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**Communication Skills, Emotional Intelligence and Service quality of Academic Staff in
Public Tertiary Institutions, Ekiti State, Nigeria**

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Chapter One

Introduction

1.1 Background to the Study

Globally, the educational environment has become competitive, this has made quality educational service an essential strategy for effectiveness and survival, as the main objectives of any tertiary institution is to elevate the quality of the teaching process and its efficiency. As tertiary education systems grow and diversify, quality has become the key word and the society is increasingly concerned about the excellence of teaching and value of presentation of instructions by academic staff in the tertiary institutions as quality education is the solution to most societal problems and the academic staff is the main ingredients in giving quality education in institutions of higher learning. Excellence service quality in schools is value based aimed at exposing and revealing the learners to opportunities for self-empowerment, development and the will-power to stand up to new situations as well as change these situations, when necessary. Quality in the instructional delivery of academic staff in tertiary institutions is to transmit the right information/knowledge, by displaying and exhibiting of the most appropriate communication skills, using the most effective methods, displaying the right emotions¹.

A service is termed as any activity of value provided in a planned and organized way by persons within a system or institution which is applied by a user imperative to meet their necessities and expectations. Service quality refers to the skill of a service supplier (lecturers) to gratify customers (learners) in a resourceful way that can improve the activities of the organization². In any service providing establishment whether public or private, users are satisfied when the available services fulfill their expectations and very

much satisfied when the quality of the services is beyond their expectations⁵. In higher institutions of learning, service encompasses the act of academic staff members reaching out to learners to provide information, transmit idea and share knowledge, give access to responses from the students' and provide means for the learners to have their academic matters managed. It is also means the act of academic staff members reaching out to students to provide information, giving access to the students to received feedback, and providing means for the beneficiaries (students') to have their academic cases managed. Service quality focuses on the service quality, such as, are students' getting the right knowledge they are paying for and are they fulfilled with the outcome of the service? It is an emotional response of a consumer against the perceived difference between the anticipated and obtained services in terms of quality³.

The researcher views service quality as all the activities pertaining to effective teaching and learning provided by the academic staff in attaining set standards. Similarly, it is seen as the capabilities of academic staff to ensure services delivered are of the best quality and for a service provider to be effective, they must possess the attributes of communication status, reliability status, responsibility status, accessibility status, competence status, courtesy status, credibility status, understanding the recipient and empathy⁴. This denotes that educators in institutions of higher learning are expected to delivered service in an effective, reliable, responsive, client-friendly manner. Therefore, delivering good and standard service is an indispensable approach for attainment in today's competitive educational atmosphere as it has been constantly reported that improved quality of the available services within educational institutions positively influence students' level of academic

performance, understanding, abilities, approaches, and proficiencies that enable them to convey valuable services to themselves and to humanity at large⁵.

The measures requisite to ascertain service excellence depends on the precise situation, these can be grouped into three classes; indulgent (emotional intelligence), presentation (quality of service), and communication⁶. The superlative approach to expand understanding of students' needs and prospects is to maintain or upsurge the extent that academic staff spend interacting with students directly since quality service quality focuses on ensuring that the typical of lecturer's performance of service gratification of the students and improving performance depends on the specific services being performed⁷. Service quality is a universal outcome or approach involving the overall excellence or advantage of the service⁹. SERVQUAL with initially ten measurements that was further advanced and collapsed to five scopes where three of them will be adapted for this research are: Reliability (aptitude to complete the assured service unvaryingly and precisely), Responsiveness (readiness to help clients and deliver swift service), Assurance (trust, confidence), Empathy (helpful, personalized devotion the firm affords its customers) and Tangibility (the presence of physical amenities, workforces, and communication resources)⁹. Reliability, focuses on evidently detailed tenets and aims, consistency of training, strategies, honestly and firmly-enforced guidelines and procedures, and educationalists devotion to course intents. It is the capability of the academic staff to dependably make available services unfailingly and precisely related to what was promised. Responsiveness involves giving consideration to student's need, inclination to help, accessibility for guidance and counseling, giving particular attention, reaction, courteousness, resolving difficulties, orientation and reassuring students towards

accomplishment, vigorous competitive and friendly setting. Responsiveness is concerned with how academic staff responds to the needs of the students. Assurance is concern with the ability of academic staff of public tertiary institutions in Ekiti State to convey confidence and poise to the students over the services delivered. It determines the level of self-assurance the students have, that the service delivered by the lecturer will be performed adequately. Empathy is the ability of academic staff of public institutions in Ekiti State to provide a tailored, considerate and modified responsiveness to learners with unblemished understanding of their exact and increasing needs, while keeping their interest paramount at heart. While tangibility focuses on the state or physical image of the facilities, leaflets, infrastructure, laboratories, equipment, machines, and the communication apparatuses the academic staff uses in order to deliver the anticipated service (teaching), as well as the presentations of the service ⁸.

Service quality has turn out to be an imperative topic for treatise specifically in service providing firm for the reason that it is apparently related to costs, effectiveness, consumers/client's consummation, client maintenance and optimistic, and it is generally measured as a tool for organizational effectiveness. Service excellence and client's gratification have acknowledged a countless deal of thoughtfulness from researchers and experts alike because of its efficacy in improving overall performance of institutions. Also, owing to advancement in technology and other overall encounters, institutions of higher learning are at present determined to offer enhanced services to their clients (learners) and other stakeholders (Parent, Community, etc)⁹. Tertiary institutions both public and private encounter rivalry amongst themselves as a result of the similar in the services they offer, this is the reason it is essential for these institutions to emphasis on providing quality

service so as to attain extraordinary heights of client gratification. Contending services frequently develop semblance in strategy and, as students are becoming further conscious of service quality measurements, they are correspondingly becoming more value oriented¹⁰. This undoubtedly climaxes the influence of service quality of tutors in public institutions of higher learning. As a result of the state of affairs, it is essential to determine the service excellence public tertiary institutions and discover by what means clients remark the service delivered by academic staff in order to identify the aspects that requires enhancement where flaws are establish. To achieve this, public tertiary institutions need identify service excellence, exactly how it features and can be applied for excellence management. Hence, the researcher selected the SERVQUAL mechanism to assist the study to evaluate academic staff service excellence in public tertiary institutions in Ekiti State, Nigeria. The SERVQUAL model tend to measure the variance between customers' anticipations (students and stakeholders' expectations) of the type of services educators should offer and their observations in relations to effectiveness in tertiary institutions expending five scopes (tangibles, consistency, approachability, assurance and empathy). Commitment to attaining or surpass client's anticipations helps institutions of higher learning to maintain high quality image in order to survive in a viable educational setting. The research focuses on service value since it plays a significant part in service multinationals which tertiary institutions are a part. Therefore, understanding of service excellence and its features will give public tertiary institutions in Ekiti State competitive advantage.

Universally, service worth is progressively identified as a significant characteristic of academic programmes in tertiary institutions. This is as a result of the fact that service

excellence is a key approach for refining attractiveness in any educational institution¹¹. In instructional delivery, the core features of excellent service consist of positive attitude, effective communication skills, provision of satisfactory consultation, and the capacity to provide unvarying responses to the students is the responsibilities of academic staff. In a modest educational arena, the public institutions of higher learning must unceasingly seek to advance the services they provide to students¹² to meet the anticipations of education stakeholders.

The major contribution of public tertiary institutions is to improve on the value of knowledge generated, influence habits in critical thinking, problem solving qualities established and indoctrinated in its graduates¹³. This can only be achieved through improvement on the caliber and commitment of lecturers, quality and extent of educational facilities, properly articulated and vibrantly managed academic service quality. Sadly, most Nigerian tertiary institutions are faced with shortage of academic staff, this has led to congestion of the few accessible ones resulting in low service quality. Similarly, observation and research reveal that most lecturers in Nigerian public tertiary institutions disregard their duties, design their instructions poorly, let down the academic confidence in their assessment and are sluggish in revolutionizing instruction and learning process¹⁴. Studies has also conceded that academic staff are not efficient in the delivery of their service, as the lack the required competences which is as result of lack of provision of fund for educators to further pursue educational programmes in their various fields. Also, over the years student's enrollment has increased without matching fund to cater for the facilities required for quality education. This has posed a challenge to the working patterns of academic staff since they bear the eventual problem of having to do extra with fewer

facilities. These challenges if not properly taken care of will negatively affect the institution in the area of student academic performance, quality of teaching and communications. By extension, it may affect Nigeria economy by producing incompetent graduate to handle the nation's economy and administrative affairs.

Globally, the ingrained of stakeholders involved in tertiary education are at the present looking for indication of institution's efficiency in attaining educational goals. In the most countries of the world, institutions of higher learning are service establishment that improves individual and advances social development. They are the manifestation of the essentials of a society or a country dedicated to the shaping of its manpower. Institutions of higher learning are established to fulfill detailed scholastic necessities of a nation from instruction of learners, piloting of research and dissemination of knowledge to public service activities¹⁵. Agreeably, tertiary institutions in developed countries of the world participate actively in the community change, economic transformation, training and advancement of human capitals as a competitive weapon. Tertiary institutions in Africa have been centres of a succession of industrial actions since 1990s as a result of inadequate allocation of fund to the education sector and remuneration of academic staff has caused several unfortunate significances such as low confidence and self-esteem, stumpy outputs particularly in the area of research and innovations¹⁶. Africa's educational system currently faces numerous of expansion challenges that ranges from procedure strategy to application, monitoring and evaluation of the consequences in relation to funds invested and service excellence in the institutions of higher learning. For quality academic service quality, African institutions of higher learning must of a necessity provide an enabling environment for staff for higher productivity. It is therefore imperative to address all these challenges in

the light of providing a system and structure that produce students and graduates that can compete globally and attain excellence. Academic staff service quality, therefore, is necessary and evens a sufficient condition for the survival of the tertiary education in Nigeria and Africa in general.

In the same vein, educators in public tertiary institutions in Ekiti State are perceived not to be at the expected level due to non-availability of required equipment such as information communications technology facilities, standard academic research centers, improper appearance of staff among others. Level of tangibility is relatively low, this has led to lecturers not been able to impact knowledge effectively. Provision for staff training and talent management are not made available for these educators, which makes them find it difficult to inspire and assure students during impartation of knowledge, therefore the level of assurance and empathy from the tutors to the students is low. The poor state of these factors results to poor service quality of academic staff of public tertiary institutions in Ekiti State.

Factors like communication skills and emotional intelligence have been identified to be affection service quality of academic staff. Communication skill is paramount to quality service quality of academic staff of tertiary institutions. Academic staff enables the attainment of desirable skills and instruct societally acceptable attitudes into the learners for contemporary and imminent development. In the educational environment, they are considered as the most influential persons in the lives of students since they contribute to the learners' general educational, emotional, economic and social development. They are involved in articulating, preparing and engineering the learners' cognizance for socio-economic development²⁰. The need for communication arises from the need for academic

staff to transmit information, to share knowledge, to interact, to express ideas and thoughts and the need to relate and to connect with students in order to give a meaningful expression to students' creativity, intelligence, thoughts and ideas. For lecturers to acceptably execute services, it is germane for them to interconnect efficiently with the students' through the whole teaching and learning procedure. In the learning environment, communication between the academic staff and the learner must be such that the information, knowledge, content is concise in nature, concrete, clear, complete and correct so as to help students build trust and respect, foster learning and accomplish educational goals. Communication is the process by which tutors in tertiary institutions to share meaning to learners via transmission of symbolic messages¹⁷ It is the transfer of information and understanding from a lecturers' to students and usually with the intent to influence behavior and invoke a response¹⁸.

Communication is the major function of the teaching and learning process and can be verbal, non-verbal or written which include speaking, listening, reading, presentation, writing, the use of paralinguistic expression, body and facial expression and the way the tutor manages daily interactions with learners. Communication skills in the teaching process involve speaking, active listening, and observing which have four dimensions. The dimensions are transparency, equality, competence and effectiveness¹⁹. There several skills in communication but the study will be adopting four aforementioned skills

Consequentially, Communication and service quality of educator in tertiary institutions are inseparable and have a strong relationship for effective functioning and achievement of educational goals. To a large extent communication is a very important aspect of service

quality in educational field because it is the responsibility of academic staff to communicate with students²⁰. Communication between the learners and the lecturer is presented via multiple channels involving interpersonal, verbal exchange of words and non-verbal exchange that does not use words at all. The ultimate function of communication is to educate, to train, to socialize, to motivate and to persuade, therefore, academic staff use of inappropriate or poorly explained words and difficult to understand non-verbal clues in communication can also result in confusion and prevent the learners from understanding the message. Although the students need certain level of knowledge to a message but the lecturer must have knowledge of the subject under discussion, good communication skills, show competence, effectiveness, and equality in order to achieve effectiveness in the teaching and learning process.

Educators of institutions of higher learning uses are expected to show empathy when speaking to students and information, ideas, concepts and knowledge is exchanged through facial expressions, eye contact and gestures and to facilitate learning. There is need for educator to understand the learners and help the learners perceive life. Therefore, the communication skill of a lecturer must be such that measures how well academic staff can relate, interact and help the students to understand themselves and others in the teaching and learning process²¹. Equality is a communication skill every academic staff must possess since it is anticipated that the rapport amid lecturers and each student must be equal for the sake of individual difference amongst learners and at a level to create a positive learning environment without creating any psychological distance arising from roles and status difference between them. Effectiveness dimension is a communication skill that occurs when educators interact in the learning environment and attempt to mutually

influence the students through the impartation of knowledge and checking if learning has been achieved. The quality of being an effective communicator in the learning environment covers an educator's performance in teaching which include a series of behaviour aimed at achieving positive change both in behaviour and mental capacity of the learners. Competence as a communication feature is crucial for instructing, and conveying knowledge to learners for enhanced performance. Besides receiving the appropriated training, skill and abilities, every academic staff must be able to establish communication with learners when presenting knowledge in the learning atmosphere. Academic staff in tertiary institutions that are saddled with the responsibility to educate modern individuals in different fields as a matter of necessity must to be competent as well apply such appropriately in the teaching process as so to improve the students' profession skills and efficiency.

Academic staff creates presentations that endeavor to meet the needs of present-day reality that are shared with the students to enhance learning. In the application of education paradigm, and duties, academics staff responsibilities are becoming increasingly complex, requiring competence and ability associated with implementing an effective communication process, covering prescribed activity, assess and analyze assessment result and conduct follow-up assessments²². Any type of misconception, misinterpretation or poor understanding of the content of the subject matter by the students' means, the communication efforts were unsuccessful and this brings about a mismatch in lecturer's service quality hence poor-quality service quality.

The lecturer's ability to communicate with the use diagrams, projectors, interactive boards, and other electronic learning facilities so the students are able to understand, choose the

most appropriated instructional facility that captivates the attention of the students, facilitates interest of the students. In other words, it is expedient for lecturers to exhibit experience, intellect, expertise, technical know-how in the process sharing and transfer of knowledge, principles, ideas and concepts to students in the learning environment. When tutors communicate appropriately learning is made easier, instructional objectives are achieved opportunities for expansion of learning and the overall positive experience is created for both the tutor and students. Therefore, Competence of educator in tertiary institutions is an important element affecting students' personality developments and success level²³. Hence, communicating effectively using the most appropriate skills, and the exhibition of high level of emotional intelligence is a vital for the identification, evaluation and development of service quality of educators so that the mission and objectives of tertiary institutions in Ekiti State is attained and lead to effective excellent teaching.

Communication assumes an important part in creating mutual change perceptions and behaviors. It also, determines how effectively academic staff deliver service and coordinate the learning environment. As long as academic staff members of tertiary institutions understands the wants of the students', execute task in accordance to expectations and connect excellently through the teaching and learning procedure, then students' insight of the service excellence is allied with prospects and that students, therefore learners are satisfied with the service worth of the academic staff²⁴. Effective communication between academic staff and students in and out of the classroom plays a prominent role in improving their service quality and relationships within the institutions.

Emotional intelligence was used to treat service quality in the context of this study as the capability to observe and coordinate emotions to encourage supposed understanding and regulator reactions to stimulate self-improvement²⁵. Emotional Intelligence entails of four elements; self-awareness, self-management, social awareness and relationship management and is characterized as a collection of skills or capabilities. Emotional intelligence focuses significantly on educators' external as well as internal connections, pressure managing abilities, approach, disposition, modification that these has significant influences on the speculative success of tertiary institutions scholars. Efficiency in teaching and excellent learning is two most noteworthy factors for improved values in the tertiary education. Teaching in tertiary institutions is one of the vocations with the highest expressive exhaustion²⁶. In the learning environment folks with dissimilar characteristics, emotional state, and personalities interact, it is likely that a number of glitches arise. These difficulties need skills for effective management and one of the top skills that are expected of academic staff is Emotional Intelligence and Communication Skills. These skills are essential to the teaching and learning process, and important in pedagogy because it can help tutors manage others as well as handle difficult situations. Having emotional intelligence allows academic staff to easily understand what their students are feeling and how their emotions can impact others around them.

Several authors have prescribed different rudiments of Emotional Intelligence; self-regulation, self-awareness, empathy, relationship management, social skills, and Goleman, acknowledged self-regulation as an essential part of emotional intelligence. Been mindful of ones reaction remains a vital paramount phase, individual likewise need to remain capable of managing ones mental state. Also having strong social skills enables one to retort suitably to the circumstances that leads to healthier communication and positive organizational culture³³. Having solid social abilities means displaying capability to

converse flawlessly, briefly, in a polite way. Social skills take account of diverse mechanisms which consist of active attention, conflict resolution, communication skills, applause, and being able to acceptably lead a team. Academic staff through inordinate social skills builds rapport among students and communicates their ideas excellently. Empathy is another key component of emotional intelligence that allows a person to step into some other person's circumstances and sympathetic with how they feel. Empathy is the ability of academic staff actually places themselves in their learners' situation which is significant in being an effective lecturer. It is more than just identifying the sensation of others, it likewise implicates just how individual respond to these emotions. Alternatively, intrinsic motivation as a part of emotional intelligence focuses on the desire one have about what they do, the obligation to work, the passion for captivating on new tasks and zeal, not giving up in the appearance of hindrance and the skill to motivate others towards working hard continuously to accomplish goals.

Self-awareness consists of been thoughtful one's own feelings, individual objectives, and morals. This includes correctly measuring one's strong point and weaknesses, having optimistic attitudes, and possessing a knowledgeable sagacity of self-efficacy and confidence. Extraordinary level of self-awareness entails the capability to distinguish how opinions, emotional state, and activities are interrelated. Self-management calls for expertise and approaches that expedite the capability to adjust individual's reactions or conducts. It embraces aptitude towards delayed fulfillment, cope with stress, regulate instincts, and persist through tasks in order to attain particular and scholastic aims. Social awareness includes skill to comprehend, and show concern for persons with dissimilar upbringings or philosophies. Relationship abilities assist learners form, sustain vigorous

and worthwhile interactions, and act in harmony through societal standards. These abilities comprise communicating plainly, attending keenly, collaborating, repelling unsuitable social pressure, resolving conflict positively, and accruing when it is needed. Self-awareness contextually is the capability of academic staff to realize their feelings and how it can impact students them. In the learning environment, emotional intelligence is becoming more important because Empathy and social skills tie directly into communication skills²⁷.

Academic staff members of tertiary institutions are expected to possess the ability of self-awareness, because relating with students involves connecting correctly with one's heart, guiding the thought process to ensure that decisions are not made when one is angry but only when one is untroubled or calm. Being self-aware presupposes that academic staff members have an obligation to students as the students have a responsibility to them too. At the same time, another factor that can measure emotional intelligence is social awareness which is the skill to involve in meaningful interfaces with students. It is a critical dexterity hypothetically flexible to involvements between academic staff and students', other employees and management of their institutions. Sadly, most academic staff in public tertiary institutions in Ekiti State are not aware of their emotional and communication responsibilities and obligations.

The priority of nations all over the world remains to advance the value of tertiary education and realization of undergraduates as learning consequences hinge on the excellence of tutoring offered ²⁸. Globally, research has proven that excellent teaching indorses fiscal growth and social development. Nonetheless quality teaching to a large degree is subject to

on how well academic staff communicate, emotionally manage the teaching and learning process as they are the key inputs to education provision. In Africa today, school is one the major sector and utmost user of public proceeds. The objective of tertiary instruction are not at all delimited toward social needs, the supplies of the present-day, but then pursues the advancement of upcoming individual abilities and capacities²⁹. Usually, the generally alleged objective of schooling is towards offering students' the understanding, expertise, boldness, capabilities which empowers them deliver valuable services for themselves and humanity at large³⁰. Tertiary instruction structure of African states is a primary established machinery aimed at emergent social services and capabilities and higher instruction is viewed as a necessitating influence that strongly influence the expansion, fiscal wealth and the quality of existence of entities in the society. In this perspective, African countries, establishments, organizations, and personalities spend resources and fortunes on the delivery of quality teaching for the populace. In Nigeria, particularly in Ekiti State, quality education delivery in tertiary level has become a basis of apprehension to parents, governments and other stakeholders in the scholastic procedure. Poor communication and low level of academic staff emotional intelligence staff may undesirably influence their occupational performance, diminish the worth of teaching, and then, flopp the desired intents of the entire educational procedure.

Lecturers are critically involved in the advancement of learners, impartation of knowledge and maintaining the standards of tertiary education, and the education system as a whole. Thus, they play the role of character formation, intellectual expansion and moulding the future and destiny of the learners³¹. It is the responsibility of the educators in tertiary institutions to make sure that the expertise, indulgence and productivity of the

students/graduates is such that can give them access to career growth, self-reliance and development of society. Efficiency in instruction and quality education are the two most noteworthy features for excellence in the field of education because it is during the teaching and learning process, the students find themselves, develop skills, build character and relationships. Academic staff members with different academic qualification, disciplines, cadre in various departments provides services for students within tertiary institutions. They provide knowledge which the students cannot create on their own; the service could be instructional, professional guidance or assistance to students, and academic advising on how learners' can improve their educational goals. The top priority of academic staff to give special attention to provide high quality, prompt, reliable, effective educational services to fulfill the needs of their students and yield the desired dividend to all its stakeholders (Parent, government, and the society). The yearning of parents is to bestow qualitative and purposeful schooling to their children in acquiescence with the self-evident truth that quality education is the only enduring inheritance that parents can pass on to their children to ensure their future accomplishment.

Academic staff members are scholars who studies self-reliantly and incessantly in quest of truth as they try to comprehend a phenomenon, solve problems that bothers society and constantly create the knowledge they deliver to students³². Academic staff members are all persons holding appointment as Professors, Bibliophiles, Senior Lecturers, Senior Research Fellows, lecturers, instructors, etc, of tertiary institutions. Their existence centres on executing effective classroom teaching, academic advising and counseling of students, design of activities to assist students succeed academically, modelling honesty, fairness, ethical conducts, positive-interpersonal relationship, accurate use of language (verbal and

in print), self-discipline, self-disciple, obligated to others, promote empathy, compassion, respect for others, good social skills, leadership and civic responsibility among others³³. In the educational environment, lecturers are persons who originate ideas or concepts, translates the idea by choosing appropriate words, symbols, or gesticulations with which to create the idea (encoding, can take the method of oral, nonverbal, printed, computer-aided or electronic language) and has a necessity to guide an idea or perception to the students. There is no opposing the prominence of communication in the learning environment, bearing in mind the fact that students from different social backgrounds come together to acquire knowledge. When educators in tertiary institutions are able to create an environment that promotes clear communication, interpersonal relationships, it certainly leads to the creation of healthier individual and professional connections and creates a approachable atmosphere and encourages a better teaching and learning rapport, reduces crisis and conflicts due to misconception of ideas and concepts.

Academic service quality is measured at an interface of social relationships which centres on communication; and for service to be conveyed commendably in the learning environment, therefore educators need to communicate with learner in order to build and maintain relationships, manage students' expectations, handle and resolve students' complaints. This service occurs during the interactions between contact lecturers and the students. The attitude, behaviour, communication skill/modes and the emotional state of the contact lecturer to a large extent influences the student's learning outcomes³⁴. Based on this academic staff of whatever rank are expected to enhance the learning environment through instructions and service that supports the tertiary education mission.

Wherever communication is involved, there is bound to be misconceptions and misinterpretations, but how the educators of institutions of higher learning avoid or manage this discrepancy in the teaching and learning process goes a long way in enhancing service quality effectively. Contact concerning academic staff and learners has a basic impact in guaranteeing that educationist achieve their aims in instructive and interpersonal relationship alike. However, academic staff emotions of, competence level, empathy, and can hamper the classroom communication process. This possesses as a major challenge for educators in public tertiary institutions in Ekiti State because they are responsible for providing information, establish understanding, building trust, character formation and support for learners which results in improved academic performance as well as the learners' self-actualization.

