience at Nafisika Trust.

Further analysis highlighted that all total average scores of the six subdimensions of Mixed EI increased. The three subcategories that registered the highest increase were Ability EI ($\Delta=0.83$), Emotional Stability ($\Delta=0.73$) and Self-Efficacy ($\Delta=0.60$). The remaining subcategories ranked in descending order were: Conscientiousness ($\Delta=0.55$); Extraversion ($\Delta=0.53$); and Self-reported job performance ($\Delta=0.50$).

These findings are in line with the results of the research studies, mentioned in section 2.3.5, that highlighted significant overlapping between the benefits of volunteering and the benefits of possessing a high degree of EI. In fact, traits that fall under the Mixed EI construct such as subjective wellbeing, coping ability and low anxiety (Emotional

Stability); as well as improved social life (Extraversion), strive to achieve personal goals (Conscientiousness), enhanced life and interpersonal skills (Ability EI) and civic consciousness (CP, as part of the overall job performance construct) all improved on average. It is therefore possible to accept the first hypothesis formulated in this research study,

H₁ : Volunteering will have a positive effect on volunteers' Mixed EI.

With regards to the individual subcategories of Mixed EI, the significant increase in average Ability EI score highlighted by quantitative data was supported by findings in the qualitative analysis. Employees of Nafisika Trust described it as “an element of counselling” that is developed by the volunteers. This is probably due to two main factors. Firstly, volunteers are completely new to the prison environment and hence approach inmates, generally perceived as dangerous criminals by the rest of society, with a degree of concern. This naturally pushes them to increase their emotional awareness when conducting activities in prison. As stated by Joseph et al. (2015), “the more one exerts effort in displaying appropriate emotions, the better one becomes at doing so”. Secondly, volunteers begin to value things they used to take for granted before interacting with prison settings, like personal freedom. Volunteers also tend to drop the stigma associated with inmates, realising that “they (inmates) are people just like them, with dreams and a vision of their own” as described by a supervisor of Nafisika Trust. It is reasonable to believe that these experiences push volunteers to become more empathetic, therefore improving their Ability EI.

This study views the average increase in Emotional Stability, second highest among the six subdimensions, as correlated to the increase in Ability EI. By becoming more empathetic with inmates, volunteers get a new life perspective. This is likely to help them feel content with their own personal situation and it equips them with improved coping ability and low anxiety towards everyday challenges. Altogether, this results in improved Emotional Stability.

Lastly, the increase in Self-efficacy, described as one's belief in his or her capacity to execute behaviours necessary to attain specific goals, can be explained through the practical skills that volunteers acquire during their experience at Nafisika Trust. Supervisors mentioned reporting, facilitation skills, public speaking and communication skills as the practical areas in which volunteers benefit the most. It is

also worth mentioning that for the majority of them, who have little to no previous work experience, the experience at Nafisika Trust amounts to an important way of testing themselves.

5.2.2 Evaluation of past volunteers' job performance

A number of studies on the topic of youth employment in Kenya have been undertaken in recent years. Awiti and Scott (2016) conducted a survey of 1845 Kenyan youth aged between 18 and 35 and found that 55% were unemployed. A paper by think-tank Samuel Hall (2017), backed by the British Council, reported unemployment rate of 22% among Kenyans aged 15 to 24 in 2016. Finally, updated statistics from United Nations Development Programme (2018) placed Kenya's youth unemployment at 26.2% among those aged 15 to 24 in 2017.

The most recent job survey by the Kenya National Bureau of Statistics [KNBS] (2018) covers the period between September 2015 and August 2016. In its section dedicated to youth employment, it considered individuals aged between 15 and 35 who were actively looking for a job. It estimated that 11.4% (n=1.22million) of the 10.7 million Kenyan youth were unemployed. Overall, national unemployment rate was 7.4%, with the youth bracket making up 55.3% of the entire labour force and 85% of total unemployed people being younger than 35. The survey, however, did not capture the educational qualification of unemployed youth, neither did it differentiate between formal and informal wage sectors. Table 5.1 below provides further insights from KNBS's report.

Table 5.1 Unemployment in Kenya (KNBS, 2018)

	Youth unemployment (15-35)	Overall Unemployment (15-64)
Total	11.4%	7.4%
Location		
Urban	8.0%	5.0%
Rural	3.5%	2.4%
Gender		
Male	4.0%	2.6%
Female	7.4%	4.8%

Differentiating between formal and informal wage sectors when discussing the issue of youth employment in Kenya is, however, of crucial importance. As stated by Samuel Hall (2017) the informal sector amounts to 83% of all available employment opportunities. In addition, “formal and comparably well-paid wage employment is only available for very few of Kenya’s youth” (Samuel Hall, 2017).

The population of study comprises Nafisika Trust’s past volunteers aged between 23 and 37, all of whom are university graduates who sought employment in the formal wage sector upon concluding their studies. The study found that 73.3% (n=63) were employed in the formal wage sector, while 26.7% (n=23) were out of employment at the time of the survey. Considering what has been stated in previous paragraphs about the job market in Kenya, it can be concluded that Nafisika Trust’s past volunteers’ access to formal employment is above national average.

With regards to the second research objective, the study found that Nafisika Trust’s past volunteers reported a generally good level of job performance at their current organisations. In fact, 9.31% (n=8) reported excellent performance; 47.67% (n=41) very good performance; 29.07% (n=25) good performance and 13.95% (n=12) average performance. Despite the survey consisted of self-reported measures, which may trigger bias in the respondents, existing literature suggests that self-reported performance is a very good proxy of actual performance (Kock, 2017).

The study proposes that the generally high level of performance is related to three main factors. Firstly, all respondents are university graduates. Data from the World Bank (2019) highlights that gross enrolment rate in tertiary education for 2017 was 11% in Kenya. This suggests that Nafisika Trust’s past volunteer are exposed to more knowledge compared to most of their agemates. Secondly, as highlighted by the Thematic Analysis, in-prison volunteering equips the youth with a set of skills that are very valuable in the formal wage sector: reporting, communication, active listening and task management. Lastly, by acquiring a higher degree of Mixed EI, past volunteers are more likely to maintain positive relationship with colleagues, engage in prosocial behaviour within the organisation and become more resilient and adaptive in the face of change.

5.2.3 The relationship between Mixed EI and Job Performance

This study utilised three distinct techniques to determine the relationship between Mixed EI and job performance: simple linear regression, multiple regression and structural equation modelling (SEM). Despite generating slightly different results, all three techniques led to the conclusion that the two constructs are highly correlated, that significant positive relationship exists and that Mixed EI is a key influencer of job performance.

The coefficient of determination, or R-squared, derived from the simple linear regression model is 50%, meaning that Mixed EI explains 50% of the variance in job performance. The same statistic from the multiple regression model was 59.6%, while for the SEM, which also considers latent variables, it was 67%. These values are higher than what found in studies by Joseph and Newman (2010), O'Boyle et al. (2011) and Joseph et al. (2015), who respectively reported 47%, 28% and 29%. This is attributable to two main factors. Firstly, these three studies are meta analytical investigations, with sample sizes exponentially larger and diverse compared to this paper. Secondly, these studies consider supervisor-rated instead of self-rated performance in order to completely avoid Dunning-Kruger bias, whereby people rate their own skills and abilities higher than what they actually are.

Considering the results from simple linear regression model, multiple regression model and SEM, it is reasonable to accept the second hypothesis of study in the context of past volunteers from Nafisika Trust:

H₂ : Mixed EI will have a positive effect on job performance.

