

**Emotional Intelligence, Soft Skills and Employee Performance of Public  
Organizations in Kwara State**

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Nigeria**

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### **Certification**

This is to certify that **Lanre, Akewusola** with matriculation number **LCU/PG/000729** carried out this study titled **“Emotional Intelligence, Soft Skills and Employee Performance in Public Organizations in Kwara State”** in the department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Oyo State, For the Award of Doctor of Philosophy Degree (PhD) in Office and Information Management and that this work has not been previously submitted elsewhere.

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## **Dedication**

This study is dedicated to Almighty God.

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## Acknowledgement

My deep gratitude goes to some individuals and institutions for their systematic support during the course of my studies. In the course of writing this thesis, I made use of the facilities of the Kwara State Library, Ilorin; Kwara State Polytechnic Library, Ilorin, National Library, Ilorin and the Lead City University Library, Ibadan, and they are all appreciated. I appreciate the support of the staff of the Osun State Internal Revenue Board, Osogbo for their cooperation during the pilot study. I thank the staff of Kwara State Internal Revenue Service (KWIRS) and Harmony Transport Service (Kwara Express) who took time to go through the questionnaire and responded accordingly. I also must express my profound gratitude to my supervisor: Dr. Tolulope Elizabeth Adenekan, for her mentoring and guidance, which ensured the success of this study, i shall remain grateful.

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## Abstract

Employee Performance is germane to the realization of the objectives of public organizations in their desire for high revenue profile. However, preliminary investigations and existing studies revealed that employee performance in public organizations in Kwara State is on the decline. There is an apparent attitude of “government’s business is nobody’s business”, while this has been perceived to exist in the investigated public organizations, the ripple effect is on revenue drive of these public organizations. Literature abounds on training, motivation, and compensation as predictors of employee performance but their apparent paucity of literature on influence of emotional intelligence and soft skills as relevant to employee performance especially in public organizations. This study therefore, investigated the influence of emotional intelligence and soft skills on employee performance of public organizations in Kwara State. The study adopted a survey design. Population considered was 1,131 comprising all employees in public organizations in Kwara State. A sample size of 291 was derived from Krejcie and Morgan sample size determination table. The output of reliability statistics obtained Cronbach’s Alpha value of 0.903 > 0.70 based on the reliability test. The reliability co-efficient for the constructs was 0.903 indicating the research instruments consistency. Data collected were analyzed using descriptive and inferential statistics. Findings revealed that Emotional Intelligence had significant influence on Employee Performance ( $Adj R^2 = 0.142$ ,  $F(3,249) = 14.883$ ,  $p = 0.000$ ); Soft Skills also had significant influence on Employee Performance ( $Adj. R^2 = 0.151$ ,  $F(4, 248) = 10.994$ ,  $p = 0.000$ ). Also, the result of the findings revealed that there exist a significant combined influence of Emotional Intelligence and Soft Skills on Employee Performance in public organizations in Kwara State: ( $Adj. R^2 = 0.162$ ,  $F(2, 250) = 24.091$ ,  $p = 0.000$ ). Study concluded that both Emotional Intelligence and Soft Skills significantly influenced Employee Performance in the selected public organizations. It was therefore recommended that, management of public organisations in Kwara State should encourage their employees to be steadfast in projecting positive attitude in their relationship with fellow workers and customers.

**Keywords:** Emotional Intelligence, Soft Skills, Employee Performance, Public Organizations.

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Every organization strives to offer services of high quality in order to maximize their profit which guarantees a going concern status. At the core of this profit-making motive or excellent service delivery are employees who carry out various tasks concerning management desires. Without committed employees, the organization's capacity to achieve excellent service delivery consistently may become challenging. Therefore, employee performance is critical for the overall organisational success; In addition, it is related to the output quantity, output quality, output timeliness, the efficiency of the finished task and the efficacy of the completed work<sup>1</sup>. Employee Performance entails the successful fulfillment of duties by a chosen person or people, as determined by a supervisor or organization, in accordance with pre-defined acceptable criteria while efficiently and effectively using available resources within a changing environment<sup>2</sup>. The definition of performance excludes the outcomes of an employee's behavior and includes solely the behavior itself. This impacts on other employee's behavior which ultimately affect the overall performance; the totality of employees in the organization.

The effectiveness of an employee is measured by his or her actions and inactions. The performance of an employee comprises the output's quality and quantity, the employee's attendance at work, their accommodating and helpful attitude, and the output's timeliness<sup>3</sup>. Likewise, firms may implement direct incentives and prizes based on individual

performance provided employee performance is observable<sup>4</sup>. The success of a business and its incentive management system has a significant impact on the morale and productivity of its employees<sup>5</sup>. Employee performance may also be described as the extent to which a person satisfies their work tasks and responsibilities. The word "employee performance" refers to an individual's work accomplishment after putting sufficient effort on the job, which is related with having meaningful work, an interesting profile, and caring colleagues/employers around<sup>6</sup>.

Scholars and Researchers have utilized different measures to discuss the concept of employee performance. Available literature revealed that some of these include but not limited to empowerment, workplace environment, loyalty, training and development, and appraisal<sup>2</sup>. Similarly, recognition, salary and benefit, employee commitment were visualized as measures of employee performance<sup>3</sup>. Job satisfaction, team work, rewards and training design were dwelt on as germane to employee performance<sup>4</sup>. There were scholars who contemplated that motivation, promotion, and prosocial behavior have to be used in measuring employee performance<sup>5</sup>. Quality of work life, responsiveness, training and service quality were the pillars on which the measures of employee performance rest in accordance with the submission of some scholars<sup>9</sup>.

Employer performance is a multi-component concept which may be assessed by different measures. Available measures used by Researchers had been harvested and filtered. This study would consider service quality, Job satisfaction, responsiveness, and commitment. The reason for this is not far to seek; in the majority of cases, job satisfaction is perceived by almost all workers as inevitable in measuring employee performance. The study

centers on a public organization, patronage of customers, clients, passengers can only revolve around the quality of service being rendered by the employees. The timely response of employees to every issue raised by the organizations' Shareholders indicates commitment to the tasks assigned to them and demonstrates a desire for the attainment of the predetermined goals of the organization.

Service quality is a comparison between the customer's service expectations and the organization's actual performance. The organization can inspire trust and confidence in its service delivery. Service delivery of public organizations in Kwara state has been questionable for a long time, and it is on the negative side compared to the private organisations. Probably due to the employee's poor attitude towards work, because employees are not given target, due to non-provision for training by the management which has made them not to upgrade their skills to meet up with the 21st-century customer relationship and customer service delivery. The service quality of an organization has to do with its capacity to satisfy the demands of customers and thereby gain competitive edge.

The attitude of government's business is nobody business has affected the ability of employees in public organization to strive towards efficient service quality. It is a person's sense of duty towards the organization's goals, mission and vision. Employee of these organizations demonstrate no commitemnent to the task assigned to them as they are conscious of how they were recruited through political connection. Manasgement has not help matters because they are one of the essential pillars that move the organisations forward; they are also not treated as if their decisions and actions are essential. Unlike the

private sector which has a mentality of the customer is a “king”, employees of public organization care less about patronage.

Responsiveness can be termed as the quality of employees' reaction to customers' demands; it is the state of reacting quickly or positively to customers' needs or to actions that could make the organization achieve its goals and objectives. It is about the courage to go the extra mile in fast-tracking all the activities which involve employees and customers. It is the ability to click with everyone and anyone in a positive manner. Responsiveness is all about resonance and connection, employee in public organization have not imbibed the spirit of synchronicity; they tend to be Islands on to themselves whereas connecting with customers and clients is key to performance. Responsiveness is a skill with people people which enables meaningful interation with them.

Job satisfaction may be seen as the positive emotional state that arises from valuing one's job as attaining or enabling the accomplishment of one's job values. It may also be defined as any number of psychological, physiological, and environmental factors that cause an individual to show enthusiasm with his job. It is how an individual feels about his or her work; it is a crucial aspect that leads to recognition, motivation, promotion, and the accomplishment of other objectives that result in a sense of satisfaction. Employees of public organisations in Kwara state cannot be said to be fulfilled because of their kind of engagement. Their salary is not comparable with their counterparts elsewhere who earn higher pay package, promotion is not as when due; backlog of promotion is the norm rather than the exception; God-fatherism is a silent policy being followed. It is a system of; “if you don't have political back-up, invent one”

Employee performance reflects the contribution of particular employee activities to the achievement of corporate objectives. Most organizations can ill-afford a workforce whose performance is at its lowest ebb. According to some Indonesian scholars, Bank Pembangunan Daerah (BPD) is a public institution with the potential to be the primary contributor to regional economic growth. Since the yearly profit of the banks is a function of the bank's employees, their performance must be taken seriously, because its establishment was largely designed to promote the economic growth of the country. A survey revealed, however, that the bank's employee performance was unsatisfactory, as shown in their lack of products and services relative to other banks<sup>8</sup>.

Generally, the decline in public service performance cannot be distinguished from the performance of its personnel. Human resources in an organization constitute a company's critical success factor in achieving its goal<sup>9</sup>. In other words, if employee performance is excellent, so will be the performance of the company. In contrast, when a company's personnel perform poorly or inadequately, the organization will fail miserably at operating its business and will be unable to fulfil its objectives.

In recent times, a study of Nigerian Breweries Plc., Kaduna, Nigeria, concluded that there was a link between employees' morale and their performance<sup>10</sup>. The researchers considered the responses to the distributed questionnaire that employees' attitude has a lot to do with their performance and ultimately the organization's success. According to them, if workers are satisfied with their jobs, they will exhibit a positive attitude. A positive attitude is contagious as it would spread among them and anyone who comes into contact with them,- customers, suppliers, callers, et cetera. They further stated that employees'

morale in the organization had improved over the years and that the coefficient connection between employee morale and employee performance was positive. The implication of this is that the morale-attitude of employees - is congruous to their optimal performance. The VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) world, which the 21st Century has demonstrated, brings to the fore the influence which Emotional Intelligence and Soft Skills have on Employee performance in Public Organizations. Every organization strives to survive in a century which thrives on competition because the concept of monopoly of the market belonged to the last century. Thus, gaining an edge in the compensation is possible where the organization has a collective of individuals who are poised to perform even under pressure their tasks in such a way that service quality is second nature; conditions which make employees satisfied to do what they are doing are in place backed by all-inclusive, equitable policies, employees are proactive and respond swiftly to the needs of customers and above all else an emotional investment in the mode of unalloyed commitment to serve by the strata of human resource.

This area of study has become a topic of considerable interest in recent time due to competition and globalization in the past decades. Emotional intelligence is not a recent concept, since it has been a subject of conversation worldwide. The academic study of emotional intelligence started in the 1990s. Once upon a time, social intelligence was said to include emotional intelligence as a subcategory<sup>11</sup>. Since then, varying definitions of emotional intelligence have existed. Many different meanings have been attached to the term. Man is a creature of emotions, and he exhibits his feelings anywhere and anytime. He has a proclivity to anger and sometimes overreacts to issues and persons. By the very

nature of man, it is rather impossible for us all to get along well. While some are easy and pleasant to go by, others are very difficult to deal with. There are pleasing and toxic people around.

Emotional intelligence is not a recent concept; it has been a topic of discussion since antiquity. It has been commonly attributed to Aristotle that anyone may easily become furious. It's challenging to be enraged at the right person, in the right amount, at the right moment, for the right cause, and in the right manner<sup>12</sup>. One can easily deduce from this that from creation, man, unlike the animal, has emotions embedded in his system, knowing how, when, which, how he applies it has been the significant issue of concern<sup>13</sup>. We come from different backgrounds, but we are hardwired together. We cannot but interact and connect with ourselves. While some of us see human beings as the same, others perceive human beings as unique: even twins look alike and are not the same. Incidentally, twins do not react to the same issue from the same perspective. People make mistakes: instead of looking for angles, they look for angels. While some think, others feel, thereby bringing about different dimensions to issues that are not different. The 21st Century is technology-driven, knowledge-based, thrives on collaboration and cooperation, and encourages competition and more competition.

Emotional intelligence can be defined as evaluating, perceiving, and managing emotions in yourself and others<sup>14</sup>. It is a concept that attempts to establish a relationship between emotion and cognition and Metacognitive processes<sup>15</sup>. The present workplace is increasingly demanding and competitive owing to the globalization of the economy and the proliferation of information and new technology. Today's employees confront severe

competition and pressures, and the organizational excellence they need to succeed hinges on learning, cooperation, and solid intrapersonal and interpersonal ties<sup>16</sup>. As a set of substantial abilities, emotional intelligence catches the attention of Human Resources specialists since it provides a framework for soft talents that already exist and are reliable for behaviors deemed to assist individuals in doing effectively and efficiently on the job<sup>17</sup>. Emotionally intelligent firms are able to capitalize on the talents of their employees and more effectively undertake or manage difficulties.

People carry emotional bags with them anywhere they go. Those who work in organizations ineluctably come into contact with people. They cannot but 'pick' different things from this 'bag' as reactions to events they encounter daily or experience. People seldom subscribe to self-governance; the courage to handle one's feelings creatively and proactively since our feelings flow with us wherever we go. In the early 1990s, emotional intelligence became a well-known psychological concept and was compared to general intelligence as a set of skills. Early significant research on emotional intelligence was conducted by two academics, who defined it as "the ability to monitor one's own and others' moods and emotions, to discriminate between them, and to use this information to influence one's thinking and actions." They disputed the idea that people with high emotional intelligence possess unique emotional aptitudes and soft skills related to sensing, understanding, and managing their own and other people's emotions. Therefore, it was said that people with strong emotional intelligence could recognize particular feelings in both themselves and other people (anger, sadness). To attain a variety of adaptive outcomes or emotional states, they also control their own emotions as well as those of others (motivation, creative thinking).

Every employee is expected to possess the ability of self-awareness. This is because relating with people in an organization 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. It is equally important to assess one's strengths and weaknesses, limits, and limitations. Another person cannot pinpoint one's abilities; the onus falls on the individual to exude self-confidence to have a 'can do' spirit without necessarily subscribing to arrogance. Being self-aware presupposes that one has an obligation to others as others have a responsibility to one too. Most employees of public organizations in Kwara state are not aware of their environment and work responsibilities and obligations. Similarly, social competence, which is the capacity to participate in meaningful interactions with others, is another characteristic that may be used to quantify emotional intelligence. It is a critical ability that may be used to intervene between employees, customers and management.

Managers and workers must work together, exert influence over others, and discover faster and more inventive means to complete tasks<sup>18</sup>. Research indicates that appropriately controlled emotions may lead to employee trust, faith, and dedication, which ultimately would result in their ability to relate well with their superiors and workmates on the one hand and customers, callers on the other hand. The intelligent quotient was celebrated as a panacea before the advent of the 21st Century. It was a 'must have' before any prospective employer could sign on the potential employee.