Hence, this research work seeks to examine the influence of communication skills, emotional intelligence and quality service quality of academic staff in public tertiary institutions in Ekiti State and the SERVQUAL measures (reliability, responsiveness and empathy), emotional intelligence measures (self-regulation, self-awareness and social awareness) and communication measures equity, competence, effectiveness and equality are adapted for this research.

1.2 Statement of the Problem

Service quality of academics staff involve executing instructional training, development of high level manpower, building individuals with social-emotional skills, resilience as well as appropriate technical and vocational skills. However, earlier study, participant observation and literature review also have discovered steady decline in the services delivered by

academic staff in public tertiary institution particularly in Ekiti State. As a result, there are reported cases of poor pedagogy competencies, lecturers' use of out-dated lecture materials repeatedly, exhibition of slow or non-application of modern teaching methods reality, absenteeism, irregular attendance of classes, lateness to lectures among others abound. Literature also revealed the academic staffers are unapproachable, unaccommodating and lack effective communication.

Therefore, the level of students' assurance, empathy and interest in academic activities is very low. Lecturers are perceived to be lacking good communication skills and emotion intelligence to impact knowledge. This disconnect has causative effects on the emotional intelligence, and capable of thwarting students' future growth and successes. This lack of connectivity also possesses serious challenges into the process of having well groomed, emotionally stable persons as well as building 21st century compliant individuals. The relationship between educationalists and learners of government owned tertiary institutions in Ekiti State does not enhance academic service quality due to ineffective communications among them. Communication skills and emotion intelligence has been identified to be influencing service quality of academic staff in public tertiary institutions in Ekiti State.

Several studies exist on communication skills and emotional intelligence but none has been conducted on communication skills, emotional intelligence and service quality of academic staff in tertiary institutions. It is therefore imperative to address all these challenges in the light of providing a system and structure that produce students and graduates that can compete globally and attain excellence. Therefore, the researcher saw the need for the study of application of communication mode, emotional intelligence and their relative

effects on service quality as well as see if these could bring about improvements in lecturers and students relationships in tertiary institutions in Ekiti State. These factors have prompted the researcher to embark on studying Communication skills, Emotional Intelligence and Service Quality of Academic Staff in public tertiary institutions in Ekiti State.

1.3 Aim and Objectives of the Study

The aim of this research is to investigate the influence of communication skills, emotional intelligence and service quality of academic staff in public institutions of higher learning in Ekiti State, Nigeria. The objectives that guided the study were:

- i. identify the level of service quality of academic staff in government owned tertiary institutions in Ekiti State;
- ii. examine the communication skills of academic staff in public tertiary institutions in Ekiti State;
- iii. identify the level of emotional intelligence of academic staff in public tertiary institutions in Ekiti State;
- iv. examine the influence of communication skills on service quality of academic staff of public tertiary institutions in Ekiti State;
- v. examine the influence of emotional intelligence on service quality of academic staff of public institutions of higher learning in Ekiti State, and
- vi. ascertain the combine influence of communication skills and emotional Intelligence on service quality in public tertiary institutions in Ekiti State.

1.4 Research Questions

What is the level of service quality of academic staff in government owned tertiary institutions in Ekiti State?

- i. What are the communication skills of academic staff in public tertiary institutions in Ekiti State?
- ii. What is the level of emotional intelligence of academic staff in public tertiary institutions in Ekiti State?

1.5 Hypotheses

The following formulated hypotheses were tested at, 0.05 level of significance.

- H₀₁ There is no significant influence of communication skills on service quality of educators of public institutions higher learning in Ekiti State.
- H₀₂ There is no significant influence of emotional intelligence on service quality of academic staff of public tertiary institutions in Ekiti State.
- H₀₃ There is no significant combine influence of communication skills and emotional intelligence on service quality in public tertiary institutions in Ekiti State.

1.6 Significance of the Study

This investigation is advantageous to staff and management of government owned institutions higher learning in Ekiti State, Nigeria, Human Resource Managers, Employees, Researcher and Government.

Insights gain in this research will contribute to the expansion of strategies and policies that would promote good service quality of Academic Staff in tertiary institutions and facilitate

the design to improve the emotional intelligence of academic staff and consequently increase their service quality through effective communication and management of emotions. It will help tertiary institutions to understand the extent communication skills and intelligence contribute towards improving the service quality of academic staff. The research findings could be used to spark up debate and conversation on the steps to improve service quality of Academic Staff in tertiary institutions and could be used in measuring the service quality of academic staff through communication skills and emotional intelligence.

Ultimately, it will proffer lasting solution to some related problems combating Human Resource Manager with regards to communication skills and emotional management which will result in a satisfactory state for the staff of the institutions. This will no doubt encourage management to devise better methods of communication to enhance staff communication skills so as for the staff to move with the innovative methods in executing their job. Furthermore, findings of this study will enhance employees with the power to know how to manage intelligence as long as they know the benefits in their organizations. Conclusively, it will serve as link and guide for future researchers of related study and for governments and private institutions to know what their staff want so as to work efficiently and effectively for best result emanating from good communication skills and emotional management.

1.7 Scope of the Study

The research focuses on Communication skills, Emotional Intelligence and Service quality of Academic Staff in public Tertiary Institutions in Ekiti State. The measures of service quality are reliability, responsiveness, empathy and tangibility. The measures for

communication skills are equality, competence and effectiveness²³ while the measures used for emotional intelligence are self-awareness, self-regulation and social awareness. The geographical scope of the study are government owned (state and federal) universities, polytechnics and monotechnic in Ekiti State which are Federal Univesrsity, Oye-Ekiti, Ekiti State University, the Federal Polytechnic, Ado-Ekiti, Federal Science and Technical College, Usi-Ekiti and Bamidele Olumilua Univsersity of Education, Science and Technology, Ikere-Ekiti. The population are Academic Staff ranging from chief lecturers, senior lectures, lecturers 1-3, lecturer assistant, instructors and technologist in various departments of the aforementioned tertiary institutions in Ekiti State excepting Librarians who are academic staffers.

1.8 Limitations of the Study

The study was faced with the challenges of retrieving information from respondents, who in this regards are academic staff of public tertiary institutions in Ekiti State. The nature of their job functions makes less receptive towards advancing research. Also, the ingenuity of respondents who filled the questionnaires for accurate data analysis, time factor for retrieval of information, and the financial implications of carrying out this study restricted the research.

1.9 Operational Definition of Terms

Service Quality: It stands as the measure of how well academic staff of public institutions of higher learning in Ekiti State delivers their services compared to the expectations of their clients.

Reliability: It is the ability of the academic staff of public tertiary institutions in Ekiti State to timely make available the assured service, dependably, reliably and consistently to students.

Responsiveness: It is the ability of academic staff of public tertiary institutions in Ekiti State to complete lectures, timely react to the students' complaints and request.

Assurance: It is the ability of academic staff of public tertiary institutions in Ekiti State towards conveying dependence and confidence to the students through the services provided.

Empathy: It is the capability of academic staff of government owned institutions in Ekiti State to deliver individualized, compassionate and personalized responsiveness to students with vivid consideration to their precise and increasing needs, while keeping in heart their paramount curiosity.

Tangibility: It is the state of the amenities, infrastructure, laboratories, apparatus, machineries, and the communication tools the academic staff use in order to offer the expected service, as well as the performances of the service.

Communication Skills: It is referred to as the capacity of academic staff of public tertiary institutions to deliver or share philosophies and information effectually with students.

Equality: It is the process by which academic staff of public tertiary institutions in Ekiti State exchange information and idea between two or more people without discrimination, segregation, sentiments, favour or partiality regardless of the learners social or economic position, physical or psychological capabilities.

Competence: It is the capability of educators' in public tertiary institutions in Ekiti State to display experience, intellect, expertise, technical know-how in the method of sharing and transmission of knowledge, values, ideas and perceptions to students in the learning environment.

Effectiveness: it is the ability of academic staff of public tertiary institutions in Ekiti State to interact to meet the needs and expectations that enhance social development and positive attitudinal change of the students in the learning environment.

Emotional Intelligence: It is the ability by which academic staff of public tertiary institutions in Ekiti State understands, use and manages their emotions when carrying out their activities.

Self-awareness: It is the process of discovering one's feelings, fortes, flaws, drives, values, goals and their influence on academic staff of public tertiary institutions in Ekiti State.

Self-regulation: This is the process of controlling and redirecting unruly emotions and impulses among academic staff of public tertiary institutions in Ekiti State.

Social Awareness: It is the process of by which academic staff of public tertiary institutions in Ekiti State manage relationship to move in desired directions.

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Chapter Two

Literature Review

This chapter reviewed related literature that enabled the researcher broaden her understanding on the research problem. The chapter is presented under the following captions:

2.1 Conceptual Review

2.1.1 Concept of Service quality

2.1.2 Concept of Communication skills

2.1.3 Concept of Emotional Intelligence

2.2. Theoretical Review and Framework

2.2.1 SERVQUAL Theory of Service Quality by Parasuraman et. al. (1988)

2.2.2 Social Presence Theory (SPT)

2.2.3 Instructional Communication Model

2.2.4 Goleman Model of Emotional Intelligence (1995)

2.3 Review of Empirical Studies

2.3.1 Communication skills and Service quality

2.3.2 Emotional Intelligence and Service quality

2.3.3 Communication Skill, Emotional Intelligence and Service quality

2.4 Conceptual Framework

2.5 Summary of Literature Reviewed

Endnotes

2.1 Conceptual Review

2.1.1 Service Quality

The competitive benefit through high quality service is increasingly significant for the survival of tertiary institutions and corporate organizations alike. Little has been inscribed about the quality of services until the era of 1970s, when it became obvious that services relay to the experiences of customers during the service quality, signifying the prominence to expand in the education of services and more explicitly in the study of their quality. Renounced Authors have observed the inordinate complications in defining and determining of the concept of service quality¹. Additionally, the competitive background that outcomes from both the upsurge of knowledge-based societies and increased globalization has increased and deepened the links of tertiary institutions to the world around them.

Extensive research has been carried out on Service quality, this has bring about several descriptions and perceptions of service quality by different authors and this has made it tough to reach harmony on the meaning and in measuring service quality². It notes that from the standpoints of diverse authors, service quality is about making available something imperceptible in a way that gratifies the consumer and that preferably provides some worth to consumers⁴. Service quality can be defined as the entirety of features and features of a product or service that bears on its capability to gratify stated or implied needs⁴. Service quality is imperative to all establishments as it is stared as a driver of corporate performance⁵. Similarly it has remains a critical element of competitiveness and a basis of long-term competitive advantage⁶. Thus, service quality is as important for

manufacturing organizations as well as educational institutions⁷. However, tertiary institution remains an exceptional industry with deference to it being a sought-after service.

Meanwhile services contain extraordinary human labour element and are produced and expended concurrently. Other scholars have recognized that the typicality of impalpability of services and the datum that various services consist in a recital or know-how rather than an object, initiatives more complexity to their study⁸. Similarly, service quality has been defined as a degree of just how fit the service delivered equates with customers' expectations⁹. It is argued that the awareness of service quality outcomes from the assessment made by consumers amongst the prospects about service, and the actual perception of them, once the service has been delivered¹⁰. Service quality can be measured by associating the consumer's expectations with their real acuties of a service quality¹¹.

Tertiary institutions are apprehensive with not only what society standards in relations of skills and aptitudes of their graduates, but also with exactly how their students feel and observe their education¹². Furthermore, apprehension about the quality of tertiary education is intensified globally, as stated in Standards and Guidelines for Quality Assurance¹³. Traditionally, academic staff in institutions of higher learning delivers services through their instructional syllabuses and instructional procedures. To achieve this, educators have the duty to view students as their principal clients and pursue to make the most of their fulfillment centered on scholarly services rendered¹⁴.

At hand are contending meanings and usages of the term quality in tertiary institutions. Quality in tertiary Education is about competence, extraordinary standards, excellence, values for money, suitability for purpose or client focused¹⁵. To a reduced level, quality

means transformation or value added. The word quality in tertiary education denotes to the strategies, procedures and activities through which quality is upheld and developed¹⁶. Traditional methods for evaluating quality in institutions of higher education stands like the study of investment or expenditure per student, the amount of times the lecturer delivers instructions, the relevance of the instructions to the present realities, the method of delivery, the communication skills and competence level as well as the responsiveness and reliability of the educator. In a tertiary institution setting, this can be seen as the learners' acuties of whether their course and course-related involvements is of high quality. It is fact that tutors have to emphasize on learners perceptions of educational quality, therefore, service quality in tertiary institutions is evaluated through the learner's perspective¹⁷. Earlier research has acknowledged the position of the supposed quality from the students' opinion, in order to accomplish quality enhancement¹⁸.

Quite a lot of service quality models have been proposed and the utmost prevalent and generally cited among these models of evaluating service quality is SERVQUAL¹⁹. The SERVQUAL model is of advantage to this study as it is a verified instrument which might be used reasonably for benchmarking purposes²¹. The SERVQUAL measure is engrossed on supposed quality, which is a client's ruling about the excellence of a precise service²². Originally, Parasuraman branded ten elements of service quality, namely, accessibility, reliability, responsiveness, competence, courtesy, communication, credibility, understanding the customer, security and tangibles. When he established the early model to measure and evaluate client perceptions of the service, these elements were summarized into five scopes – tangibles, reliability, responsiveness, assurance and empathy. SERVQUAL uses a measure to rate service expectations and performance by inquiring

customers a set of questions on a number of characteristics that replicate the five scopes of professed quality, placing prominence on the opinions and perceptions of customers in evaluating service excellence. At hand is considerable body of indication in educational literature signifying that the SERVQUAL is an operative instrument in determining service superiority in the tertiary education setting, and is particularly valuable in contributing direction for altering inadequacies to strengths²⁴.

Conversely, clients' prospects are the element of the SERVQUAL model that has raised some critics, largely exist in the effort in understanding the results founded on expectations²⁵. Emphatically, expectations are swayed by perceptions, influenced through the service quality. To resolve this unruly, a substitute model of service quality was anticipated, called SERVPERF which adopts that perceptions show better than expectations the recital of a determinate service²⁶. Quality would be defined merely in terms of perception, without giving great significance to the author's, expectations²⁷. In conclusion, the anticipated HEdPERF model (HE PERFORMANCE), a new and more inclusive performance-based evaluating measure which attempts to apprehend the dependable contributing factor of quality in tertiary Education²⁸.

SERVQUAL model had been intended to be valid across a wide-ranging range of services, thus the setup can be reformed to fit any explicit needs²⁹. Countless authors reflected that this model is beneficial for measuring the seeming quality in academic staff service excellence³⁰. This research will use SERVPERF model to evaluate not only the component of academics staff service quality (teaching) in tertiary institutions, then likewise embrace selected scopes related to the instructional experience as a comprehensively from the

students' standpoint. As a result the five measurements anticipated by Parasuraman are adopted to measure perceived excellence in the service quality of educators in tertiary institutions in Ekiti State³¹. The descriptions of these measurements are as follows:

(1) Tangibles: the state of physical amenities, apparatus, luxury, symbols, availability, functionality, workforces and communication resources. (2) Reliability: this feature comprises of substances which put importance on the capability to deliver the promised service timely, precisely, reliably and consistently. It makes reference to fundamentals that mediate in the training method, subjects, academic services, program structure or timetables. (3) Responsiveness: inclination to help and offer swift service and dexterity in mutual processes, consideration to occurrences and swiftness and excellence response from the lecturers. (4) Assurance: expertise, staff achievement of allotted tasks, instruction capacity, skill to express trust and buoyancy, staff success and specialized experience. It ruminates qualities such as possessing optimistic attitude, communication skills, permitting adequate consultation and being able to convey consistent response to students. (5) Empathy: ability of the academic staff to realize student needs and capacity to provide answer to them and to the social demands. This factor relates to the delivery of personalized, compassionate and tailored responsiveness to students with a flawless consideration of their precise and increasing needs, while observing at heart their unsurpassed interest.

2.1.2 Communication Skills

2.2.1 Meaning of Communication

Communication is as long-standing as the human race and some communications intellectuals have indicated that the term "communication" is derived from the Latin verb "communicare" that denotes "to make common" or "to share"³². It is also said to have been founded on a Latin word, "cummunis", meaning to share or to convey a piece of information, a message, an impression or perception. Communication is the process through which we comprehend and in turn attempt to be understood by others³³. It is an active, continuously changing and shifting in reaction to the general circumstances. Hence, "communication" can be termed as "the exchange of feelings, opinions, or philosophies"³⁴. Similarly it refers to sharing of meaning, conception and diffusion of information, involving of distinguishing impetuses, from a source to a receiver. Discourse about the role of communication in daily life, one can say that communication is an organism through which the messages are sent, and response established.

Many scholars have defined communication some of such definitions states that communication is any procedure whereby decisional evidences are conveyed from one member of a group to another³⁵. In the argument of another author, communication is the process of transmitting facts and understanding from one individual to another³⁶.

Communication is also defines as the totality of all the activities an individual does when he needs to create understanding in the thoughts of another. It is a link of meaning that comprises an organized and incessant process of expressing, attending and understanding³⁷.

Similarly, Communication is a behavior that results in an exchange of connotation.”

Likewise it is regarded as the exchange of messages amongst people for the drive of

realizing mutual meanings³⁸. Largely communication can be defined as the process of expressive collaboration among human beings. More explicitly, it is the process by which meanings are perceived and understanding reached among human beings³⁹. Therefore, communication is the dynamism that binds the persons of a group, or an organization together and the members can accomplish a common belvedere and understanding, as well as support to achieve the group's or organization's objectives¹. Communication is a process of passing facts and understanding from one person to another. It is a process of conveying and distribution of thoughts, feelings, realities, etc., in a way that is apparent and understood by the receiver of the communication⁴⁰. Communication is any expressive interface among individuals where the views are conveyed from one person to another. It is the means by which facts and knowledge is conveyed and the eventual purpose of communication is to nurture any attitude required for motivation, teamwork and job fulfillment and establishes and improves the student lecturer relationships⁴¹. Communication is a procedure of conveying a specific evidence or message from an information source to a anticipated, fixed or a particular terminus and feedback from the receiver⁴².

Communication is undoubtedly a unique dynamism in the service quality of academic staff in tertiary institutions. Communication in the learning environment is important to promote a mutual understanding of the concepts and perceptions offered to the learners. Correspondingly, communication is used by humans to pursue mutual intelligence through the diffusion of symbolic messages³³. Besides, conception of communication states that there are three significant points, namely (a) communication consist of people and that understanding communication embraces trying to comprehend the way which human

beings are unified; (b) before people communicate, they must come to an understanding of the meaning of the term they use; and (c) communication take in to account signs, be it body, voice, letter, number, and words, can only symbolize or approximate the impression they anticipate to communicate⁴⁴.

Similarly, communication remains a transmission of connotation and indulgent of significance to others in the form of symbols, or assured languages so that persons who receive information apprehend the tenacity of the information⁴⁵. Respectively, it is indicated that communication is a method of transferring information and understanding via the same signs⁴⁶. In the same vein, in the manuscript “effective for today manager”, communication is identified as comporment, act of conveying symbols that contain significance or meanings³⁷. The researcher opines, communication as glue that unites the teaching and learning, lecturers and the students together. Communication helps educators attain both discrete and established goals, apply and react to institutional vicissitudes, and organize classroom activities.

2.1.3 Communication Models

Communication is a complex process that moves past the simple transfer of facts “from a source to a receiver”⁴⁸. This extremely basic view of communication was epitomized by the transmission model and the S-M-CR model that regarded communication as a procedure whereby a source sends simple messages to a receiver. This opinion was dared by the constitutive model that postulates that communication consists of a compound process that creates and replicates communal meaning³⁹.” Similarly, he termed early prototypes of communication as too one-dimensional and proposed the subsequent examples for confounding rational about communication: “Communication goes beyond sending simple

messages to one or more receivers; it takes into cognizance the complex networks and systems through lecturers' connect to learners. The model propound the creation of the meaning systems in the teaching and" learning environment"⁴⁰.

In recognition of this complexity, it is claimed that communication can be identified in seven diverse domains⁴¹. These, are: linguistic (the "art" of dissertation); semiotic (arbitration by signs); phenomenological (the involvement of discourse with others); cybernetic (information dispensation); socio-psychological (expression, interaction and stimulus); socio-cultural (the construction/duplication of social demand); and critical (broad reflection)⁴². The authors highlight the methods through which communication is influenced by a speech society's collective and ethnic norms. This is an effort that has been shared by other intellectuals who stressed the role of sociocultural capability in achieving expressive communication⁴³.

An individual's relational life is reliant on that person's ability for constructing his or her views, feelings, and desires known to others and on one's approachability to the efforts of others to share comparable data with him or her. Communication can be considered in simplistic expressions as the transfer and reception of messages, as both rudiments must be extant for communication to occur. However, the ultimate transmission of message and receipt does not presume that communication has taken place. Often, it has only to a degree occurred or has been terminated completely as a result of the situations surrounding the instance when the communication attempt was made. These circumstances may be emotional, competence and effectiveness oriented, phenomenological, or ensuing from a host of conditions existing within the individuals who are attempting to relate³⁸.

Communication important to human relationship, the logical study of human communication established itself as an interesting area in the 1950s, primarily concentrating on the effect of communication on decision making¹³⁴. However, since the last decade, traditional communication theories are confronted by the up-take of mass media and information technology, which has substantially transformed the ways individuals communicate with each other¹³⁵. Contact between academic staff and their student's plays a key role in guaranteeing that they (academic staff) can accomplish their objectives in both scholastic and social relationships. Owing to the landscape of their profession, academic staff typically expends a lot of period interacting with students. Though face-to-face meetings are still expected to be a significant channel, with the development of new communication technology, it is no longer the singular communication medium used by academic staff in dealing with their students. Innovative communication technologies offer new frequencies and potentials in communicating. Novel communication technologies and their services are also known as the new media, as opposed to the traditional media of face-to-face meetings, as well as telephone and text-based documents. Therefore, investigation into understanding dynamics influencing communication media excellent and reconnoitering best ways of communicating has ignited the interest of academics and practitioners alike.

Information plays a central role in contemporary society. It is a factual detail of something, situation, person or event. It is through the interaction of the factual details between persons and organizations that communication results. Thus, information, through the process of communication, can be acquired, stored, retrieved and disseminated using various and varying modes and models. Information could be messages, data, news and/or

facts and where any or all of these are relayed or transmitted, will amount to communication. It could be said that information drives communication. Academic libraries as media organizations use information to ensure dynamism towards attainment of organizational goals of teaching, learning and research as well as community service. It is in this wise that a scholar says media practitioners worldwide not only insist on being kept informed about all their organizational activities, but also want to provide feedback to management on the information they receive for quality decisions¹³⁶. Communication is a practice in which folks exchange evidence or express their thoughts and feelings¹³⁷. A critical appraisal of this definition will show that the central issue in communication is message or information dissemination. In furtherance of what communication is Quirk goes on to add that it is the ways of sending information especially using radio, telephone or computers. Therefore through communication people send messages and information about themselves or others as well as organizations to others. The Encyclopedia Americana describes communication as a course which also encompasses the production, transmission and reception of messages¹³⁸.

Every act of communication has a purpose, it is this purpose that shapes the pattern of transmission which in turn will form the basis for measuring the effectiveness of the information communicated. Given that the practice of communication is at times multifaceted, the extent of success in communication with people will determine the success or otherwise in organization and/or administration. Thus in the context of academic communications, the purpose is embedded in the .statutory and enabling instruments of these institutions, that is the law that empowers the establishment of the institutions. This

includes the purpose of acquiring information resources, the purpose of processing them, the purpose of storing them and the purpose of distribution of the information¹³⁹.