In terms of Mixed EI's relationship with the three individual subdimensions of job performance, the initial expectation was to find Mixed EI to have the strongest relationship with CP. However, when considering correlation and determination coefficients, Mixed EI's strongest relationship appears to be with AP, followed by TP and, lastly, by CP. The study views this as a consequence of the improved self-efficacy and task-related abilities. By developing practical skills that are crucial in the workplace, like reporting and task management, and acquiring confidence in one's ability to achieve goals, past volunteers become more resilient in the face of change. This translates into improved AP.

5.3 Conclusions

The study confirmed that volunteering at Nafisika Trust equipped Kenyan youth with a higher degree of Mixed EI. All six considered subcategories (emotional stability, conscientiousness, extraversion, ability EI, self-efficacy and self-reported job performance) improved on average. The subdimension that improved the most was Ability EI, described as one's capability of understanding one's emotions, emotions in others and using said emotional understanding to guide one's decision making.

Of the 86 respondents, 73.3% (n=63) were employed in the formal wage sector, while 26.7% (n=23) were out of employment at the time of the survey. Considering that in Kenya the informal sector amounts to 83% of all available employment opportunities and that wage-employment is only available to a small proportions of Kenyan youth (Samuel Hall, 2017), it can be concluded that Nafisika Trust's past volunteers' access to formal employment is above national average. In addition, the respondents' level of job performance at their current organisations has been categorised as generally good.

The study confirmed the existence of positive relationship between Mixed EI and job performance, meaning that an increase in Mixed EI generates an increase in job performance. The relationship between the two variables of study was also proved to be significant at 95% confidence level. The multiple regression model highlighted positive relationship between five of the six Mixed EI subcategories and job performance. On the other hand, self-efficacy was found to have a negative relationship with job performance within the multiple regression model, despite this relationship being positive when the two variables are isolated.

Finally, the study concluded that Mixed EI amounts to a significant proportion of job performance's variance, however it varies based on which model is taken in consideration. The R-squared values were as follows: 50% for the simple linear regression; 59.6% for the multiple regression model; and 67% for the Structural Equation Model, calculated using every single indicator for Mixed EI (n=36) and job performance (n=21).

Enhancing Mixed EI through volunteering programmes helps youth in their adaption into an ever-changing work environment, in maintaining a positive relationship with colleagues and in improving effective delivery of tasks required at junior level positions.

5.4 Recommendations

From the conclusions of the study and a review of the existing literature, three recommendations can be made.

Firstly, since youth employment represents one of the most pressing topics for policymakers in the continent (International Labour Association, 2018), the Kenyan Ministry of Education should focus its intervention on developing skills that will facilitate a smooth transition into the formal wage sector for the youth, regardless of the industry. Mixed EI is identified as a very viable option for this purpose. Hence, this study proposes to include compulsory volunteering attachments at high school and university levels. To the best of the researcher's knowledge, some institutions, like Strathmore University, are autonomously implementing this policy. In addition, since volunteering was proven to enhance Mixed EI, which in turn improves job performance, Kenyan youth should be motivated to undergo volunteering experiences. This will help them acquiring skills and competencies that they will later employ in workplace and, possibly, lead to stable employment.

Secondly, since Mixed EI was identified as a key influencer of performance, Kenyan organisations should look at a way of incorporating a Mixed EI evaluation in their selection practices. This is likely to lead to enhanced performance, especially at junior level positions.

Thirdly, this study considered job performance to include task, adaptive and contextual performance as in Pradhan and Jena (2017). Adaptive and contextual performance are gaining popularity at a global level with the aim of promoting a functional, positive environment within the workplace. This study suggests Kenyan organisations to start implementing holistic performance review systems, which do not focus purely on KPIs but also on other aspects such as adaptive and contextual performance. For instance, Mixed EI competencies are crucial for leadership positions (Goleman, 1998) and should be included in performance appraisals.

5.5 Implications for Nafisika Trust

This study has implications for Nafisika Trust, as it provides a fact-based analysis of the benefits that youth can derive from engaging in their in-prison volunteering activities. Specifically, the findings concluded that volunteers are equipped with a higher degree of Mixed EI; that Nafisika Trust's past volunteers' access rate to the Kenyan formal wage sector is above national average; that past volunteers tend to perform well in their organisations; and that Mixed EI is a strong predictor of job performance for entry level jobs.

Nafisika Trust is encouraged to utilise this research to re-evaluate their impact on society and to re-align their communication strategy with all relevant stakeholders: donors; universities, in order to strengthen existing relations and to find new institutions to partner with; the Government of Kenya, particularly the Ministry of Education, in order to build institutional relations and apply for governmental sources of funding; and, finally, potential volunteers.

5.6 Limitations and suggestions for further studies

The study confirmed that the data collection tools were reliable, had their validity also been tested in previous research projects. However, it acknowledges a set of limitations which are to be addressed in similar future studies.

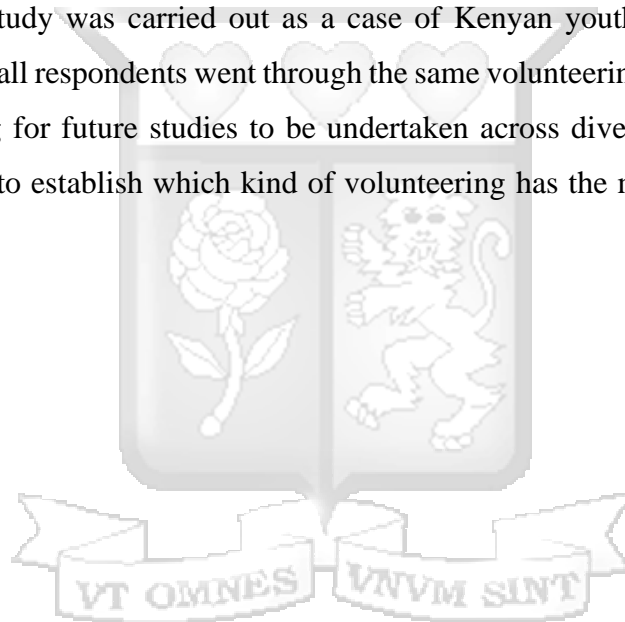
Firstly, due to time constraints, this study applied a self-reported approach to job performance, which may trigger bias in the respondents (Podsakoff, MacKenzie, Lee, & Podsakoff 2003). A holistic approach, including several self-ratings, supervisor scores or a mix of both would deliver more reliable results (Ng, Van Dyne, & Ang, 2012). Hence, future studies are encouraged to triangulate performance assessments from multiple sources.

Secondly, also due to time constraints, this study adopted a cross-sectional time horizon, asking volunteers to rate themselves in a retroactive manner at two different moments in the past. Despite the attempt to mitigate desirability bias by delivering T1 and T2 questionnaires separately and to triangulate quantitative data with the focus group discussion, the study acknowledges its obvious limitations. Future researchers are encouraged to undertake similar studies with a longitudinal approach, measuring

Mixed EI before and after the volunteering experience actually takes place and following the volunteers into their work careers.

Thirdly, this study voluntarily excluded cognitive ability from the Mixed EI construct. Requesting past volunteers to complete an IQ test was seen as an unnecessary burden which not all respondents would be willing to take. The alternative of utilising self-reported IQ was also discarded, as available literature suggests it is a very poor proxy of actual cognitive ability (Paulhus, Lysy, & Yik, 1998). However, Joseph et al. (2015) included it in their meta-analysis of the relationship between Mixed EI and job performance. Future studies that want to achieve a more significant comparison to the said meta-analysis should design their research to retrieve IQ scores.