However, human resources managers now place preference over and above emotional intelligence. Of course, the intelligence quotient reaches its peak about age 18 for every

man, whereas emotional intelligence improves or broadens as managed. Emotional self-awareness and the capacity to identify feelings as they arise are the cornerstones of emotional intelligence. The capacity to exercise moment-to-moment control over one's emotions is essential for psychological insight and self-understanding. We are at the mercy of our true feelings when we are unable to notice them. People who are more in touch with their emotions are better at steering their lives because they are more aware of how they feel about the decisions they make, from who to marry to what jobs to take. Self-awareness is essential for Managing Emotions; managing emotions appropriately requires self-awareness. Attention, self-motivation and mastery, as well as creativity, depend on one's ability to marshal one's emotions in service of a goal.

There social competence and social-awareness as well as particular talents; competence and specific skill involved. Organizations are collections of people with beliefs, feelings, customs, and needs. To deal with them pleasingly and diplomatically and to regularly avoid disagreement in the workplace, one has to be emotionally intelligent. Executives have to understand their employees' feelings, reasoning, and thinking patterns; they have to predict their actions and reactions in every given circumstance. They need to have the emotional intelligence to achieve this<sup>14</sup>. Most supervisors operate under the illusion that their subordinates have no choice but to obey their command. They are yet to realize that employees are no more perceived as a cost but viewed as assets in this century. Thus, leading them with persuasive communication is sine qua non to optimal performance. Most organizations have been looking for an environment with highly effective workers who can help sustain the tempo of customers' loyalty and commitment. Similarly,

commercial establishments emphasize using soft skills to promote optimal level of employees' performance.

Soft skills are a collection of individual attributes that comprise a competent employee, including an optimistic attitude, communication, planning and organization, critical thinking, interpersonal skills, and more<sup>19</sup>. It plays an important role in advancing the strategic proficiency in organizations. However, there is still a wide gap regarding the poor understanding of studying soft skills and their effectiveness in improving employee performance. Some recent studies found evidence to link job performance to soft skills; the primary goal of this study is to advance knowledge on the relationship between emotional intelligence, soft skills, and employee performance<sup>20</sup>. Soft skills refer to employees' personalities, attributes, qualities, and personal behavior. They include specific abilities or attributes include analytical reasoning and resolving problems ability, time management, conflict resolution, and work ethic<sup>21</sup>.

The process of conceptualizing, applying, analyzing, synthesizing, and evaluating knowledge gained through or developed by observation, experience, reflection, reasoning, or communication as a guide for belief and action is known as critical thinking. As noted by the definition, critical thinking also includes the capacity to address challenges that will assist the organization in achieving its objectives and goals. However, the other side of it is that employees of public organisations in Kwara State are not given enough impetus like training and exposure to sophisticated technological equipment to tackle issues in the organisations and bring up novel ideas to achieve the organisations' vision and mission.

A time management strategy involves determining how much time should be spent on a particular activity and controlling it. An individual who is effective at managing time gets more done in less time, feels less stressed, and succeeds at work. Positive management of time relieves employees' stress, creates more opportunities, and gives employees the ability to realize the goals of the organization. Employees of public organisations in Kwara State are not managing their time efficiently and effectively because of the mentality of 'government's business is nobody's business.'

The process of seeking a peaceful settlement to a dispute between two or more parties is known as conflict resolution. There might be personal, economical, political, and emotional disputes. Whenever a dispute arises, it is best to resolve it through negotiation. For an employee to improve his/her performance, he/she must be able to resolve issues in the organization, especially between the management and customers or employees and customers. Employees are not, however, given the setting of this study, taught or trained to comprehend this truth. This issue also declines the quality of service delivered by the organisations. Organizational works ethics incorporates common decency, which includes integrity, honesty, and fairness. To ensure the stability and survival of any organization, individuals must behave ethically. Although all employees receive a set of ethical guidelines when they start working, the majority of them choose not to follow these guidelines, which has a negative impact on the employee's performance and subsequently the organization's performance.

The results of past research stated that 20% to 30% proportions of organizational successes are attributed to soft skills. Since they have a higher degree of emotional intelligence, they can execute more competently, they feel fulfilled with their job and feel committed to their organization and career<sup>22</sup>. Employees that possess high levels of emotional intelligence perform better in work. In other words, because emotional intelligence skills are natural, a person with a high level of emotional intelligence and soft skills performs better. To a large extent, employees who acknowledge their beliefs and emotions can execute their jobs more efficiently. Research work reported a positive association between performance and emotional intelligence<sup>23</sup>. Additionally, emotional intelligence is extensively connected to the work environment, soft skills, and employee performance. They concluded that emotional intelligence and soft skills are the key indicators of employee performance.

As a result of globalization, employers of labor know that competition in the volatile business environment requires cooperation and collaboration of employees in order to achieve their goals. Hence, they are looking for individuals who possess these traits as non-possession or lack of interpersonal relationships cannot sustain esprit de corps within the organization not to talk of patronage by customers from without. There is an apparent pressure on potential employees and those already engaged in wrapping themselves, as it were, with these attributes and for those who possess a few of them, to hone them to full circle. Different countries use different terms when referring to soft skills. In Australia, "key competencies," "soft skills," or "employee ability skills" are some of the phrases that are used. In the United Kingdom, "key skills" or "core skills" are another. In New Zealand, "essential skills" are another (United States). For personal development, social

engagement, and professional success, individuals need to possess both intrapersonal and interpersonal (socio-emotional) skills.

These abilities include communication, the capacity to work in multidisciplinary teams, flexibility, etc. These abilities are differentiated from hard talents in that they may be acquired via deliberate, reasonable effort and can be used to accomplish complicated results within an organization<sup>24</sup>. In view of the above discussion, this thesis aims to look into how employee performance in Kwara State's public organizations is affected by emotional intelligence and soft skills.

## **1.2 Statement of the Problem**

Employee performance has been found relevant to public organisations to ensure their success. Employees in the revenue collecting service and transportation sector are involved in various activities like develop and deliver administrative programmes and services, send and receive mails, and provide evidence-based advice to leaders. When they are performing optimally, profit is increased, customers are satisfied, and the organisation has a good brand and will achieve set goals effectively. However, preliminary investigation, close observations, comments of customers, publications on or from these public organisations revealed a decline in their employee performance<sup>25</sup>. As a result of this phenomenon, customers are frustrated and they have switched over to other private competitors. This has affected their profit margin according to the report of United Nation World Public Sector Report of 2020. The situation is likely to spell doom for the economy of Kwara State because the revenue profile of the State would not likely improve as those who are expected to pay tax would evade it, revenue that the

government expects from its investment in the transportation sector would be a wishful thinking. These organisations would lose customers' trust which has a direct connection with their revenue. The national economy would 'catch cold' as a result of this situation because the expected amounts in terms of companies' tax and Pay As You Earn (PAYE) tax of their employees would not be realized. Some factors have been identified to be affecting employee performance directly or indirectly. Some of these include: lack of emotional intelligence and absence of soft skills in dealing with customers, clients, contractors, suppliers and other stakeholders.

Any mismanagement of the workforce's emotions and behaviors could potentially result in other underlying problems such as high labour turnover, higher absenteeism, low productivity, customer dissatisfaction, and increased number of work-related accidents and injuries. These issues may impact the organization's bottom line, work environment, and culture. On the one hand, the challenges might compromise the firms' capacity to retain top employees, stay competitive, be at the forefront of their areas, or just survive in a rapidly changing market. Employees seem to lack the soft skills needed to manage and satisfy their customers. They are sometime saucy, rude, arrogant and impatient, while dealing with customers. Likewise, employees overreact to situations and dwell in chaos instead of encouraging a peaceful and serene work environment that can promote employee performance. Several studies have been carried out on employee performance, also on emotional intelligence and on soft skills needed by employees to perform optimally<sup>6</sup>. However, there seems to be paucity of studies on the area of examining the impact of both emotional intelligence and soft skills on employee performance hence this

research is poised to fill the perceived gap: Emotional intelligence, soft skills and employee performance in public organisations in Kwara State.

### **1.3 Aim and Objectives of the Study**

The aim of this study is to investigate how employee performance in Kwara State's public enterprises is impacted by emotional intelligence and soft skills. In particular, the following objectives guided the study:

- i. identify the level of employee performance of public organizations in Kwara State.
- ii. establish the level of emotional intelligence of public organizations in Kwara State.
- iii. describe the soft skills possessed by employees of public organizations in Kwara State.
- iv. Examine the influence of emotional intelligence on employee performance of public organizations in Kwara State
- v. discuss the influence of soft skills on employee performance of public organizations in Kwara State.
- vi. analyse the combined influence of emotional intelligence and soft skills on employee performance of public organizations in Kwara State

### **1.4 Research Questions**

The following research questions will serve as the study's compass:

- i. What is the level of employee performance of public organizations in Kwara State?
- ii. What is the level of emotional intelligence of employees of public organizations in Kwara State?
- iii. What is the level of soft skills of employee of public organizations in Kwara State?

### **1.5 Hypotheses**

The following hypotheses will be tested as 0.50 level of significance.

**H<sub>01</sub>:** There is no significant influence of emotional intelligence on employee performance of public organizations in Kwara State.

**H<sub>02</sub>:** There is no significant influence of soft skills on employee performance in public organizations in Kwara State.

**H<sub>03</sub>:** There is no significant combined influence of emotional intelligence and soft skills on employee performance in public organizations in Kwara State.

### **1.6 Significance of the Study**

This research work when published will be significant and of great benefit to different stakeholders which include the Taxpayers, Researchers, Human Resource Managers, Clinical Psychologists, and Customer Relation Officers.

Tax payers would be well-informed from the knowledge to be distilled from this research that tax collectors are human after all. They are prodded to behave one way or the other

because of emotions; the soft skills they possess may be adequate or inadequate thereby making them either to be pleasant in disposition or to be nasty in their approach.

Researchers are likely to gain new insight into the concepts of employee performance, components of emotional intelligence and attributes of soft skills. The study would contribute to knowledge in terms of provision of relevant information, in the form of ideas, opinions and views from the field with the use of questionnaire, structured interview which would assist public organizations in Kwara State for effective service delivery, improved performance and ensure transparency, reducing corruption, reducing cost and quality of services.

Human Resource Managers need new impetus to their approach while interviewing with a view to employing workers. This research would be an elixir of sort in reinforcing the essentialities of emotional intelligence and soft skills because they are 'must have' skills for employees in 21<sup>st</sup> century.

Clinical Psychologists are not left out as they would have fresh insight into the three concepts on the one hand, they would gain the opportunity of new dimensions into their practice on the other hand. Above all, this study would recommend appropriate measures to be adopted so as to optimise employee performance in public organisations in Kwara State as it relates to the application of emotional intelligence and soft skills attribute. It is also hoped that I would provoke further research into this important domain beyond the scope of this study for better performance of employees.

Customer relations officers interact daily with diverse individuals who see issues from their own perspectives and are not apologetic about that. The research promises to enlighten Customer Relation Officers on the need to avoid stereotyping and generalizing but visualise and treat people as unique individuals and subordinate or subdue their own emotions. This study would recommend appropriate measures to be adopted by policy makers so as to optimise employee performance in public organizations in Kwara State as it relates to the application of emotional intelligence and soft skills attributes. It is also hoped that it would provoke further research into this important domain beyond the scope of this study for better performance of employees. The study's ability to persuasively suggest strategies to improve employees' emotional intelligence and soft skills is important for the expansion of the public service and organized public limited institutions because policy makers need to understand how to operationalize the service for effectiveness.

In conclusion, students who are in search of knowledge concerning what the real world looks like, would be provided with recent knowledge on emotional intelligence, soft skills and employee performance. In this century, these skills are regarded as vital to the well-being of employees and survival of their organization.

### **1.7 Scope of the Study**

The study will concentrate on employee performance in public organizations in Kwara State, emotional intelligence, and soft skills. Service quality, work satisfaction, responsiveness, and commitment are the key performance indicators for employees. Self-awareness, self-regulation, and social competence will be used to gauge emotional

intelligence. Critical thinking, time management, conflict resolution, and work ethic are considered soft talents. Respondents include all employees at all levels: managers, supervisors, subordinates in public organizations. The organizations and their location areas are as follows: employees of Kwara State Internal Revenue Service Ahmadu Bello Way and Fate Road Ilorin; employees of Harmony Transport Service, Kwara Express, along Ajase-Ipo Road, Ilorin in Kwara State. Ilorin is the commercial nerve-centre of Kwara State aside the fact that it is the state's capital. Kwara State was chosen for the study as a result of the services being rendered by Kwara State Internal Revenue Service- all tax-paying adults relate with the employees; virtually every traveller experiences the performance of employees of Harmony Transport Service on every journey whenever passengers have cause to travel in their vehicles.

### **1.8 Limitations of the Study**

Staff of Kwara State Internal Revenue Service (KWIRS) are not clustered in the same location while Workers of Harmony Transport Service (Kwara Express) even though are housed in the same premises; do not attend to visitors up until the last vehicle leaves the location. These scenarios point to the fact that the Researcher had to adapt to the nature of the employees of these organizations. It took time to get the questionnaire to them to fill; it was not easy retrieving it from them too. Financial constrains also affected the Researcher one way or the other in carrying out this study. However, all challenges were overcome and does not in any way affect the originality and integrity of this study.

### **1.9 Operational Definition of Terms**

**Employee Performance:** It concerns the output quality and quantity, employee attendance, helpfulness and flexibility, and promptness of output from staff members in Kwara State's public organizations.

*Service Quality:* It is the citizens' comparison of service expectations as it relates to the performance of employees of Kwara State Public organisations.

*Job Satisfaction:* This is the extent to which the employees of Kwara State Public organisations feel motivated, contented and satisfied with their job.

*Responsiveness:* This is the quality of how employees of public organisations in Kwara State react quickly and positively to customers.

*Commitment:* This is the quality or state of how employees of Kwara State public organisations are dedicated to their work/activities.

**Emotional Intelligence:** Sometimes referred to as emotional quotient, or EQ) is the capacity to comprehend, make constructive use of, and regulate one's own emotions in order to reduce stress, communicate clearly, empathize with others, overcome obstacles, and diffuse conflict in public organizations in Kwara State.

*Self-Awareness:* Knowing one's emotions, strengths, limitations, desires, values, and aspirations as well as how they affect the staff members of public organizations in Kwara State is the process of self-awareness.

*Self-Regulation:* It is the process of controlling or redirecting disruptive emotions and impulses among employees of public organisations in Kwara State.