Communication may be simple or multiple, specific or general, may call for action, meditation, support for a course or may give approval. Academic librarians engage in all of these types of communication. These depend on the user and his intention. It is in consideration of all these that experts come up with four major types of communication. Communication begins with the intra- personal through the interpersonal and group (or organizational) levels to mass communication. Explaining the different types, he says intrapersonal communication, the lowest level of communication takes place within an individual where interpretation of message intuitively generated, is personally carried out. In academic institutions this type of communication will result in the students when he is considering traits that characterize human information interaction. Given the diversity in information content of academic institutions, students must engage themselves in intrapersonal communication by mentally determining what information material to give the client based on his query¹⁴⁰. Interpersonal type of communication is that which relates to interactions between persons. There must be an initiator, a channel, a receiver and feedback, interaction in a face-to-face format. This play out in academic institutions where a user walks into the institution and interacts with a staff through his queries. Group (or organizational) communication is that which takes place between an assemblage of people. Here communication will result from international relationships amongst members of a group or organization. This is where mass communication processes are employed. Academic libraries engage in this type of communication through installation of library

information systems as well as internet gateways to serve the mass of students seeking information at the same time.

Mass communication involves a non-face-to-face contact and interaction. It uses mass media in an impersonal and informal way. It is highly structured with specific persons performing specific functions to aid information dissemination to receivers no matter how vast and varied they may be. In this direction therefore, academic librarians perform their duties communicating through the use of library information systems, that is, the ICT, in every facet with information seekers who come to make use of the library. Thus, with application of the ICT, librarians can access, process, store, distribute and disseminate information of choice in relation to client's needs¹⁴¹.

A model is an artificial representation of a thing that is real. Such presentation can be graphical, for example, and organogram of an establishment. Models are useful because they provide an opportunity for people to analyze manifest things leading to improvements. In communication there are various types of models and theoretical networks which guide the practice of information acquisition, processing, transmission and storage. Among these models are the Aristorian model (which is regarded as the oldest), Barlo's model, the mathematical model of Shanon Weaver, as well as the Shanon Schram model. In all these models, six common features of communication can be identified. These are: i. The purpose for the communication ii. The communicator (originator or source of the message or information). iii. The content: This is what the originator transmits. It could be a message, an idea, feeling or information about values, beliefs, attitudes, policies, questions or problems The medium, could be through the articulated word (language); it could be graphic showing particular images or additional objects, it could be choreographic

representation of customary dances etc. Likewise, it could be through printed words, for example, letters, circulars, communiqués that transmit specific information or another. The channel is anything that aids the transmission of message(s) or information^{142, 143}.

The special feature of channel of communication is such that it can take any format. It can be upward, downward or parallel. For example, in formal settings, responsibility streams from lowest of the pyramid upwards whereas command runs from the top downwards. In academic libraries, communication channels can be multifaceted for instance in the University of Calabar Library academic Librarians and other staff communicate breaking departmental and sectional boundaries to source for and retrieve information to satisfy clients. Thus, the Social Science Librarian can reach out to his Law library counterpart for information on behalf of a client he is attending to instantly. The Audience (Receiver) is the person/group that receives content of the interaction process. It is the audience that is the target of every message or information. How it receives, understands and interprets the message will however depend on certain factors that may affect the various elements highlighted including the audience. Such factors include quality of the message, competence of the sender, clarity of the medium, directness or exactness of the channel as well as ability or respectability status of the audience. All these affect and will definitely determine the effectiveness of communication. It is in recognition of these factors that academic libraries are organized in manner that would aid users move straight to appropriately designated section with information materials relative to user needs. Thus a user requiring legal information will be directed straight to the Law library where he will be served better and his information quest satisfied¹⁴⁵.

Certain factors govern the organization of communication to make it effective. These factors include participant factors, message factors, channel factors as well as proximity factors. All these factors affect and involve the librarian in academic libraries. Of course the librarian is a participant, dealing with information content and materials (message), relaying same through appropriate channel (s) after noting the nature of the message and where the message is meant to be distributed to talking about proximity factor. A careful appraisal of the factors with regard to academic institutions duties showed that there is collaborative interactions between the staff themselves as well as the clients who through the library for their diverse information needs. Participant factors. This has to do with interaction between the originator and the audience or receiver who in communication are human beings. As human beings they share certain characteristics in common especially while communicating. Therefore, their skills and techniques in communicating with one another will depend on their encoding and decoding abilities. While the message originator requires encoding skills to put his information across, the receiver must have appropriate decoding technique to interpret the message sent to him. These affect communication in one way or the other. Librarians in academic libraries must of necessity poses these encoding and decoding abilities to be able to serve clients better. Message factors A number of factors are involved here. These include message codes which are symbols used in communication. Such codes can be verbal, gestures, sculpture, writing, etc. depending on the type of message and the appropriate communication technique. Another factor is message treatment. The way the message originator communicates a confidential message is different from the way he will handle a message meant for the public, for instance. Additional, the receiver of private information will handle it differently from a non-

confidential information. These determine how communication messages are treated. They also determine the techniques for such communication. Although they may be no confidential information in academic libraries, there are however reserved materials which are treated with utmost care.

Librarians in sections housing such materials treat them exclusively with extra security measures attached to their access and usage. For example, information materials in the Law Library section of University of Calabar Library are not borrowed out for home, private study, a condition not applicable to materials in the Social sciences or Humanities Libraries. Channel factors; these also determine how communication can be effected. As a feature of communication process, channel factors would surely dictate what technique to employ to achieve effective communication. For example, if an organization is a formal type, information regarding command must emanate from the top of the hierarchy down the rank and file. But in academic libraries, communication with regard to information sourcing, access, distribution as well as storage can emanate from any direction through any but appropriate channel to get to the objective. Thus in University of Calabar Library, clients employ both formal and informal channels and methods of communication at their disposal to relate with librarians. Proximity factors; To communicate effectively proximity on the part of the originator (sender) of the message with regard to the receiver or audience must be taken into account. The implication is that keeping similar things apart cannot enhance communication. Thus, the purpose of the sender of the message, the medium to be used and the audience must be approximated so that appropriate communication skills could be employed for effective communication of the message intended. For example, a communication that would involve a large mass of people in an equally large mass of

geographical area must employ appropriate mass communication technique of say radio or television for effective information dissemination and distribution. In academic libraries the proximity factors may be appraised in two ways viz: (i) clients physically present at the time of information sourcing and (ii) client relaying their requests outside the library. For effective communication to take place, Librarian, must employ the skill that will best enhance the discharge of their duties¹⁴⁶.

2.1.4 Concept of Emotional Intelligence

Emotional Intelligence (EQ) is the capability to recognize, categorize, practice, comprehend, and manage emotions in a nominal and constructive manner. An extraordinary EQ assists individuals to interconnect healthily, lessen their concerns and anxiety, resolve conflicts, improve relationships, and empathize with others efficiently. Charles Darwin was paramount to identify the importance of emotions. He noted that the emotional system rejuvenates conduct required to flourish. Emotions cannot be curtailed, they happen instinctually and instantaneously in reaction to circumstances and people. In the 1920s, Thorndike identified “social intelligence” as the skill to act intelligently in human relations. In 1988, Reuven Bar-On devised the term emotional intelligence in his doctoral dissertation. In 1990, John Mayer and Peter Salovey sort out a pioneering research on emotional intelligence, indicating the importance of knowing yourself as well as understanding others. In 1995, Daniel Goleman introduced the significant of EQ in the workplace, observing that IQ is a less influential forecaster of outstanding leadership than EQ. The maximum estimate of how much difference IQ (intellectual quotient) accounts for in how well people perform in their careers is no higher than 10% and perhaps as low as 4% ¹. IQ is considered a threshold competence, a minimum capability that all must have. Once you're in a group of

similar IQs, IQ will no longer distinguish you in the group. Also, the concept perceives E.I. as a mixed intelligence involving reasoning capability and disposition aspects.

Several prototypes of emotional intelligence exist such as the model by Peter Salovey and John Mayer that identifies E.I. as a practice of unpolled acumen, that is, emotional intelligence is an intellectual ability. Reuven Bar-On in his own model regards E.I. as a varied intelligence, entailing of rational aptitude and character aspects. This model accentuates how intellectual and character dynamics influence overall well-being. However, unlike the model proposed by Reuven Bar-On, Goleman's model focuses on in what manner intellectual and behavior factors define achievement in the workplace. Mutually Bar-On and Goleman's models exploit self-report methods of emotional intelligence. Bar-On's model is measured with the Emotion Quotient Inventory (EQ-i) and Goleman's model used the Emotional Competency Inventory (ECI), the Emotional Intelligence Appraisal (EIA), and Work Profile Questionnaire – Emotional Intelligence Version (WPQei)¹⁵⁶ as its tool for measurement.

Emotion is any action or uproar of opinions, state of mind and needs, whether it is affirmative or adverse. There are different classifications of emotions, Goleman, based the classification as follows: Anger, (which comprise, range, annoyance, distressed, compromised), Unhappy, (hurting, gloomy, low-spirited, downhearted, anguish), Anxiety, (like, nervous, nervous, worried, cautious, horrors), Pleasure, (for example: joyful, enthusiastic, glad, and gratified), Affection, (such as, recognition, rapport, confidence, compassion, dedication, reverence), Stunned, (pant, astonished, amazed), Revulsion, (include, dislike, disregard, repugnance, biliousness, disgust, displeasure) and

Embarrassment,(such a, culpability, dishonor, saddened, guilt, disdain, disgrace, and wrecked)¹⁵⁷. Gardner describes intelligence as the power or capability to do something. He alienated intelligence into phonological intelligence, logical-mathematical intelligence, melodic intelligence, locomotive intelligence, spatial intelligence, environmentalist, relational intelligence, and intrapersonal intelligence¹⁵⁷.

Daniel Goleman is among the numerous experts that discussed EI (Emotional Intelligence), describes Emotional Quotient as the skill to rouse oneself and withstand frustration, impulse control and not embellishing preference, regulate mood and make sure the load of tension does not engulf the capacity to reason, and commiserate with others. Goleman speculated Emotional Intelligence to embrace five measures: knowing emotions, handling emotions, inspiring oneself, distinguishing emotions in others, and managing relationship. Again Goleman opined emotional intelligence as the capacity to be aware of our own emotional state and those of others, for motivating ourselves, and for dealing with feelings well in us and in our interactions". The academic staff emotional intelligence lets them have the capability to control feelings and emotions in life and, thus, be more effective and successful in their service quality. In another scholarly quote of Goleman states, Emotional Intelligence as an amalgamation of capabilities that let individuals to be conscious of, to comprehend, and to be in charge of their own emotion, to identify and understand the feelings of others, and to use this understanding to foster their realization and the accomplishment of others". Daniel Goleman's Emotional Intelligence was cited in the views of other authors as the heart of logical functioning. He postulated the managing of a handful of essential emotions like anger, fright, pleasure, affection, repulsion, indignity, among others as drives and controls well-organized mental or cognitive processing¹⁵⁸.

In the view Mayer and Salovey the conception of emotional intelligence necessitates exploring its two element terms, intelligence and emotions. “Emotional intelligence been the capability to recognize emotions, to access and create emotions so as to support thought, to comprehend emotions and emotional knowledge, and to contemplatively regulate emotions so as to promote emotional and intellectual development”. This meaning is built on the concepts that emotion makes thinking more intelligent and that one reasons intelligently about emotions. Likewise, the Salovey and Mayer as identified by other researchers measured emotional intelligence as a set of expertise theorized to contribute to the accurate assessment and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life. In the same vein, defines emotional intelligence means the ability of individuals in using emotions effectively to achieve goals, build productive relationships with others and achieve success¹⁵⁸. Another scholar, who exerts emotional intelligence as the focus of intelligence to understand, recognize, feel, manage, and lead feelings of self and others and apply them in personal and social life. Consequently, he defined emotional intelligence as the capacity to diagnose our own emotional state and the state of mind of others, the aptitude to manage emotions well in ourselves, and in association with others. Built on the theories about emotional intelligence above, as harangued by diverse experts, the scholar only emphases on Goleman’s five areas of emotional intelligence: Self Awareness, Self-Management, Self-Motivation, Social Awareness and Relationship Management. Goleman said in that emotional intelligence does not inevitably infer giving autonomy to the feeling of influence but manage moods in a way that is convey appropriately and efficiently. According to him, the basics in emotional intelligence are:

Self-awareness, Self-Management, Self-Motivation, Social Awareness and Relationship management¹⁵⁹.

Self-awareness refers to knowing what one feels at a period and use it to direct policymaking, require a convincing yardstick for the skill and poise is strong. Self-awareness encompasses understanding one's own emotions, individual goals, and principles. This is the capability to label, identify, and comprehend your own emotions. Self-awareness necessitates us to adjust in to our moods and not evade our adverse emotions such as nervousness, fear and unhappiness. Identifying our own emotional conditions and how they affect our feelings, actions, and conclusions is the key to nurturing self-awareness. This embraces accurately measuring one's strengths and restrictions, having optimistic attitudes, and possessing a knowledgeable sagacity of self-efficacy and confidence. Extraordinary levels of self-awareness necessitate the capacity to identify how feelings, state of mind, and activities are unified. Self-Management infers dealing with emotions such that it definitely influence the performance of responsibilities, subtle heart and could interrupt the desire afore the realization of a goal, and were able to recuperate from emotional trauma. Self-management involves abilities and expertise that expedite the capability to adjust one's own emotions and comporments. This consists of the skill to delay indulgence, manage stress, regulate dispositions, and persevere through tests in order to accomplish individual and educational goals. Emotional regulation has to do with our ability to regulator strong feelings by not acting on raw feelings in an impulsive or negative manner. Evolving the capability to sit with `spiteful feelings and to give ourselves the interval to resolve how we may lessen or reduce negative feelings nurtures self-confidence. Emotional regulation also assist us improve the capacity to ponder several resolutions to a

specific circumstances or problem. Not responding exclusively from emotionally exciting state fallouts in healthier management outcomes. Self-Motivation means the practice of yearning in our earnest self to change and direct us to a goal, facilitating us to take the resourcefulness and action excellently and to resist failures and obstruction. Social Awareness means to feel as felt by others, is been able to comprehend their standpoint, nurture a relationship of confidence and supporting itself with various people. Social awareness consists of the ability to recognize, identify with, and feel concern for those with dissimilar experiences or values. It as well includes considering social standards for conduct and be acquainted with domestic, faculty, and public assets and provisions. Broadly, possessing social skills involves having the ability to communicate in polite, simple and concise manner. Conclusively, respectable social skills are the summary of all of the elements of EQ: self-awareness, empathy and emotional regulation.

Relationship management infers handling feelings well when associating with others and cautiously read the state and the collective network, relate efficiently, using these skills to inspire and guide deliberation and bring about resolutions, and to collaborate and perform in a team. Relationship skills aid undergraduates to create and uphold healthy and worthwhile associations, and to act in harmony with social standards. These abilities include communicating clearly, listening actively, repel unsuitable social pressure, negotiating conflict productively, and pursuing help when necessary. Empathy is the skill to be aware of how and why individuals feel the manner they do and when we empathize with others, we advance and develop friendly connections. Empathy permits us to forestall how our activities and actions affect other person's emotions as well as our individual

feelings. Developing empathy attitude improves our experiences, interactions, and overall indulgent of ourselves, other publics and the domain around us.

Reuben Bar-On formulated another model that symbolizes emotional intelligence as a succession of non-cognitive abilities, proficiencies and expertise that affect a person's level of compliance to the stresses and pressures of the environs. He further alienated emotional intelligence into five classifications, respectively: intrapersonal (emotional self-awareness, decisiveness, confidence, self-actualization and individuality), interpersonal (responsiveness, relational relationships and social accountability), adaptability (conflict resolution, reality testing and tractability), stress management (stress forbearance, impulse regulation) and general mood (contentment and hopefulness) (Bar-On, 1997). Meanwhile, in Goleman's opinion, the paradigms of emotional intelligence are related to self-awareness (acknowledging personal emotions), self-control (handling emotions), motivation (self-motivation), empathy (consciousness and thoughtfulness of the emotions of others) and social skills (social relationships).

However, Howard Gardner in his view illustrated emotional intelligence as; the significance of the intrapersonal measurement, identification and mindfulness of one's emotions, the constructive and efficient interface in dealings with others. Social intelligence comprises oral and non-verbal communication skills, relating and relationship skills, conflict management skills, stimulating team spirit, having regards for others and being valued. On a multifaceted level, this form of intelligence translates into the person's ability to differentiate between the various social relationships and the ability to react efficiently to the particular situations, as well as to speculate and understand the likely

reactions of others. To another scholar in the field emotional intelligence, the elements includes - organizing groups: an indispensable feature of an academic staff or frontrunner who inducts and organizes the efforts of a network of individuals (learners) for their distinct development and that of the team they belong to; negotiating clarifications: which deals with the capacity of the lecturer that averts and manages conflicts, conveying answers to defuse and conquer them, eradicate pressures and conflicts, possible threats that may disrupt the learning atmosphere.- individual relationships: the skill to build and sustain social relationships with the aid of vicarious communication; social analysis: the intelligence capacity to identify the mental state of others, to decipher emotions and to eloquently act to the advantage of productive and competent relationships. These skills characterize key fundamentals that improve building optimistic communication and certifying social unity that defines interactive effectiveness in the learning process and facilitates profound connection between the academic staff emotional behaviour ensuring stability acceptable to communication.

Emotional intelligence is a conceptualization which increasingly argued in social psychology. The awareness of emotional intelligence was introduced by a scholar who defined it as the capability of a person to manage his own feelings and the state of mind of other individuals, to distinguish amid them and to exploit information to facilitate one's actions, perception, and thinking¹⁵⁷. Subsequently, the authors presented a reviewed and inclusive definition of emotional intelligence as the capability to perceive emotions, synchronize emotions to inspire thought, comprehend and regulator emotions to inspire self-improvement¹⁵⁸. Consequently, in 1995, the advancement of emotional intelligence paradigm originated with the work of Daniel Goleman having an implausible

contribution¹⁵⁹. A scholar describes emotional intelligence as an assemblage of skills or capabilities i.e., having the ability to enhance oneself and linger regardless of interferences, to deal with coercion and displeasure, to manage one's mind-sets and preserve from impelling the ability to think, to understand and to be optimistic¹⁶⁰. The scholar's approach is observed as a mixed prototype of emotional intelligence that portrays a series of abilities and competencies embracing five key areas: self-awareness, social skills, self-regulation, motivation, and empathy¹⁶¹. Bar-On is another noticeable psychologist in the field of emotional intelligence who has defined emotional intelligence as a variation of non-intellectual competencies, capabilities, and skills which have an influence on one's competence to succeed in taking preference over environmental pressures and demands¹⁶².

Emotional intelligence may be considered as the ability to recognize, persist, control driving forces, communicate evidently, make laudable judgments, confront issues, and accomplish with other individuals in such a way that makes companions and success¹⁶³. These capabilities allow a person to recognize and control emotions, ensure composure and self-respect, formulate aims, promote empathy, ensure conflict resolutions, and promote aptitudes essential for leadership and efficacious group participation¹⁶⁴. Emotional intelligence is poised of substantial parts of personality's external as well as internal dealings, stress management abilities, mindset, disposition, temperament modification and all these have significant influences on the academic achievement of institution of higher education students¹⁶⁵. Emotional intelligence is the person's capability, aptitude, acknowledgment obligation, precise valuation and regulation of senses alongside other individuals and groups¹⁶⁶. Emotional intelligence includes relational intelligence and intrapersonal intelligence. Interpersonal intelligence is the external aptitude which an

individual exploits to understand and sustain relations with the others. It is imperative for promoting features like understanding, empathy, and solidification of influential relationships.

Further, intrapersonal intelligence is the internal intellect that an individual exhibit to distinguish and understand oneself which is needed for self-awareness, self-inspiration, and self-regulation. The controlling of intrapersonal as well as interpersonal emotions is significant for individuals' educational and professional success. Persons having advanced emotional intelligence are anticipated to regulate, understand, and control emotions exceptionally in themselves as well as in the other individuals¹⁶⁷. Within the standard of emotional intelligence, three theories are considered the basics of emotional intelligence¹⁶⁸. These models have been obtainable in the last decade as an attempt to elucidate the competences, characteristics, and skills linked to emotional intelligence. Model of emotional intelligence is branded as an ability model, focused on those constructs that stimulate intelligence through the understanding of emotions. In this model, emotional intelligence regulates the possibility for achieving expertise of certain capabilities in the sphere of emotional intelligence¹⁶⁹.

A trait model of emotional intelligence that measures emotional intelligence through five constructs such as intrapersonal skills, interpersonal skills, stress management, flexibility, and overall mood was obtainable by another scholar¹⁷⁰. Interpersonal skills consist of the management of interactions with other individuals. Intrapersonal skills stress on individuals' attentiveness and obligation and also the capability to make scheduling and complete autonomous ventures. Pressure management abilities involve a person's capability to remain calm, use productive managing strategies, and stimulate influence

helpful systems. Adaptability skills comprise of robust problem-solving aptitudes, suppleness and the capability to reframe concerns and their tenacities. The overall mood is an indicator of hopefulness, confidence, and pliability.

He articulated that emotionally intelligent persons are usually enthusiastic, adaptable, realistic, and actual in deciding issues and fronting demanding circumstances devoid of losing control. Goleman model of emotional intelligence is a capability model that distillates on the competencies of emotional intelligence that enable folk to accomplish success in the operational environment. Emotional intelligence with reverence to work performance has appeared to inspire others for resolving problems, collaborating, and working to discover unbiased tactics to ensure solutions for conflicts¹⁷¹. The scholar additionally fixated on emotional intelligence that embraces five parts: recognizing one's emotions (self-awareness), managing them, inspiring self, identifying emotions in others (empathy), and managing interactions. Educational achievement is the product of instruction—the extent to which a learner, educator, and institution have attained their instructional aims. It is defined as the notch, to which students attain the information, know-hows, capacities, and skills that the instructor is going to impart or assign¹⁷². Academic success is regarded a unique and significant conceptualizations within the domain of education that is envisioned to measure the achievement of the final goals of an person's success as well as the efficiency of a scholastic organism in future¹⁷³.

Emotional intelligence undertakes a noteworthy place within the sphere of educational setting i.e., academic success, academic variation and mental well-being of the students¹⁷⁴. It is an important influential factor of academic accomplishment in modern-day extremely demanding circumstance for learners at each level of education¹⁷⁵. The gap between

activities for learning, influential learning, and academic success can be concealed by emotional intelligence. Emotional intelligence has been considered having an unswerving link with a person's mental fitness that ensures the individual's wellbeing and contentment i.e., low-stress level, self-satisfaction¹⁷⁶. Various surveys have discovered that there is a progressive connection between developed level of emotional intelligence and outstanding academic attainment among undergraduates. The widespread body of research supports that competences of emotional intelligence contribute to exceptional performance¹⁷⁷. Conclusively, emotional intelligence appears to have a considerable positive influence on institutional performance as well as intellectually vulnerable students¹⁷⁸.

Emotional intelligence's abilities are considered four times more important than IQ in determining professional accomplishment and status. Emotional intelligence is a significant forecaster of performance in academic and other structural settings¹⁷⁹. Emotional skills, abilities, understanding and intelligence, donate the improvement of instruction, assistance of students, instructors, faculty, and their professional advancement for the success of advanced levels of achievement, career success, personal satisfaction, and leadership¹⁸⁰. Hence, Goleman suggested that emotional intelligence is a substantial prognosticator of academic success which is better than conservative measures of intelligence¹⁸¹. Correspondingly, Bar-On also remarks the influence of this non-intellectual capability in the attainment of a scholar's life. He added that the competence to check one's moods, to authenticate one's reactions and to challenge issues of personal as well as interpersonal flora are vital for being scholastically successful¹⁸².

Moreover, educational quality gives off an imprint of being invigorated by having the capability to established personal objectives and to be effectively confident and self-

inspired to achieve them. While it is a robust assertion, but yet it needs to be sufficiently examined that to what point emotional intelligence actually connects to educational performance. They also stated that as emotional intelligence expanded, academic success also enhanced and equally, competences of communicating inspiring thoughts were stimulated¹⁸³. On the other hand, as emotional intelligence contracts oppositional performance amplifies. Exceptional emotional intelligence capacities were linked to outstanding skill and ability to deal with one's own state of mind and the feelings of other folks. The connotation between academic excellence and emotional intelligence for nontraditional undergraduates was accessed by a scholar¹⁸⁴. A portion of the learners was well-equipped for the academic environment on account of their scholarly capabilities. Hence, expectations of accomplishment and retention were imaginable due to the part played by emotional intelligence in educational success. Higher academic achievement was ensued due to the scholars' abilities to comprehend, utilize, regulator and control their emotions successfully. Thus, combining awareness of emotional intelligence into an academic platform may add to the success of greater academic success by learners and plausibly lead to the completion of their undergraduate programme.