Lastly, this study was carried out as a case of Kenyan youth from Nafisika Trust, meaning that all respondents went through the same volunteering programme. It would be interesting for future studies to be undertaken across diverse organisations. This would allow to establish which kind of volunteering has the most significant impact on Mixed EI.



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APPENDICES

APPENDIX 1: Development of Mixed EI Questionnaire

The Mixed EI questions for volunteers have been assembled by the author through a thorough review of existing literature. In fact, the six traits of Mixed EI that are being taken in consideration (Emotional Stability, Conscientiousness, Extraversion, Ability EI, General Self Efficacy and Self Rated Job Performance) are well established constructs in academic literature. For each of the six traits the author has incorporated six items, for a total of 36 items.

Respondents rate their responses on their level of agreement or disagreement with each statement on a seven-point Likert scale of 1 to 7, ranging from “Strongly Disagree” to “Strongly Agree”.

The questionnaire is presented as a single, continuous block of questions, alternating measurements of the six Mixed EI traits in order. This is because items of the same constructs are similar and, if presented in order, they might bias the respondent. Reverse questions have also been included with the aim of keeping the respondent’s level of attention high and discouraging random answers. The following paragraphs explain how each of the six constructs is measured in the questionnaire.

Emotional Stability, Conscientiousness and Extraversion are three of the Big Five personality traits. The measurable dimensions have been extracted from the Revised NEO Personality Inventory (NEO PI-R) by Costa & McCrae (1992), the original authors of the Big Five. Inspiration for the single items was also taken from the work of Goldberg (1992).

The trait of Neuroticism, or Emotional Stability, is divided in six sub-traits, each measured in the questionnaire as follows:

- “ES1: Calmness (vs. Anxiety). Relaxed, unconcerned, not sensitised to potential problems or difficulties;
- ES2: Even-Temperament (vs. Angry Hostility). Slow to anger or take offence, mid-tempered and easy-going.
- ES3: Contentment (vs. Depression). Content and imperturbable, rarely feels discouraged, not prone to guilt feelings.

- ES4: Poise (vs. Self-Consciousness). Confident in social groups, not easily embarrassed, insensitive to status differences.
- ES5: Self-Control (vs. Impulsiveness). Resist temptation, control drives and urges, not excitable.
- ES6: Hardiness (vs. Vulnerability). Self-reliant, copes well with crises, can deal with stress” (Costa & McCrae, 1995).

The trait of Conscientiousness is also divided in six sub-traits, measured in the questionnaire as follows:

- “C1: Competence. Capable, confident, well-prepared, takes pride in common sense and prudence;
- C2: Order. Well, organised, tidy, methodical; exacting and fastidious;
- C3: Dutifulness. Upright and scrupulous, a stickler for rules, can be moralistic;
- C4: Achievement-Striving. Ambitious, strives for excellence, has high standards, can be ‘workaholic’;
- C5: Self-Discipline. Persistent, productive, does not procrastinate, tends to push self;
- C6: Deliberation. Cautious, thoughtful, makes careful plans, may lack spontaneity” (Costa & McCrae, 1995).

The trait of Extraversion is also subdivided in six sub-traits, measured in the questionnaire as follows:

- “E1: Warmth. Friendly, talkative, eager to interact on a personal level with many others;
- E2: Gregariousness. Likes to be around people, sociable, finds it hard to be or work alone;
- E3: Assertiveness. Forceful and assertive, assumes positions of leadership, likes to be in charge.
- E4: Activity. Energetic, lively, high activity level, may find sedentary work unappealing;
- E5: Excitement Seeking. Seeks excitement, adventurous and daring, takes unnecessary risks for thrills;

- E6: Positive Emotions. Cheerful, high spirited, buoyant in mood, laughs readily” (Costa & McCrae, 1995).

The fourth measurable construct is Ability EI. Inspiration for the development of the six questionnaire items have been taken from the work of Mayer, Caruso & Salovey (1999), who introduced the Multifactor Emotional Intelligence Scale (MEIS), which identifies individual abilities based on the four branches of the 1997 Ability Model:

- AEI1 and AEI2: Emotional Perception. The participant’s ability to recognise different emotions in faces, music, designs and stories;
- AEI3: Emotional Facilitation of Thinking: the participant’s ability to describe and simulate emotions;
- AEI4 and AEI5: Emotional Understanding. The participant’s ability to recognise diverse emotions happening simultaneously and to identify the transition between different emotions;
- AEI6: Emotional Management. The participant’s ability to successfully manage emotions in a given imaginary situation (Gayathri & Meenakshi, 2013).

The fifth measurable construct is General Self Efficacy. The six chosen items have been directly extracted from the work of Sherer et al. (1982). Their scale has a total of seventeen items; the author picked the six with the highest factor loading: .690, .688, .687, .665, .631 and .560.

The last measurable construct is Self-Rated Job Performance. The six chosen items have been directly extracted, also for reasons of consistency, from the work Pradhan & Jena (2017). These are the authors of the Triarchy Model of Employee Performance, which questionnaire is used in the second stage of this study, at the point of evaluating employers’ perception of past volunteers’ job performance. The six chosen items, picked by the researcher because of the highest factor loading (TP: .774 and .734; AP: .857 and .847; CP: .896 and .833), are divided equally between TP, AP and CP.

As already stated in section 2.3.6.5, Cognitive Ability has not been included in the self-reporting questionnaire, as it has been proven that self-assessing intelligence measures are not effective proxies of actual IQ scores (Paulhus, Lysy, & Yik, 1998). The author considered the opportunity of administering a separate IQ test to Nafisika’s volunteers. The idea, however, has been dismissed after careful consideration, as it

would make the process significantly time consuming for the volunteers and it is therefore likely to discourage participation. Finally, since (a) EI's literature is built upon the idea that judging one's intelligence through a single (IQ) test is inadequate (Gardner, 2005) and (b) Cognitive Abilities are intentionally excluded from certain Mixed EI constructs, the author believes that by excluding Cognitive Ability this study will leverage on a purer, less encompassing construct of EI.

The final version of the items and their order is shown in the Table below.

Item Code	Item Body
ES1	I am relaxed most of the time.
C1	I am confident of my capabilities to execute tasks.
E1	I am eager to interact on a personal level with other people.
AEI1	I have the ability to recognise and identify my own emotions.
SE1	When trying to learn something new, I soon give up if I am not initially successful. (R)
SP1	I maintain high standards of work.
ES2	I get irritated easily. (R)
C2	I am well organised and methodical.
E2	I do not enjoy being around people. (R)
AEI2	I have the ability to recognise different emotions in others.
SE2	I give up easily. (R)
SP2	I am capable of handling my assignments without much supervision.
ES3	I rarely feel discouraged.
C3	I pay attention to detail.
E3	I like being at the centre of attention.
AEI3	I have the ability to describe and simulate different emotions.
SE3	If something looks too complicated, I will not even bother to try. (R)
SP3	I perform well to mobilise collective intelligence for effective teamwork.
ES4	I feel confident in social groups.
C4	I am ambitious and always strive for excellence.
E4	I am rarely energetic and lively. (R)
AEI4	I have the ability to recognise when diverse emotions happen simultaneously.
SE4	I avoid trying to learn new things when they look too difficult for me. (R)
SP4	I could manage change in my job very well whenever the situation demands.
ES5	I find it hard to resist temptations. (R)
C5	I often procrastinate. (R)
E5	I am adventurous and daring.
AEI5	I have the ability to identify the transition between different emotions.