*Social Competence:* It is the process by which employees of public organisations in Kwara State manage relationship to move in desired directions.

**Soft Skills:** They are non-technical, ethereal personality traits that indicate a worker's aptitude for becoming a "leader, listener, negotiator, or conflict mediator" in public organisations in Kwara State.

*Time Management:* It is a process by which employees of public organisations in Kwara State manage time by prioritizing what needs to be done; courteously manage daily routines in the office.

*Critical Thinking:* It is the process by which employees of public organisations in Kwara State think out of the box to make positive impact that will improve performance.

*Work Ethic:* It is the process by which employees of public organisations in Kwara State are doing things ethically right in all ramifications.

*Conflict Resolution:* It is the way through which two or more employees of public organisations or employees and customers of public organisations in Kwara State find a peaceful solution to a disagreement.

**Public Organizations:** These are referred to as the establishments owned by the government of Kwara State. The public organizations under study are Kwara State Internal Revenue Service (KWIRS), and Harmony Transport Service (Kwara Express).

**Employees:** They are individuals or workers that provide services (labour) in the public organizations in Kwara State and are paid salary for their efforts.

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## **Chapter Two**

### **Literature Review**

Chapter two will review existing and relevant literatures within the context of the variables of the study as well as review of relevant theories. The chapter will focus on the theory and empirical research that examine the relationship or congruence between employee performance in Kwara State's public organizations and their employees' emotional intelligence and soft skills. The chapter is organized as follows:

#### **2.1 Conceptual Review**

2.2.1 Concept of Employee Performance

2.1.2 Concept of Emotional Intelligence

2.1.3 Concept of Soft Skills

#### **2.2 Theoretical Review and Framework**

2.2.1 Social Learning Theory

2.2.2 Theory of Employee Performance

2.2.3 Theory of Emotional Intelligence

2.2.4 Theory of Soft Skills

#### **2.3 Review of Empirical Studies**

2.3.1 Emotional Intelligence and Employee performance

2.3.2 Soft Skills and Employee Performance

#### **2.4 Conceptual Framework**

#### **2.5 Summary of Literature Reviewed**

#### **Endnotes**

## **2.1 Conceptual Review**

### **2.1.1 Concept of Employee Performance**

The performance of workers is one of the most significant factors that must be considered when discussing the internal mechanism of a business, though not the only. Given the ongoing evolution of businesses and the ever-increasing market requirements, it becomes more difficult to achieve the greatest levels of performance. This presupposes not just the provision of high-quality services and goods, but also committed, motivated personnel. The more workers surpass expectations, the better the organization's prospects of success and survival. The performance of an employee is how he or she carries out the tasks, obligations, and responsibilities connected with a certain job<sup>1</sup>. The performance of employees is a source of competitive advantage that encourages responsiveness in boosting the overall effectiveness of a firm.

The success or failure of an organization depends on the performance of its members. The actions an employee is required to complete, as well as the manner in which he is expected to execute them. Job performance is sometimes referred to as an employee's psychological identification with his or her job. According to research, both the quality and amount of work produced on a task may be quantified. This is because job performance is an indicator of an organization's performance<sup>2</sup>. Moreover, job performance represents "all the behaviors employees carry out at work," and, in addition to outcomes, behavior, and personality, job performance can also be viewed in three dimensions<sup>3</sup>. Performance metrics have been proposed for measuring employee quality, speed, creativity, innovation, risk taking, and future development skills.

Moreover, studies have demonstrated that job performance consists of both general and specific aspects as well as quantitative and qualitative dimensions, corroborated by recent studies that indicated a paradigm shift from defining employee performance based on outcomes and behaviors because these are easier to define and observe than personal traits<sup>4,5</sup>. Thus, employee performance is the capacity to complete statutory tasks collaboratively depending on one's area of expertise and company goals. Organizational expansion is strongly entrenched in the capabilities of the organization's personnel. The organization's heart is its personnel, from whom come management and scholarly activity. The Human Resources Department works to improve its service delivery as the organization's nerve core. It is thought that in order for an organization to achieve its major objectives, it must be able to recruit, retain, and motivate a highly skilled and devoted workforce<sup>6</sup>. An organization's success will be determined by the ability of its staff to carry out their duties effectively.

An employee's performance is measured against the standard set by the employer<sup>7</sup>. Equally important is the contribution of employees to the company. Measurement of employee performance has been a contentious issue, particularly when it comes to employee performance. An organization is distinguished by its efficacy, which can only be achieved by exceptional individual performance. Employee performance is the expected value of an employee's actions over a specified time period. Among the specific concepts included in the definition are: (a) viewing performance as a facet of the work that people accomplish. Assuming that an employee's behavior contributes to the development of the organization, an employee's behavior may be considered as helping to

construct or destroy an organization; nevertheless, its value cannot be assessed because the behavior cannot be measured.

Employee performance relates to the actions that workers are required to complete and how they execute those duties. A worker's job performance is also defined as the extent to which he or she identifies psychologically with the job. Quality and quantity of the work performed on a job is measured, and the quality and quantity of the work are indicators of the performance of an organization, which is managed by the management<sup>8,9</sup>. Employee performance is the ability of an organization's staff to cooperatively carry out statutory activities related to their specialization and the organization's goals. In any organization, growth is deeply rooted in the capability of the employees. An organization's performance is a function of employee performance. This means that the way a worker performs his or her work reflects the organizational goal. This is a sign of the ability of an organization to efficiently accomplish independent goals. A person's performance on the job can be measured by two factors<sup>10</sup>.

Highly motivated people tend to perform well in their jobs, which has a good impact on the business, from encouraging other employees to generating positive financial development for the firm as a whole. This is consistent with the obligation of each employee to provide their utmost effort to their tasks in order to achieve success. Effective employee performance must have constructive impact on the organization and her employees<sup>11</sup>. As a result of job performance, organizations ensure product production, economic growth, and firm survival. In terms of educational chances, medical benefits, economic advantages, recreations, security, family, social position, and privileges, it

gives several social facilities to its workers. Moreover, performance indicators such as job quality, quantity, timeliness, cost efficiency, originality and innovation, policy adherence, personal appearance, and management by goals are the guiding principles for workers' official responsibilities. Science has now clearly demonstrated the link between the influence of emotions and thoughts and their impact on human motivation, perceptions, and performance outcome<sup>12</sup>.

Employees generally perform better when their bosses recognize or inspire them, but the absence of such appreciation or motivation has a detrimental impact on their job performance<sup>13</sup>. However, some factors responsible for poor employee performance in public organizations appear to be both internal and external. The internal factors include job stress, lack of computer literacy skills, power (electricity), inability to manage one's own emotions as well as others', maintenance of infrastructure, lack of work ethic, and communication barriers while the external factors include motivation/rewards, training, and long working hours as well as working environment. Certain measures have been said to be utilized for employee performance. This research isolated: service quality, job satisfaction, responsiveness and commitment from other possible factors espoused by scholars.

It has been established that human beings work to lead a satisfactory life either in the public or private sector, jobs are not taken for this sole reason, it can also be seen as the means used to achieve one's personal goals. When a job is up to or more than an individual's expectation, the individual often have positive emotions. These positive emotions are referred to as job satisfaction<sup>14</sup>. Job satisfaction is considered enough reason

for an employee to continue with his job. It was observed in a study that job satisfaction affects people's attitude towards their jobs and various aspects of their jobs. The resultant influences of job satisfaction as observed by researchers include better performance and reduction in withdrawal and counter-productive behaviours. The presence or absence of a lot of features, sourced internally from the employing organization influences worker's behaviour concerning their jobs and their jobs commitment to their organization. Employee's satisfaction has become one of the main corporate objectives in recent years. An employee will not put in his/her best in a job if he/she is not satisfied with the job. The progress and survival of an organization depends on how committed the organization is. Motivated employees are important to the success of an organisation and therefore understanding people in their jobs and what motivates them could be a driving force in strengthening organizational commitment<sup>15</sup>.

Job satisfaction is crucial to the workers' response to his/her immediate work environment. The satisfaction an employee enjoys from his job is a main determinant of his level of organizational commitment. Organizational sacrifice is important to preserve and attract well qualified talent pool in any organisation. An organization's commitment is an essential factor in achieving its goals, fostering innovation, and maintaining stability. It makes each unit like employees, managers, owners, of an organization to trust themselves; hence, it brings better superior- subordinate relationship and improves organisational climate. Stronger and more generalized commitment may enhance organisational development, growth and survival<sup>16</sup>.

Further research defined work satisfaction as an affective state associated with the positive or negative evaluation of job experiences. It is the fulfillment of certain needs associated with one's job that leads to job satisfaction. Jobs are done better when employees are satisfied with their job. It is the feelings an individual engender towards his job and other aspects of the job<sup>17</sup>. The job diagnostic survey of some researchers reveals that job satisfaction is associated with five core characteristics which are skill variety, task identity, task significance, autonomy, and feedback from the job itself as well as two supplementary characteristics: feedback from agents and dealing with others<sup>18</sup>. A recent study presented three ideas to explain the significance of job satisfaction: Organizations that consider humanitarian values find it important to treat their employees with respect. Assessing job satisfaction could be considered as an indicator of the extent to which employees are related with effectively. High levels of job satisfaction may also indicate mental or emotional health. According to the level of work satisfaction or discontent of an employee, organizations might construct a role in which the employee's conduct is anticipated to impact organizational operations. Job satisfaction can be expressed through behaviors that will affect an organization negatively.

An indication of organizational performance can be job satisfaction. Assessing job satisfaction might bring out various levels of satisfaction among organisational department, therefore, be helpful in pinning down areas in need of improvement<sup>19</sup>. These techniques are ways for managers to use their understanding of what generates job satisfaction and drives employees. Reinforcement/Behavior Modification: Most executive managers favor rewarding employees and giving them praise for their work above avoiding consequences. Management by Objectives is a collection of processes that

include managers and staff members in establishing objectives and monitoring development. The majority of experts concur that motivation is MBO's greatest benefit when applied correctly. Participative Management and Empowerment: Increasing employee work satisfaction by giving them a say in the management of their employment and the organization. Workers who no longer have to report product defects to the supervisor and instead have the freedom to address issues on their own or even return damaged goods to the workers who are accountable for them are empowered to assume greater accountability for their own performance. By incorporating an additional motivating factor into job activities, Programs for work enrichment and job redesign attempt to boost job satisfaction. Plans for job rotation, for instance, increase opportunities for skill acquisition and for personal growth. Job Design Software This approach improves job satisfaction by creating a more comfortable match between employees and their occupations. Usually, one of these three approaches—combining tasks, creating organic work groups, or developing client relationships—is used to conduct job redesign. Schedule of Work Modified: (a) Workshare Program: As a result, two or more individuals can share a single full-time employment. b) Job sharing is often advantageous for both employees and employers, but job sharing employees get less benefits than their full-time counterparts. (c) Flex time may include starting later and departing later or starting later and leaving earlier<sup>20</sup>.

According to a study, organizational commitment is defined as the loyalty and emotional attachment to an organization. It takes the cost associated with leaving an organization into account. Further research explained organisational commitment as the intensity of the identification and dedication an individual has towards organisational goals and

mission<sup>21</sup>. When workers are confident they will advance and develop with their existing employers, they are more committed to sticking with that specific business. Organisational dedication is an example of a work attitude. It is the employee's identification with a certain organizational objective and desire to keep his position within the company. It was noted that organizational commitment is a member's feeling of pride in their affiliation with an organization. It is the commitment to an organization and the readiness to put out one's best effort to attain its objectives<sup>22</sup>. Employees become committed to their organizations when they (i) believe in and uphold the mission and values of their employers, (ii) are willing to work together to achieve their shared objectives, and (iii) have a strong desire to work for their employers in the future. Organizational commitment has three different types or dimensions. These three types of commitment are emotive, continual, and normative. Affective Commitment: This is the propensity of an employee to remain with a firm due to emotional connection. An employee that exhibits affective commitment to their firm will frequently strongly identify with the organization and its goals and may decline offers to go to another organization, even if it seems more financially advantageous. Continued Commitment: The person stays with the organization because they see the significant costs of leaving, including social costs, friendships with coworkers that would have to be lost as well as financial losses like lost pension accruals. The employee continues to be an organization member out of necessity. The drive to save upcoming expenses associated with a potential change in employer leads to a commitment to continuity. Normative commitment: The person joins and stays with an organization out of a sense of duty. For

instance, an organization may have spent in educating an employee, who then feels obligated to work hard and remain with the organization in order to return the debt<sup>23</sup>.

Service quality is seen as an essential instrument for a company's battle to separate itself from its rivals. Academics, practitioners, and service marketers have all paid close attention to service quality. Service quality is the customer's overall evaluation of a service<sup>24</sup>. Service quality is the consequence of consumers' comparisons of what they believe service organizations should provide and their opinions of the performance of service-providing organizations. When consumers compare their perceptions and expectations, the result is service quality<sup>25</sup>. The foundation for measuring service quality is the customer's expectation since quality is high when performance meets or exceeds expectations, and quality is low when performance falls short of expectations. The result of the consumer's perception of the technical and functional service dimensions is perceived service. It is crucial to recognize that service quality is evaluated not just in terms of final results but also in terms of how it is provided throughout the service process and how it ultimately affects consumer views<sup>26</sup>. Customer happiness, financial performance, manufacturing costs, customer retention, customer loyalty, and the effectiveness of marketing strategy are all strongly correlated with service quality. Service quality is something that businesses in the service industry perceive to be strategically important to their marketing strategy<sup>27</sup>. Organizations can achieve a higher degree of service quality, a higher level of customer satisfaction, and can keep a steady competitive edge by focusing on service quality<sup>28</sup>.

In the changing organisation scenario of 21st century, organisations had to have a vital identity to provide excellent services. Organisations nowadays have to be of world-class standard, committed to excellence in customer's satisfaction and to play a major role in the growing and diversifying manufacturing and financial sector<sup>29</sup>. There has been a remarkable change in the way of customer relationship in the last few years. Customers have also accurately demanded globally accepted and expected quality services from organisations. With so many options, consumers are unwilling to settle for anything less than the finest. Organisations have recognized the need to meet customer's aspirations<sup>30</sup>. This is referred to as global best practices. As a result, service quality is a crucial motivator for an organization's ascent up the high technology ladder. Service quality has been utilized consistently as a strategic tool that allows a company to distinguish itself from others in a competitive service market, and it is seen as a significant factor of service competitiveness<sup>31</sup>. In common parlance, Service quality refers to the degree of excellence of service performance and is viewed that service quality is subjective.