Research acclaims the "missing piece" in moving forward academic accomplishment is educational user interface design that balances social and emotional learning into the institution's curriculum¹⁸⁶. In a research, undergraduates who had achieved 80% or better were considered academically successful while students who had attained 59% or less in their course work were considered as academically unsuccessful¹⁸⁶. They renowned that learners who presented better educational performance have higher emotional intelligence abilities. They illustrated the variance amongst the clusters and establish that anxiety

management was the foremost difference. Academically sturdy students displayed augmented focus which was an indispensable feature of stress management. Besides, they establish that there were minor differences in intrapersonal and flexibility ability.

An indication proposes that evaluation scales and capability scales of EI capture diverse concepts and are only feebly related to each other¹⁸⁹. Paralleling the discrepancy between dual dimension models is a parallel difference of two hypothetical models; mixed model and ability model theories of EI. Mixed model conceptualizations of EI comprise a broad combination of paradigms that translate to emotionally intelligent conduct, as well as emotion-related abilities, charisma traits, and motivational¹⁹⁰. In contrast, capability models of EI hypothesize EI as a mental ability of a comparable type to verbal ability or quantitative ability, with the content area as emotions rather than words or numbers¹⁹¹. They mention three 'streams' of EI measures: (a) ability scales, (b) ratings of EI abilities (self-perceptions of EI, occasionally denoted as emotional self-efficacy; and (c) assessments of mixed model EI (frequently stated as trait EI, after the key mixed model conceptualization¹⁹². In the existing meta-analysis, distinctly ponder on outcomes for three different categories of evaluation, founded on theoretical and empirical indications that there are three separate constructs¹⁹³. The scholars denote to these as ability EI, self-rated EI, and diversified EI. The paragraphs below describe the major ability model of EI (and the ability and self-rated EI assessments based on this model), and the major mixed models of EI (and the mixed model assessments based on these).

There is universal agreement on a single theoretical model that labels the element skills of EI. The classified four-branch model was principally described in 1997¹⁹⁴. This model summaries four key divisions of emotion-related capacities that variety in complexity from

low-level information dispensation to strategic and premeditated use of emotional information to meet personal goals. These four branches are: (a) recognizing emotions accurately, (b) by means of emotions to enable decision-making, (c) indulging emotions, and (d) handling emotions to up standardize optimistic emotions and down-regulate undesirable emotions¹⁹⁵. The best-known assessment of these four branches is the ability-based Mayer-Salovey-Caruso Emotional Intelligence Test, has two subtests for each of the four branches¹⁹⁶. The MSCEIT is the only commercially accessible ability EI measure and is the most generally applied skill measure in research. Though there are numerous noncommercial other ability EI assessments, these tend to ration merely one or two of the four branches¹⁹⁷. Earlier research on the four-branch model also used the Multifactor Emotional Intelligence Scale (MEIS), the forerunner to the MSCEIT¹⁹⁸. Minority versions of the MSCEIT and MEIS have often been used for investigation in schools¹⁹⁹. In addition to the ability-based assessments, there are quite a lot of valuations that practice rating-scales to assess self-rated ability EI. One of the original procedures of this kind was the 33-item Assessing Emotions Scale²⁰⁰. The AES was founded on an earlier meaning of EI that preceded the four-branch ranked model. The initial definition encompassed perceiving, using, and handling emotions, but did not comprise understanding emotions²⁰¹. Since the AES was accessible primarily in the public domain, it was often used in EI research.

Alternatively EI measure that used this early classification is Wong's Emotional Intelligence Scale (WEIS), which covers four subscales that measure recognizing one's personal emotions, observing others' feelings, expending emotions, and managing emotions (i.e., it does not embrace emotion understanding, in line with the previous definition of EI²⁰². A rating-scale mechanism designed specifically after the four-branch

model is the Self-Rated Emotional Intelligence Scale, which surrounds 19 items that consider five subscales (perceiving emotions, using emotions, understanding emotions, managing one's own emotions, and managing others' emotions). The four branches of EI are described in detail below.

However, this branch has been operationalized solely as the first of these tests assess the capacity to identify the type and extent of emotion present in external stimuli such as facial expressions, micro-expressions, tone-of-voice, body postures, landscapes and evocative art²⁰⁵. As such, the empirical basis for what is known about emotion perception is solely defined as individual differences in identifying emotions in others (and not the wider array of abilities that may theoretically be included). Once emotions are perceived, this emotion information acts as input for the cognitive system. Emotion facilitation of thought involves the use of emotions and emotional information as input or guidance in cognitive tasks or decisions. It has been defined as the ability to “facilitate thinking by drawing on emotions as motivational and substantive inputs”²⁰⁶. Both the theory and measurement of this branch involve two key elements: (a) using existing emotions to guide task selection or approaches to tasks, and (b) generating new emotions to aid performance on a specific task. When using existing emotions, a person uses their current emotional state as a critical task parameter to guide the strategies or processes used in problem solving in two ways. First, emotions can direct attention to critical information through the action tendencies associated with each emotion. For example, positive affect relates to a broad rather than narrow outlook and may lead to creative exploration whereas anxiety is associated with hyper-vigilance to threat²⁰⁷. Second, tasks can be selected to take advantage of a mood state that might help performance. For example, one could choose to write an enthusiastic

welcome e-mail when in a happy mood but wait to counsel a disgruntled employee until one is feeling more serious (i.e., the emotion regulation strategy of situation selection).

The MSCEIT contains two subtests assessing facilitation. The Sensations test assesses the generation of emotions test-takers must generate an emotion and rate the similarity of their sensory experience to sensations such as hot, red, or quiet²⁰⁸. The Facilitation test assesses knowledge of which mood states will be most helpful in different types of tasks. The facilitation branch has been criticized on both empirical and theoretical grounds. Empirically, factor analyses have generally not supported the inclusion of a clear and distinct facilitation branch, possibly because of the dual nature of facilitation as both emotion generation and situation selection²⁰⁹. Theoretically, emotion facilitation seems like a subset of emotion management (the fourth branch). Emotion generation is a core concept for emotion management, as managing emotions involves the ability to generate the desired emotion to match the task at hand (mostly, but not always, the up regulation of positive emotions and down regulation of negative emotions²¹⁰). The other element of emotion facilitation situation selection is a well-known emotion regulation strategy, and thus might also be considered a key element of emotion management the emotion management branch is sometimes also referred to as emotion regulation²¹⁰.

Critics of emotional intelligence claim that it is too vague a concept, it cannot be measured, and the validity of it is suspect²¹¹. Some researchers argue that the concept of EI is unclear and realizing a definition of it is very tough because different scholars focus on different skills. One researcher may focus on self-control, while another may study empathy. Some critics query whether EI can be suitably measured. They argue that if EI is in fact a form of intelligence, then EI tests must have right and wrong answers. While there are EI tests that

have correct and incorrect answers, critics still query the cogency of these tests. Lastly, some academics challenge the validity of emotional intelligence on a base of it actually so thoroughly correlated to intelligence and temperament. Notwithstanding these criticisms of emotional intelligence, there are studies that propose it is an effective perception and plays an significant role in the workplace. Emotional intelligence can be termed as having four subdivisions: the ability to correctly perceive and prompt emotion, integrate emotion into thought, comprehend emotion, and control emotions in the self and others²¹³. Observing emotion is the ability to recognize emotion in the self and others. Facilitating emotion is the ability to practice evidence that explains manipulated emotions in order to highlight and direct thinking. Understanding emotion is the ability to recognize connections among emotions and how emotions volute from one state to another. Regulating, emotion is the ability to regulate emotion in oneself and others²¹⁴.

Diverse scopes of emotional intelligence have been acknowledged by quite a lot of scholars. Goleman ascertains four emotional intelligence extents, namely, self-awareness and self-management, social awareness, and relationship management²¹⁵. The self-awareness and self-management make up the personal competence side, while social awareness and relationship management establish the social capability side of emotional intelligence. These measurements of emotional intelligence suggested by Goleman has been broadly recognized and established though, there are further emotional intelligence typologies recommended by other scholars.

2.2. Theoretical Review and Framework

2.2.1 SERVQUAL: Theory of Service Quality

Most of the researchers have recognized and used the service quality measuring model in a variety of industries such as the service quality model²¹⁶. The service quality model proposed a five dimensional structure of supposed service quality tangibles, reliability, responsiveness, empathy and security as the tools for determining the service quality. Tangibles; the tangibles include the organizations' employees, physical amenities, resources, and equipment as well as communication supplies. Also, Physical environmentally friendly surroundings give the impression of an unblemished indication of the care and attention paid for the details presented by the service provider. Tangibles lingered as the physical validation of the service²²¹. In conclusion, this study acknowledges tangibles are the amenities available in public tertiary institutions in Ekiti State for the use of their academic staff. Reliability is apprehensive with how academic staff handles issues related to learners' educational well-being, how excellently and appropriately proposes services is implemented, and sustain an error-free of teaching and learning activities.

Moreover, they define dependability as the most important factor in predictable service. Reliability also involves the right instruction fulfillment; accurate records; precise quote; right in the bill; Outcomes are more accurate than directives; keep the assurance of service. He also references that consistency is the most significant influence in academic services. Additional, a study by another renowned researcher, SERVQUAL was applied to gather data in four different organizations, including educational institutions, credit card companies, the company's maintenance services, and long distance phone company. He

found high reliability in all four of these companies, with the possible exception of some of the values associated with significant dimensions. Finally, reliability is defined as the “ability to perform the promised service dependably and accurately”. In this research, reliability is the ability of quality service provided at the public tertiary institutions to execute the promised service students in Ekiti State. Responsiveness: it is defined as "the willingness to help customers and provide prompt service". Furthermore, it can also be defined as speed and timeliness of service quality. This consists of processing speed and service capabilities to respond promptly to customer service requests, and wait a short and queuing time. More specifically, responsiveness is defined as the willingness or readiness of employees to provide services. It contains the timeliness of service. It also contains understanding the needs and requirements of the customer, easy operation time, individual attention provided by the staff, attention to the problem and customers' safety in their dealings.

Finally, in this research, responsiveness is the readiness of public tertiary institutions in Ekiti State to provide punctual services as perceived by the students. Empathy is a caring and individual attention that the firm provides to its clients. It contains giving individual attention to employees who understand the needs of their customers and customer facilities during business hours. Furthermore, it was demonstrated in a research of private sector institutions, provide individual attention and easy operation time; give personal attention, and understand the specific needs of customers. Where it was suggested that empathy contains approachability, sensitivity, and efforts to understand customer needs. Also, empathy can be defined as the ability to make customers feel welcome, especially by staff contacts.

Additionally, the SERVQUAL model indicates that satisfaction is related to the size and direction of disconfirmation of a person's experience when he/she faces his/her initial expectations. Assurance is all verbal and written communication between the schools and their students. It also includes good manners, attitudes, politeness, and knowledge of employees. Service quality in educational sector is influenced by a good level of assurance. Therefore, good service quality requires staff to be polite with customers, competent, work on providing suitable financial advice, and have easy access to customer account information. In addition, customer satisfaction and confidence in banking sector may be developed by the banks' credibility²²².

The theory is relevant to the dependent variable which is service quality because the study adopted all the five measures of the SERVQUAL model which expatiates the different methods of how quality services are delivered satisfactorily in an academic environment. These measures are essential as reliability dimension analyzes precisely academic staff ability to deliver the promised service such as efficiently resolving student complaints and problems while the responsiveness dimension analyzes the care provided to students by the educators in order to provide services quickly. The assurance dimension analyzes the behavior and knowledge of academic staff and their ability to transmit confidence. The empathy dimension refers exactly to the individual care shown towards the special needs of the students by tutors in public tertiary institutions and the tangibles dimension analyzes the tangible assets needed to provide the service such as leaflets, infrastructure, laboratories, equipment etc.

The SERVQUAL model was used for the study and its measure adopted as most appropriate and suitable for the study as it has become a widely adopted theory for

measuring and managing service quality. Hence the application of the SERVQUAL model in public institutions of higher learning in Ekiti State leads to enhanced academic staff service quality which will ultimately leads to improved educational experience (student), increased professional development (educator), higher institution's ranking (tertiary institutions itself), better-qualified graduates (community), among others.

2.2.2 Social Presence Theory (SPT)

Social presence is a subjective quality of the communication medium and it is related to the social psychology concepts of intimacy (determined by physical distance, eye contact, smiling, and personal topics of conversation) and immediacy (determined by the medium's capacity in transmitting information)²²³. Social presence could be defined in terms of a combination of social relationships, communication styles, task analyses, feedback levels, and measures of immediacy²²⁴. Short and his teammates see social presence as the ability of individuals to collaborate effectively through technology, even when they are located in different locations and time frames.

Social presence refers to the degree to which a medium allows communicators to experience others as being psychologically present, or the degree to which a medium is perceived to convey the actual presence of the communicators. Social presence can be a function of both verbal cues (e.g. tone of voice) and non-verbal cues (e.g. facial expression, direction of gaze, posture, and dress)²²⁵. Several researchers surveyed the literature on mediated communication and concluded that communication media differed in their ability to provide a sense of social presence²²⁶. They also concluded that most new media are lacking in social presence. In other word, communicating by media is rather different than

communicating in person. This has the implication that understanding may be distorted due to a lack of social cues and thus, users will have the tendency to misinterpret messages. In addition, reduced social presence may lead to less emotionality in exchanges, weakening the interpersonal function of communication. This theory also classifies different communication media along a one-dimensional continuum of “social presence.” Media that are capable of providing a greater sense of intimacy and immediacy are perceived as having a higher social presence. On a continuum of social presence, communication media such as face-to-face meetings, which are capable of conveying non-verbal and social context cues, are considered to have the most social presence, whereas CMC, written, text-based communication have less of this because they lack non-verbal feedback cues.

Communication tasks differ in their requirements for social presence. The appropriateness of a medium for performing certain communication tasks is determined by the degree to which the medium’s characteristics of social presence fit the requirements of the tasks. Tasks that require interpersonal skills, such as resolving conflicts or negotiation, demand high social presence, whereas tasks such as exchanging routine information are low in their social presence requirements. Media like face-to-face and group meetings are more appropriate for performing tasks with high social presence requirements, whereas media such as e-mail, letters, and memos are fit for low social presence tasks. The relevance of this theory to the study is its influence on communication skills where it states how communication are affected through presentational media within tertiary institutions.

In reality, communication has eight strategic functions such as directing actions, connecting and coordinating, building relationships, generating ideas and promoting ideas and values of both teachers and learners alike. Effective communication criteria should at least lead to

five things, namely: 1. Understanding, this is the understanding and acceptance of the contents of the message carefully as a communicator. 2. Pleasure, that communicating will generate a sense of pleasure and satisfaction for the parties that communicate. 3. Able to change attitudes, in the sense that communication can influence the attitudes of the participants in the communication in accordance with the content of the message. 4. Good social relationships, which means that communication aims to grow and develop social relations towards a better direction. 5. An action is the end result of an effective communication process which gives rise to a concrete and positive action.

2.2.3 Instructional Communication Model

The general model of instructional communication is built on the oratorical model of instructional communication that proposes six critical components; tutor, tutor communication behaviors, learners, learner perceptions, instructional environment, and instructional outcomes. The model occurs through three measurements: (a) competence, that is the degree that an instructor is considered to be proficient and skillful on the subject matter; (b) effectiveness, the extent to which a tutor is regarded as honest and trustworthy; and (c) equity, the magnitude that a lecturer treats learners with fairness or equality irrespective of their background. Basically, this implies that lecturers' competence, effectiveness and equality are significant variables that affect the instructor-learner interaction. the model, admit that the inconsistency in outcomes attributable to learners and environment and that education outcomes are influenced by temperament of the educator, instructor communication expertise, and that student perceptions are influenced by teacher personality and teacher communication behaviors.

The original study of McCroskey, Valencic, and Richmond, gives detailed description of the design, participants, and measures for the instruction communication model as shown below;

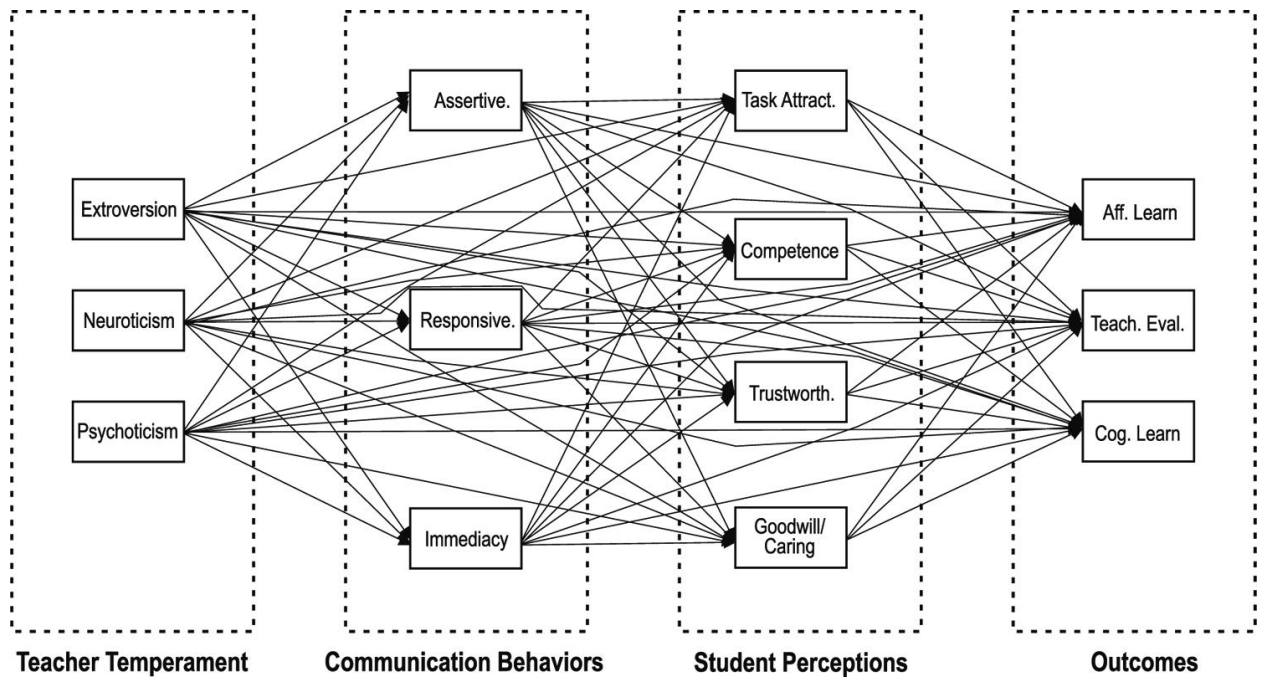


Fig. 2.1 Components of the General Model of Instructional Communication

Source: McCroskey, Valencic, & Richmond, 2004.

Instructional communication is based predominantly on instructor communicative behaviors, traits, or attributes, instructor communication, socio-communicative style, instructor use of affinity-seeking and relevance strategies, instructor misbehaviors, student clarifying techniques, learner empowerment and student motives to communicate with their instructors, instructor clarity, instructor power, immediacy, humor, clarity, aggressive communication, self-disclosure, socio-communicative style, and misbehaviors and instructor temperament ¹

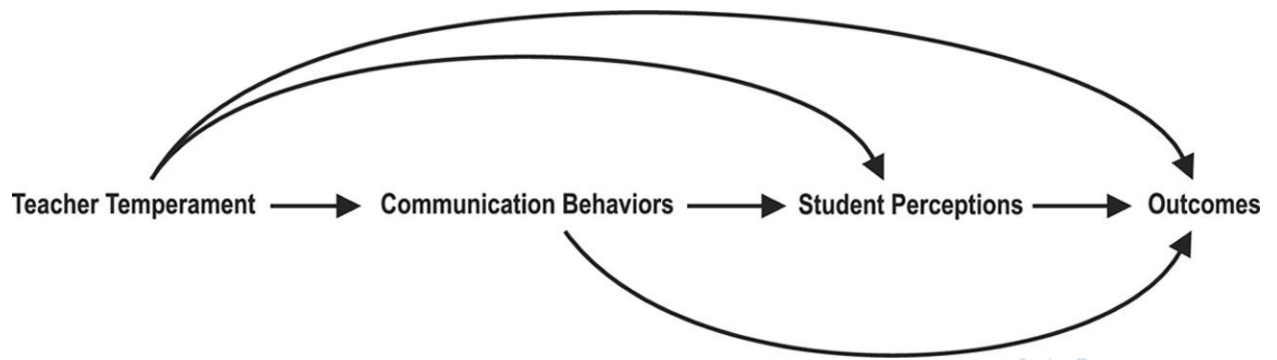


Fig. 2.2 Relationships among components of the General Model of Instructional Communication

Source: McCroskey, Valencic, & Richmond, 2004

Communication encompasses several methods and purposes and the communication displayed by lecturers in the teaching and learning environment is termed instructional communication. Instructional communication comprises a model of teaching and outcomes of every stage, learners' needs, techniques of attending to students' essentials, learners' assessment concerns, students' teaching environment worries, scholar's learning panaches, classroom administration, instructional approaches, learners' misconduct, teacher mischief, student self-concept, instructional education organisms, and instructor stress¹. In recent times several authors have made available insight into the instructional communication discipline. Similarly, one of the researchers in the field of instructional communication² appraised and introduced oratorical and social perceptions to the scholarship of instructional communication and evaluates the approaches to instructional communication and identify eleven theories linked with instructional and evolving communication study, and identified six classes of instructional communication that comprises of learner communication, tutor communication, mass-media influence on youngsters, instructive procedures/technology application, learning environment management, and educator-

learner relations. As the communicator in the lesson, the educationist has the duties to impart, monitor, inspire, assist, guide and model learners to turn out to be valuable and knowledgeable individuals. Seemingly, learners, ought to engross, pursue and apply skill and knowledge transmit in the teaching environment and other learning undertakings.

Instructional communication is measured as an exclusive area of study entrenched in the multifaceted field of research steered among educational psychology, pedagogy, and communication studies scholars¹⁰⁰. This multilateral field emphasizes on just how learners engage affectively, developmentally, and cognitively, the instructor expertise, competence and attitudes essential for effective tutoring, and the meaning shared between and amid tutors and learners. Therefore, instructional communication is the study of the communicative dynamics in the teaching-learning process that transpire across instructional environment (approximately identical and entail features such as the nature of the institute presenting the instruction, the atmosphere of the teaching and learning environ, the values of the institution, the level of education, the social and physical climate where the institution exists, among other factors) and subject matter¹. This centers largely on the identification of particular communicative behaviors, expertise, qualities, or attributes used by lecturers with their undergraduates; these behaviors are connected with students' reports of their affective, behavioral, or cognitive learning.

Instructional communication is perceived as an instructor- organized, undeviating progression where the educator is the individual predominantly in charge of fashioning messages that inspire values in learners' minds (learning). Tutors engaging this model characteristically apply judiciously premeditated instructional purposes with definite

anticipations that the scholars are likely to master the knowledge put forth by the identified goals. The model suggest six essential components teachers, students' perceptions of teachers' verbal and nonverbal communication behaviors, students' perceptions of the teachers' source credibility, task attractiveness, and instructional outcomes, (temperament, intelligence, experience, etc.) and the instructional environment.

The student perceptions element of the model indicates a connection between educators' credibility (source credibility focuses on competence, goodwill and trustworthiness), task attraction during presentation and learning. Students differ significantly in terms of intelligence, prior learning, personality, temperament. gender, culture, ethnicity, religion, socio-economic status, etc. Altogether these elements influence the way learners perceive instructors and educators' communication behaviors. Therefore, the instructor's level of intelligence, communication competence, content expertise, pedagogical knowledge and skill as well as the lecturers' personality and temperament are imperative. Academic staff communication activities present considerable variance' into the instructional procedure as a continuous stream of messages which influence the connotations which are stimulated in learners' minds occur as a result of what educator say and do nonverbally constitutes. On occasion scholars' observe tutors even before they take a given instruction with the lecturer and form perceptions of the lecturer.

This model is relevant to this study as majority of researchers had accepted, adopted and apply the rhetorical approach drawn from instructional communication model and in the view of the research, instructors' competence and effectiveness offer disciplined instructional behaviors that facilitate learners' understanding and clarity of the subject

matter¹⁰¹. Clearness during instruction communicated to students comes in different forms such as pre-instructional clarity, structural clarity, illustrative clarity, linguistic clarity, adaptive clarity and commences before even the lecturer begin lessons as it arrange for learners a timeline that assist them identify the most significant parts of a learning experience, organizing instructions presentation concisely and in a manner that does not surpass students' working memory limits, choosing and using appropriate words to convey course concepts and ensuring that unclear language is avoided. Hence, the need for lecturers to prioritize clarity not only because it has the utmost impact on undergraduates' learning potential, but likewise the learners interprets it as the most indispensable teaching manners instructors can use in the learning.