SE5	I give up on things before completing them. (R)
SP5	I extend help to my co-workers/fellow students when asked or needed.
ES6	I can cope well with stress.
C6	I usually plan my tasks in advance and follow a schedule.
E6	I am rarely in a cheerful mood. (R)
AEI6	I am able to utilise my emotions when taking actions to achieve a desirable goal.
SE6	If I can't do a job the first time, I keep trying until I can.
SP6	I love to handle extra responsibilities.
Where	ES = Emotional Stability; C = Conscientiousness; E = Extraversion; AEI = Ability EI; SE = General Self-Efficacy SP = Self-Rated Job Performance (R) = Reverse Item



APPENDIX 2: Development of Job Performance Questionnaire

In order to develop the Job Performance questions in the T2 volunteers' questionnaire the author revised and adapted the work of Pradhan & Jena (2017), which has been widely explained in section 2.3.4. Two changes have been implemented on the original questionnaire. Firstly, items 11 and 22 respectively “I can handle effectively my work team in the face of change” and “I use to guide new colleagues beyond my job purview” have been deleted, as they describe traits that are not peculiar of and not expected at junior level positions. Secondly, the wording of item 14 has been modified from “I derive lot of satisfaction *nurturing others* in the organisation” to “I derive lot of satisfaction *caring for others* in the organisation”, as it is considered to be more appropriate for junior level positions.



APPENDIX 3: Volunteers' Questionnaire, Time 1

NAFISIKA'S IN-PRISON VOLUNTEERING SURVEY

Thank you for agreeing to participate in this study.

In the following questionnaire, you will be asked some questions regarding your personality, attitudes, behaviours and emotions (Mixed Emotional Intelligence). The expected time for completing the questionnaire is 10/15 minutes. A couple of weeks after completing this questionnaire, you will be invited to complete a second questionnaire of the same length.

Your participation in this study is completely voluntary. You can withdraw from the study at any point in time. The information you provide will be kept confidential. Your data will not be shared with anyone in Nafisika or any other organisation, and will only be used for the purposes of this academic study. The study results will be presented as an MBA dissertation at Strathmore University and published in a peer reviewed journal, but will not include any identifying information regarding individuals.

You are welcome to contact Federico Falessi (0748103027) in case of any questions that you may have regarding the study.



TIME 1, VOLUNTEER

Part 1. Demographic Information. Kindly compile as applicable.

Name:

Surname:

Gender:

Age:

When did you undertake the in-prison volunteering experience with Nafisika? (Please indicate beginning and end, months and year)

Part 2. Motivation to volunteer.

Please list the reasons why you decided to volunteer with Nafisika. You can mention as many items as appropriate. If one motive is predominant, kindly indicate it by writing “(main reason)” next to it.

Part 3. Mixed Emotional Intelligence

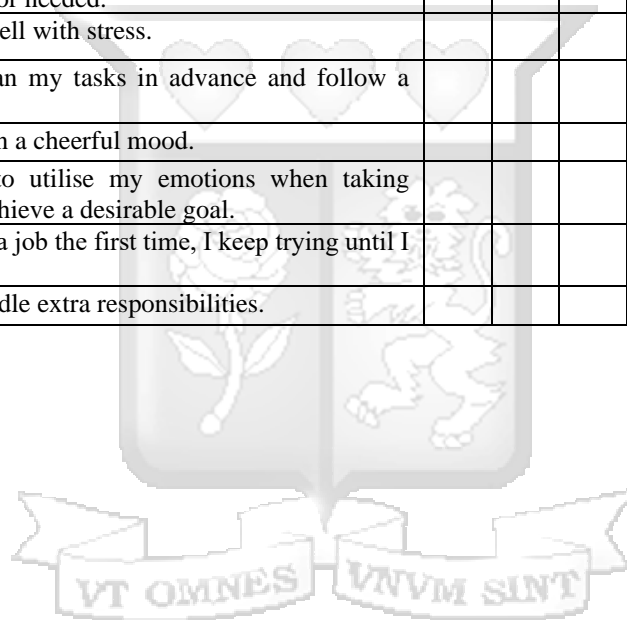
Think of the person you were **just before** engaging in the in-prison volunteering programme with Nafisika. Complete the following questionnaire always keeping this in mind. Do not answer how the current version of yourself would, go back to how you used to be the day before starting your in-prison volunteering experience.

Using the scale below, please indicate the extent to which you agree with each statement. Response Scale: 1 = Strongly Disagree; 2= Disagree; 3= Slightly Disagree; 4= Neither agree nor disagree; 5= Slightly Agree; 6= Agree; 7= Strongly Agree.

Please be honest in responding and, if possible, try to minimise neutral answers.

		Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor disagree	Slightly Agree	Agree	Strongly Agree
		1	2	3	4	5	6	7
1	I am relaxed most of the time.							
2	I am confident of my capabilities to execute tasks.							
3	I am eager to interact on a personal level with other people.							
4	I have the ability to recognise and identify my own emotions.							
5	When trying to learn something new, I soon give up if I am not initially successful.							
6	I maintain high standards of work.							
7	I get irritated easily.							
8	I am well organised and methodical.							
9	I do not enjoy being around people.							
10	I have the ability to recognise different emotions in others.							
11	I give up easily.							
12	I am capable of handling my assignments without much supervision.							
13	I rarely feel discouraged.							
14	I pay attention to detail.							
15	I like being at the centre of attention.							
16	I have the ability to describe and simulate different emotions.							
17	If something looks too complicated, I will not even bother to try.							
18	I perform well to mobilise collective intelligence for effective teamwork.							

19	I feel confident in social groups.								
20	I am ambitious and always strive for excellence.								
21	I am rarely energetic and lively.								
22	I have the ability to recognise when diverse emotions happen simultaneously.								
23	I avoid trying to learn new things when they look too difficult for me.								
24	I could manage change in my job very well whenever the situation demands.								
25	I find it hard to resist temptations.								
26	I often procrastinate.								
27	I am adventurous and daring.								
28	I have the ability to identify the transition between different emotions.								
29	I give up on things before completing them.								
30	I extend help to my co-workers/fellow students when asked or needed.								
31	I can cope well with stress.								
32	I usually plan my tasks in advance and follow a schedule.								
33	I am rarely in a cheerful mood.								
34	I am able to utilise my emotions when taking actions to achieve a desirable goal.								
35	If I can't do a job the first time, I keep trying until I can.								
36	I love to handle extra responsibilities.								



APPENDIX 4: Volunteers' Questionnaire, Time 2

NAFISIKA'S IN-PRISON VOLUNTEERING SURVEY

Thank you for agreeing to participate in this study.

A couple of weeks back, you have completed a questionnaire about your personality, attitudes, behaviours and emotions (Mixed Emotional Intelligence). The questionnaire you are now reading is very similar to it, but it also includes a job performance self-assessment.

This time around you will be asked to provide information about your employment status. This study is seeking to establish a relation between volunteering and junior level jobs. This study will benefit Nafisika as an organisation, young volunteers like you have been and the community at large. Thank you!

I would like to remind you that your participation in this study is completely voluntary. You can withdraw from the study at any point in time. The information you provide will be kept confidential. Your data will not be shared with anyone in Nafisika or any other organisation and will only be used for the purposes of this academic study. The study results will be presented as an MBA dissertation at Strathmore University and published in a peer reviewed journal, but will not include any identifying information regarding individuals.