As a result, the client compares the actual service to the expected service based on how well they feel the service meets their wants and expectations. Concerning this view diverse writers have described service quality as a sort of customer attitude resulting from the contrast of consumer expectations towards given services with their actual performance<sup>32</sup>. The literature identified two schools of management thought in particular with relation to service quality. One is based on a gap model, or a comparison between, and it relates to SERVQUAL. The following are some characteristics of high-quality customer service: tangibility, dependability, assurance, responsiveness, and empathy. Regardless of its popularity, numerous scholars have questioned its practical applicability

and raised doubts about its validity. The issue of when to assess quality, either before or after getting the service, and the assumption that the model employs a subtractive "gap" (P-E) between perceptions and expectations as a measure of quality. In response to the foregoing complaints, the SERVPERF scale was created, excluding expectations (E) and evaluating service quality based on customers' perceptions of the performance of the service provided using the same five dimensions as SERVQUAL<sup>33</sup>.

A service is characterized as a task intended to benefit a client. As a result, the gap between a service's predicted and actual performance is thought to be the measure of service quality. Service quality is the degree to which a certain service meets the consumers' expectations<sup>34</sup>. It typically establishes a customer's perception of a certain good or service. Below is a basic description of various dimensions. Things that are tangibles are those with a physical existence that can be seen or touched. In the context of service quality, tangibles include information and communications technology (ICT) tools, physical facilities and their appearance (environment, lighting, air conditioning, seating arrangement), and the organization's service-providing workforce. Any organization will use these tangibles in a random integration to provide services to its clients, who will then evaluate the usefulness and quality of these tangibles. Reliability: Reliability is the capacity of a service provider to perform the promised services honestly and consistently. Customers seek reliable services they can rely on. Assurance: The amount of expertise and civility shown by personnel in providing services, as well as their capacity to inspire trust and confidence in customers, contribute to the development of assurance. Empathy: Empathy entails caring for clients by offering them

individualized attention. It requires listening to their issues and efficiently answering their expectations<sup>35</sup>.

Service quality is a characteristic that has attracted the attention of researchers in services marketing. The body of research implies that the discrepancy between customers' performance expectations and their perception of the actual service received is what determines service quality. Additionally, service quality has been viewed as a concentrated assessment that represents the customer's opinion of certain service aspects<sup>36</sup>. Service quality is the degree and direction of discrepancy between consumer's perception and expectations in terms of different but relatively important dimensions of service<sup>37</sup>. Numerous scholars have created service quality principles over the years in various sectors and nations. For example, emphasize that customers examine several characteristics of an e-service in order to build an overall assessment of the quality e-service's. The study found that the aspects of e-service quality, including environment quality, delivery quality, and outcome quality, are precursors to the worldwide assessment of e-service quality<sup>38</sup>. Similarly, five dimensions to measure e-service quality were proposed by a scholar which are; access, web interface, trust, attention, and credibility, and concluded that customers specified the notion that service quality in e-banking is largely determined by web elements<sup>39</sup>.

The client gains from responsiveness in terms of time and emotional benefits. In direct

sales, the significance of mental advantages obtained from the responsiveness component has been investigated<sup>40</sup>. Service responsiveness includes (i) Employee response: service people must know everything, and professional skill is only a foundation for resolving issues. Additionally, service professionals must possess appropriate responsibility, adaptability, and desire to assist consumers. The service behavior of employees may improve and sustain service quality, which is essential for the implementation of an organization's service plan. (ii) Response time: businesses establish defined guidelines for response time, give what the consumer wants, and handle their demand immediately. The viewpoint of a performance measurement system indicating that timely control and speedy product delivery substantially impact consumer response. Response speed refers to the capacity of a company's systems to respond rapidly and in real-time to the diverse requirements of its consumers<sup>41</sup>. Organizations must regulate their internal resources in order to adapt swiftly to threats and environmental shifts. iv. Information integration: it indicates the extent to which a company provides an outstanding service information system to receive, analyze, record, and monitor customers' needs<sup>42</sup>. To improve organizational responsiveness, it is necessary to create an integrative marketing communication model from the outside to inside (from customer side to organization side)<sup>43</sup>. In this model, the connections between consumers, departments, and the organization may be linked and shaped through good organizational responsiveness<sup>44</sup>. It shows a regular operating method to connect, distribute, and record, as well as a variable technique to accommodate diverse needs. "The set of methodological and behavioral techniques emphasizing the management of process, or means of activities, rather than the results," is what process management is defined as.

Organisation service responsiveness includes: i. organizational culture support: it reflects the ability of a firm's systems to provides business members with clear service vision; willingness to invest in training expenses; constructive attitude towards failure and positive service attitude when serving unstable customers' needs. ii. Teamwork cohesiveness is the mindset of working together across divisions and accepting differing viewpoints. They found that the service system can affect employee reaction behavior in internal company environments and is also the primary determinant of organizational responsiveness in the service and industrial industries<sup>45</sup>. The support of service responsiveness in the internal environment and teamwork, for instance, may increase staff cohesiveness and, in turn, improve customer service<sup>46</sup>.

### **2.1.2 Concept of Emotional Intelligence**

A lot of studies have been reviewed regarding emotional intelligence and its part in the work setting in the last fifteen years. Many definitions and models are given by scholars in the field of emotional intelligence to figure out the idea of emotional intelligence and its effect on employee performance. The hypothesis of emotional intelligence is produced and conceptualized into three models: capacity display, attributes shown along with blended model. Emotional intelligence is the capacity to specifically differentiate and understand one's own emotional reactions along with those of others<sup>23</sup>. Furthermore, it comprises the capacity to make use of one's own approach for sound decision as well as to do something practically.

Emotional intelligence is the same as being concerned with successfully accepting oneself and others, connecting well to others, and manipulating and gaining a feel for the immediate environment, which is especially useful when coordinating ecological needs<sup>47</sup>. Emotional intelligence is characterized as a boundary to become conscious of our own mind-set and the other people feeling for encouraging ourselves. In a relationship, it also helps us to deal with the individual as well as our personal desires<sup>48</sup>. The following definitions show that to mix or mingle successfully at work place, emotional intelligence plays a very noteworthy part on employee performance and their relationship with other employees in public organizations. The managers and employees who can deal and have knowledge of their mind-set in a powerful means are extra successful at workplaces. Emotional intelligence model is of three angles was also presented by him that include competence, characteristic and mix of capacity and qualities named as blended model of emotional intelligence. Capacity model of emotional intelligence portrays emotional intelligence like the capacity to examine one's own and others' emotions plus feelings, to divide amongst them, in addition to utilize the data to direct one's manner of thoughts as well as procedures. Characteristics model of emotional intelligence observe emotional intelligence as non-subjective skills, for instance, self-assurance, self-completion, general disposition, as well as general prosperity. As would be natural, events within the light of characteristic habits to arrange with emotional intelligence don't narrate well with measures of intelligence<sup>49</sup>.

They clearly relay among individual events, powerful analysts to allude to this approach as emotional intelligence as character. Intermingled model of emotional intelligence can

be a mixture of competence model and attributes model of emotional intelligence. The blended model specifies emotional intelligence and evaluates elements of disposition and mental intelligence despite the emotional intelligence. Emotional intelligence explicates the aptitude, capability, talent, otherwise self-perceived gift to identify, charge, and direct the emotions of one's character, of others, and of crowd. Individuals who have an elevated quantity of emotional intelligence be on recognizable terms with themselves extremely fine as well as are also competent to sense the way of thinking of others. They are pleasant, flexible, plus positive. Emotional intelligence is the ability to fully understand a person's own emotions, then managing, scheming, and stimulating those emotions accordingly. Additionally, he illustrated that emotional intelligence also deals with the ability of considering the feelings of other individuals and then organizing those feelings to do the actions efficiently. An author explained the meaning of emotional intelligence as the non-cognitive ability as well as capacity that will impact the individual's capacity to deal with the needs and outside force applied by the surroundings<sup>50</sup>. He has different view that emotional sound does not only have the cognitive capability other than that it also helps the person in his daily routine and life activities.

Emotional intelligence is a momentous attribute that cause the act of the employees. A Project Manager needs to be competent and emotionally intelligent to deal with different situations intelligently<sup>51</sup>. A previous author has offered and explained a complete definition of emotional intelligence. According to his line of thought, emotional intelligence is the ability to know one's own emotions, thoughts and feelings and then

scheming and encouraging those thoughts consequently. He also established that emotional intelligence helps the person to understand the other people's emotions and then supervising those emotions to attain a definite goal or to complete well in any task. Emotional intelligence is individual's ability to handle different life stressors and external strains that have been forced by the environment<sup>52</sup>. He not only believe that emotional intelligence was a non-cognitive ability but believed that emotional intelligence sustains interpersonal relationships. Both the private organization as well as the public sector needs to change in a useful way and they stated that emotional intelligence is the key factor that will help the leaders or the managers of any organization to deal efficiently with any change that will occur in their organizational settings<sup>53</sup>. Emotional intelligence helps the managers of public organizations to understand their own emotions as well as the emotions of other persons. It does not only help to recognize but also handle those emotions for the advantage of the particular organization<sup>54</sup>.

Emotional intelligence does not only include the acknowledgement and organizing the emotions but it also involves the better development of the employees and to do that the manager on the certain work setting needs to comprehend and to adopt the skills of the employee that will allow them to do well and it will help in the development of the organization<sup>55</sup>. Different authors have given their own points of view on emotional intelligence and also described the significance of emotional intelligence in everyday life activities. They have proposed three models of emotional intelligence mainly known as ability model, trait model and the mixed model. Emotional intelligence is the competence to understand the person's own personality as well as the personality of the other

individual to achieve the desires of the organizational environment competently<sup>56</sup>. Organizations wishing to comprehend the relationship between organizational performance and emotions have conducted research on emotional intelligence<sup>57</sup>. Companies such as Procter & Gamble and Federal Express acknowledge and use emotional intelligence as the subject of their training<sup>58</sup>.

Emotional intelligence is the approach in which individuals react to their environment<sup>59</sup>. One of the three models of emotional intelligence classifies environmental response. Personality model, ability model, and mixed trait model are the three models<sup>60</sup>. The personality model relates to attributes like agreeableness and empathy. The capabilities model focuses on an individual's characteristics. The mixed trait model is an amalgamation of both. Low emotional intelligence correlates with a high employee revenue rate<sup>61</sup>. Correspondingly, it was found that high emotional intelligence aided in the prevention of the negative feelings driving a person to quit their job willingly<sup>62</sup>. Emotional intelligence has been studied to decide whether there is any correlation between the impulsive activities criminals display, and whether it determines the conduct of highly successful salespeople<sup>63</sup>. In service organizations, it is customary to observe what an author refers to as facade acting, which is the forced emotional behavior of people who chase guidelines for how to act when greeting the public<sup>64</sup>. A favorable emotional experience for clients leads in greater emotions of self-worth among employees<sup>65</sup>.

Emotional intelligence is a component of soft skills, given the importance of these abilities in the workplace. While emotional intelligence is considered in a healthy work

setting, a person's emotions in a poor work environment may have a detrimental impact on his or her interpersonal skills<sup>66</sup>. Emotional intelligence is the relationship between emotions and performance that generates business interest in the subject<sup>67</sup>. An individual's emotions may be influenced by his or her job satisfaction, motivation, interpersonal skills, and quality of life<sup>68</sup>. Emotional intelligence is one of three types of intelligence that impact a person's performance at work<sup>69</sup>. There are residual variables contributing to social and cultural intelligence. Researchers view the structure of intelligence theories to be comparable<sup>70</sup>. Emotional intelligence, social intelligence, and cultural intelligence are interdependent, but not subservient<sup>71</sup>. Globalization and rising competitiveness have heightened the demand for cultural intelligence. The capacity to remain adaptable and respond to culturally diverse situations is known as cultural intelligence. Individuals considered culturally proficient display the ability to interact successfully with individuals of different cultures<sup>72</sup>. Due to the numerous changes in racial and ethnic groups in society, this competency is essential for the success of any business. Prior to the existence of emotional intelligence, Thorndike postulated social intelligence<sup>73</sup>.

The most important skill related to workplace emotional intelligence is self-awareness. The first step to becoming emotionally intelligent is to become as self-aware as possible<sup>74</sup>. Emotional intelligence is a relatively new concept that was popularized and introduced to the field of business by a scholar who claims that it may be more successful than cognitive intelligence for the management of business affairs<sup>75</sup>. Emotional competences derived from self-awareness enable us to be more effective at work and cultivate

excellent relationships. It is the capacity to identify one's feelings and the consequences of those feelings. Studies indicate that people who are aware of their emotions do better at work. They can see and anticipate how their actions will affect others, and they are aware of and comprehend their emotions, feelings, and needs. People who feel quite certain about their emotions are good at managing their lives and are able to channel their happy emotions into completing objectives. Self-awareness competencies include emotional self-awareness, accurate self-awareness and self-confidence<sup>76</sup>. The first element of self-awareness is emotional self-awareness. This illustrates how crucial it is to be aware of one's own emotions and how they impact one's performance. Knowing one's own resources, abilities, and boundaries is necessary for accurate self-evaluation. People that possess this ability are self-aware, contemplative, learn from experience, open to direct criticism, open to new perspectives, continually learning, and self-developing. A strong feeling of one's value and ability is a necessary component of self-confidence. People who possess this skill project confidence, have presence, are able to speak their minds and take risks for the greater good, are resolute, and can make wise choices under duress. People who have self-confidence frequently believe they are competent, capable of taking on difficulties, and able to learn new tasks or talents. They consider themselves to be catalysts, movers, and initiators, and think that their talents outperform those of others<sup>77</sup>.

Self-regulation refers to self-generated ideas, attitudes, and behaviors that are ordered and cyclically modified to attain personal and institutional objectives<sup>78</sup>. Self-regulation is a

fundamental human ability that provides us with an evolutionary edge and helps us to survive<sup>79</sup>. The basis for how other people see us as an individual agency is the degree to which we self-regulate—or do not self-regulate<sup>80</sup>. Self-regulation is a social, behavioral, and environmental interaction system. Self-control is not a unique characteristic, ability, or degree of competence. Self-regulation entails the capacity to reflect before acting and to withhold emotional judgment on occurrences<sup>81</sup>. In addition, it entails having control over mood swings and impulses and, as a result, not letting them to interfere with one's quality of life. Its hallmarks include adaptability, honesty, dependability, and comfort with uncertainty<sup>82</sup>.

It also comprises cognitive, psychological, motivational, and behavioral components that enable a person to alter his or her behaviours and objectives in response to dynamic environmental situations in order to achieve the desired results<sup>83</sup>. Self-regulation is viewed as the capacity to effectively set goals, agree on appropriate strategies, schedule their time, coordinate and prioritize materials and data, change methods flexibly, track their teaching and learning by soliciting feedback on their outcomes, and modify anticipated learning practices. Several recent studies advocate specifically for the introduction of self-regulation in a range of academic contexts<sup>84</sup>.