2.2.4 Goleman Model of Emotional Intelligence

Goleman Model of Emotional Intelligence focuses and highlights the importance of understanding human feelings and emotions to achieve goals and resolve problems. The model is concerned about the essentiality of how emotions impact work performance, studies, relationships and even human health and how checks on emotions can help individuals communicate better, deal with anxiety in difficult situations and feel satisfied with their accomplishment²³³. There states the metrics for measuring emotional intelligence as self-awareness, self-management, social awareness and relationship management²³⁴.

Emotional Intelligence or Emotional competencies is more important in contributing to work excellence than pure intellect and expertise (EQ beats IQ)²³⁵. Emotional intelligence describes the ability, capacity, skill, to identify, assess and manage the emotions of one's self, of others and of groups. Emotional intelligence is a critical part of social intelligence. Emotional intelligence can be abbreviated to EI and can also be referred to as

emotional quotient (EQ). Some research shows that intelligence quotient, IQ contributes only about 20% to success in life. The rest of 80% success depends on one's EQ. The concept of Emotional intelligence was formally introduced by Professors Peter Salovey of Yale University and John Mayer of the University of New Hampshire in 1990²³⁶. Daniel Goleman, a psychologist and science journalist popularized the term emotional intelligence in 1995 in the title of his bestselling book, *Emotional Intelligence: Why it can matter more than IQ*. Emotional intelligence is more important for a happy and productive life. People who are positive have been shown to live longer. Leaders high in emotional intelligence are more productive. Emotional intelligence determines 'one's ultimate niche in society.' Research shows that "emotion makes thinking more intelligent." Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Emotional intelligence is a combination of inter personal and intra personal intelligence. Emotional Intelligence is the ability to perceive accurately, appraise, and express emotion, the ability to access 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. Emotional Intelligence consists of four elements- self-awareness, self-management, social awareness and relationship management. It can be raised by developing a few key skills such as by ability of stress management, recognizing and regulating emotions, empathetic attitude and resolving conflicts with confidence.

Emotional Intelligence refers to skills that distinguish and normalize feelings in yourself & others. Emotional intelligence, an individual who hold the present information and emotional nature work²³⁷. Emotion is any activity or turbulence of thoughts, feelings and

desires, whether it is positive or negative²³⁸. There are different classifications of emotions based on the classification as follows²³⁹:

Anger, (which include, angry, annoyed, upset the liver, impaired), Sad, (painful, sober, gloomy, melancholy, despair), Fear, (like, anxious, nervous, worried, wary, phobias), Enjoyment, (for example: happy, excited, happy, and proud), Love, (such as, acceptance, friendship, trust, kindness, a sense of close, devotion, respect), Shocked, (gasp, amazed, stunned), Disgust, (include, contempt, disdain, disgust, nausea, hate, dislike) and Shame,(such a, guilt, shame liver, liver upset, regret, contempt, disgrace, and liver destroyed). Intelligence is the power or ability to do something and is divided into eight kinds namely; linguistic intelligence, logical-mathematical intelligence, musical intelligence, kinetic intelligence, spatial intelligence, naturalist, interpersonal intelligence, intrapersonal intelligence²⁴⁰.

There are many theories from the experts that discussed EI (Emotional Intelligence). One of such theories stated that emotional intelligence is the ability to motivate oneself and endure frustration, impulse control and not exaggerating pleasure, set the mood and ensure the load of stress does not overwhelm the capacity to think, and empathize with others²⁴¹. This theory speculated Emotional Intelligence to include five parts: knowing emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationship. Again, he opined emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships". The academic staff emotional intelligence lets them have the capability to control feelings and emotions in life and, thus, be more effective and successful in their service quality. Emotional Intelligence involves a combination of

competencies which allow a person to be aware of, to understand, and to be in control of their own emotion, to recognize and understand the emotions of others, and to use this knowledge to foster their success and the success of others²⁴⁵. He views emotional intelligence as the heart of intellectual functioning. He postulated that the management of a handful of core emotions – anger, fear, enjoyment, love, disgust, shame, and others – drives and controls efficient mental or cognitive processing²⁴⁶.

In the view of another theorist the concept of emotional intelligence requires exploring its two component terms, intelligence and emotions. “Emotional intelligence been the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth²⁴⁷. This definition is built on the ideas that emotion makes thinking more intelligent and that one thinks intelligently about emotions. Also, he considered emotional intelligence as a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life²⁴⁸. In the same vein, emotional intelligence is defined as the ability of individuals in using emotions effectively to achieve goals, build productive relationships with others and achieve success²⁴⁹. Another scholar, exerts emotional intelligence as the focus of intelligence to understand, recognize, feel, manage, and lead feelings of self and others and apply them in personal and social life²⁵⁰. On the other hand, emotional intelligence is postulated as the ability to recognize our own feelings and the feelings of others, the ability to manage emotions well in ourselves, and in association with others²⁵¹.

Emotional intelligence does not necessarily infer giving freedom to the feeling of power but manage feelings in a way that is expressed appropriately and effectively. Emotional Intelligence (EQ) is the ability to identify, use, understand, and manage emotions in an effective and positive way. Emotional Intelligence helps lecturers to communicate better, reduce their students' anxiety and stress, defuse conflicts, improve relationships, empathize with others, and effectively manage and control the learning environment. Emotional intelligence is that aspect of human intelligence that govern our ability to recognize, understand, control and use emotions in solving problems of a personal and interpersonal nature²⁵². He outlines the constructs/elements of emotional intelligence as: Self-awareness, Self-Management, Social Awareness and Relationship management.

Self-awareness is the educators' ability to label, recognize, and understand their own emotions. Self-awareness requires lecturers to tune in to their feelings and not avoid their negative emotions such as anxiety, fear and sadness. Recognizing their own emotional states and how it affects their thoughts, behaviors, and decisions is the key to cultivating self-awareness. It is the ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Self-awareness includes self-confidence, realistic self-assessment, and a self-deprecating sense of humor. Self-awareness depends on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions. Emotional awareness or the ability to understand feeling, will help academic staff in tertiary institutions communicate better in the classroom. Self-awareness means knowing what we felt at a time and use it to guide decision-making themselves, have a realistic benchmark for the ability and confidence are strong. It is a sure and a very effective way to develop, improve and strengthen communication skills. Self Management

means dealing with emotions so that positively impact the performance of duties, sensitive heart and could delay the pleasure before the achievement of a goal, and were able to recover from emotional stress.

Emotional regulation has to do with academic staff ability to control strong emotions by not acting on raw feelings in an impulsive or destructive manner. Developing the ability to sit with unpleasant feelings and to give themselves the time and space to decide how they may alleviate or reduce negative feelings cultivates self-confidence. Emotional regulation also helps educators in tertiary institutions develop the ability to consider various solutions to a particular situation or problem. Not reacting solely from an emotionally charged state, result in better decision-making outcomes. Empathy is associated with lecturers empathize with students', they develop deeper, and more intimate relationships. Empathy is the ability to recognize how and why people feel the way they do. Empathy allows lecturers to anticipate how their actions and behaviors influence students. Developing empathy skills enhances experiences, relationships, and general understanding of oneself, other people and the world around us. It is the ability to feel as felt by others, is able to understand the perspective of others, foster a relationship of trust and aligning oneself with various people.

Social Awareness means to feel as felt by others, is able to understand their perspective, foster a relationship of trust and aligning itself with various people. Social skills. Having strong social skills as an academic staff means having the ability to communicate in the learning environment in a clear, concise, and courteous manner. In summary, good social skills are the summation of all of the components of Emotional intelligence: self-awareness, emotional regulation, and empathy. Social skills is concern with the proficiency in

managing relationships and building networks, and an ability to find common ground and build rapport. Social awareness that consists of the ability to sense, understand, and react to other's emotions while comprehending social networks. means to feel as felt by others, is able to understand their perspective, foster a relationship of trust and aligning itself with various people. Hallmarks of social skills include effectiveness in leading change and persuasiveness, understanding the emotional makeup of other people. It is a skill in treating people according to their emotional reactions and expertise in building and retaining relationship, cross-cultural sensitivity, and service to clients. Self-motivation means the use of desire in our deepest self to move and guide us toward a goal, helping us to take the initiative and act very effectively and to withstand failures and frustration. Relationship management means dealing with emotions well when dealing with others and carefully read the situation and the social network, interact smoothly, using these skills to influence and lead, deliberation and resolve disputes, and to cooperate and work in a team.

Tutors emotional intelligence provides high level of attention from students in learning process and developing such strategies which help the tutors in understanding the student behavior, developing lesson plans, and evaluating the students in classroom.

Emotionally intelligent educators always search for new and innovative ideas for students and implement them in classroom, adjusts or changes instructions according to the need of the students in classrooms. This directly affects the students' psychological state and classroom environment. Positive lecturer-student relationship promotes the student engagement and positive students' outcomes in classroom, facilitate students to engage them, create and encourage positive learning environment, respond to student's needs,

experience higher levels of student's participation, that, in turn, will increase students' academic achievement and have less emotional burnout and stress.

To become a professional in the educational field, tutors in public tertiary institutions need to be competent in the academic course, emotional intelligence, social skills, interpersonal relationship classroom management skills, and self-management skills to cope up with student behavior and needs. They need to understand interpersonal and intrapersonal skills, social competence. Emotional competence plays vital role in success of academic staff service quality. Emotional competencies are very important for lecturer's professional pedagogy development, flexibility in teaching process, monitoring of self-awareness and controlling emotions to manage sensitive and practical situations in the learning environment. According to the demand of their job, lecturers need to be aware of their emotions, exhibit empathy, be responsive to learners needs by providing help and prompt service willingly to students, and provide prompt service, deliver the promised service dependably accurately and timely to the learners, care and provide individualized attention to the needs of the students, used relevant physical facilities and communication materials, understanding student's need, be availability for guidance and counsel and encouraging students towards achievement, healthy competitive and collegial environment.

Based on the theories emotional intelligence above, as opined by different the experts, the researcher adapted three out of the five domains of emotional intelligence: Self Awareness, Self -management, and Social Awareness ²⁵³. The researcher applied the Emotional intelligence theory propounded by Daniel Goleman and Parasuraman in the study because it develops the academics staff awareness to observe, ability to control and ability to check emotions in himself and in the learners in order to improve the quality of their education.

These theories and measures are relevant to the second independent variable (emotional intelligence) in that it explains how emotions affect academic performance and service quality of academic staff of public tertiary institutions in Ekiti State.

2.3 Review of Empirical Studies

2.3.1 Communication Skills and Service Quality

A researcher opined in a study” effective organizational communication: a key to employee motivation and performance” that organizational communication plays a vital role in employee motivation and performance as real changes are taking place in modern organizations which confront the new reality of tighter staffing , increased workloads, longer hours and a greater emphasis on performance, risk-taking and flexibility²³⁷. Today’s organizations are run by multi and cross-functional teams which show little tolerance for unquestioned authority. To deal with this situation, the art of persuasion and the effort to find the correct emotional match with your audience is necessary. This match means that it is not enough for communication to be a one-way ticket²³⁸. In a study titled “communication approach and firms performance: appraisal of Nigerian Bottling Company (CocaCola), Ilorin-Nigeria” submitted that research findings no doubt have validated the synerginous relationship between communication approach and efficient performance of NBC, Ilorin plant²³⁹.

It was observed that although much of the overall research on faculty members suggests that salary, in and of itself, is not the most important aspect of their work life and satisfaction, salary is one of the primary reasons why Public university employees leave

their institution. In examining faculty workload and compensation of Australian academics, found that 51% of the faculty did not believe that they were compensated fairly, relative to those other comparable institutions²⁴⁰. As a result, 50% of the respondents felt the need to work outside their institutions to earn extra income. Dissatisfaction with salaries is one of the key factor undermining the commitment of academics to their institutions and careers, and consequently their decision or intent to leave. Fringe benefits is another important aspect in remuneration. Fringe benefits refer to non-wage compensation provided to employees in addition to their normal wages/salaries²⁴¹. They may include housing, paid leave, paid vacation, group insurance (health, dental, life), tuition reimbursement and funding for education. Fringe benefits are given to employees in order to increase their economic security, enhance their satisfaction, corporate loyalty and retention. While a scholar was studying the determinants of employee retention in telecom sector of Pakistan posit that attractive remuneration packages fulfill financial and material desires and thus enhance staff retention²⁴².

While, on a study on faculty workload and compensation of Australian academics, revealed that 51 percent of the faculty did not believe that they were compensated fairly, relative to other comparable institutions. Staff retention in African universities is highly influenced by dissatisfaction with salaries undermining the commitment of academics to their institutions and careers and consequently their decision or intent to leave²⁴³. In the latest survey by Web metrics which included 12,000 institutions, only two Kenyan universities were ranked among the top 50 in Africa. The University of Nairobi was at number 26, while Strathmore was at position 31. The other public universities were almost at the bottom of the list with Moi university being ranked at position 74, Kenyatta at 80 and Egerton at 97. If these

results were to be relied on, graduates from Kenya's universities will be subjected to a judgment based on the ranking of the institution they attended, which raises questions of employability, especially in the international labour market. The situation becomes serious considering that local universities have been expanding at a breakneck speed with campuses and constituent colleges taking over middle-level colleges, sometimes in disregard to opposing views²⁴⁴.

Kenyan employers prefer graduates from private universities to public ones, a new study shows. The research conducted by Moi University's School of Education noted that graduates from private universities were more competent and exude high personal confidence as opposed to their counterparts in the public universities as they seem to be more in touch with what employers expect from them, and they are prepared accordingly²⁴⁵. A decade ago private universities were perceived to be academically inferior to public universities. Today, they are seen as mainstream institutions offering instruction of comparable or even higher quality than public universities. The growing numbers of school-leavers will go to great lengths to obtain much-coveted public or private university degrees. Until 1987, higher education in Uganda was entirely a public venture. But because of the numbers of students who qualify for higher education, the public sector could not meet the demand; public private partnerships (PPPs) were introduced in the 1990s with a hope of improving the provision of services, quality and accessibility of higher education²⁴⁶.

Organizations engage in Strategic changes, Technological changes, Structural changes, Changing the attitudes and behaviors of personnel, all aimed at achieving competitiveness and viability. As a multidisciplinary practice, Organizational Change Management requires

creative marketing to enable communication between change audience and a deep social understanding about leadership's styles and group dynamics. As a visible track on transformation projects, Organizational Change Management aligns groups' expectations communicates integrated teams and manages people training. It makes use of metrics, such as staff attraction, university rankings, number of students interested in taking up courses and the extent of satisfaction of employees to determine their relative standing compared to other institutions of higher learning in terms of service quality and relevance to the educational requirements of the economy²⁴⁷. The political leadership in Kenya has been quoted in the recent past of its intentions to increase student intake to public universities through a double intake. This statement meant that each public university will take higher number of students above the admissions of previous years. This academic year (2011/2012), universities will be admitting 32, 611 students. This number is 8,000 more than the 24,000 students admitted the previous year²⁴⁸.

2.3.2 Emotional Intelligence and Service Quality

Studies exploring the relationship between emotional intelligence and academic quality service quality have produced mixed results. A study found that scores on a self-report measure of emotional intelligence completed at the beginning of the academic year significantly predicted grade point average at the end of the year²⁴⁹. In a study, there was a small, but significant relationship between academic success, as measured by grade point average, and three out of the five factors within the utilized emotional intelligence scale utilizing the Goleman (1995, 1998) scale²⁵⁰. In the relationships between trait emotional intelligence, academic quality, and cognitive ability in a sample of 650 British secondary education students²⁵¹. They found that emotional intelligence moderated the relationship

between academic performance and cognitive ability. In a study conducted by a scholar, various dimensions of emotional intelligence were found to be predictors of academic success²⁵². At the beginning of the semester, 372 first-year full-time students completed the short form of the Emotional Quotient Inventory (EQ-i:Short) at a small Ontario university. At the end of the academic year, data from this inventory was matched with the students' academic records and two levels of very different academic success were identified: highly successful students who achieved a first-year university grade point average of 80% or better and relatively unsuccessful students who received a first year grade point average of 59% or less. The results showed that the highly successful students scored higher than the unsuccessful group on three out of the four subsets (intrapersonal ability, stress management, and adaptability) of emotional intelligence as defined by the EQ-i:Short. The two groups did not score significantly different on interpersonal ability.

In a study conducted by a scholar, it was predicted that emotional intelligence was related to academic success for two reasons. First, academic success involves a great deal of ambiguity, which has been shown to cause felt stress²⁵³. Students are required to manage numerous assignments, adapt to the differing teaching styles and expectations of instructors, work independently toward objectives, and manage conflicting academic and non-academic schedules. In addition, some aspects of academic work may be considered highly stressful, such as taking exams²⁵⁵. Second, the majority of academic work is self-directed, requiring high levels of self-management²⁵⁶. Understanding the causes and effects of various emotions is an important element of emotional intelligence. He continued by including the research of Mayer and Salovey 1997: individuals with a high level of emotional intelligence are able to direct positive emotions to uphold the energy needed for

high performance over long periods of time and to redirect negative emotions into productive behaviors²⁵⁷. Thus, a scholar reasoned that individuals with high emotional intelligence would perform better academically²⁵⁸. Despite their prediction, emotional intelligence was not significantly associated with grade point average, however, they did find an interaction of emotional intelligence with conscientiousness explained unique variance in academic performance (cumulative GPA), as well as public speaking and group behavior effectiveness.

A number of other studies did not find significant relationships between emotional intelligence and academic success. In a research investigated with the relationship of emotional intelligence, cognitive ability, and personality with academic achievement²⁵⁹. Emotional intelligence was measured using the Emotional Quotient Inventory (EQi), including the total EQ-i score and five EQ-i composite factor scores. None of the EQ-i factor scores, nor the total EQ-i score, was significantly related to academic success. A study assessed the relationship between emotional intelligence and academic success, as measured by grade point average, in college students, using both self-report and ability-based measures of emotional intelligence. The results showed that emotional intelligence was not a strong predictor of academic achievement regardless of the type of instrument used to measure it. In a study that examined the relationships between emotional intelligence and a number of life skills (academic achievement, life satisfaction, anxiety, problem-solving, and coping ability)²⁶⁰. The participants consisted of 246 predominantly first-year tertiary students from a university in Australia. Participants completed three measures assessing emotional intelligence that were widely used and suitable for an Australian sample: Trait Meta Mood Scale, Assessing Emotions Scale, and the Mayer,

Salovey, and Caruso Emotional Intelligence Test. Correlations between emotional intelligence and academic success were not statistically significant²⁶¹.

Similarly, several scholars examined the association of emotional intelligence and academic achievement at a British secondary school on a sample of 650 students²⁶². The study concluded that emotional intelligence was significantly related to scholastic achievement, and especially for disadvantaged adolescents. A scholar investigated the effect of the level of emotional intelligence on academic success at university²⁶³. The participants were 465 undergraduate students, chosen from an Australian university. Results showed that students with higher emotional intelligence scores had higher academic performance than students with lower scores²⁶⁴. On the contrary, another researcher investigated the use of emotional intelligence and its relationship to academic achievement²⁶⁵. A total of 100 students from Islamic Azad University participated in the study. The tool used was the emotional intelligence questionnaires²⁶⁶. The results indicated that there was no relationship between emotional intelligence and academic achievement. Others investigated the relationship between emotional intelligence and academic success. The sample consisted of 100 males and 100 females. EQ-I scale and an English language test were used to collect the data. The results reported that emotional intelligence had a positive correlation to academic achievement for females. On the contrast, a scholar conducted a study to examine the effect of gender and academic success on emotional intelligence²⁶⁷. Schutte self-report emotional intelligence questionnaire was used on a sample of 191 undergraduate students, from a university in Al-Baha province, Saudi Arabia. Results revealed that there is no statistically significant relationship between emotional intelligence and the variables academic performance and gender.

A scholar aimed to explore the emotional intelligence level and the practice of mind habits of undergraduate students, and examine the relationship of emotional intelligence to academic achievement²⁶⁸. A total of 60 male, and 70 female students, at Al-Qanfada University College, Saudi Arabia, participated in the study. Bar-On's emotional intelligence scale, and Roger's Mind Habits scale, were used²⁶⁹. The findings reported a high level of emotional intelligence and a moderate practice level of mind habits. Another finding revealed that there was a correlation between mind habits, emotional intelligence, and achievement level. In another study investigated the effectiveness of emotional intelligence on student's English language achievement²⁷⁰. 330 school students in the Khartoum locality participated in the study. The Bar-On Emotional Quotient Test was used to collect the data. The findings revealed that there was a significant positive relationship between Emotional Intelligence and the achievement level of English language students. A scholar conducted a study at a university in Ankara, Turkey to investigate the effect of emotional intelligence on communication in English²⁷¹. The sample was 165 Turkish EFL students. Two scales were used as instruments to collect the data; they were the Emotional Intelligence, and the Willingness to Communicate. The results revealed that the students had a high level of emotional intelligence and a moderately-high level of willingness to communicate in a second language. This means that students' emotional intelligence helps them achieve a satisfactory level of second language communication. A researcher examined the influence of emotional intelligence on academic performance²⁷². The participants were 648 university students. Trait Emotional Intelligence Questionnaire was used in the study. The academic performance of the students was assessed by using the grade point average (GPA). The findings reported no influence of emotional intelligence on

academic performance. A scholar investigated the relationship between emotional intelligence and academic achievement²⁷³. The participants were 918 primary school students. The tool used was the Malaysian Emotional Quotient Inventory-Children (MEQI-C). The findings revealed that academic achievement was strongly associated with six variants. They are self-confidence, self-motivation, self-regulation, self-awareness, spirituality and empathy.

Although school administrators influence the successful operation of the school, it is important to consider how students' emotional intelligence is related to academic success. In one such study, a scholar examined the transition of young adults from high school to postsecondary settings, with respect to their emotional intelligence and academic success²⁷³. He established that transitioning from high school to the collegiate environment was stressful for young adults. Specific emotional intelligence factors, intrapersonal abilities, interpersonal skills, adaptability, and stress management, led to the academic success of some students and to unsuccessful outcomes for other students. Those first-year students who obtained academic success demonstrated higher emotional intelligence scores in four identified areas and stayed in college. Those first-year students who scored low in the four identified emotional intelligence areas did not return to the college for continued study. He suggested that knowing one's emotional intelligence served as a predictor of academic success and retention in college. Another scholar analyzed the relationship between the academic success and emotional intelligence for nontraditional college students²⁷⁴. Some of the students were better prepared for the university environment because of their cognitive abilities. Thus, by studying the role emotional intelligence played in academic success, predictions of success and retention were possible. Students' abilities to identify, use, and

handle their emotions resulted in higher academic achievement. Therefore, incorporating emotional intelligence awareness into academic programs may help students obtain higher academic success and potentially lead to their retention and completion of their degree programs.

Several scholars suggested that emotional intelligence increased with age²⁷⁵. They documented that as emotional intelligence increased, academic accomplishments increased in number and the ability to communicate inspirational and motivational thoughts was facilitated. On the other hand, as emotional intelligence decreased, oppositional behavior rose. Higher emotional intelligence skills were associated with greater ability and capacity to manage one's own emotions as well as the emotions of other people. Some scholars investigated the relationship between selected emotional intelligence skills and the academic success of newly enrolled university students who had left high school within two years²⁷⁶. The students in their study were students with demonstrated academic success, achieving 80% or better in their course work, and students who were academically unsuccessful, achieving 59% or less in their course work. He established that students who performed better academically also had higher emotional intelligence skills. Differences were noted between the two groups with the greatest difference revealed in stress management. Academically brighter students displayed increased concentration, was an integral factor of stress management. Lesser differences were yielded in adaptability and intrapersonal ability. A researcher analyzed the effects of emotional intelligence training on academic performance²⁷⁷. Five groups of graduate-level management students completed initial and post emotional intelligence inventories. Only one of the groups received emotional intelligence instruction during their courses whereas the other four groups

received no formal or informal emotional intelligence instruction or discussion. With beginning level of knowledge and teaching effectiveness controlled for, final grades were used to evaluate student academic performance. He determined that the group receiving the emotional intelligence curriculum significantly increased their emotional intelligence quotient scores and performed better academically than the four groups of students who did not receive such training. As such, he concluded that higher levels of emotional intelligence could be correlated with improved academic performance.