You are welcome to contact Federico Falessi (0748103027) in case of any questions that you may have regarding the study.

TIME 2, VOLUNTEER

Part 1. Demographic Information. Kindly compile and tick as applicable.

Name:

Surname:

Are you currently employed? (YES) (NO)

How many years of work experience do you have?

(0-2 years)

(2-5 years)

(over 5 years)

If employed, please state the industry:

Part 2. Mixed Emotional Intelligence

Think of the person you were **immediately after** completing the in-prison volunteering programme with Nafisika. Complete the following questionnaire always keeping this in mind. Do not answer how the current version of yourself would, go back to how you were the day after having completed the in-prison volunteering experience.

Using the scale below, please indicate the extent to which you agree with each statement. Response Scale: 1 = Strongly Disagree; 2= Disagree; 3= Slightly Disagree; 4= Neither agree nor disagree; 5= Slightly Agree; 6= Agree; 7= Strongly Agree.

Please be honest in responding and, if possible, try to minimise neutral answers.

		Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor disagree	Slightly Agree	Agree	Strongly Agree
		1	2	3	4	5	6	7
1	I am relaxed most of the time.							
2	I am confident of my capabilities to execute tasks.							
3	I am eager to interact on a personal level with other people.							
4	I have the ability to recognise and identify my own emotions.							
5	When trying to learn something new, I soon give up if I am not initially successful.							
6	I maintain high standards of work.							
7	I get irritated easily.							
8	I am well organised and methodical.							
9	I do not enjoy being around people.							
10	I have the ability to recognise different emotions in others.							
11	I give up easily.							
12	I am capable of handling my assignments without much supervision.							
13	I rarely feel discouraged.							
14	I pay attention to detail.							
15	I like being at the centre of attention.							
16	I have the ability to describe and simulate different emotions.							
17	If something looks too complicated, I will not even bother to try.							
18	I perform well to mobilise collective intelligence for effective teamwork.							
19	I feel confident in social groups.							
20	I am ambitious and always strive for excellence.							
21	I am rarely energetic and lively.							
22	I have the ability to recognise when diverse emotions happen simultaneously.							
23	I avoid trying to learn new things when they look too difficult for me.							
24	I could manage change in my job very well whenever the situation demands.							
25	I find it hard to resist temptations.							
26	I often procrastinate.							

27	I am adventurous and daring.								
28	I have the ability to identify the transition between different emotions.								
29	I give up on things before completing them.								
30	I extend help to my co-workers/fellow students when asked or needed.								
31	I can cope well with stress.								
32	I usually plan my tasks in advance and follow a schedule.								
33	I am rarely in a cheerful mood.								
34	I am able to utilise my emotions when taking actions to achieve a desirable goal.								
35	If I can't do a job the first time, I keep trying until I can.								
36	I love to handle extra responsibilities.								

Part 3. Job performance self-evaluation

Using the scale below, please indicate the extent to which you agree with each statement. Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

		Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor disagree	Slightly Agree	Agree	Strongly Agree
		1	2	3	4	5	6	7
1	I complete my assignments on time.							
2	I maintain high standard of work.							
3	I can handle multiple assignments for achieving organisational goals.							
4	I am very passionate about my work.							
5	My colleagues believe I am a high performer in the organisation.							
6	I am capable of handling assignments without much supervision.							
7	I am very comfortable with job flexibility.							
8	I can manage change in the job very well whenever the situation demands.							
9	I always believe that mutual understanding can lead to a viable solution in the organisation.							

10	I lose my temper when faced with criticism from the team members.								
11	I perform well to mobilise collective intelligence for effective teamwork.								
12	I cope well with organisational changes from time to time.								
13	I love to handle extra responsibilities.								
14	I derive a lot of satisfaction in caring for others in the organisation.								
15	I share knowledge and ideas among team members.								
16	I actively participate in group discussions and work meetings.								
17	I extend help to my co-workers when asked or needed.								
18	I maintain good coordination among fellow workers.								
29	I praise co-workers for their good work.								
20	I extend sympathy and empathy to co-workers when they are in trouble.								
21	I communicate effectively with colleagues for problem solving and decision making.								



Warm up: First of all, I would like everyone to introduce themselves. Can you please tell us your name and position held within Nafisika Trust?

Introductory question: I am going to give you a couple of minutes to think about your experience of supervising volunteers during their in-prison internships. Is anyone happy to share his or her story?

Guiding Questions:

- 1) How do you recruit volunteers?
- 2) How do you prepare them for an in-prison internship?
- 3) What are the most common reactions after a volunteer's first day of attachment?
- 4) In your opinion, what are the benefits of in-prison volunteering for volunteers themselves?
- 5) In your opinion, what are the benefits for the inmates?
- 5) In what way does an in-prison attachment impact volunteers as people?
- 6) Do you keep in contact with volunteers after completion of their attachment? If yes, for how long?
- 7) Let's now focus on the current cohort of volunteers: have they visibly developed new skills and competencies? Is it having an impact on their personality? Is in-prison volunteering shaping the way they relate to others?
- 8) Let's now focus on the latest cohort to fully complete the programme: have they visibly developed new skills and competencies? Is it having an impact on their personality? Is in-prison volunteering shaping the way they relate to others?
- 9) Let's now focus on the second latest cohort: have they visibly developed new skills and competencies? Is it having an impact on their personality? Is in-prison volunteering shaping the way they relate to others?

Concluding Question: Of all our topics of discussion today, what would you say is the most important in terms of volunteers' personal development?

Conclusion

- ✓ Thank you for participating. This has been a very successful discussion.
- ✓ Your opinions will be a valuable asset to the study.
- ✓ I hope you have found the discussion interesting.
- ✓ If there is anything you are unhappy with or wish to complain about, you can get in contact with me through the number 0748103027.
- ✓ I would like to remind you that any comments featuring in this report will be anonymous.
- ✓ Before you leave, please hand in your completed personal details questionnaire.



APPENDIX 6: SBS Letter for facilitation of research

Ole Sangale Rd, Madaraka Estate,
P.O Box 59857 00200, Nairobi, Kenya,
Cell: +254 703 414/6/7, Twitter: @SBSKenya
Email: info@sbs.ac.ke or visit www.sbs.strathmore.edu



Thursday, 27 February 2020

Ms. Vickie Wambura,
Founder and Executive Director,
Nafisika Trust,
Fatima Apartments, Marcus Garvey Rd, Kilimani,
P.O. Box 6604 -00100,
Nairobi, Kenya.

Dear Ms. Vickie,

RE: FACILITATION OF RESEARCH – FEDERICO FALESSI

This is to introduce Federico Falessi who is an MBA student at Strathmore University Business School, admission number MBA/113216/18. As part of our MBA Program, Federico is expected to do applied research and to undertake a project. This is in partial fulfilment of the requirements of the MBA course. To this effect, he would like to request for appropriate data from your organization.

Federico is undertaking a research paper on "*The Relationship Between Volunteering, Emotional Intelligence and Job Performance: a case of Kenyan youth from Nafisika Trust*". The information obtained from your organization shall be treated confidentially and shall be used for academic purposes only.

Our MBA seeks to establish links with industry, and one of these ways is by directing our research to areas that would be of direct use to industry. We would be glad to share the findings with you after the research, and we trust that you will find them of great interest and of practical value to your organization.

We appreciate your support and we shall be willing to provide any further information if required.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Caroline Tiara".

Caroline Tiara,
Manager – MBA Programs.