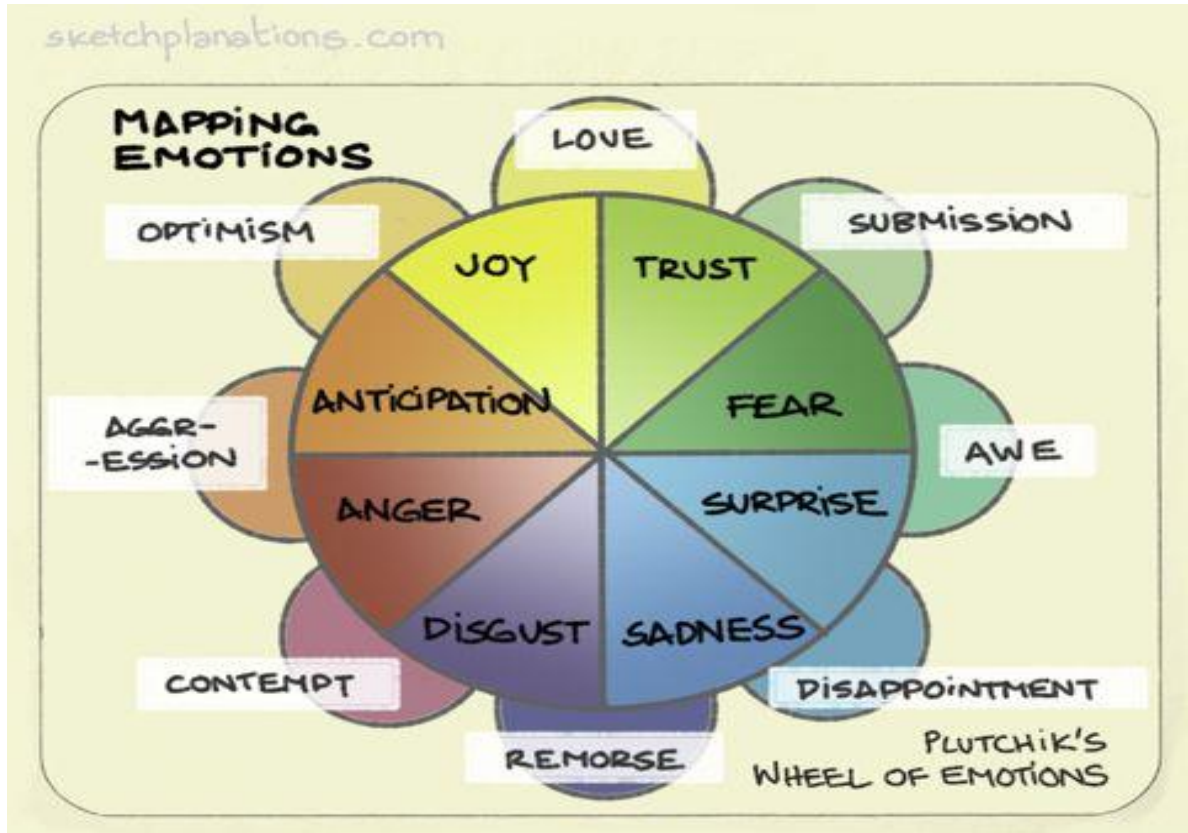
"Processes involved in achieving and maintaining (i.e., keeping consistent) goals, where goals are internally reflected (i.e., within the self) desired states," are included in self-regulation<sup>85</sup>. Thus, at the core of the majority of theories of self-regulation are the notions that people create goals, evaluate their progress against the objectives, and modify their actions or cognitions if there is a difference between a goal and the current

state<sup>86</sup>. These variables and their interrelationships comprise the negative feedback loop which consists of an input function, a reference value, a comparator, and an output function<sup>87</sup>. The input function senses how one is currently performing. The system actively maintains the reference value as a representation of a desirable state, such as a task goal. To assess whether there is a discrepancy between the input and a standard or goal, the comparator compares it to those. If a difference is detected, the output function is engaged to bring the subsequent input in line with the goal. This output may include behavioral changes aimed at increasing or decreasing effort, as well cognitive changes aimed at altering one's interpretation of the standard, input, or discrepancy. (Negative feedback loops can be contrasted with positive feedback loops, which have all of the same components but consist of individuals setting standards higher than current performance so as to create a discrepancy or enlarge an existing discrepancy)<sup>88</sup>.

Social competence is an individual's ability to manage social interactions with others<sup>89</sup>. It is about understanding individuals and acting appropriately in social settings<sup>90</sup>. An author discovered that there was a link between social support and emotional intelligence<sup>91</sup>. There is a close familiarity between the two constructs. Another author stated an individual has a need for social intelligence, and social competence to navigate social situations successfully<sup>92</sup>. A book reviewer said that people's maladaptive behavior depending on the situation. Practical intelligence is cited as the justification for the person's behavior. It is said that emotion is a personal state of the heart. Emotions can be a response to external events or internal stimuli (such thoughts or memories). Moods and emotions are not the same thing. A mood is a state of the heart that influence us to react a

certain way. For instance, someone in a low frame of mind is more likely to feel irritated when they trip on a rock. Someone in a good frame of mind is more likely to feel amused by the event. In general, emotions are reactions to an occurrence, while moods are present before and throughout the event<sup>93</sup>.

In and of itself, emotions are neither good nor harmful. They are merely responses. However, how we act (or don't act) on our emotions may have a significant impact on our wellbeing, even though there are various types of emotions. Since emotions are subjective, individuals often differ on how to categorize them. Some argue that there are just six fundamental emotions in humanity. Others argue that we have up to 34,000 unique types of feelings. Dr. Robert Plutchik's emotion wheel<sup>94</sup> is a popular tool for categorizing emotions. The eight fundamental emotions are arranged by Plutchik into a rainbow wheel. Each emotion is shown next to its "opposite," as shown in the illustration:



**Fig 2.1: Mapping Emotion**

**Joy vs. Sadness, Trust vs. Disgust, Fear vs. Anger, Surprise vs. Anticipation**

The above diagram shows that many emotions are simply more intense or less intense variations of the eight fundamental emotions. For instance, wrath is a stronger form of anger than annoyance, which is a milder form. The eight fundamental emotions can be combined to form more complex emotions. For instance, blending joy and trust together can create love. Since man is a creation of emotion, he goes through it daily in his interaction with others exuding positive or negative disposition. Some of us don't read others but assume that we are one and the same thing simply because we are conversing or interacting with one another.

The limbic system, a collection of brain regions, regulates our emotions. Our emotional states are influenced by chemicals released by the limbic system. The chemicals that have been released determine the kind of mood we experience. As an illustration, the hormone oxytocin enables us to sense love. Emotions alter our body's chemical and functional status in addition to reflecting our mental moods. For instance, when we feel fear, our sympathetic nervous system gets activated. We may begin to perspire, our pupils may dilate, and our pulse rate may accelerate. On the other hand, our physical well-being can impact our emotions as well. Deep breathing might help you release fear or anger by triggering the parasympathetic nervous system. Your heart rate is slowed by this system, which aids in relaxation. Cross-cultural research suggests each emotion manifests differently in our body. In a 2014 study, subjects were exposed to phrases, narratives, or facial expressions that were meant to evoke a particular feeling. They were then instructed to color in anybody areas they felt were becoming more or less active<sup>95</sup>. Every emotion has its own "blueprint," which is imprinted on the body. One's head, chest, and arms, for instance, all became significantly more active when one was angry. In other words, participants frequently found themselves breathing heavily, developing sweaty palms, and hot faces. In the meantime, those who felt disgust reported increased activity in their throat and gut (likely reflecting nausea). Happiness was the only emotion which led the entire body to have an increase in activity.

In some cultures, certain emotions may have names, whereas in others they may not. Some feelings that don't have exact English equivalents are listed here: *Gunnen*: This is the Dutch word for feeling happiness for someone else's good fortune (opposite of

schadenfreude). Ilinx: This is French word for the guilty pleasure of causing minor mischief. Malu: This is Indonesian word for the insecurity and awkwardness you feel when surrounded by people of higher status. Torschlusspanik: This is German word for the fear that life is passing you by. Umay: This is Tagalong word for the weariness you feel after having too much of a good thing. Some cultures prioritize certain emotions over others. In Western civilizations, people frequently strive to feel as happy as possible. Meanwhile, in many Eastern cultures, people attempt to strike a middle ground between positive and negative emotions<sup>96</sup>. The reasons why human beings have emotions according to philosophers who have pondered whether humans truly benefit from emotion are discussed here. Strong emotions frequently cause us to make poor decisions and do things we'll later regret. Wouldn't it be preferable to rely only on logic?, particularly so when dealing with customers or clients?

However, a lot of scientists think that emotions are usually advantageous for people. In the past, our feelings encouraged us to use particular survival techniques. Every primary emotion served a distinct function. For instance, fear made our ancestors flee to safety when they came upon a hazardous animal. When they encountered a problem on the way home, they were motivated by anger to solve it rather than give up. And after returning home safely, feelings of happiness would reinforce the actions that helped them survive. However, there are situations when feelings actually make things worse rather than better. People who suffer from clinical anxiety may find that dread paralyzes them rather than inspires them. People who are depressed may experience such intense sadness that they are unable to experience joy. Even those without a clinical diagnosis are capable of

experiencing emotional overload. A sympathetic counselor can frequently assist people in gaining control over upsetting emotions. In therapy, people can learn how to identify times when emotions are impairing their judgment and control those emotions. They might also discover constructive techniques to deal with these emotions.

A person's feelings about their job, their company, or their team significantly affect how much they value such things. Emotions can influence workplace conduct. According to research, those within our inner circle are better able to recognize and comprehend our emotions. Consequently, how do sentiments, attitudes, and workplace actions connect to one another? This relationship may be explained by the Affective Events Theory (AET)<sup>97</sup>. The Affective Events Theory (AET) stated that it was observed that the effect of six major kinds of emotions in the workplace: anger, fear, joy, love, sadness, and surprise affect the mood or attitude of people. According to their idea, different types of people experience various emotions in response to particular workplace occurrences. These emotions then trigger acts that may aid or impede coworkers<sup>98</sup>.



**Fig. 2.2: Affective Event Theory (AET)**

**Affective Events Theory (AET)**

Six emotions are impacted by work-related events, according to the Affective Events Theory. For instance, imagine that an associate unexpectedly delivers a morning coffee to another coworker's desk. As a consequence of this unexpectedly delightful event, the individual may feel delighted and surprised. If that co-worker is your boss, the individual might feel proud as well. Positive emotions stemming from job experience may drive individuals to pursue something they hadn't intended to do previously, according to studies. For example, an individual might volunteer to help a colleague on a project he or she weren't planning to work on before. The individual's action would be an affect-driven behavior. Alternatively, if a worker is unfairly reprimanded by a manager, the

negative emotions he experienced may cause him to withdraw from work or to act mean toward a coworker. These insignificant emotional flare-ups at work can eventually affect an employee's job happiness.

A person's pleasure at work can be influenced by business benefits and promotions, but satisfaction is not only a product of this sort of "outside-in" compensation system. According to the AET model, a person's personality, small emotional experiences at work over time, beliefs, and affect-driven behaviors all contribute to their level of job satisfaction. High-negative-emotion Burnout is a chronically negative emotional state brought on by job-related discontentment. Frustration and burnout may both result in melancholy, anxiety, aggression, physical illness, increased drug and alcohol usage, and sleeplessness, with frustration being slightly more active and burnout being considerably more passive in this regard. As anger flares up and is displayed in relationships with others, these circumstances can have an adverse influence on coworkers, clients, and consumers.

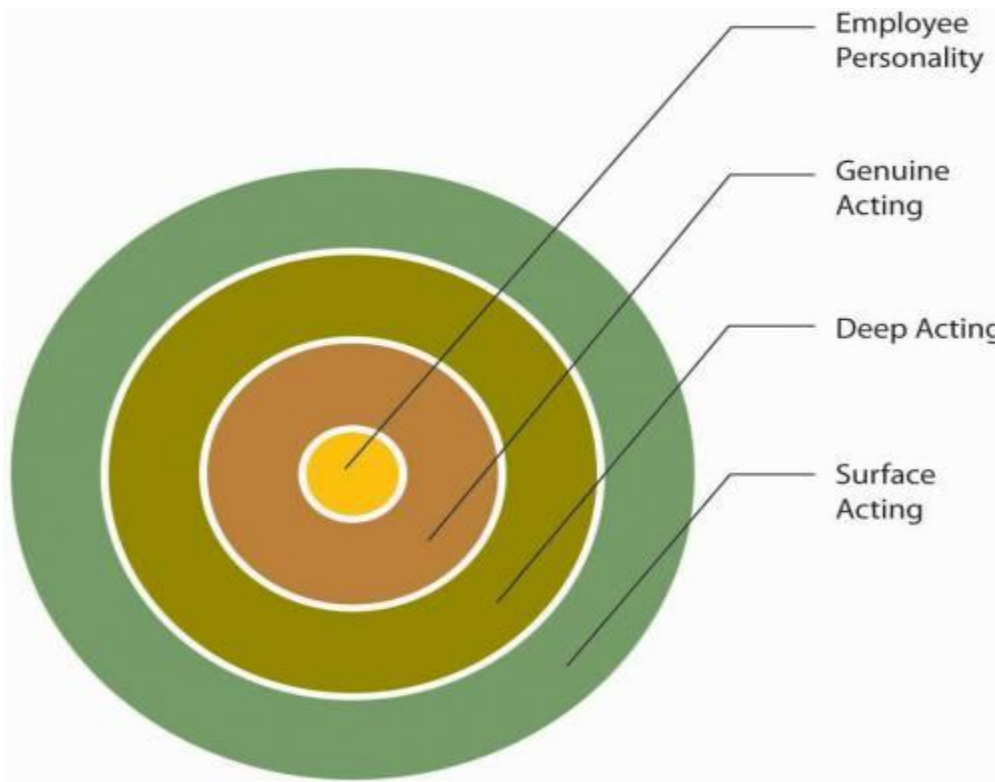
Negative feelings are widespread among employees in service industries. People who work in the manufacturing industry seldom ever interact directly with their clients. If they're in a terrible mood, the consumer would not know. The exact contrary is true for service work. A service provider's work includes maintaining a particular public image. Service industry workers are skilled assistants. Consequently, they are supposed to continually be happy, affable, and charming, which may get boring after a while. Humans are emotional creatures by nature. Every day, we experience a variety of emotions. Even if they are feeling grief, anger, or fear on a personal level, their job at work takes priority

over who they are as individuals. As a result, they develop a persona—a professional identity that requires them to play out emotions that may not be genuine as part of their work. The control of emotions and outward expressions for organizational goals is known as emotional labor. Researchers have identified three main levels of emotional labor.