2.3.3 Communication Skill, Emotional Intelligence and Service quality

A researcher in his study “communication skills of a teacher and its role in the development of the students’ academic success” indicate that a bulk of learners opined that they assimilate well from tutors who have worthy communication skills or who embrace good communication abilities in the teaching and learning process²⁷⁸. Likewise, another scholar in his study they established that virtuous communication skills reinforce the rapport between the learners and educators by refining the level of understanding among lecturers and students²⁷⁹. It is therefore evident that teachers’ communication skill is not only significant for teacher but it is also paramount for the academic achievement of the students³. The outcome of the study conducted by Cohort Nominate concluded that fifty percent knowledge and fifty percent effectiveness is basic for an academic staff to have good communication skills in the learning environment. It was also found out that communication skill is not only vital for the educators but a necessity for the learners’ also²⁸⁰. David Andrade, established in the result of his findings that Communication skills of lecturers is a leading influence effecting the academic attainments of the learners’. Therefore it is necessary for a lecturer to possess communication skills while instructing

the students and communication skills of a lecturer have significant role in the academic achievement of the students. The outcome of another study “The Importance of Communication in the Classroom: The Impact of Effective Communication Skills on Student Enthusiasm by Angela Diloyan” uncovered that the level of academic staff-student interactions have excessive influence on the scholar’s level of interest in the teaching atmosphere. Based on the outcome it was established that students feel unconfident communicating with the lecturers outside of the learning environment as teacher-student communication is principally obtainable in the lecture theater but not outdoor of the tutorial room, where learners need the care and emotional support²⁸¹.

Similarly, the study found a gap for the improvement for the level of tutor-student communication and suggested the organization of trainings for the lecturers on the present realities in education, in relations with what the modern generation enjoys doing as understanding the scholar’s mentality, lecturers would be able to connect and share their messages appropriately²⁸². Alma Rodríguez in his research, “Does Emotional Intelligence Influence Academic Performance? The Role of Compassion and Engagement in Education for Sustainable Development” in his research that focused on show how emotional intelligence, which is an indispensable element in the growth and management of emotional capabilities necessary to shape sustainable societies, plays a key role in enhancing learner’s academic performance in institutions of higher learning through empathy and academic commitment, inferred that education must guide learners’ emotional development, not only to expand their abilities and assistance them attain their maximum performance, but to launch the fundamentals of a more compassionate and accommodating society. The literature emphasized that lecturers’ emotional intelligence (EI) plays a vital

part as a discrete resource and a precursor that allows learners to be more compassionate and the relevance of empathy as an indispensable component in the educational settings²⁸³. The study of Syiem, “ Emotional Intelligence: Why it matters in Teaching” disclosed that knowledge of subject matter only will not convey success except there is harmonization and good relations between lecturers and learners, since an emotionally intelligent instructor will acknowledge and understand the emotions and state of mind of his learners, inspire them and ensure that it is articulated suitably and commendably²⁸⁴. The study also acknowledged that handling learners with emotional intelligence helps in creating an enthusiastic instructional environment as well as efficient service delivery and academic performance in tertiary institutions.

The quality of educational services in higher education is of major concerns to scholars from diverse fields of endeavours, in evaluating the academic staffs service quality, it was discovered that the service is relevant, meets the expectations and needs of the learners as provided in the instructional curriculum. One of the studies stated that positive tutor and learners interaction and relationship management creates improved students satisfaction and loyalty that result in standard in the educator’s service quality²⁸⁵. A Saudi Arabian scholar surveyed “managing of teaching staff for quality education delivery in secondary schools in Jeddah city” proposed that endorsing academic staff through worthy services will motivate them to impart effectively and deliver quality instruction. This conclusion agrees with Eucharria et al., that appropriate incentive of instructors improves quality education and output. In the same vein, the scholar opined the importance of educators’ instructional activities supervision improved the service quality²⁸⁶.

In the study of Syed Ali Zullquarnain Naqvi “Emotional intelligence in mediation of 8 habits of highly effective people results in quality service delivery” conducted on customers of MCB bank LTD, Bahawalpur Region in Pakistan to survey the connection between emotional intelligence and quality service delivery. The research resolved that emotional intelligence is a positive predictor of quality service of Bank Employees of MCB Bank as emotional intelligence is intensely related to measurements of service quality demonstrating that when staffer of the organization practice the skills of emotional intelligence, it enhances service quality. Additionally, the scholar established that Emotional Intelligence have significant relationship with Eight habits of highly effective people who are emotionally intelligent and ultimately deliver quality services²⁸⁶.

2.4 Conceptual Model

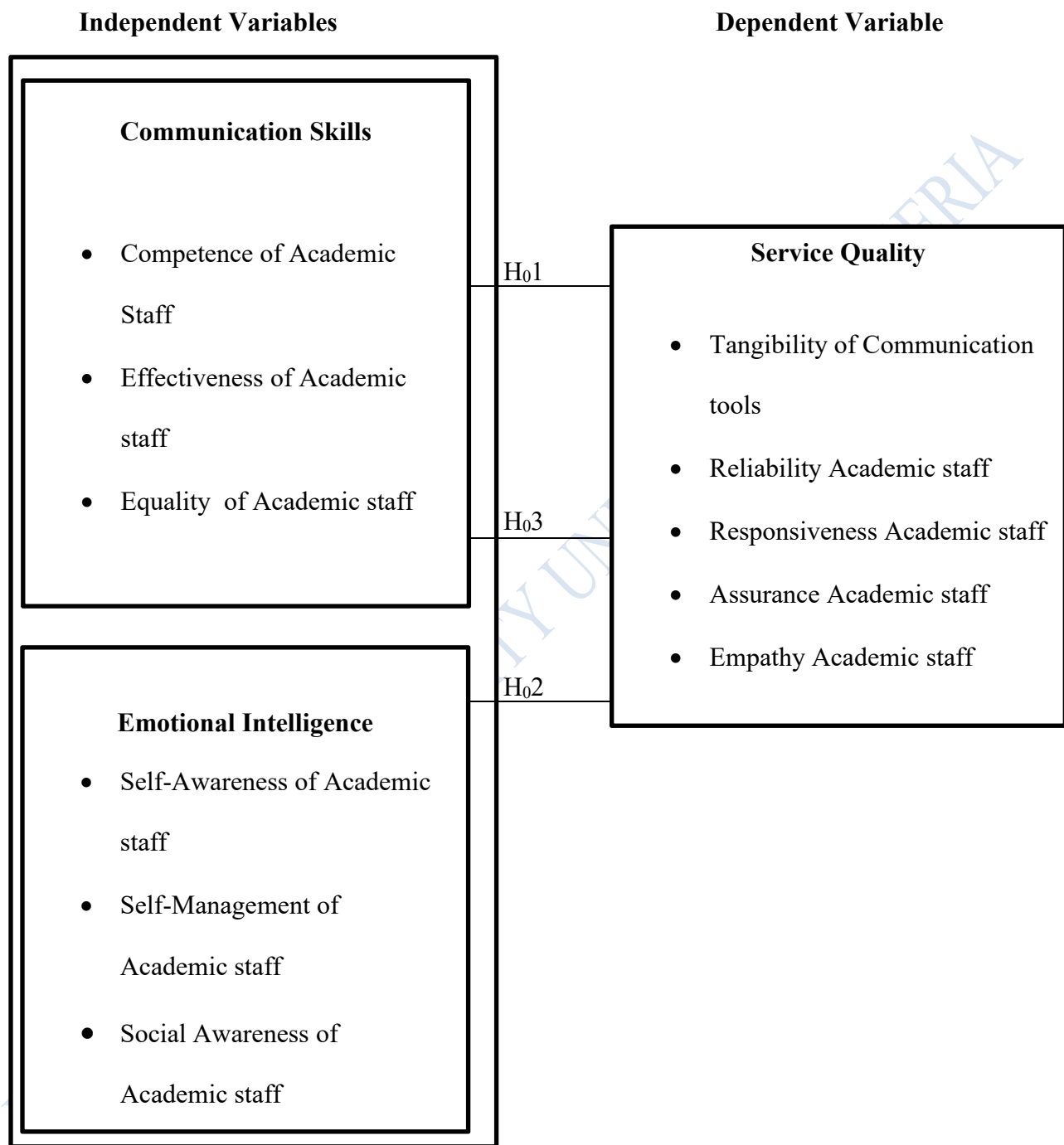


Fig. 2.3 Conceptual Model of Communication Skills, Emotional Intelligence and Service Quality of Academic Staff in Public Tertiary Institutions in Ekiti State

Source: Researcher's Fieldwork, 2022

As conceptualized diagrammatically above, the dependent variable is service quality with five measures which are tangibles, reliability, responsiveness, assurance and empathy these five measures were adopted⁷. And also, the independent variables are communication skills and emotional intelligence. The measures for emotional intelligence are self-Awareness, self-management and social awareness which were adapted from the Goleman model, while the measures for communication skills metrics are equality, competence and effectiveness which were adapted from literatures of scholars in the field of communication²⁷⁸. In the first hypothesis the measures of communication skills are being linked with those of service quality as depicted above diagrammatically, which dictates that when academic staff of public tertiary institutions in Ekiti State are adequately provided with the relevant facilities that enables effective communication in the teaching and learning environment, they will be able to communicate with the students without hindrance which will in turn improve effectiveness, competence and equality, in the classroom and communications between them and the students (interpersonal) which will eventually result to enhancement in their service quality.

While in the second hypothesis, it indicates the linking of measures of emotional intelligence with those of service quality which signifies that control of emotions both internally and in relating with the students will improve quality of service delivered for the students. Lastly, in the third hypothesis, it link the combine influence of the two independent variables (communication skills and emotional intelligence) to the dependent variable (service quality), this signifies that the acquisition and exhibition of advanced communication skill will result in affective and quality service delivered by the staff and

also control of emotions by the academic staff will also improve the quality of their services to the students which will in turn improve the students' performance.

2.5 Summary of Literature Reviewed

This chapter has reviewed related literature relevant to this research work. Literature reviewed on the concept of service quality, explored its meaning and discussed empirical findings on service delivered by academic staff from series of tertiary institutions within and outside Nigeria. The review on literature on quality of services delivered by academic staff showed that tangibles, reliability, responsiveness, assurance and empathy were strong components of quality service quality. Literature gives a deep insight into various meanings of communication skills. This has been augmented because of the requirement to deal with today's different academic and quality services challenges. And literature expounded emotional intelligence of Educators in tertiary institution also shows that self-regulation, Social skills/relationship, and self-awareness are major elements in service quality.

In the same vein, reviewed literature indicates that emotional intelligence has a strong influence on various components of academic quality. It also reveals the importance of paying attention to lecturer's and learners emotions and cannot be over-emphasized. Lecturing involves great emotional labour and educator's emotional intelligence is recognized as the basis of their attitudes towards learners and to provide a steady and wholesome service quality. The lecturers' in tertiary institutions have the greatest potentials to influence the student's behavior and education. Therefore, they must have knowledge along with a set of skills that emotional intelligence provides such as empathy, self-control, optimism, stress tolerance, flexibility, emotional awareness, and so on which will

contribute to their per personality, groom them to be leaders in field of human endeavor. Learning more about how to manage emotions is a very effective way of improving one's communication skills, particularly when presenting instructions in a classroom. Emotional Intelligence helps in attending, accurately interpreting, correctly relating and effectively managing others.¹⁵ There is need for the academic staff to pay attention to how they interact, react, engage the learners and manage the learning process. A lecturer that is relaxed, clear-headed, and supportive is far more likely to transmit ideas and impart knowledge than one who is burnt out with emotions. Emotions plays significant role in teaching efficacy, and in increasing performance of academic staff as it influences teacher-student's interactions and shape the atmosphere of the classroom.

Review of literature on communication skills in this study has revealed paucity studies on communication skills in tertiary institutions in Nigeria. Literatures reviewed in this study shows that academic staff are not adequately provided with necessary communication skills/modes and the management care less about their emotions which is directly affecting the service being delivered to the students. It was also indicated that educators in institutions of higher learning communication skills has direct bearing on character formation and socio-economic growth of a nation. Correspondently, it can be seen that communication skills and emotional intelligence are very important and relevant in the lecturing profession as knowledge of subjects matter alone will not bring learner's success unless there is coordination and good relationship between the academic staff and students and lecturers acknowledge and understand the emotions and feelings of his students and influence them. Reviewed literature emphasizes that the nature and the quality of the relationships that are developed by educator in tertiary institutions during the service

encounter are also influenced by the physical environment or infrastructure. Consumer satisfaction is a consequence of perceived service quality and delivering quality service has become an important goal for most institutions of higher education and all support service encounters should be managed by the leaders of an institution of higher education to enhance student's satisfaction.

Furthermore, the literature review reveals that Communication skills of lecturers reinforce the rapport between the learners and educators by refining the level of understanding among lecturers and students and a leading influence effecting the academic attainments of the learners'. The degree to which the outcome of the instruction provided (the understanding, expertise and morals acquired by the learners) meet the specified standards in the tertiary education objectives; and the extent to which the understanding, expertise and morals learned by the students are pertinent to social and environmental essentials of the society. More so it is seen as the capabilities of academic staff to ensure services delivered are of the best quality and for a service provider to be effective, they must possess the attributes of effective status, reliability status, responsibility status, accessibility status, competence status, courtesy status, credibility status, understanding the recipient and empathy¹⁶. This denotes that educators in institutions of higher learning are expected to delivered service in an effective, reliable, responsive, client-friendly manner. Therefore, delivering good and standard service is an indispensable approach for attainment in today's competitive educational atmosphere as it has been constantly reported that improved quality of the available services within educational institutions positively influence students' level of academic performance, understanding, abilities, approaches,

and proficiencies that enable them to convey valuable services to themselves and to humanity at large¹⁷.

Similarly, the idea of academic staff service quality of also reflect such elements as provision of training for lecturers, infrastructures, program, equipment, and the instructional process. This can only be achieved through improvement on the caliber and commitment of lecturers, quality and extent of educational facilities, properly articulated and vibrantly managed academic service quality. Sadly, this is not the case of Nigerian tertiary institutions as they are faced with shortage of academic staff and this has led to overloading of the few available one leading to low service quality. Likewise, lecturers in Nigerian public tertiary institutions should not neglect their responsibilities, they should improve on their instructional presentation using modernizing teaching and learning methods and amenities, in order to be efficient in the delivery of their service, and not to betray the academic trust in assessment¹⁶, which by extension, will affect Nigeria economy by producing competent graduate to handle the nation's economy and administrative affairs.

A scholar in the field of communication in his research titled "Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success" which basically sought to assess the perception of students regarding the role of teacher communication skills in their academics success. The population comprise of universities running only sports sciences & physical education programs in Pakistan. Data was collected from respondents via personally contact and by using the developed scale. The population adopted for this study includes 24 public secondary schools with 48 administrators and 12 supervisors from the secondary education management board from where a sample of 60 participants was selected employing stratified random sampling.

Findings of the study show among others that the various ways of motivating teaching staff for quality education delivery.

Conclusively, literature on all the independent variables (communication skills and emotional intelligence) in this study having a joint influence on quality service quality was also not covered in the review. This however, serves as one of the gaps this study tends to cover.

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Chapter Three

Methodology

This chapter presents the methodology to be used in this study. It includes the research design strategies employed, population, sample, data collection and operation of variables.

3.1 Research Design

This research adopted a cross-sectional survey design to study a subset of a population at a point in time and to determine communication skills, emotional intelligence and service quality of academic staff in public tertiary institutions in Ekiti State. The advantage of this method is that it has economic advantage over the longitudinal survey design. Researches based on this design are conducted to assess the status quo of a particular phenomenon of interest without manipulation of variables. This design is considered appropriate for this study because it saves time, expenses and the amount of quality information yielded is valid and reliable. Likewise, its proposed usage in this study is premised on early scholars whose work is related to this study but done in different research context.

3.2 Population of the Study

The population of this study comprises of five thousand and thirty-one (5,031) academic staff of the public tertiary institutions in Ekiti State which include; Federal University, Oye-Ekiti, Ekiti State, Ekiti State University, Ado-Ekiti, the Federal Polytechnics, Ado-Ekiti and Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti, Ekiti State. The population was Academic Staff ranging from chief lecturers, senior lectures, lecturers 1-3, lecturer assistant, instructors and technologist in various departments

of the aforementioned tertiary institutions in Ekiti State excepting Librarians who also double as academic staff in these institutions.

Table 3.1: Population of the Study

S/N	Name of Institutions	Number of academic staff in each Institution
1.	Federal University, Oye-Ekiti, FUOYE	2479
2.	Ekiti State University, EKSU	1730
3.	The Federal Polytechnics, Ado-Ekiti	568
4.	Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti	254
	Total	5031

Source: Ekiti State Ministry of Education, 2022¹.

3.3 Sample Size and Sampling Technique

The sample size of this study is three hundred and two which is made up of the academic staff in Federal University, Oye-Ekiti, Ekiti State University, Ado-Ekiti, the Federal Polytechnics, Ado-Ekiti and Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti. This sample size was gotten from Krejcie and Morgan (1970)² sample size table as shown in Table 3.2;

In order to arrive at the objectives of this research work, proportionate stratified sampling technique was used in this study. With the proportionate stratified sampling technique, the researcher will select variables for the sample based on their original distribution in the population of interest. This means that the probability of choosing a variable from a stratum for the sample depends on the relative size of the stratum in the population of

interest. Typically, the researcher derives a sampling fraction and uses this fraction to determine how the variables are selected for the sample. This sampling fraction is always the same across all strata, regardless of their sizes. This technique was used in order to lower the chances of the researcher bias and sampling bias, significantly. The proportionate Stratified sampling will allow research to have a more precise sample and ensure that all the sub-groups in research population are well-represented in the sample.

Table 3.2: Table for Determining Sample Size of A Known Population

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

Source: Krejcie and Morgan (1970)² Sample Size Determination Table

As seen on the table above, the sample size was 302 of academic staff of public tertiary institutions in Ekiti State.

Table 3.3 Simple Random Sampling Calculation for the Sample used³

S/N	Name of Ministry	% of Sample unit	Sample size
1.	Federal University, Oye-Ekiti	$\frac{2479}{5031} \times 100 = 49\%$	$\frac{49 \times 302}{100} = 148$
2.	Ekiti State University	$\frac{1730}{5031} \times 100 = 34\%$	$\frac{34 \times 302}{100} = 103$
3.	The Federal Polytechnics, Ado-Ekiti	$\frac{568}{5031} \times 100 = 12\%$	$\frac{12 \times 302}{100} = 35$
4.	Bamidele Olumilua Univsersity of Education, Science and Technology, Ikere-Ekiti, Ekiti	$\frac{254}{5031} \times 100 = 5\%$	$\frac{5 \times 302}{100} = 16$
	Total	100%	302

3.4 Description of Research Instrument

Data was collected using a structured questionnaire titled: Communication skills, Emotional Intelligence and Service quality (CSEISD). The instrument will be a structured questionnaire adapted from previous scholarly studies. This study also adopt the 4-point Likert scale design which allowed the researcher provide their opinion about the issue under study. The instrument collected opinion and perception of academic staff of public tertiary institutions in Ekiti State on issues such as Communication skills, Emotional Intelligence and Service quality.

Section A: This section is designed to collect demographic information of respondents and these contains Bio – data of Respondents measured through five factors; Gender, Age, Educational Qualification, and Year of Experience.

Section B: This section is designed to collect data on Service quality. The Service quality scale covers measure such reliability, responsiveness, and empathy which were adapted from scholar in different context³ with 19 items. The Cronbach's alpha coefficient for the items are 0.7, 0.8, 0.6, and 0.76 respectively. The response options available to respondents following the Likert-type scale include Strongly Agree (SA) =4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1 and the questionnaire items include "Academic staff provide correct /accurate information to the students and Lecturers possess the required knowledge to answer the students' questions".

Section C: This section is designed to collect data on Communication skills. The communication skills scale, which indicates factors cover measures such as empathy, equality, competence and effectiveness were adapted from scholarly studies⁴ with 16 items. Each of the adapted questionnaires is considered reliable given the reliability test result reported by scholars. The Cronbach's alpha coefficient for the variables are 0.7, 0.8, 0.6, and 0.76 respectively. The response options available to respondents following the Likert-type scale include Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1 and the items include lecturers display positive attitude towards all their students and academic staff are conversant with the use of electronic media in sharing knowledge in the classroom".

Section D: This section is designed to collect data on Emotion Intelligence. The emotional

intelligence scale which indicates the level at which each academic staff manage and control his/her emotions covers measure such interpersonal and intrapersonal which were adapted from scholar in different context⁵ with 10 items. Each of the adapted questionnaires is considered reliable given the reliability tested result reported by scholars. The Cronbach's alpha coefficient for the variables are 0.7, 0.8, 0.6, and 0.76 respectively. The response options available to respondents following the Likert-type scale include Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1. The items on the research instrument include "Academic staff are expected to manage impulsive feelings and distressing emotions well and Building mutually useful relationships enhances service quality of academic staff" among others.

3.5 Validation of the Research Instrument

Content and construct validity was done. Content validity was used to assess the internal validity of the research instruments which was ascertained through the supervisor and other experts in information management field. Corrections made were incorporated in constructing the final questionnaire, which was given out to the respondents for the study.

3.6 Reliability of the Research Instrument

The researcher subjected the questionnaire to a reliability test to check the internal consistency of all items measuring each variable in the study. The reliability of the instrument was conducted through a pilot study using thirty (30) copies of the questionnaire that were administered to the academic staff of Federal University of Technology, Akure which is not part of the study. Data obtained was subjected to Cronbach's alpha reliability test to establish internal consistency of the items and it revealed reveals that

communication skills, emotional intelligence has a positive correlation ($R = 0.458$) with service quality of educators of public Tertiary Institutions.

3.7 Method of Data Collection

An introduction letter was obtained from the Department of Information Management, Lead City University which was used to gain approval to conduct the survey from the management of the tertiary institutions in Ekiti State, Nigeria. Due to number of respondents, a three (3) day training was conducted for four (4) research assistants to ease the administration, retrieval and initial sorting of copies of the questionnaires. In all, 302 copies of questionnaires was administered to the academic staff of the four tertiary institutions; Federal University of Oye-Ekiti, Ekiti State, Ekiti State University, Ado-Ekiti, Federal Polytechnics, Ado-Ekiti and Ekiti State College of Education, Ikere-Ekiti over a period of four weeks.

3.8 Method of Data Analysis

The researcher analyzed the data collected using the descriptive and inferential statistic for the items in all the sections in the questionnaires. The use of the descriptive statistics is appropriate because it helps to describe and summarize data in terms of frequency distribution, mean, standard deviation, and percentage of response about variables under study, thereby answering the research questions. To test the hypotheses formulated, the inferential statistics through regression analyses was used mainly to test the hypotheses. The Statistical Package for Social Sciences (SPSS), version 24 was used in analyzing the data collected for the study. 0.05 level of significance was used to test all hypotheses in the research.

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Endnotes

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Chapter Four

Results and Discussion of Findings

The presentation of data, analysis, and interpretation of the results were covered in this chapter. The research questions and hypothesis formulated for this study guided the presentation in this chapter. The first section, which is descriptive, shows the presentation of the analyses of demographic data using tables with frequencies and percentages. The second section shows the presentation of the analyses of research questions using tables with frequencies, percentages and mean distribution of the responses. The third section presents the test of hypotheses using regression analysis and the final section covers the discussion of findings.

A total of three hundred and two (302) copies of questionnaire were administered, and two hundred and forty eight (248) copies were returned. Out of the total copies of questionnaires returned, two hundred and forty two (242) copies were certified as dully filled and considered usable. The usable questionnaire accounts for 80% response rate. The response results are presented in Table 4.1.

Table 4.1: Response Rate

Response	Frequency	Percent (%)
Returned and used	245	80.3
Not returned	57	18.7
Returned but not usable	3	1.0
Total of questionnaires distributed	305	100

Source: Field Survey, 2022

4.1 Demographic Data of Respondents

This section presents the results of the demographic profiles of the respondents. Table 4.2 reveals the gender, age, educational level and years of experience of the respondents.