Association of African
Business Schools



Strathmore Business School is a Proud member of:



APPENDIX 7: Ethical Approval



6th June 2019

Mr. Falessi, Federico
federico.falessi@live.it

Dear Federico,

REF Protocol ID: SU-IERC0509/19

Impact of In-Prison Volunteering on Junior Job Performance: The Mediating Role of Mixed Emotional Intelligence. A Case Study of Nafisika Trust.

We acknowledge receipt of your application documents to the Strathmore University Institutional Ethics Review Committee (SU-IERC) which includes:

1. Study Protocol submitted 4th June 2019
2. Cover letter listing all submitted documents 4th June 2019
3. Proposal declaration Page signed by supervisors 4th June 2019

The committee has reviewed your application, and your study "*Impact of In-Prison Volunteering on Junior Job Performance: The Mediating Role of Mixed Emotional Intelligence. A Case Study of Nafisika Trust*" has been granted **approval**.

This approval is valid for one year beginning **6th June 2019** until **5th June 2020**

In case the study extends beyond one year, you are required to seek an extension of the Ethics approval prior to its expiry. You are required to submit any proposed changes to this proposal to SU-IERC for review and approval prior to implementation of any change.

SU-IERC should be notified when your study is complete.

Thank you

Sincerely,


for Prof Florence Oloo
Secretary
Strathmore University Institutional Ethics Review Committee





23rd January 2020

Mr Falessi Federico,
federico.falessi@strathmore.edu

Dear Mr Falessi,

REF: SU-IERC0618/19 (AMENDMENT) PROPOSAL “The Relationship between Volunteering, Emotional Intelligence and Job Performance: A Case of Kenyan Youth from Nafisika Trust.”

I make reference to your application for the approval of a proposed amendment submitted on December 17, 2019.

We acknowledge receipt of the following submitted documents for amendment;

- a) Amendment cover letter date 17th December 2019
- b) Study Proposal version 2 date 17th December 2019
- c) Participant Information and Consent form version 2
- d) Study Materials- Indepth interview guide, Study Questionnaires
- e) Study budget
- f) CV of Investigator

The committee noted the following amendment:


1. *The study is no longer interested in establishing mediation between its variables, but simply in studying the correlation.*
2. *The title was changed in relation to point 1 above.*
3. *Reduced populations of study. Now concentrating on past volunteers and Nafisika employees alone (done away with current volunteers and employers).*
4. *Reduced data collection instruments in relation to point 3 above.*
5. *Change in the design: Descriptive instead of Explanatory; Cross-sectional instead of longitudinal; Survey instead of Experiment strategy.*
6. *Various changes in the organization and content of the three chapters.*

The Committee concluded that the suggested amendments are justified and will not result in increased risk to the participants. The proposed changes have therefore been granted **approval** for implementation.

You may continue with your study.

You are required to submit any further changes to this version of the protocol to SU-IERC for review and approval prior to implementing any additional changes.

Sincerely,

for: 
Dr Virginia Gichuru,
Secretary;SU-IERC



APPENDIX 9: Transcription of Focus Group Discussion

The Focus Group Discussion was moderated by the researcher and a total of five supervisors from Nafisika Trust took part in it. For privacy purposes, they will be referenced as S1, S2, S3, S4, S5 throughout this transcription.

Researcher: Thank you very much for taking the time to participate in this focus group discussion. Let me begin by going through the general rules of this session. First of all, only one person speaks at any given time. There may be a temptation to jump in when someone is talking but please wait until they have finished. Secondly, there are no right or wrong answers, I am only interested in recording your perceptions. Thirdly, you do not have to speak in any particular order. Fourthly, when you do have something to say, please do so. It is important that I obtain the views of each of you. Lastly, you do not have to agree with the views of other people in the group. Does anyone have any questions?

S1; S2, S3, S4, S5: No.

Researcher: Ok, great. Let's start with a general introduction, please tell me your role at Nafisika Trust and how long you have been with this organisation.

S1: I am the Training and Development Lead at Nafisika Trust and I joined the organisation three and a half years ago.

S2: I am a Training Associate, I have been working at Nafisika Trust for one year now. I have done both part time and full time.

S3: I have been working at Nafisika for five years and my current position is Head of Programme, which means that I am in charge of all the volunteering programmes which are carried out in the different prisons.

S4: I am a Training Associate at Nafisika Trust and I have been working here for one and a half years.

S5: I too am a Training Associate. I started as a volunteer and joined the organisation as staff 2 years ago.

Researcher: That's great, thank you. I am now going to give you a couple of minutes to think about your experience as supervisors of volunteers. Is anyone happy to share his or her story?

S3: As everyone else here, I started as a volunteer. I found a conducive environment and, being fresh from university, I felt like this was a perfect place for me to grow my skills. During these five years I have definitely been able to do it, I have been able to understand myself better and I have been able to specialise in prison work, working closely with volunteers, planning programmes and leading activities. The best thing about Nafisika Trust is that it allows you to get firsthand, hands on experience, which I found to be very valuable for my personal development.

S4: My experience as a supervisor has been very interesting. The primary roles of a supervisor are to mentor the volunteers, to make them comfortable during in-prison activities and to challenge them to take the initiative with simple and complex tasks. I also like to encourage the volunteers to be creative, finding new ways of doing things or improving the processes that are already in place. All in all, I like working here because of the little bureaucracy that exists, which really allows you to take the initiative and become an actor of change.

S5: I also started as a volunteer. Before the in-prison experience I was in laboratory science, but I realised that I lacked people skills. I feel like this is quite common for the people who come and volunteer with us. They are generally very knowledgeable in their fields, but they are a bit timid and not particularly confident. For this reason, when I supervise volunteers, I make sure they are in a position to bring out the best, developing self-confidence and interpersonal skills.

S1: I also started as I volunteer and decided to work here because it truly is a space of self-discovery. You get to find out things about yourself you never really knew existed, especially in terms of strengths. That's what I love most of the supervisor-volunteer interaction: accompanying volunteers in a journey of self-discovery and skill development. I feel like there's a lot of empowerment in our work.

S2: I started as a volunteer after my campus period (business management) because I wanted to make things better for the community around me. Working here enabled me to develop skills in different areas and to understand the scope of prison activities. I

think it is the same for all volunteers who join our programmes at Nafisika Trust, there is a lot of skills development involved.

Researcher: Thank you so much for these inputs. Now a few questions about Nafisika as an organisation. S1, given your position in the organisation I think you may be in the best spot to answer them. Firstly, how do you recruit volunteers?

S1: We begin by advertising positions on social media platforms like Facebook and Instagram. A grace period of one and a half months is given to people to send their applications, which are reviewed based on the specifications. After that we select those who proceed to interview stage. I must state that we are quite tough in interviews and this is for a very simple reason: prison is not an easy environment and we want to make sure we bring the best.

Researcher: I know you also collaborate with a number of universities in order to advertise your volunteering programmes. Could you name these institutions?

S1: United States International University, Kenya College of Accountancy, Saint Paul's and, on and off, Strathmore University.

Researcher: How do you prepare volunteers for an in-prison volunteering programme?

S1: There are two things that we do: orientation and induction. In the orientation session we give selected volunteers an in-depth understanding of what Nafisika Trust does as an organisation and what are their responsibilities as volunteers within our programmes. Of course, there's a lot of Q&A at this stage. On the other hand, the induction stage takes place directly in prison. We bring volunteers to the various correction facilities, we introduce them to the officer in charge and the supervisor from Nafisika, who draw a more detailed picture of the volunteering activities.