Surface acting: This requires an individual to exhibit physical signs, such as smiling, that reflect emotions customers want to experience. A children's hairdresser may smile and seem compassionate while cutting the hair of a weeping toddler without genuinely feeling that way. This individual is acting on the surface in this circumstance.

Deep acting: This isn't just scratching the surface. This time around, a worker will really try to feel the emotion they are displaying, as opposed to acting out the feelings they think a client wants to see. This real effort at empathy assists in synchronizing one's own feelings with those shown. The children's hairdresser may sympathize with the toddler by envisioning how distressing it must be for a kid so young to be confined in a chair and in a strange setting, and the hairdresser may begin to actually feel sorry for the youngster.

Genuine acting: This happens when individuals are prompted to exhibit emotions similar to their own. When performance is necessary for a job, less emotional effort is required since the actions match the emotions being communicated.



**Fig 2.3: Emotions at work**

**Source:** <https://courses.lumenlearning.com/suny-hccc-orgbehavior/chapter/7-5-emotions-at-work/>

When it comes to acting, the closer your actions are to the center of the circle, the less emotional effort your job requires. The further distant, the more emotional labor the job demands. According to research, deep acting may reduce stress while surface acting is linked to higher levels of stress and fewer good feelings felt. Emotional labor is particularly prevalent in service sectors that are also known for having poor pay, which increases the risk of stress and feelings of unjust treatment<sup>99</sup>. In a study of 285 hotel employees, research work established that emotional labor was vital because so many employee-customer interactions involve individuals dealing with emotionally charged issues<sup>85</sup>. Specific emotional behaviors are expected of emotional laborers as part of their

duties. The employee may occasionally already be experiencing these feelings. The emotional labor is then only slightly taxing. For instance, Generally, a funeral director is supposed to express sympathy for a family's loss, and in the instance of an unexpected death, this compassion may be sincere.

However, for those whose occupations call for them to be professionally pleasant and cheerful, like flight attendants, or to be serious and authoritative, like police officers, wearing one's "game face" might have repercussions that endure longer than the working day. Taking breaks can help surface performers handle more skillfully with this as a defense. More autonomy has also been linked to less stress for service workers in France and the United States, according to academics. Cognitive dissonance occurs when there is a contradiction between an individual's thoughts, feelings, and actions. For instance, you might believe that you should always be kind to customers regardless of their feelings, but you might have just been unpleasant to one. If you don't discover a means to reduce the dissonance, someone will feel uncomfortable or stressed. You can lessen the interpersonal conflict by altering your actions (trying to be more polite), your beliefs (perhaps it's okay to be less courteous occasionally), or by providing new information that affects the significance of the old information (such as you will otherwise be laid off the next day). Even though being positive might make one feel positive, engaging in emotional work that includes a lot of emotional or cognitive dissonance can be taxing and occasionally have a negative impact on one's health<sup>100</sup>.

Being human is the ability to be emotionally intelligent. Individual employee who is able to manage his own emotions would have the ability to absorb the emotional contents of

all those he ineluctably comes into contact with. It is an unavoidable diversion that has a vital function in our effort at socializing with others. It is easy for a man who is emotionally intelligent to adapt to any emotional deficiency coming from others. It is possible to neutralize provocative behaviours flowing from difficult people. When employees are emotionally intelligent, there will be increased team performance as they perceive the success of the organization as personal success; they are likely to experience less stress and reduced labour or staff turnover. As a result of leadership ability, decision making process is improved and well-being of employees is relatively increased. The HBR guide to Emotional Intelligence<sup>15</sup> states that even though one can work to manage one's own reactions, one cannot control those of the other person in the conflict.

There are five techniques to handle such unproductive behaviours:-

<b>Tackling unproductive behaviours</b>	
<b>If the other person.....</b>	<b>Try to.....</b>
Is aggressive and disrespectful	<ul style="list-style-type: none"> <li>• Command respect by remaining clam</li> <li>• Interrupt verbal attacks by repeating the person's name</li> <li>• Communicate your bottom line: "when you're ready to speak to me with respect, I will take all the time you want to discuss this".</li> </ul>
Doesn't listen to your side	<ul style="list-style-type: none"> <li>• Go into the conversation prepared to support your own perceptions and ideas.</li> <li>• Redirect the person to your idea or information with phrases such as "I was just wondering" Bear with me a minute," or "what do you suppose...?"</li> <li>• Acknowledge that the person possesses valuable knowledge, too.</li> </ul>

Has an explosive outburst	<ul style="list-style-type: none"> <li>Take a break and then continue the conversation</li> <li>Get the person’s attention by waving your arms and calling their name loudly enough to be heard</li> <li>Express genuine concern for the person: “Joe, nobody should have to feel this way! I want to help.”</li> </ul>
Is uncommunicative	<ul style="list-style-type: none"> <li>Schedule plenty of time for the person to respond to your ideas and questions.</li> <li>Ask open-ended questions: “what are you thinking?” “How do you want to proceed” Where should we go from here?”</li> <li>Gaze expectantly at the person for a longer-than-usual period of time after making a comment or asking a question.</li> </ul>
Assumes that the situation can’t get better	<ul style="list-style-type: none"> <li>Give the person time to consider your plan and get back to you.</li> <li>Bring up and address the negative aspects of an idea before the other person does</li> </ul>

**Source: David, S. (2016) Make your Emotion Work for you**

HBR (2017) Guide to Emotional Intelligence. Build trust and influence strengthen relationships lead with resilience. It boils down to the fact that we all need to learn, develop, and adopt emotional agility, the capacity to mine even the most difficult emotions for data that can help us make better decisions<sup>296</sup>. Of course, how one speaks and listens to other work mates in a corporate setting where it is a ‘norm’ to transfer aggression consciously and unconsciously become an issue as one must navigate one’s way without arising the ego of anyone.

### 2.1.3 Concept of Soft Skills

Soft skills or interpersonal skills or “people skills” are based on an employee’s behaviour and communicative ability. These skills make a person an effective communicator, creative thinker, flexible in attitude and able to work in a team as its leader or member. The technical knowledge of an employee is his hard skills and his personality traits, habits and customs, skills in the use of language, positive outlook and friendly nature amount to an individual’s soft skills. They develop personal qualities such as: Responsibility, Self-esteem, Sociability, Self-management, Positive outlook. He stated further that ‘a worker with strong interpersonal skills: Participates effectively as a team member, teaches and trains newcomers, serves customers with courtesy, exercises leadership, is able to negotiate toughly, is able to work with co-workers with different backgrounds and the right things always. There is no doubt that any organization which deals with customers face to face must cultivate the soft skills of its workforce, harness and leverage these to enhance the competitive edge of the organization. What sustains an organization in a volatile business environment is the combined soft skills of its employees which it daily deploys and explores. Soft skills have been identified as essential key in the workplace. It is what makes an employee employable in an organization. Their examples include communication, teamwork, motivation, problem-solving, enthusiasm, and trust<sup>87</sup>.

Soft skills are vital to success in an organization<sup>88</sup>. The wrong decision in an employee can be costly to an organization<sup>89</sup>. The capability to communicate is an essential skill for employees to possess. An author affirmed that management spends the bulk of time

communicating<sup>90</sup>. Language is the basis of communication<sup>91</sup>. It helps individuals to comprehend others' emotions and helps to form social skills<sup>92</sup>. Types of communication include interpersonal communication, verbal, and written<sup>93</sup>. Listening skills play a significant role in the communication process<sup>94</sup>. To be a successful communicator, an individual must first be a good listener. A person should center on hearing what an individual says, taking what they heard and drawing inference and asking questions to make clear any parts of the conversation either not heard or misconstrued<sup>95</sup>. Organizational achievement correlates to effectual communication<sup>96</sup>. Staff happiness and supervisor effectiveness may both be increased via attentive listening<sup>97</sup>. Certainty exists that the use of gestures in communications is the consequence of the individual attempting to express a difficult thought. The speaker's ability to convey their message is enhanced by the use of gestures. Social skills include the use of gestures<sup>98</sup>.

Although gesturing is imperative, people can also form a perception of trust based on the familiarity, bone structure, and expressions of the face<sup>99</sup>. Affective and Emotion are two companies that have created software algorithms to identify an individual's emotional state<sup>100</sup>. The software contains a compilation of human facial impressions. Using the impressions' information assists in the creation of algorithms that assess an individual's moods based on facial expressions, verbal clues, and gestures. A research work underlined the significance of nonverbal cues in communication<sup>101</sup>. The researcher additionally stated that a bad first impression could take a considerable amount of time to reverse. He counseled individuals to keep an adequate distance from the person with whom they are conversing and to pay close attention to the message their body language

conveys. Scholars are agreed that 55% of communication is body language; 38% is voice while words constitute only 7%. The use of gestures while speaking is associated with an improvement in memory. The gestures aid in remembering the speaker. Consequential gestures aid the speaker while non-meaningful gestures do not<sup>102</sup>. Both adults and children benefit from the use of gestures as a form of communication. A research work also discovered gestures are the most reliable form of communication in the absence of the use of ordinary language<sup>103</sup>. Early forms of communication originated from signs from countries such as Egypt, and China.

In the virtual team environment, some of the conventional ways people communicate have changed<sup>104</sup>. It is not always probable for the team members to use visual cues, as they may not be able to see each other. There are multicultural differences each team member must understand. Violating the differences via the use of improper communication methods can result in disaster for the team. Misunderstanding or misinterpreting the cues from global team members can also lead to a negative result. An author posited that the lack of body language due to a conference call versus a face-to-face meeting has resulted in a change in meeting structure<sup>105</sup>. He stated that individuals participating in a virtual call must focus on voice tone and silence as a substitute cue for body language. Individuals communicating through social networking channels such as Facebook, twitter et cetera face similar challenges. Individuals must possess strong interpersonal skills as well as use good judgment when communicating via social networking channels<sup>106</sup>. Organizations may hold individuals accountable for their representation on social networking sites as they consider the employee as an extension

of the firm. Therefore, it is critical for a person to use good communication skills online as he utilizes it in the course of 'offline' interaction.

People born into different generations have differing communication styles. The Millennial group, which includes individuals born in 1980 through 2000, has grown up in the age of connection to each other through technology<sup>107</sup>. It may be argued that their lack of soft skills was caused in part by the accessibility of technology. Generation Z, which spans people born during the years of 1993-2005, has only known technology<sup>108</sup>. The generation is inclusive with the majority of the members owning a cell phone. Electronic communication has replaced some face-to-face conversations as the preferred mode of communication<sup>109</sup>. The consequence is individuals lack soft skills due to the reduced amount of face-to-face interaction. An author provides an interesting point of view on written communication. She stated that there is too much focus on errors in the written word affecting the person's confidence<sup>110</sup>. Slang phrases are used as a result of cultural communication barriers. Reliance solely on the correct use of grammar may affect the confidence of the person including their self-esteem. In business, employee success has links to effective communication including written expression<sup>111</sup>.

Therefore, it is fundamental that employees learn how to communicate efficiently. It is common for individuals to deal with difficult personality types in the organization. The personalities could come from superiors, subordinates, colleagues, or customers<sup>112</sup>. The ability to manage the relationships successfully may result in an optimistic work experience. In fact, some corporations are using Situation Judgment Tests (SJT) as a method of rating interpersonal skills in individuals<sup>113</sup>. The goal of the organization is to

identify weaknesses in interpersonal skills and then give additional workforce training as an outcome. The success of the employees is partially dependent upon their interpersonal skills<sup>114</sup>. The lack of interpersonal skills may affect the ability of the worker to communicate effectively and get along well with others. Extroversion and Agreeableness link to a person's interpersonal skillset<sup>115</sup>. Individual relationships between employees are important synergistically as they contribute to work social group culture<sup>116</sup>.

A researcher surveyed employers in manufacturing and discovered that interpersonal skills were the most important employability skills<sup>117</sup>. Interpersonal skills comprise problem solving, communications, and teamwork. Interpersonal conflict is more prevalent in people with poor interpersonal skills. They may display hostility toward others<sup>118</sup>. Successful teams are typically made up of people who get along well with one another. Individuals who have similar extroversion characteristics within a team find greater fulfillment in group work<sup>119</sup>. Determination of team participants can comprise the use of personality tests to determine an individual's personality characteristics<sup>120</sup>. A person's emotional intelligence draws a parallel with team effectiveness<sup>121</sup>. An author discovered a person's job satisfaction has a potential link to their personality<sup>122</sup>. Individuals' perspectives on work are influenced by attributes like agreeableness. People who rate high in agreeableness are less susceptible to place of work bullying<sup>123</sup>. The people also had lower rates of place of work accidents. Agreeableness is one of the five areas of the Five Factor Personality Model that describe an individual's personality traits<sup>124</sup>. Some authors utilized the factors of the model to appraise the work performance in a quantitative study that included a 1,375-participant survey sample size<sup>125</sup>. The most

proactive individuals in their work position were the people who had high levels of conscientiousness and neuroticism. People with high levels of agreeableness have positive attitudes about telecommuting<sup>126</sup>.

A research work recognized the importance of leveraging customer agreeableness<sup>127</sup>. They posited the significance of maintaining the existing customer base in a service-oriented organization due to the cost of losing existing customers. They also emphasized the significance of developing trust in interpersonal connections, which agreeableness may help to do. A research work also established that customer agreeableness was an important contributor to the relationship between the customer and the employee<sup>128</sup>. A high level of agreeableness is also a factor in groups where a person does not perform their part<sup>129</sup>. The team is more probable to cover for the individual who has not performed according to expectation. Other researchers studied the correlation between personality, and absenteeism using a German quantitative data sample of 3,948<sup>130</sup>. They discovered that the absenteeism of men did not correlate with their level of agreeableness. Nevertheless, their level of neuroticism positively affects their absenteeism. Agreeableness does not have an influence on an individual's predisposition to report their supervisor as abusive<sup>131</sup>.