Table 4.2: Demographic Profiles of Respondents

Variables	Measurement	Frequency	Percentage
Gender	No response	3	1.2%
	Male	138	56.3%
	Female	104	42.4%
	Total	245	100.0%
Age	No response	3	1.2%
	20 – 25 years	9	3.7%
	26 – 30 years	31	12.7%
	31 – 35 years	89	36.3%
	36 – 40 years	42	17.1%
	41 – 45 years	24	9.8%
	46 years and above	47	19.2%
Total	245	100.0%	
Educational level	No response	3	1.2%
	NCE	19	7.8%
	Bachelor's degree	72	29.4%
	Master's degree	85	34.7%
	PhD	66	26.9%
	Total	245	100.0%
Years of experience	No response	3	1.2%
	5 – 10 years	91	37.1%
	11 – 15 years	62	25.3%
	16 – 20 years	50	20.4%
	21 – 25 years	20	8.2%
	26 – 30 years	19	7.8%
Total	245	100.0%	

Source: Field Survey, 2022

According to Table 4.2, the demographic profiles of respondents by gender show that 138 respondents representing 56.3% were male while 104 respondents representing 42.4% were female, indicating that most of the respondents were male. The gender profile also reveals

that 3 respondents representing 1.2% did not disclose their gender. The demographic characteristics of respondents as shown by age in Table 4.2 shows that 89 respondents representing 36.3% were between 31 and 35 years; 47 respondents representing 19.2% were 46 years and above; 42 respondents representing 17.1% were between 36 and 40 years; 31 respondents representing 12.7% were between 26 and 30 years; 24 respondents representing 9.8% were between 41 and 45 years; and 9 respondents representing 3.7% were between 20 and 25 years. The age profile also shows that 3 respondents representing 1.2% did not disclose their age. Therefore, the age profile indicates that a lot of the respondents were between 31 and 35 years.

The demographic profiles by educational level reveals that 85 respondents representing 34.7% held Master's degree; 72 respondents representing 29.4% held Bachelor's degree; 66 respondents representing 26.9% held PhD; and 19 respondents representing 7.8% held NCE. The profile also shows that 3 respondents representing 1.2% refused to disclose their educational level. Therefore, the educational level profile suggests that most of the respondents had postgraduate qualifications of Masters or PhD. The profile by years of experience shows that 91 respondents representing 37.1% had between 5 and 10 years of work experience; 62 respondents representing 25.3% had between 11 and 15 years of work experience; 50 respondents representing 20.4% had between 16 and 20 years of work experience; 20 respondents representing 8.2% had between 21 and 25 years of work experience; and 19 respondents representing 7.8% had between 26 and 30 years of work experience. The profile also shows that 3 respondents representing 1.2% did not disclose their years of experience at work. Hence, the profile by years of experience reveals that more than half of the total respondents had between 5 and 15 years of working experience.

4.2 Presentation of Findings

4.2.1 Analysis of Research Questions

Research Question One: What is the level of service quality of academic staff in government owned tertiary institutions in Ekiti State?

Table 4.3: Analysis of Responses on Level of Service Quality of Academic Staff In Government Owned Tertiary Institutions in Ekiti State

Reliability of Services	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
Academic staff delivers lectures when supposed to do so	157 (64.1%)	82 (33.5%)	3 (1.2%)	3 (1.2%)	3.60
Most lecturers deliver lectures without being reminded	112 (45.7%)	82 (33.5%)	41 (16.7%)	10 (4.1%)	3.21
Academic staff provide correct and accurate information to the students	96 (39.2%)	135 (55.1%)	7 (2.9%)	7 (2.9%)	3.31
Weighted Mean					3.37
Responsiveness to Students' Complaints	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
Academic staff are always willing to help the students	102 (41.6%)	132 (53.9%)	9 (3.7%)	2 (0.8%)	3.36
Lecturers always respond to students' need	85 (34.7%)	148 (60.4%)	10 (4.1%)	2 (0.8%)	3.29
Lecturers possess the required knowledge to answer the students' questions	106 (43.3%)	121 (49.4%)	14 (5.7%)	4 (1.6%)	3.34
Weighted Mean					3.33
Empathy	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean

A large percent of lecturers give individual attention to the students	95 (38.8%)	117 (47.8%)	25 (10.2%)	8 (3.3%)	3.22	
Lecturers have their students' best interest at heart	91 (37.1%)	137 (55.9%)	10 (4.1%)	7 (2.9%)	3.27	
Lecturers understand and meet the specific needs of the students	108 (44.1%)	121 (49.4%)	10 (4.1%)	6 (2.4%)	3.35	
Weighted Mean						3.28
Overall Weighted Mean						3.33

Decision rule: 1.00–1.49 = very low; 1.50–2.49 = low; 2.50–3.49 = high; 3.50–4.00 = very high

Note: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

Source: Field Survey, 2022

As shown in Table 4.3, for reliability of services, 64.1% of the respondents strongly agreed that academic staff delivered lectures when supposed to do so; 33.5% of the respondents agreed; 1.2% of the respondents disagreed; and another 1.2% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.60. Also, 45.7% of the respondents strongly agreed that most lecturers delivered lectures without being reminded; 33.5% of the respondents agreed; 16.7% of the respondents disagreed; and 4.1% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.21.

For the last item on reliability of services, 55.1% of the respondents agreed that academic staff provided correct and accurate information to the students; 39.2% of the respondents strongly agreed; 2.9% of the respondents disagreed; and another 2.9% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.31. The

weighted mean has a value of 3.37 which suggest that the respondents agreed to high level of reliability of services.

According to Table 4.3, for responsiveness to students' complaint, 53.9% of the respondents agreed that academic staff were always willing to help the students; 41.6% of the respondents strongly agreed; 3.7% of the respondents disagreed; and 0.8% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.36. For the next item, 60.4% of the respondents agreed that lecturers always respond to students' need; 34.7% of the respondents strongly agreed; 4.1% of the respondents disagreed; and 0.8% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.29.

According to Table 4.3, for the last item on responsiveness to students' complaint, 49.4% of the respondents agreed that lecturers possess the required knowledge to answer the students' questions; 43.3% of the respondents strongly agreed; 5.7% of the respondents disagreed; and 1.6% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.34 which was high. The weighted mean has a value of 3.33 which also suggest that the respondents agreed to high level of responsiveness to students' complaint.

For empathy, Table 4.3 shows that 47.8% of the respondents agreed that a large percentage of lecturers gave individual attention to the students; 38.8% of the respondents strongly agreed; 10.2% of the respondents disagreed; and 3.3% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.22. Also, 55.9% of the respondents agreed that lecturers have their students' best interest at heart; 37.1% of the respondents strongly agreed; 4.1% of the respondents disagreed; and 2.9% of the

respondents strongly disagreed. On the average, the responses indicate a mean value of 3.27.

According to Table 4.3, for the last item on empathy, 49.4% of the respondents agreed that lecturers understand and meet the specific needs of the students; 44.1% of the respondents strongly agreed; 4.1% of the respondents disagreed; and 2.4% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.35. The weighted mean has a value of 3.28 which suggest that the respondents agreed to a high level of empathy. The overall weighted mean for level of service quality of academic staff in government owned tertiary institutions in Ekiti State is 3.33. This suggests that there is high level of service quality of academic staff in government owned tertiary institutions in Ekiti State.

Research Question Two: What are the communication skills of academic staff in public tertiary institutions in Ekiti State?

Table 4.4: Analysis of Responses on Communication Skills of Academic Staff in Public Tertiary Institutions in Ekiti State

Equality	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
Academic staff treat all students as the same regardless of their status and background	98 (40.0%)	72 (29.4%)	68 (27.8%)	7 (2.9%)	3.07
Educators listen to all students complain and make efforts to attend to them favorably	81 (33.1%)	142 (58.0%)	21 (8.6%)	1 (0.4%)	3.24
Academic staff share equal relationship with all their students in the teaching environment	88 (35.9%)	103 (42.0%)	47 (19.2%)	7 (2.9%)	3.11
Lecturer display of positive attitude towards all their students improves their learning abilities	90 (36.7%)	124 (50.6%)	28 (11.4%)	3 (1.2%)	3.23

Weighted Mean Competence	Strongly Agree	Agree	Disagree	Strongly Disagree	3.16 Mean
Educators deliver lectures in a manner that the students understand	121 (49.4%)	117 (47.8%)	2 (0.8%)	5 (2.0%)	3.44
The knowledge base of lecturer increases the level of students positive behavioral change	108 (44.1%)	126 (51.4%)	7 (2.9%)	4 (1.6%)	3.38
Lecturers have the know-how and technical skill to impart knowledge on their students	97 (39.6%)	138 (56.3%)	6 (2.4%)	4 (1.6%)	3.34
Students' academic performance depends largely on the display of tact and intellect of the lecturer	93 (38.0%)	132 (53.9%)	10 (4.1%)	10 (4.1%)	3.26
Weighted Mean Effectiveness	Strongly Agree	Agree	Disagree	Strongly Disagree	3.36 Mean
Students character building and academic background is determined by lecturer display of professionalism in the classroom	94 (38.4%)	122 (49.8%)	23 (9.4%)	6 (2.4%)	3.24
Lecturer expressions in the classroom environment produces positive behavioral change in the students	76 (31.0%)	157 (64.1%)	9 (3.7%)	3 (1.2%)	3.25
Academic staff fulfill their mandate and meets the expectation of students in the teaching and learning process	98 (40.0%)	119 (48.6%)	17 (6.9%)	11 (4.5%)	3.24
Weighted Mean Overall Weighted Mean					3.24 3.25

Decision rule: 1.00–1.49 = very low; 1.50–2.49 = low; 2.50–3.49 = high; 3.50–4.00 = very high

Note: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)
Source: Field Survey, 2022

Based on the responses reported in Table 4.4, for equality, 40% of the respondents strongly agreed that academic staff treat all students as the same regardless of their status and

background; 29.4% of the respondents agreed; 27.8% of the respondents disagreed; and 2.9% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.07. Also, 58% of the respondents agreed that educators listen to all students complain and make efforts to attend to them favorably; 33.1% of the respondents strongly agreed; 8.6% of the respondents disagreed; and 0.4% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.24.

In addition, 42% of the respondents agreed that academic staff share equal relationship with all their students in the teaching environment; 35.9% of the respondents strongly agreed; 19.2% of the respondents disagreed; and 2.9% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.11. For the last item on equality, 50.6% of the respondents agreed that lecturer display of positive attitude towards all their students improves their learning abilities; 36.7% of the respondents strongly agreed; 11.4% of the respondents disagreed; and 1.2% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.23. The weighted mean has a value of 3.16 which suggest that the respondents agreed to high level of equality as communication skill.

According to Table 4.4, for competence, 49.4% of the respondents strongly agreed that educators deliver lectures in a manner that the students understand; 47.8% of the respondents agreed; 2.0% of the respondents strongly disagreed; and 0.8% of the respondents disagreed. On the average, the responses indicate a mean value of 3.44. For the next item, 51.4% of the respondents agreed that the knowledge base of lecturer increases the level of students' positive behavioral change; 44.1% of the respondents strongly agreed;

2.9% of the respondents disagreed; and 1.6% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.38.

More so, 56.3% of the respondents agreed that lecturers have the know-how and technical skill to impart knowledge on their students; 39.6% of the respondents strongly agreed; 2.4% of the respondents disagreed; and 1.6% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.34. For the last item on competence, 53.9% of the respondents agreed that students' academic performance depends largely on the display of tact and intellect of the lecturer; 38.0% of the respondents strongly agreed; 4.1% of the respondents disagreed; and another 4.1% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.26. The weighted mean has a value of 3.336 which also suggest that the respondents agreed to high level of competence as communication skill.

For effectiveness, Table 4.4 shows that 49.8% of the respondents agreed that students' character building and academic background was determined by lecturer display of professionalism in the classroom; 38.4% of the respondents strongly agreed; 9.4% of the respondents disagreed; and 2.4% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.24. Also, 64.1% of the respondents agreed that lecturer expressions in the classroom environment produced positive behavioral change in the students; 31% of the respondents strongly agreed; 3.7% of the respondents disagreed; and 1.2% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.25.

According to Table 4.4, for the last item on effectiveness, 48.6% of the respondents agreed that academic staff fulfill their mandate and meets the expectation of students in the

teaching and learning process; 40% of the respondents strongly agreed; 6.9% of the respondents disagreed; and 4.5% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.24. The weighted mean has a value of 3.24 which suggest that the respondents agreed to a high competence and effectiveness as communication skill. The overall weighted mean for communication skills of academic staff in public tertiary institutions in Ekiti State is 3.25. This suggests that there are high communication skills shown by academic staff in public tertiary institutions in Ekiti State.

Research Question Three: What is the level of emotional intelligence of academic staff in public tertiary institutions in Ekiti State?

Table 4.5: Analysis of Responses on Level of Emotional Intelligence of Academic Staff in Public Tertiary Institutions in Ekiti State

Self-Awareness	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
It is important for lecturers to identify one's feeling at every point in time	87 (35.5%)	126 (51.4%)	16 (6.5%)	16 (6.5%)	3.16
It is necessary for lecturers to know the reasons for one's feeling	70 (28.6%)	139 (56.7%)	23 (9.4%)	13 (5.3%)	3.09
Academic staff ought to pay attention to the links between their feelings and what they think, do and say	74 (30.2%)	155 (63.3%)	10 (4.1%)	6 (2.4%)	3.21
It is noble for lecturers to admit mistakes and apologize as appropriate	92 (37.6%)	140 (57.1%)	8 (3.3%)	5 (2.0%)	3.30
Academic staff should consider their emotional state before making important decisions	116 (47.3%)	112 (45.7%)	3 (1.2%)	14 (5.7%)	3.35
					3.22
Weighted Mean Self-Management	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean

Every academic staff is prone to anger and display this emotional state uncontrollably	44 (18.0%)	88 (35.9%)	81 (33.1%)	32 (13.1%)	2.59	
Even under pressure, academic staff ought to think clearly	103 (42.0%)	115 (46.9%)	13 (5.3%)	14 (5.7%)	3.25	
Academic staff should have the ability to always calm down when they are angry	95 (38.8%)	120 (49.0%)	7 (2.9%)	23 (9.4%)	3.17	
Weighted Mean					3.15	
Social Awareness		Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
Building mutually useful relationships enhances service quality of academic staff	105 (42.9%)	129 (52.7%)	5 (2.0%)	6 (2.4%)	3.36	
Conducting oneself in a polite and respectful manner endears one to another	99 (40.4%)	133 (54.3%)	6 (2.4%)	7 (2.9%)	3.32	
It is possible for academic staff to find common ground and work out problems together	99 (40.4%)	126 (51.4%)	15 (6.1%)	5 (2.0%)	3.30	
The need for change is investable, academic staff must be ready to adapt	91 (37.1%)	138 (56.3%)	7 (2.9%)	9 (3.7%)	3.27	
Being affable and discreet in disposition are essential skills for success in a tertiary institution	79 (32.2%)	144 (58.8%)	14 (5.7%)	8 (3.3%)	3.20	
Weighted Mean					3.29	
Overall Weighted Mean					3.22	

Decision rule: 1.00–1.49 = very low; 1.50–2.49 = low; 2.50–3.49 = high; 3.50–4.00 =very high

Note: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

Source: Field Survey, 2022

As shown in Table 4.5, for self-awareness, 51.4% of the respondents agreed that it was important for lecturers to identify one's feeling at every point in time; 35.5% of the respondents strongly agreed; 6.5% of the respondents disagreed; and another 6.5% of the respondents strongly disagreed. On the average, the responses indicate a mean value of

3.16. Also, 56.7% of the respondents agreed it was necessary for lecturers to know the reasons for one's feeling; 28.6% of the respondents strongly agreed; 9.4% of the respondents disagreed; and 5.3% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.09.

Also, 63.3% of the respondents agreed that academic staff ought to pay attention to the links between their feelings and what they think, do and say; 30.2% of the respondents strongly agreed; 4.1% of the respondents disagreed; and 2.4% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.21. In addition, 57.1% of the respondents agreed it was noble for lecturers to admit mistakes and apologize as appropriate; 37.6% of the respondents strongly agreed; 3.3% of the respondents disagreed; and 2.0% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.30.

For the last item on self-awareness, 47.3% of the respondents strongly agreed that academic staff should consider their emotional state before making important decisions; 45.7% of the respondents agreed; 5.7% of the respondents strongly disagreed; and 1.2% of the respondents disagreed. On the average, the responses indicate a mean value of 3.35. The weighted mean has a value of 3.22 which suggest that the respondents agreed to high level of self-awareness.

According to table 4.5, for self-management, 52.2% of the respondents agreed that academic staff are expected to manage impulsive feelings and distressing emotions well; 42% of the respondents strongly agreed; 4.9% of the respondents strongly disagreed; and 0.8% of the respondents disagreed. On the average, the responses indicate a mean value of 3.31. For the next item, 35.9% of the respondents agreed that every academic staff was

prone to anger and display this emotional state uncontrollably; 33.1% of the respondents disagreed; 18.1% of the respondents strongly agreed; and 13.1% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 2.59.

More so, 46.9% of the respondents agreed that even under pressure, academic staff ought to think clearly; 42% of the respondents strongly agreed; 5.7% of the respondents strongly disagreed; and 5.3% of the respondents disagreed. On the average, the responses indicate a mean value of 3.25. Also, 49% of the respondents agreed that academic staff should have the ability to always calm down when they are angry; 38.8% of the respondents strongly agreed; 9.4% of the respondents strongly disagreed; and 2.9% of the respondents disagreed. On the average, the responses indicate a mean value of 3.17.

According to Table 4.5, for the last item on self-management, 56.3% of the respondents strongly agreed it was important that academic staff continuously learn, unlearn and relearn to improve their service quality; 37.1% of the respondents agreed; 5.7% of the respondents strongly disagreed; and 0.8% of the respondents disagreed. On the average, the responses indicate a mean value of 3.44. The weighted mean has a value of 3.15 which also suggest that the respondents agreed to high level of self-management.

For social awareness, Table 4.5 shows that 52.7% of the respondents agreed that building mutually useful relationships enhances service quality of academic staff; 42.9% of the respondents strongly agreed; 2.4% of the respondents strongly disagreed; and 2% of the respondents disagreed. On the average, the responses indicate a mean value of 3.36. Also, 54.3% of the respondents agreed that conducting oneself in a polite and respectful manner endears one to another; 40.4% of the respondents strongly agreed; 2.9% of the respondents

strongly disagreed; and 2.4% of the respondents disagreed. On the average, the responses indicate a high mean value of 3.32.

Also, 51.4% of the respondents agreed it was possible for academic staff to find common ground and work out problems together; 40.4% of the respondents strongly agreed; 6.1% of the respondents disagreed; and 2% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.30. More so, 56.3% of the respondents agreed that the need for change was investable, academic staff must be ready to adapt; 37.1% of the respondents strongly agreed; 3.7% of the respondents strongly disagreed; and 2.9% of the respondents disagreed. On the average, the responses indicate a mean value of 3.27.

As shown in Table 4.5, for the last item on social awareness, 58.8% of the respondents agreed that being affable and discreet in disposition were essential skills for success in a tertiary institution; 32.2% of the respondents strongly agreed; 5.7% of the respondents disagreed; and 3.3% of the respondents strongly disagreed. On the average, the responses indicate a mean value of 3.20. The weighted mean has a value of 3.29 which suggest that the respondents agreed to a high level of social awareness. The overall weighted mean for level of emotional intelligence of academic staff in public tertiary institutions in Ekiti State is 3.22. This result also suggests that there is high level of emotional intelligence of academic staff in public tertiary institutions in Ekiti State.

4.2.2 Presentation of Test of Hypotheses

This section covers the regression analyses carried out on hypotheses one to three. Linear regression analysis was adopted, and the pre-set and acceptable level of significance for this study was 0.05.

H₀₁: There is no significant influence of communication skills on service quality of educators of public institutions higher learning in Ekiti State.

The above null hypothesis was tested using simple linear regression analysis. Data measuring service quality of educators were regressed on data measuring communication skills. The results of the regression analysis are presented in Tables 4.6 a, b and c below.

Table 4.6: Regression Analysis for Influence of Communication Skills on Service Quality of Educators of Public Institutions Higher Learning in Ekiti State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.589 ^a	.347	.344	.36622

Predictors: (Constant), Communication skills

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.331	1	17.331	129.227	.000 ^a
	Residual	32.590	243	.134		
	Total	49.921	244			

a. Predictors: (Constant), Communication skills

b. Dependent Variable: Service quality

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.273	.182		6.983	.000
	Communication skills	.632	.056	.589	11.368	.000

a. Dependent Variable: Service quality

Source: Field Survey, 2022

Tables 4.6a shows that communication skills have a moderate and positive correlation ($R = 0.589$) with service quality of educators of public institutions higher learning in Ekiti State. Also, the coefficient of determination shows that communication skills explains 34.4% of the total variance in service quality of educators of public institutions higher learning in Ekiti State. The remaining 65.6% variation in service quality of educators of public institutions higher learning in Ekiti State is explained by other factors not investigated in this study. Table 4.6b shows that for the overall significance of the model, communication skills have significant influence on service quality of educators of public institutions higher learning in Ekiti State ($F(1, 243) = 129.227, p < 0.05$). In addition, Table 4.6c shows that, if all other factor are constant, a unit change in communication skills will lead to 0.632 increase in the service quality of educators of public institutions higher learning in Ekiti State at 95% level of confidence ($B = 0.632, p < 0.05$). Hence, based on the result of the regression analysis, the null hypothesis one, which states that there was no significant influence of communication skills on service quality of educators of public institutions higher learning in Ekiti State is rejected.

H₀₂: There is no significant influence of emotional intelligence on service quality of educators in public tertiary institutions in Ekiti State.

The second null hypothesis was also tested using simple linear regression analysis. Data measuring service quality of educators were regressed on data measuring emotional intelligence. The results of the regression analysis are presented in Tables 4.7 a, b and c below.

Table 4.7: Regression Analysis for Influence of Emotional Intelligence on Service Quality of Academic Staff of Public Tertiary Institutions in Ekiti State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.458 ^a	.209	.206	.40299

Predictors: (Constant), Emotional intelligence

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.457	1	10.457	64.387	.000 ^a
	Residual	39.464	243	.162		
	Total	49.921	244			

a. Predictors: (Constant), Emotional intelligence

b. Dependent Variable: Service quality

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.575	.220		7.157	.000
	Emotional intelligence	.544	.068	.458	8.024	.000

a. Dependent Variable: Service quality

Source: Field Survey, 2022

Tables 4.7a reveals that emotional intelligence has a moderate and positive correlation ($R = 0.458$) with service quality of educators of public institutions higher learning in Ekiti State. Also, the coefficient of determination ($\text{Adj. } R^2 = 0.206$) shows that emotional intelligence explains 20.6% of the total variance in service quality of educators of public institutions higher learning in Ekiti State. The other 79.4% variation in service quality of educators of public institutions higher learning in Ekiti State is explained by factors not investigated in this study. Table 4.7b shows that for the overall significance of the model, emotional intelligence has significant influence on service quality of educators of public institutions higher learning in Ekiti State ($F(1, 243) = 64.387, p < 0.05$). More so, Table 4.7c shows that, if all other factor are constant, a unit change in emotional intelligence will lead to 0.544 increase in the service quality of educators of public institutions higher learning in Ekiti State at 95% level of confidence ($B = 0.544, p < 0.05$). Therefore, according to the result of the regression analysis, the null hypothesis two, which states that there was no significant influence of emotional intelligence on service quality of academic staff of public tertiary institutions in Ekiti State is rejected.

H₀₃: There is no significant combine influence of communication skills and emotional intelligence on service quality in public tertiary institutions in Ekiti State.

Multiple linear regression analysis was used to test the third null hypothesis. Data measuring service quality of educators were regressed on data measuring communication skills and emotional intelligence. The results of the regression analysis are shown in Tables 4.8 a, b and c.

Table 4.8: Regression Analysis for Influence of Communication Skills and Emotional Intelligence on Service Quality in Public Tertiary Institutions in Ekiti State.