Researcher: For the next question I would like to have different views from you, so I encourage discussion. What are the most common reactions after a volunteer's first day of attachment?

S1: For how silly it may sound, many volunteers are surprised to find inmates not handcuffed at all times.

S2: Usually volunteers go in with a bit of fear for the inmates. They think "these people have been arrested for various crimes, how safe am I? how will they behave with me?"

only to realise that inmates are people just like them. They have dreams and visions, they engage in class and they are happy to learn. I feel that volunteers generally finish their first day way more relaxed than they started.

S3: I agree with S1 in as much I notice an element of surprise in the volunteers. The outsider perspective about prison dictates that inmates are constantly locked in a cell, maybe handcuffed. But it is not like that. There are times during the day where inmates are allowed to go outside, engage in activities and even group games.

S5: My take is that, despite orientation and induction, volunteers really get the gist of what a prison environment is by actually visiting one. Experience can also vary greatly depending on the kind of prison they are allocated to. Usually juvenile prisons are more relaxed, the environment is less strict. On the other hand adult prisons are quite tough, with lots of different rules that are to be observed at any given time.

S4: A very common reaction is for volunteers to feel overwhelmed by the high number of people who share cells and facilities. I think it is also worth mentioning that volunteers with a legal background immediately become celebrities. All inmates want to approach them and discuss their individual cases. Believe it or not, the greatest majority of inmates are not aware of their rights and the remedies available to them. It can be quite overwhelming for volunteers with a legal background.

S2: Can I add something else? From my personal experience, as soon as they leave their first in-prison session, volunteers usually have a strong desire to go back. It is normal for us to receive texts and calls in the evening in which first time volunteers ask us about what is next. I think they notice a gap and get the desire to fill it. They probably start appreciating freedom!

Researcher: Thank you so much for the discussion. Next question: what are the benefits of engaging in in-prison volunteering for the volunteers themselves?

S4: Debunking myths about prison by challenging society's perspective, continuous learning and self-discovery as well as interpersonal skills.

S3: Understanding of prison environment and legal matters, because of the communication with inmates; debunking the myths commonly associated with prisoners, the volunteers get to distinguish between the mistake and the person behind

it. This means seeing the humanity, being less judgemental and aware of the emotional state of inmates.

S1: In my opinion the first benefit for volunteers is an appreciation for freedom, because they realise that it could happen to anyone. In fact, many inmates are imprisoned for petty offences and they simply cannot afford to pay the fine, so they stay in prison. This appreciation then leads volunteers to higher levels of empathy. The ability to put themselves in inmates' shoes results in volunteers seeing people rather than prisoners. Thirdly, volunteers also become much better listeners.

S2: In my opinion the first benefit is an enhancement of interpersonal skills, especially in the ability to relate to others. Secondly, volunteers become more flexible. I supervised a volunteer from Malawi who, clearly, was not a native Swahili speaker. Usually inmates speak little English, so she had to adapt and get creative in her interaction with inmates. This, in my view, means going out of your comfort zone and slowly become a more self-confident individual. Finally, I would say that in general volunteers improve their communication skills, in terms of speaking, listening but also writing. In fact, volunteers are required to compile reports on the various sessions that are carried out.

S5: I would also like to add something if possible. For me the main benefits for volunteers are confidence and empathy. I recently supervised a volunteer in the entrepreneurship programme who confessed me after the first session that, as a young man, he felt inadequate to lecture adults. I decided to study him in order to understand his strengths, which were team building and ice breaking. I advised him to leverage on those and to push himself in the upcoming session with the inmates. By the end of his volunteering attachment with Nafisika Trust he was perfectly able to conduct a session by himself with these grown men. I can confidently say that he is now much more aware of his strengths.

Researcher: Thank you very much for your contributions, we have quite some content there. Let's now proceed with the next question, which is about inmates. What do they get out of the five programmes that Nafisika Trust carries out in Nairobi prisons?

S1: As an organisation we are trying to break the stigma associated with prisons, whereby inmates are viewed as criminals who should simply serve their sentence. The interaction with us and our volunteers is very important for them. They often use the

Swahili word “raia”, which means fellow citizens, to describe how they feel after our sessions. Inmates confess to feel wanted, needed and that their lives matter. The fact that the volunteers take time to visit and mentor them reassures inmates that they still have something to give, that life is not over, despite being behind bars.

Researcher: Let me ask, this is a personal curiosity, has an inmate ever worked for Nafisika Trust after completing his/her sentence?

S1: No, that has never happened. We collaborate with a number of them in our engagement programmes, but no one has ever ended up working for the organisation.

S4: I would like to chip in here. I believe that the first benefit for inmates is the knowledge they get from the sessions with the volunteers. They also get to be challenged with things they are not very used to ... reading for example. Sometimes we give them assignments and they really have to push themselves. This “being challenged” makes them more self-aware and it prepares them for the world out there. One ex-inmate has recently gotten in touch with me, admitting how our sessions pushed him to seek conflict resolution with his family once he left prison.

S3: I would also like to add something. A number of inmates used the knowledge acquired during our legal sessions to obtain a reduction in the sentence or even being released. This is for petty crimes of course. It is very common for inmates to show the certificates we award them to the court as evidence that they are working on themselves and that they are effectively undergoing rehabilitation.

S2: Also, as S1 said, we might have not employed directly an ex-inmate, but we do collaborate with them quite a bit. The ex-inmate to inmate interaction is very important, because it motivates those behind bars, it serves as proof that there is a way out. Basically, it gives them hope.

Researcher: Interesting content there, we can move to the next question. Again, because of your position within the organisation, S1 you may be in the best spot to answer this one. Does Nafisika Trust keep in touch with the volunteers after completion of their attachment? If so, how?

S1: We try to do so, but it's not very simple. I actively keep in touch with them for the three months following their attachment, but once they engage in other commitments it becomes harder to have them around. I think it is just fair to be honest, they have

done their bit and now they are moving on with life. We still invite them for all our events though. For example, graduations, get togethers etc.

Researcher: That does make sense, indeed. On to the next question now. Let's think about the three cohorts of volunteers you had in 2019. Have you noticed changes in the volunteers' personalities, in the way they relate to others during the volunteering experience? Did any of the volunteers develop new skills or competencies while at Nafisika Trust?

S2: I am currently supervising a volunteer who mentors inmates on personal development. At the beginning she was extremely shy, up to the point in which she would try to limit as much as possible the interaction with inmates. With time she gained resilience and confidence in her ability to execute tasks. As we speak, she is even developing new content for the personal development classes and she is asking me to be entrusted with more sessions. You should see her now, she looks like a complete different person. She reaches out to inmates, speaks and jokes with them with very little effort compared to the beginning. She behaves like a true extrovert.

S4: Speaking about the volunteers I have supervised in 2019, I can easily state that they improved their facilitation, monitoring and reporting skills. You know, as an organisation we have to account for our operations in prisons and the volunteers play a big role in this. We need to maintain high and disciplined standards of work to show our stakeholders that we operate with high standards and serious work ethics. I noticed that volunteers became increasingly keen on details and time keeping as their volunteering experience unfolded.

S5: One of my recent supervisees developed an element of counselling. I noticed that he became better and better at listening. He would get really involved with the inmates' problems, even personal issues concerning family relations. He became quite good at understanding emotions in inmates and acting upon them. It was very clear to me that he approached different inmates in different ways, based on the feelings they expressed to him. Proof of this is the fact that he was able to gather very sensitive information from them, things that inmates had not even shared with us supervisors. He managed to connect with them up to a point of true trustworthiness, it was impressive because not even us as staff reached that level of intimacy with the inmates.