Persons rated low in conscientiousness and emotional stability was discovered to be the most likely reporters in the study that included 222 employee participants. Persons who are high in self-monitoring have a tendency to make themselves appear to have a high level of agreeableness when they are in situations where other people are around<sup>132</sup>. When they are by themselves, they will do whatever they need to do to win. The activity

may result in a counterproductive work environment. The reliability and validity of tests used to identify an individual's level of teamwork have come into question. The Knowledge, Skills, and Ability (KSA) test used by multiple organizations is less valid than initially reported<sup>133</sup>. A research work found the reliability of the Teamwork Knowledge, Skill, Ability Test (TWKSAT) was not confirmed and could be improved<sup>134</sup>. Organizations actively use the tests to determine an individual's propensity in the direction of teamwork. Virtual teams were created to bridge the geographic gap between team members in the workplace. The composition of virtual teams is individuals from different cultural backdrops. The increase in the necessity for virtual work is the result of technological advances<sup>135</sup>. Factors including lack of teamwork can obstruct the progress of teams set up for success<sup>136</sup>. Teamwork requires interaction with other team members. Teamwork is necessary for project achievement that can have a profound impact on the organizational success<sup>137</sup>. The aptitude to work with teams ranks as the third most important soft skill for project managers<sup>138</sup>. Teamwork is present in virtual teams and virtual environments. Trust is a key to successful teamwork in a virtual environment<sup>138</sup>. Even the players in a robotic football game must achieve a level of teamwork and collaboration for the team to succeed<sup>139</sup>. Individuals who possess agreeableness, openness and conscientiousness traits positively benefit from teamwork in a virtual world environment<sup>140</sup>.

Professional development and project work have been useful to enhance communication and help with the teamwork initiative in organizations. Groups that formerly did not

communicate were able to integrate successfully into team communication via the use of professional development. In multifaceted projects, teamwork is beneficial as knowledge sharing is essential to the problem-solving aspects of the project. Creativity associates with inherent motivation. Inherent motivation comes from within the person. Intrinsically motivated persons explore creative opportunities to contribute ideas. It was found that an individual's wage does not affect inherent motivation. An author discovered the alignment of motivation is closer to an individual's level of the organization than it is with generational differences<sup>141</sup>. The organization's leadership affects individual motivation. It was also found that motivation did not influence organization citizenship behaviour. However, a person's inherent motivation correlates with organizational citizenship behaviour.

An earlier researcher discovered that individuals who cannot differentiate their positive emotions had the greatest intrinsic motivational drive<sup>142</sup>. For instance, a person who was happy but could not distinguish why he was happy was essentially motivated. Individuals who are aware of their emotions can exert more self-control over their feelings. Therefore, their feelings had less of an impact on their inherent motivation. The relationship between the effects of emotions on intrinsic motivation is what makes the discovery significant. Soft qualities like confidence and interpersonal skills are crucial. Emotional intelligence is influenced by one's level of self-assurance. People who have confidence in themselves may be more driven to make better professional decisions. In a similar vein, people will exhibit positive work attitudes in what they believe to be a positive work environment. Ants' social behavior can be studied to gain insight into how groups of people solve

problems. The creatures combine their collective intelligence to solve complex problems. Individual problem-solving behaviors may result in increased self-esteem<sup>143</sup>. A shift in the manufacturing industry due to technology advances and globalization has resulted in a critical need for individuals with problem-solving skills. Critical thinking skills are a significant worker attribute. They are more significant than creativity in a study of 100 nursing school participants. Critical problem-solving abilities are crucial for environments that are constantly changing, in addition to critical thinking abilities. The development of problem-solving abilities is a crucial component of employee success.

An author discovered that men were better at social problem solving than their female counterparts. Enthusiasm has a link to individual happiness. The meaning of enthusiasm is the internal passion an individual feels about a particular subject or idea<sup>144</sup>. The optimistic feelings at the core of happiness contribute to business success by greater employee contribution including problem-solving and work attendance. Harmoniously passionate persons have greater optimistic work satisfaction outcomes than individuals who are obsessively passionate. A research work also discovered that individuals who attempt to suppress optimistic emotions are viewed negatively by the individual interpreting the behavior<sup>145</sup>. The explanation for the negative view is mainly due to a reaction that is adverse to prospect. A positive team experience has a link to individuals who have had a previous team experience that worked out satisfactorily. The manners of persons at work may fluctuate based on their level of happiness at a given point in time.

Employees in an optimistic state are more willing to be good corporate citizens whereas workers who are affected by negative work events are left angry and unmotivated. In a study involving college students, some researchers discovered a major factor in individual happiness is the person's level of self-esteem<sup>146</sup>. Since managers must rely on their employees' efforts to complete their tasks effectively, integrity is a crucial component of trust. High levels of trust were found to be correlated with job satisfaction, productivity, and dedication. In international relations, trust is a keystone for garnering cooperation. Trust must exist first before members of an organization are willing to work together.

Top soft skills needed in the place of work based on a survey of graduate and undergraduate students at Texas A&M University include honesty and integrity<sup>147</sup>. A researcher stated that there is an increased demand for honesty<sup>148</sup>. He also identified integrity, communication, and a sense of responsibility as needed soft skills. As a mentor and mentee establish trust, they learn the necessary skills. Other researchers in their study of honesty found some individuals have to work hard to resist temptation while the temptation is nonexistent for others<sup>149</sup>. They affirmed that being dishonest takes more effort than being honest. In the nursing profession, the ethics of telling small half-truths is in question. Some medical professionals have a habit of telling patients everything will be fine when it may not actually be. The Kingston University in London uses a five-minute honesty test to address the concern<sup>150</sup>. The test is used to assess fresh applicants and gauge how honest they are under pressure. Individuals who may witness dishonest acts at

work are at risk of a disloyal label if they reveal the issues. In some cases, nothing happens when an individual comes forward with the information about the dishonest act.

Fear of culpability and retribution often deter individuals from making the right decision about being honest. Men are more likely than women to be untruthful about themselves. In a study of 125 undergraduate students, some researchers found men are more likely to create a personal image of themselves that is not valid, which is a form of dishonest behavior<sup>151</sup>. Raising pay may help in the retail chain sector to reduce employee theft. There is an ongoing debate as to whether leaders are born or whether they can accomplish leadership through training. A similar debate exists about whether leadership is a soft or hard skill. Researchers stated leadership is a hard skill. Additionally, they noted the basis of leadership is multiple skills an individual acquires over a long period<sup>152</sup>. It was indicated that the basis for a person's cognitive abilities formed by the time a child is age four. The cognitive abilities have an association with soft skills development. American workers are known for having excellent work ethics. It is one of the main motives for people to immigrate to the nation. The emphasis of the work ethic should be on upholding honorable and moral principles. Events such as what occurred on September 11, 2011, have impacted to lessen the work ethic of Americans.

However, Latino migrant workers continue to identify themselves with their strong work ethic. In Ireland during the 2004-2008 employment boom, immigrants were the preferred hire due to their soft skills including their work ethic<sup>153</sup>. An author stated that the introduction of a focus on soft skills in the employees may be partly responsible for

closing the gender wage gap<sup>154</sup>. The traditional pay for women is at a lower rate than men. However, women possess strong soft skills. The need for soft skills in the workforce has aided women in garnering higher wages. The worth of older workers includes their higher levels of soft skills versus younger employees. Organizations appreciate their loyalty, and reliability as opposed to the favour of younger generations for their good physical health, and computer skills. As businesses leverage human capital, an individual's aptitude to learn becomes increasingly more important than their existing experience. Organizations are searching for workers who are self-motivated and work independently. Lean employees have resulted in individuals taking on more work with less time for worker training. Persons need to possess the skills to figure out how to do the work themselves without asking others. The focus is on the creation of a work force with further strengthened soft skills during their career regardless of the employer by strengthening the employees ability to think critically, ability to manage time efficiently and effectively, ability to work within the ethics of the job and to resolve conflict pertaining to work<sup>155</sup>.

One of the most important traits that directly affects both an individual's success and the well-being of society is critical thinking. The importance of critical thinking can be judged by the growing interest in scientific and public life areas. Especially loud is the voice of employers inviting to pay attention to the need of critical thinking skills in the labour market and in a rapidly changing world in general. The American Management Association's (AMA) Critical Skills Survey revealed that, according to employers, employees need to think critically, solve problems, innovate, collaborate, and communicate more effectively; they must excel at the "four Cs": critical thinking,

communication, collaboration, and creativity<sup>156</sup>. Critical thinking is a desirable competency which employers expect from their prospective employees<sup>157</sup>. It is integral not only to carrying out direct functions well but also to enable employees raise valid, critical questions leading towards right and better solutions, being able to reflect on their own and other people's activities as well as making respective adjustments, understanding the importance of their personal contribution to the development of the organisation and society in general<sup>158</sup>.

When organisations ignore the importance of including critical thinkers as a part of their strategies, new ideas may not emerge, current processes may not be challenged, and changes may not occur. This results in organisations becoming stagnant, having outcomes that stay the same<sup>159</sup>. Critical thinking within teams improves organisational performance. It also enhances training and development initiatives. Employers link the capacity for critical decision-making with critical thinking. This skill is considered to be of great importance in complex situations. Critical thinking by employers is recognised mostly as the capacity to avoid mistakes and make the right decisions; to correct and regulate oneself; and to be socially responsible<sup>160</sup>.

There are lots of barriers regarding implementing critical thinking in an organization, a few of them are: i. confirmation bias; this is a process of bending evidence to fit one's beliefs. How often do CEOs seek out evidence that is "neutral" for both individuals and groups rather than material that supports their viewpoint? The best defense against confirmation bias is to actively look for evidence that contradicts assumptions. ii. Affirming that good things happen to us because of internal factors and bad things

happen to us because of external factors, while the opposite is true for others, is known as an attribution bias (or self-serving bias). Because of this bias, we tend to blame just the individual and not external factors for the acts of others, especially when they are bad. iii. The error of believing information from someone else even when there is no evidence to back up their claims is called "trusting testimonial evidence." However, how many of those same people actually know the validity of those recommendations? Studies have repeatedly shown that people are more likely to purchase a product based on a recommendation from a friend or family member than on the basis of the effectiveness of advertising or another marketing strategy. iv. Memory lapses: Although this barrier appears to be reasonably self-explanatory on the surface (everyone has memory gaps), it poses a risk due to a characteristic of humans that causes them to fill these gaps with information that may or may not be real. In other words, we often avoid reaching more fact-based conclusions because we make things up as we go along. v. accepting authority without question; a behavior observed in Stanley Milgram's well-known experiments, where many participants were willing to shock others on the direction of an authority figure despite having doubts about the morality of their actions. The unthinking acceptance of individuals with dubious degrees or competence is a current example of this failure of critical thinking.<sup>161</sup>.

Every employee must have access to time in order to fulfill the mission and goals of a business. It is so fragile that it can never be recovered after being exploited; it can only be spent. Every employee looks for ways to manage their time more effectively. Time management is crucial to both, whether it's the management of an organization wanting

to improve operations or a person searching for better ways to use their time. Time is a period either long or short, during which you do something or something happens while management is defined as the act or skill of dealing with people or situations in a successful way<sup>162</sup>. The following are the attributes of time: Time is a unique resource; It is the scarcest resource in the universe; Time cannot be replaced by a man, it cannot be accumulated like money, it cannot be turned on and off like a machine, it cannot be stored like raw materials, and it cannot be stocked like raw materials. Time also passes at a set rate regardless of what happens, and it must be managed and used wisely like any other scarce resource. As a result, time management can be viewed as a short- or long-term process that encompasses how people spend their time wisely to generate results. The resolve to change is where time management begins<sup>163</sup>.

Better time management can be achieved if goals have been set and then all future work is prioritized based on how it moves the individual or organization towards meeting the goals<sup>164</sup>. People sometimes have too many duties to complete but not enough time for the things they really want to do, which highlights the importance of time management. Time management enables you to prioritize needs and wants and match them with available time and resources. Time management brings about orderliness and enables one to be more productive and fulfilled<sup>165</sup>. Planning and exercising deliberate control over the amount of time spent on particular activities, especially to promote effectiveness, efficiency, or productivity, is the act of time management. This specific item is crucial to the success of any event's organization for those who work in the event industry. Recent sociologists have demonstrated that how people view time is related to social issues like

the institution of family, gender roles, and the amount of work that each person performs<sup>166</sup>. Meanwhile, individuals first determine their needs and wants and then rank them in terms of importance. Specific activities include setting goals to achieve the needs or wants and prioritizing the tasks necessary to accomplish them. In the aspect of event management, time is viewed as the planning process since the initiation stage of the event until the implementation of the programme. Thus, the sequence of actions must be followed through rigorously to achieve the end target of organizing a successful event<sup>167</sup>.

As an employee, time is an important factor needed to enhance various organizational performances i.e. the way time is being managed in an organization will reflect on its performance either positively or negatively. The performance of an organization is evaluated in terms of the degree of achievement of the organizational goals and objectives at what monetary costs and efficiency<sup>168</sup>. Since they have a lot of tasks to complete in a short amount of time, managers in Nigeria today have a significant issue in effective time management. The financial costs, efficiency (the capacity to complete a task successfully or arrive at a desired outcome without wasting effort), and effectiveness all play a role in an organization's performance (i.e. doing the right things more than performing them efficiently). As an employee, both the resources and time must be properly managed and all priorities must be placed in order of their importance.

The advice to develop personal goals is frequently linked with time management techniques. These objectives are written down and can be organized into a project, an action plan, or a straightforward task list. Priorities can be assigned, deadlines can be specified, and priority ratings can be determined for certain tasks or goals<sup>169</sup>. To manage

one's time effectively, one must take the time to consider what they want from their daily tasks. Effective time management emphasizes effectiveness over efficiency by allocating time in a way that appropriate results can be obtained from tasks within a set time frame. The main factor in determining efficacy in time management is one's capacity to prioritize tasks according to importance and their priority level, as well as their commitment to sticking to the chosen order. Employees must be innovative and come up with different approaches to get results in the allotted time in order to manage their time effectively. They must be able to manage their emails and phone calls, that is, they must be able to minimize the time they spend receiving and making phone calls and reading emails. The key to successful time management is planning and then protecting the planned time, which often involves re-conditioning your environment, and particularly reconditioning the expectations of others<sup>170</sup>.

Another soft skill an employee must possess in order to perform superbly in an organization is the ability to resolve conflict. Conflict occurs because individuals have different perceptions, beliefs and goals. It is a reality of life we cannot avoid. Conflict is "a dynamic process that occurs between interdependent parties as they feel negatively about perceived differences and obstructions to their aspirations."<sup>171</sup> Conflict is perceived as the incompatibilities or discrepant views among the parties involved. Conflicts can produce severe problems in an organization; it can certainly hurt an organization's performance and lead to the forfeiture of employees. Despite this, studies conclude that not all conflict is bad<sup>172</sup>. Conflicts sometimes bring about positive consequences such as new ideas, stimulating creativity, motivate changes, and serves as a

safety valve to indicate problems. However, when conflict in an organization turns negative, it becomes necessary to take measures that might lead to consequences such as resource wastage, breaking of group cohesions, creating of negative climate, threatens psychological well-being, increases hostility and aggressive behaviors.