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.626 ^a	.392	.387	.35419

a. Predictors: (Constant), Emotional intelligence, Communication skills

b. ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.562	2	9.781	77.969	.000 ^a
	Residual	30.359	242	.125		
	Total	49.921	244			

a. Predictors: (Constant), Emotional intelligence, Communication skills

b. Dependent Variable: Service quality

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.742	.217		3.422	.001
	Communication skills	.515	.060	.480	8.520	.000
	Emotional intelligence	.283	.067	.238	4.217	.000

a. Dependent Variable: Service quality

Source: Field Survey, 2022

The presentations in Table 4.8 reveals the results of the third null hypothesis. According to Table 4.8a, communication skills and emotional intelligence have high and positive correlation ($R = 0.626$) with service quality of academic staff of public tertiary institutions in Ekiti State. More so, communication skills and emotional intelligence explain 38.7% ($\text{Adj. } R^2 = 0.387$) of the total variance in service quality of academic staff of public tertiary institutions in Ekiti State. Factors not investigated in this study explained the other 61.3% variation in service quality of academic staff of public tertiary institutions in Ekiti State. Also, Table 4.8b presents the overall significance of the model which indicate that communication skills and emotional intelligence have significant influence on service quality of academic staff of public tertiary institutions in Ekiti State ($F(2, 242) = 77.969, p < 0.05$).

In addition, Table 4.8c shows that for the combined influence on the service quality of academic staff of public tertiary institutions in Ekiti State, at 95% level of confidence, if all other factor are constant, a unit change in communication skills will lead to 0.515 increase in the service quality of academic staff of public tertiary institutions in Ekiti State ($B = 0.515, p < 0.05$). Also, for the combined influence on the service quality, given that all other factors remain constant at 95% level of confidence, a unit change in emotional intelligence will lead to 0.283 increase in the service quality of academic staff of public tertiary institutions in Ekiti State ($B = 0.283, p < 0.05$). Therefore, based on the results of the regression analysis, the null hypothesis three which states that will be no significant combine influence of communication skills and emotional intelligence on service quality in public tertiary institutions in Ekiti State is hereby rejected.

4.3 Discussion of Findings

This section discusses the findings of this study in relation to past studies. Hypothesis one result examined the influence of Communication Skills on Service Quality of Educators of Public Institutions of Higher Learning in Ekiti State, Nigeria revealed that Communication Skills has a moderate and positive correlation with Service Quality of Educators under investigation. Conceptually, scholars pointed out that communication in the learning environment is important to promote a mutual understanding of the concepts and perceptions offered to the learners. A researcher opined in a study "effective organizational communication: a key to employee motivation and performance" that organizational communication plays a vital role in employee motivation and performance as real changes are taking place in modern organizations which confront the new reality of tighter staffing , increased workloads, longer hours and a greater emphasis on performance, risk-taking and flexibility¹. Further, a study titled "Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success" indicated that majority of the students opined that they learn well from those teacher who has good communication skills or who adopt good communication skills while dealing inside and out of the institution². This is also supported by another study as they concluded that good communication skills strengthen the relationship among the students and teachers by improving the level of understanding among teacher and students³. Study conducted by another scholar also supported by stating that good communication skills not only important for teacher but it is also important for students for their academic success⁴. The findings of the study conducted by a scholar is also in line with the present study because he concluded Teaching is generally considered as only fifty percent knowledge and fifty percent interpersonal or

communication skills similarly it is not necessary for a teacher to have good knowledge but it is also necessary for a teacher to have a good communication skills⁵. Same result was also found by a researcher, who stated that Communication is a dominant factor effecting the academic achievements of the students⁶. The author further argued that good communication not only important for a teacher but it is also very important for students for promoting their academics.

Hypothesis two results for the influence of emotional intelligence on service quality of educators in Public Institutions Higher Learning in Ekiti State, Nigeria revealed that emotional intelligence has a moderate and positive correlation with service quality of educators of public institutions higher learning in Ekiti State. Studies exploring the relationship between emotional intelligence and academic quality service quality have produced mixed results. A study found that scores on a self-report measure of emotional intelligence completed at the beginning of the academic year significantly predicted grade point average at the end of the year⁷. They found that emotional intelligence moderated the relationship between academic performance and cognitive ability. In a study conducted by a scholar, various dimensions of emotional intelligence were found to be predictors of academic success¹⁰. At the beginning of the semester, 372 first-year full-time students completed the short form of the Emotional Quotient Inventory (EQ-i:Short) at a small Ontario university. At the end of the academic year, data from this inventory was matched with the students' academic records and two levels of very different academic success were identified: highly successful students who achieved a first-year university grade point average of 80% or better and relatively unsuccessful students who received a first year grade point average of 59% or less. The results showed that the highly successful students

scored higher than the unsuccessful group on three out of the four subsets (intrapersonal ability, stress management, and adaptability) of emotional intelligence as defined by the EQ-i:Short. The two groups did not score significantly different on interpersonal ability.

In a study conducted by a scholar, it was predicted that emotional intelligence was related to academic success for two reasons. First, academic success involves a great deal of ambiguity, which has been shown to cause felt stress¹¹. Students are required to manage numerous assignments, adapt to the differing teaching styles and expectations of instructors, work independently toward objectives, and manage conflicting academic and non-academic schedules. In addition, some aspects of academic work may be considered highly stressful, such as taking exams¹². Second, the majority of academic work is self-directed, requiring high levels of self-management¹³. Understanding the causes and effects of various emotions is an important element of emotional intelligence. He continued by including the research of Mayer and Salovey (1997): individuals with a high level of emotional intelligence are able to direct positive emotions to uphold the energy needed for high performance over long periods of time and to redirect negative emotions into productive behaviors¹⁴. Thus, a scholar reasoned that individuals with high emotional intelligence would perform better academically¹⁵. Despite their prediction, emotional intelligence was not significantly associated with grade point average, however, they did find an interaction of emotional intelligence with conscientiousness explained unique variance in academic performance (cumulative GPA), as well as public speaking and group behavior effectiveness.

Similarly, several scholars examined the association of emotional intelligence and academic achievement at a British secondary school on a sample of 650 students¹⁶. The

study concluded that emotional intelligence was significantly related to scholastic achievement, and especially for disadvantaged adolescents. A scholar investigated the effect of the level of emotional intelligence on academic success at university¹⁷. The participants were 465 undergraduate students, chosen from an Australian university. Results showed that students with higher emotional intelligence scores had higher academic performance than students with lower scores¹⁸. On the contrary, another researcher investigated the use of emotional intelligence and its relationship to academic achievement¹⁹. A total of 100 students from Islamic Azad University participated in the study. The tool used was the emotional intelligence questionnaires²⁰. The results indicated that there was no relationship between emotional intelligence and academic achievement. Others investigated the relationship between emotional intelligence and academic success. The sample consisted of 100 males and 100 females. EQ-I scale and an English language test were used to collect the data. The results reported that emotional intelligence had a positive correlation to academic achievement for females. On the contrast, a scholar conducted a study to examine the effect of gender and academic success on emotional intelligence²¹. Schutte self-report emotional intelligence questionnaire was used on a sample of 191 undergraduate students, from a university in Al-Baha province, Saudi Arabia. Results revealed that there is no statistically significant relationship between emotional intelligence and the variables academic performance and gender. Therefore, on the strength of the support found in prior conceptual, empirical and theoretical studies with this present study's result, the study can conclude that Communication skills and Emotional Intelligence has positive and significant correlation with Service Quality of Academic Staff in Public Institutions Higher Learning in Ekiti State, Nigeria.

Chapter Five

Conclusion

This chapter presents and discusses the summary of findings, conclusions and provides useful recommendations, contributions to knowledge and suggestions for further studies.

5.1 Summary of Findings

The main objective of this study is to investigate the influence of communication skills, emotional intelligence and service quality of academic staff in public institutions of higher learning in Ekiti State, Nigeria. The study has five chapters so as to achieve its main objective. The chapter one presented the background to the study which affirms that as tertiary education systems grow and diversify, quality has become the key word and the society is increasingly concerned about the excellence of teaching and value of presentation of instructions by academic staff in the tertiary institutions as quality education is the solution to most societal problems and the academic staff is the main ingredients in giving quality education in institutions of higher learning.

Literature review of existing relevant studies to the concept of Communication skills, Emotional Intelligence and Service Quality was done. Communication skills in this study included dimensions such as competence, empathy, effectiveness and equality which are used as measures of Communication skills. Emotional intelligence was measured with Self-Awareness, Self-Management and Social Awareness while Service Quality was measured by tangibility, reliability, responsiveness, assurance and empathy. The empirical review was done to capture the interaction between Communication skills, Emotional intelligence and Service quality.

The study reviewed three different theories which are of specific relevance to the study. These are: SERVQUAL: Theory of Service Quality, Social Presence Theory (SPT), Instructional Communication model and Goleman Model of Emotional Intelligence. This study is anchored on SERVQUAL theory. This theory holds that academic staff has the ability to deliver the promised service such as efficiently resolving student complaints and problems, caring for the students and transmitting confidence. The SERVQUAL model was used for the study and its measure adopted as most appropriate and suitable for the study as it has become a widely adopted theory for measuring and managing service quality. Hence the application of the SERVQUAL model in public institutions of higher learning in Ekiti State leads to enhanced academic staff service quality which will ultimately leads to improved educational experience (student), increased professional development (educator), higher institution's ranking (tertiary institutions itself), better-qualified graduates (community), among others.

A cross-sectional survey design was employed as it studied a subset of a population at a point in time and to investigate the influence of communication skills, emotional intelligence and service quality of academic staff in public institutions of higher learning in Ekiti State, Nigeria. The population of the study was five thousand and thirty-one (5,031) academic staff of the public tertiary institutions in Ekiti State which include; Federal University, Oye-Ekiti, Ekiti State, Ekiti State University, Ado-Ekiti, the Federal Polytechnics, Ado-Ekiti and Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti, Ekiti State, comprising of Academic Staff ranging from chief lecturers, senior lectures, lecturers 1-3, lecturer assistant, instructors and technologist in various departments of the aforementioned tertiary institutions in Ekiti State.

Simple random sampling technique was employed and 302 respondents were sampled. Self-rated questionnaires were used to elicit response from 245 staff of the sampled institutions who returned the questionnaires. The study adopted descriptive and inferential statistic for the items in all the sections in the questionnaires so as to explain the relative and combined influence of Communication skills and Emotional intelligence on Service quality. The Statistical Package for Social Sciences (SPSS), version 24 was used in analyzing the data collected for the study at 0.05 level of significance to test all hypotheses in the research. The results were extensively discussed in the context of the current research as well as extant literature.

From the interpretation of analyses of data collected and findings of the study, the following can be summed up as the main empirical findings of this study:

1. Communication skills (competence, effectiveness and equality of academic staff) has significant influence on service quality of academic staff in public institutions higher learning in Ekiti State. The study deduces that improved quality of the available services within educational institutions positively influence students' level of academic performance, understanding, abilities, approaches, and proficiencies that enable them to convey valuable services to themselves and to humanity at large.
2. Emotional Intelligence (Self-Awareness, Self-Management and Social Awareness of academic staff) has significant influence on service quality of academic staff in public institutions higher learning in Ekiti State. The study indicated that Emotional intelligence has a high level influence in rendering quality service by the educators
3. Communication skills and Emotional intelligence have significant combined influence on Service quality of academic staff of public tertiary institutions in Ekiti State. The study

infers that Communication skill and emotional intelligence are paramount to quality service quality of academic staff of tertiary institutions.

5.2 Conclusion

Educators in institutions of higher learning are expected to delivered service in an effective, reliable, responsive, and client-friendly manner. Therefore, delivering good and standard service is an indispensable approach for attainment in today's competitive educational atmosphere as it has been constantly reported that improved quality of the available services within educational institutions positively influence students' level of academic performance, understanding, abilities, approaches, and proficiencies that enable them to convey valuable services to themselves and to humanity at large. Communication skill and emotional intelligence is said to be paramount to quality service quality of academic staff of tertiary institutions. Academic staff facilitates the acquisition of desirable knowledge and skills and inculcates societally acceptable attitudes into the learners for present and future development. In the educational environment, they are considered as the most influential persons in the lives of students since their role is not only limited to teaching but contribute to the general academic, emotional development, economic and cultural development of learners. Based on the empirical findings, this study concluded that there is a statistically significant influence of communication skills and emotional intelligence on service quality of educators of public institutions higher learning in Ekiti State. This is because the dimensions of communication skills (competence, effectiveness and equality) and emotional intelligence (Self-Awareness, Self-Management and Social Awareness) indicated a strong influence in rendering quality service by the educators.

5.3 Recommendations

Based on the findings in this study, the following recommendations were made:

1. The management of these public institutions should organize periodic communication skill training for the educators so as to stay relevant within the system.
2. Academic Staff should cultivate the habit of managing and displaying positive emotions in the teaching and learning environment.
3. Management should re-energize their commitment to monitor the Academic Staff state of mind as this will enable the institutions to record smooth quality service.
4. Academic Staff in public institutions of higher learning should intensify effort towards the reinforcement of Emotional Intelligence sub-variables (Self-Awareness, Self-Management and Social Awareness) which will go a long way in rendering quality service.

5.4 Contribution to knowledge

This study offers significant contribution to literature conceptually, theoretically, and empirically. Conceptually, the study focused on identifying gaps in literature pertaining to Communication skills, Emotional intelligence and Service quality. The conceptual framework of this study equally offers conceptual contribution as it was constructed by the researcher to analyze the gaps identified in literature. Being the first model to combine the dependent variable (service quality), and independent (Communication skills and Emotional intelligence) variables. The model also can be adapted to suite future studies.

From the theoretical stand point the SERQUAL was strengthened. This study's results are in concomitance with these theoretical perspectives. Empirically, the study is able to add to recent literature on the interaction among communication skills, emotional intelligence and service quality. Though, studies on emotional intelligence and service quality abound in develop economy context, however empirical study from developing countries like Nigeria seems to be few in this regard. This mean not much is known about how communication skills and emotional intelligence influences service quality of academic staff in public institutions of higher learning in Ekiti State, Nigeria. Hence by the findings of the three null hypotheses examined, the study becomes a basis of reference for future study on communication skills, emotional intelligence and service quality. Moreover, the study provides findings which later scholars can use to buttress the empirical submissions in their study.

Overall, these above-mentioned points lay emphasis on the fact that this study offers significant contribution to knowledge and has practical implication for the academic staff in public institutions that were investigated.

5.5 Suggestion for Further Research

This study focused on the influence of communication skills, emotional intelligence and service quality of academic staff in public institutions of higher learning in Ekiti State, Nigeria. Nevertheless, to further broaden the frontiers of knowledge, the following areas of studies are suggested for further research.

1. The present study was carried out in Public institutions in Ekiti State, further studies can as well be carried out in Private institutions within the State.

2. This study investigated communication skills, emotional intelligence and service quality of academic staff in public institutions of higher learning in Ekiti State, a comparative study with Private institutions in Ekiti State may be considered in the nearest future.
3. A survey design was used in the course of the study, and this means evidence of causality cannot be established hence, future study may consider the longitudinal survey design to explain causality on a long period of time.
4. The present study was carried out in the public institutions, further research work may look into the public organizations.
5. This study employed primary data for collection of information from the selected public institutions, same study may be carried out in the nearest future using the secondary data for collection of information.

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Ditterline, J. W. *The Predictive Validity of Sell-Reported Emotional Intelligence in Children* (Unpublished doctoral dissertation). **University of Florida, Gainesville, FL., 2018.**

Evenson, E. A. *Examining the relationship between Emotional Intelligence and College Success* (Unpublished doctoral dissertation), **Capella University, Minneapolis, MN.2018.**

Lunn, Pete, Belton, C., Lavin, C., McGwan, F. C., & Timmons, S. *Using Behavioural Science to Help Fight the Coronavirus*. No. 656. **ESRI Working Paper, 2020.**

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Lead City University

**Faculty of Communication and Information Sciences (FCIS)
Department of Information Management**

Dear Respondent,

I am a Master's student of the above named institution gathering data for the purpose of academic research on the topic "Communication skills, Emotional Intelligence and Service quality of academic staff in Public Tertiary Institutions in Ekiti State. To achieve this, your optimum cooperation is needed, there are no right or wrong answers. All your responses will be kept confidential and used for research purpose only.

Thank you.

Siene Elizabeth EKE
08037624508

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Section A: Demographic Information

Gender: Male (), Female ()

Age: 20 – 25 (), 26 – 30 (), 31 – 35 (), 36 – 40 (), 41-45 (), 46 and above ()

Educational Level: NCE () Bachelor's degree () Master's degree () Ph. D ()

Years of experience: 5 – 10 (), 11 – 15 (), 16 – 20 (), 21 – 25 (), 26 - 30 ()

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Section B: Level of Service Delivered by Academic staff of Public Tertiary Institutions in Ekiti State

The statement in this section concerns service delivered as observed by academic staff of public tertiary institutions in Ekiti State. Using the four-point Likert scale provided below. Please tick the appropriate choice that indicates your opinion on level of quality service delivered in your institution.

Strongly Agree (SA) =4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1

S/N	ITEMS: Pleases indicate the level of quality services in your institution	SA 4	A 3	D 2	SD 1
	Reliability of Services				
1	Academic staff delivers lectures when supposed to do so.				
2	Lecturers show sincere interest in solving students' problems				
3	Most Lecturers deliver lectures without being reminded				
4	Lecturers provide services at the time required/ promised				
5	Academic staff provide correct /accurate information to the students				
	Responsiveness to Students' Complaints				
6	To a large extent lecturers deliver prompt lecture to the students				
7	I Academic staff always willing to help the students				
8	Lecturers always to respond to students' needs				
9	Lecturers possess the required knowledge to answer the students' questions				
	Empathy				
10	A large percent of lecturers give individual attention to the students				
11	Lecturers have their students' best interest at heart				
12	Lecturers understand and meet the specific needs of the students				
13	Academic staff have convenient working hours				

Section C: Communication Skill

The statement in this section is concerned with communication skills as observed by academic staff of public tertiary institutions in Ekiti State. Using the four-point Likert scale provided below, please tick the appropriate choice that indicates your opinion on communication skills of your institution.

S/N	Please indicate your level of agreement with the following	SA 4	A 3	D 2	SD 1
	Empathy				
1	Academic staff knows how to respond to the students' needs.				
2	Lecturers take responsibility for their duties and actions.				
3	Lecturers understand the needs of students in their department.				
4	Lecturers put in their best effort at work each day for efficient service quality.				
5	Good working relationships are encouraged among academic staff in all the department.				
	Equality	SA 4	A 3	D 2	SD 1
6	Most academic staff give lecture or tutorial notes to students.				
	Every student gets opportunity to see their lecturers one-on-one for counseling and clarifications				
7	Lecturers encourage and motivate students to improve their performance				
8	Lecturers provide feedback on students' assignments or projects				
9	Lecturers schedule appointments with students to attend to their needs				
10	Lecturers show concern about students' problems				
	Competence				
11	Lecturer's communicates effectively with students				
	Environmental Conditions				
12	The department provides a working environment conducive for its employees.				
13	The working environment in the department positively impacts students.				
14	The department encourages an environment for efficient service quality.				
	Effectiveness				
15	There is good communication among staff in the department.				
16	The department promotes quality service environment.				

Section D: Emotional Intelligence of Academic staff of public tertiary institutions in Ekiti State.

The statement in this section concerns emotional intelligence as observed in your institution. Using the four-point Likert Scale provided below. Please tick the appropriate choice that indicates your opinion.

Self-Awareness		SA 4	A 3	D 2	SD 1
1	It is important for lecturers to identify one's feeling at every point in time				
2	It is necessary for lecturers to know the reasons for one's feeling				
3	Academic staff ought to pay attention to the links between their feelings and what they think, do, and say.				
4	It is noble for lecturers to admit mistakes and apologize as appropriate				
5	Academic staff should consider their emotional state before making important decisions				
6	Knowing one's strengths and weaknesses in relation to emotional intelligence enable one to deliver optimally				
Self-Management		SA 4	A 3	D 2	SD 1
7	Academic staff are expected to manage impulsive feelings and distressing emotions well				
8	Every academic staff is prone to anger and display this emotional state uncontrollably				
9	Even under pressure, academic staff ought to think clearly				
10	Academic staff should have the ability to always calm down when they are angry				
11	It is important that academic staff continuously learn, unlearn, and relearn to improve their service quality				
Social Awareness		SA 4	A 3	D 2	SD 1
12	Building mutually useful relationships enhances service quality of academic staff				
13	Conducting oneself in a polite and respectful manner endears one to others				
14	It is possible for academic staff to find common ground and work out problems together				
15	The need for change is investable; academic staff must be ready to adapt				
16	Being affable and discreet in disposition are essential skills for success in a tertiary institution				

Thank you.

Bio-data

A. Personal Data

Name: **EKE Siene Elizabeth**
Address: Plot 3, flat 7 Irewolede Estate, Ado-Ekiti
E-mail: sienaeke@yahoo.com
Phone No: 08037624508
Date and Place of birth: August 16, 1980/Benin sity
Nationality: Nigeria
Local Government: Aboh Mbaise
Sex: Female
Marital Status: Married
Address: Plot 3, flat 7 Irewolede Estate,
Ilawe Road, Ado-Ekiti, Ekiti State

Schools Attended with Dates

1. Lead City University, Ibadan, 2021-2022
2. Adekunle Ajasin University, Akungba 2017 -2019
3. Ekiti State University, Ado-Ekiti 2010 -2016
4. The Federal Polytechnic, Ado-Ekiti 2008-2010
5. The Federal Polytechnic, Ado-Ekiti 2004-2007
6. St Michael Catholic Secondary School, 1997-2002
7. St Joseph catholic Primary school, 1989-1995

Academic Qualification with Dates

- Result Awaiting University Senate Approval 2022
- Post Graduate Diploma in Education 2019
- BSc, Business Admin. And Management 2016
- Higher National Diploma (Secretarial Studies) 2010
- National Diploma (Secretarial Studies) 2008
- SSCE O/Level, 2001
- First School Leaving Certificate 1995

Professional Membership

Member, National Institutes of Office Administrators and Information Manager (NIOAIM)

Member, National Association of Teachers of Technology (NATT) 2015

Member, Association of Business Educators of Nigeria (ABEN)

Working Experience with Dates

Principal Instructor II

Office Technology and Management Department, The Federal Polytechnic, Ado-Ekiti
1st January, 2020 till date.

Senior Instructor

Office Technology and Management Department, The Federal Polytechnic, Ado-Ekiti
1st January, 2017 - December 2019

Higher Instructor

Office Technology and Management Department, The Federal Polytechnic, Ado-Ekiti
18th July, 2013 - December 2017

Administrative Responsibilities

Member,

Continuing Education Centre, The Federal Polytechnic, Ado-Ekiti Examination
Committee March, 2021 till date

Member,

Departmental Publication Committee, Office Technology and Management Department,
The Federal Polytechnic, Ado-Ekiti February, 2020 till date

Coordinator, (Evening Programme)

Continuing Education Centre (CEC), Office Technology and Management Department,
The Federal Polytechnic, Ado-Ekiti, March, 2020 till date

Secretary,

Departmental Curriculum Committee, Office Technology and Management Department,
The Federal Polytechnic, Ado-Ekiti, July, 2019 till date

Member,

Departmental Accreditation Committee, Office Technology and Management Department, The Federal Polytechnic, Ado-Ekiti, May - October, 2019

Departmental Examination Officer,

Office Technology and Management Department, The Federal Polytechnic, Ado-Ekiti
October, 2014 – January 2019

Facilitator,

Centre for Entrepreneurship Development and Vocational Studies (CEDVS), The Federal Polytechnic, Ado-Ekiti, March 2015 – November, 2020

Departmental Student Industrial Work Experience Scheme (SIWES) Officer,

Office Technology and Management Department, The Federal Polytechnic, Ado-Ekiti
April 2015 – June 2016

Academic Staff Adviser (HND I),

Office Technology and Management Department, The Federal Polytechnic, Ado-Ekiti
April 2015 – October 2018

Secretary,

Departmental Meetings, Office Technology and Management Department, The Federal Polytechnic, Ado-Ekiti, October 2014 – September, 2016

Conference/Workshop Attended/Papers Presented with Dates

1. **Eke, S, E.:** Repositioning Office Administration and Information Management for Innovation, Sustainable Development and Global Competitiveness held in ddLead City University, Ibadan between 7th and 10th February, 2022.
2. **Eke, S, E & Shittu, O. F.:** Role of Strategic Information Management in Public Sector for Enhancing Sustainable Economic Development. Paper Presented at the 12th National School of Business Studies Conference, The Federal Polytechnic, Ado-Ekiti, August 22nd – 25th, 2022, Ado-Ekiti.

Signature

Date

University Compliance Certification

This is to certify that this Thesis written by **Siene Elizabeth EKE** with Matriculation No. LCU/PG/001920 in the Department of Information Management of the Faculty of Communication and Information Sciences, Lead City University, Ibadan is in full compliance with the approved University format and style.

Signature

Date

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