Researcher: Would you say this particular volunteer mastered this counselling skill while at Nafisika Trust? Does that happen in other occasions?

S5: Well, within that specific context, he definitely did so. And yes, we have other cases like the one I have just described. Maybe when the volunteers join us they already have that specific skill, but throughout the attachment they develop it further until they almost master it completely.

Researcher: Wow, that is very impressive. Are there any other comments?

S3: Yes please. I would like to confirm what S4 said about reporting skills. When volunteers join our programme, I usually correct quite a lot of things in their first reports. It is clear that they come from an academic environment and they are used to school reports, but what we need to do here are work reports, more direct ones, with more substance and less words. In the latest cohort of volunteers that I coordinated, one young man was struggling a bit with our reporting standards. However, with some guidance, he adapted quite quickly in what was for him a new environment and visibly improved his reporting skills. I am happy for him because it will be a useful asset in the workplace.

S1: Personally, I feel that generally volunteers do a lot of self-discovery during the attachment programme. They leave Nafisika with a clearer picture of what they want to do with their careers. It was evident in the latest cohort, for example. The three volunteers I supervised clearly improved their task related skills, like reporting and facilitating sessions, and also soft skills, like listening, emotional awareness and public speaking. All in all, these skills help them projecting themselves into the future, because they become aware of their potential and they start to get a feeling of how to put that in practice in the workplace.

Researcher: Great contributions right there, I thank you once again for your active engagement in this discussion. Let's conclude now with a recap question: of all the benefits for volunteers that we have discussed today, I would like each of you to state the three traits or competencies that volunteers majorly develop during the attachment at Nafisika Trust.

S4: I would say (a) facilitation skills, in terms of organising and coordinating sessions with the inmates; (b) understanding people's emotions, since prison is a delicate

environment where people are very diverse in nature; and (c) utilising people's emotions for effective communication.

S3: In my personal view, volunteers usually develop: (a) time management, as they have to meet very specific deadlines when collaborating with us; (b) professional report writing skills, for what we have discussed before; (c) adaptability, because prison is a new environment for everyone who joins our programmes and they need to understand how to perform well into it; and lastly (d) discipline, because they have to abide to very specific rules. Sorry I know these are four, but I feel like they are equally important (laughs).

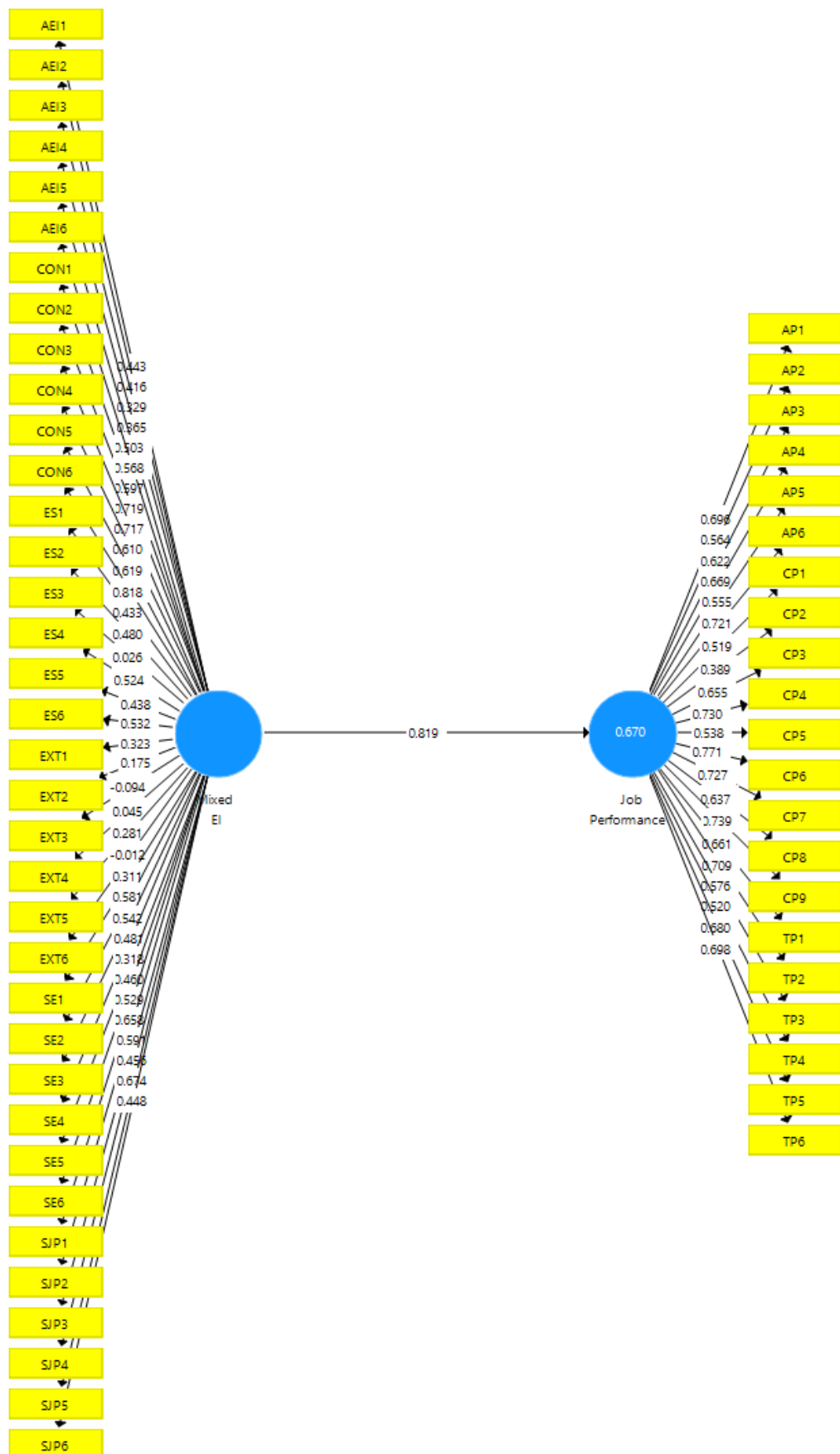
S5: From my personal observation the main areas of development for volunteers are: (a) confidence, basically they become more aware of their potential and they push themselves harder; (b) facilitation skills, in terms of practically organising and coordinating sessions; and lastly (c) resilience. You know, the first week is exciting for everyone, but an in-prison experience can really take a toll on you. Our volunteers need to learn how to cope with that and deliver no matter what.

S2: My personal inputs are: (a) confidence in one's abilities; (b) creativity, since they have to find solutions in an unfamiliar environment; (c) communication skills, in terms of active listening, speaking and report writing; (d) management and organisation skills, in terms of resource allocation, delivery of sessions and time management.

S1: Is it a problem if I do not add anything else? I feel like my colleagues have said everything already.

Researcher: Absolutely not, please don't worry. We have indeed touched a lot of different topics. I take this opportunity to conclude the Focus Group Discussion. Thank you so much for participating, this has been a very interesting session for me. Your opinions are really valued as an asset for this study. You can reach out to me at any time by email or phone. I have allocated numbers to all of you for privacy and confidentiality purposes and I promise to keep your personal information confidential. Thank you so much one last time!

APPENDIX 10: Structural Equation Model



APPENDIX 11: Turnitin Report