The use of a behavioral or attitudinal approach to conflict management can be used in conflict reduction or prevention. Behavioral conflict reduction and prevention methods include enforcing rules, separating employees, assigning clear tasks, having a common enemy, outside competition, increasing resources and rewarding cooperation and encouraging collaboration. Having a common enemy, rotating people, expanding resources, team building, and organizational development are examples of techniques for resolving attitudes conflicts. Since conflict can also bring about positive consequences, employees can stimulate conflict through introduction of change, increasing task ambiguity and creating interdependence or competition. Conflict resolution is the use of resolution and stimulating techniques to achieve the desired level of conflict<sup>173</sup>. Resolution technique is problem solving (face – face meeting), expansion of resource, avoidance, altering the structural variable, that is changing the formal organizational structure and interaction patterns of conflicting parties through job design and transfer. They also identified the stimulation techniques as communication where threatening messages are used to increase positive conflict level, appointment of devil's advocate and restructuring of the organization.

Measures or tactics including appealing to subordinate goals, increasing resources, changing personnel, modifying the structure, confronting, and negotiating could be used

for effective conflict resolution and management. In negotiation, employees can use a variety of conflict resolution styles including avoiding, accommodating, competing, compromising and collaborating<sup>173</sup>. In addition, employees should strive to create a conflict positive organization among themselves; that is one that values diversity, empowers employees and seeks win-win solution to conflicts.

Various methods of dealing with conflict may be grouped according to their outcomes<sup>174</sup>. These outcomes may be called win-lose, lose-lose compromise, and win-win. a) Win-Lose Methods are methods that typically results in outcomes which include dominance through power or authority, ignoring attempts at influence, majority rule and railroading. Here, one side wins and the other side loses. It is common to utilize power or authority to exert domination. By using the argument that "you must follow my orders because I am the boss, parents or teachers, and I know what is good for you," arbitrary actions are justified. This use of unilateral power will have a predictable result. More often than winners, losers engage in unproductive conduct. They make positive messages to the winners feel screened, make more comments to the winner, stop being assertive in their utterances, and fail to identify with organizational goals. The creation of losing feelings may actually alter the energy creativity, and measure intelligence of the loser in a negative direction. For example, in a company sales conference, if a salesperson says 'I think we ought to reorganize the sales territories'' and no one responds, the person will properly feel he has lost. Failure to address an employee complaint may have a similar impact. majority rule is a third win-lose strategy. Whereas voting divisions change over time and groupings vote together, majority rule seems to work well. As a result, a person

could win on some ballots while losing on others. It also functions when all of the vote options are agreed upon by the parties, with some merely being preferred over others. However, it is ineffective when a group splits into steadfast groups and when a minority is left angry after a vote. b) Lose-Lose Methods; these methods are based on the notion that 'half a loaf is better than none', or that 'something beats nothing all to hell'. Typically lose-lose methods have the semblance of compromise, bribing resort to arbitration and resort to rule.

Arbitration is the settlement of disputes between two parties by means of the binding decision of an impartial power. In compromise, the parties often dispute over two solutions and settle for something in-between. An illustration of a lose-lose strategy is when a corporation overpays employees who despise their jobs. The use of third parties as arbitrators is a lose-lose strategy. Because the third party appears to want a result where each side can win, arbitration can occasionally be a lose-lose process. Therefore, neither party wins at all or what they want. Finally lose-lose outcome frequently occurs when parties resort to rules for solution to a conflict like arbitration by third party, resort to rule may result in a lose-lose outcome. The result of such approaches is illustrated when a driver runs out of fuel and attempts to purchase some with a transfer. If the station owner emphasizes that the station policy of not taking transfers, both parties lose. (The station master may choose to problem solve, of course by determining a way to provide the driver with fuel without running the risk of accepting a doubtful transfer. c) Win-Win Methods: The last set of method is distinctly; they involve consensus and integrative decision making. Consensus decision occurs when a group of two or more people, who

are dealing with judgmental issues, reach a decision which is not unacceptable to anyone. The two parties walk away with a positive, feelings and are content to negotiate with one another because the deal has been mutually beneficial.

Work ethic is the accepted standards in terms of personal and social welfare of employee, their work attitudes, self-discipline and commitment to their assignments<sup>175</sup>. Work ethics is the principle of conduct governing an individual or a group in the work place, which makes them conform to the ethical standards thus influencing organizational output level and the resultant profitability level<sup>176</sup>. The work ethics, self-control, collaboration, attention on quality, dedication, and productivity of Nigerian employees have presented a very unfavorable picture of indifferent, uncommitted men and women, who are unresponsive to motivational techniques. The Nigerian workers have been described as indolent, apathetic and unresponsive to motivation and generally, not willing to put forth maximum productive efforts<sup>177</sup>. Regardless of our perspective, Nigerian employees are what we have, thus we must motivate them to increase their productivity in order to meaningfully contribute to the country's progress.

## **2.2 Theoretical Review and Framework**

### **2.2.1 Social Learning Theory**

The theory was propounded by Albert Bandura in 2007. The theory posits that events such as why employees' describe their thought processes as they demonstrate skills that are effective, and why employees who self-regulate, achieve higher than their peers who don't<sup>178</sup>. The social learning theory is a model that is most studied and has greater applicability in literature with positive and negative references. It defines the

measurement of the self-efficacy on different perspectives; possession of soft skills and control of emotions. This self-regulation is fascinated by self-efficacy which is defined as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations, or a person's belief in his or her ability to succeed in a particular situation<sup>179</sup>.

This theory is one of the most popular and frequently researched theories in criminology. Social learning theory has its roots in the work of differential association stated that crime is learned through interactions with close associates. American criminologist Dr Ronald Akers social learning theory was developed around the theoretical conceptions of differential association and the principles of behavior science. Akers also built on the work of psychologist Dr Albert Bandura as his social theory evolved. Dr. Akers social learning theory states that people develop motivation to commit crime and the skills to commit crime through the people with whom they associate. In simple terms, people learn new behaviours, values, and attributes by direct experience and observing other people's behaviour through positive or negative stimuli. These beliefs begin to form early in their work environment as employees deal with a wide variety of experiences, tasks, and situations. However, the growth of self-efficacy does not end during this process, but continues to evolve throughout life as people acquire new skills and experiences. These social learning theories therefore imply that exposing the employees to the right behaviour in work environment will help in achieving the goals and objectives of the employee and the organization in general, and build individuals who have the right attitude and values to perform their duties in an organization.

The social learning theory of Self-efficacy is relevant to this study because it is a strategic management tool that has been used to translate an employee's self-beliefs in their ability to perform specific tasks, as well as it has been shown to be a reliable predictor for either job satisfaction or task performance, and influence on personal goal setting. Based on the description, self-efficacy is a kind of beliefs that have the most central and pervasive effect on employees to make decisions, their goals, the amount of effort they would like to pay on a particular task, the time they persevere at a task when facing on failure or difficulty, how to deal with the amount of stress they experience and the degree to the extent they might be susceptible to depression. This theory further identified that self-efficacy is a central principle in social cognitive theory. Self-efficacy refers to the belief, confidence, which can support employees to successfully execute a behaviour required to produce an outcome in this case employee performance in public organizations in Kwara State, the higher the level of self-efficacy, the more confident an individual possesses and believe themselves can execute the behaviour necessary to obtain a particular outcome (employee performance).

### **2.2.2 Theory of Employee Performance**

The theory of employee performance has elicited passionate interest of researchers over the decades. According to a researcher "the term "employee performance", signifies individual's work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around<sup>146</sup>. It is imperative to utilize the human resource of a firm fully and augment its success; thus, effective employee performance management system

is vital for a business enterprise, the performance-driven objective is expected to be in tandem with the organizational policies to the extent that the entire process moves away from being event-driven to become more strategic and a people-centric perspective. Some organizations perform better than others. At the core of the ability to perform better or optimally are individuals who do different things consciously towards the accomplishment of the same goal or objective of the organization. Researchers have discovered that when lucrative incentive schemes are deployed, they will go a long way in motivating employees toward meaningful job participation<sup>150</sup>. In the same vein, there are sufficient pragmatic evidences showing that financial offers have varying effects and may not be of much significance for escalating employee performance<sup>151</sup>. It is safe to assert that incentives do galvanize workers to perform as the organization might want them to just as financial offers that could be implemented for them. Some scholars developed an overview of perspectives on theory of employee performance<sup>152</sup>.

<b>Overview of Perspectives on Theory of Employee Performance</b>			
	Individual differences perspective	Situational perspective	Performance regulation perspective
Core question	Which individuals perform best?	In which situations do individuals perform best?	How does the performance process look like? What is happening when someone is 'performing'?
Core assumptions and findings	Cognitive ability motivation and personality professional experience	Job characteristics role stressors situational constraints	Action process factors adequate hierarchical
Practical implications for performance	Training personnel selection exposure to specific	Job design	Goal setting feedback interventions behaviours modification

improvement			improvement of action process training job design
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**Source: Sabine, S & Michael, F. (2017) in Performance Concepts and Performance**

### **Theory**

The scholars, a researcher proposed a general model of individual differences in employee performance which became very influential<sup>152,154</sup>. In the model, he differentiates performance components (e.g. job specific task proficiency), determinants of job performance components and predictors of three determinants. He<sup>154</sup> further describe the performance components as a function of three determinants: declarative knowledge. Procedural knowledge and skills, and motivation. Declarative knowledge covers facts, principles, objectives, and one's own self. It is assured to be a function of a person's abilities, personality, interests, education, training, experience, and aptitude-treatment interactions. Cognitive, psychomotor, physical, self-management, and interpersonal abilities are all part of procedural knowledge. Again, aptitude, personality, interests, education, training, experience, and aptitude treatment interactions—as well as practice—are predictors of procedural knowledge and skills. Other researchers built on the findings<sup>155,152</sup>. They both concur that factors related to cognitive ability have an impact on task knowledge, task abilities, and task habits. However, personality variables are assumed to have an effect on contextual knowledge, contextual skill, contextual habits and, additionally, task habits in turn are seen as predictors of task performance. Contextual knowledge, contextual skill, and contextual habits are regarded as predictors of contextual performance<sup>158</sup>. Insisted that this implies that task performance is predominantly a function of cognitive ability and contextual performance is

predominantly a function of personality. They both concur that factors related to cognitive ability have an impact on task knowledge, task abilities, and task habits supported this model<sup>159</sup>. Another scholar developed components that holistically interact to establish level of employee performance<sup>160</sup>.

### Components that Holistically Interact to Establish Level of Employee Performance

Component	Description	Exemplars	Classification rules
Level of identity	As individuals mature in a discipline, the take on the shared identity of the professional community while elevating their own uniqueness. As an organization matures, it develops its mission, its way of doing business, and its uniqueness.	A student uses disciplinary slang to describe engineering design activities. A teacher examines his performance through the lens of student learning. A college dean holds herself accountable for her leadership. A research team evolves its identity as a performance organization.	Associated with maturation in a discipline or culture. Associated with maturation in life internalized by person or organization – the individual or organization takes on the shared identity
Level of skill	Skills describe specific actions that are used by individuals group, or organizations in multiple types of performances.	Making assumptions persisting being humble setting goals observing	Describe an action Action is relevant in a broad range of performance contexts
Level of knowledge	Knowledge involves facts, information, concepts, theories, or principle acquired by a person or group through experience or education	Facts/information – names states, conversion factor between feet and inches concepts – democracy, chair, force, principles/theories – relationship between the tilt of the earth and the seasons; law of conservation of energy	Derives from human experiences can be communicated or recognized
Context of performance	This component includes variables	The performance of an academic department is	Relates to circumstances

	associated with the situation that the individual or organization performs in.	coupled with the organizational effectiveness of the host college. Learning of students is coupled with the organization of a class	associated with the performance applies to multiple performance within the context – not a personal factor
Personal factors	This component includes variables associated with the situation of an individual A student's performance is impacted by the quality of his or her home environment.	Performance of a teacher is impacted when he or she is ill performance of a dean is impacted when his or her spouse dies	Involves life situation of an individual
Fixed factors	This component includes variable unique to an individual that cannot be altered	Performance in basketball is impacted by height Genetic factors influence performance	Involves an individual immutable; cannot be altered

**Source: Den Elger (2018) Theory of Employee Performance, Faculty Development Series, University of Idaho, (pp12-14)**

He elaborated certain concepts: Performance Mindset. Performer's mindset includes actions that engage positive emotions<sup>160</sup>. Examples include establishing difficult goals, accepting failure as a necessary component of achieving high performance, and creating an environment where the performer feels a suitable level of safety. Keeping a performer's mindset is made easier with the help of the Accelerator Model Immersion. Performance can be improved and both personal and professional development can be stimulated by immersion in a physical, social, and intellectual environment. Elements include social interactions, disciplinary knowledge, active listening, emotions (both positive and negative, and spiritual alignment. Reflective Practice: involves actions that help people pay attention to and learn from experiences. Examples include observing the

present level of performance, noting accomplishments, analyzing strengths and areas of improvements, analyzing and develop identity, and improving levels of knowledge. Three axioms can be used to summarize the prerequisites for peak performance and performance enhancements: axiom 1 - Put the performer in their best emotional condition by getting them to think like a performer. Axiom 2-Put the performance in a stimulating setting. Axiom 3 -engage the performer in reflective practice. It is discernible that emotions, immersion and reflective practice are germane in bringing about optimal employee performance, which is applicable to employees in Public Organizations in Kwara State.

### **2.2.3 Campbell Model of Job Performance**

This theory posited one of the first large scale attempts to integrate the various dimensions of performance into a comprehensive model<sup>180</sup>. According to him, the latent structure of job performance can be modelled using the following eight general factors: i. job-specific task proficiency, ii. non-job specific task proficiency, iii. written and oral communication, iv. demonstration effort, v. maintaining personal discipline, vi facilitating peer and tea performance, vii. supervision/leadership and viii. management/administration<sup>181</sup>. Although some criteria may not be applicable to all jobs, these eight factors are the highest order characteristics that can be beneficial for describing performance in any job in the occupational area<sup>182</sup>.

In this study, Campbell model is found applicable to manufacturing environment,

specific task performance can be referred to as the degree to which a worker can perform the one substantive or technical task in line with job role and organization objectives which is peculiar to a job and distinguishes one job from another. Non-job specific task proficiency on the other hand, is used to refer to task not specific to a particular job, nevertheless, it is expected of all workers in any manufacturing company. Demonstrating efforts captures the consistency or perseverance and intensity of workers to complete the required task in due time, whereas maintenance of personal discipline, punctuality and adherence to organizational cultures refers to the avoidance of negative behaviours which workers may exhibit at work<sup>183</sup>.

Management or administration differs from supervision in that the former includes performance behaviours directed at managing the organization that are distinct from supervisory or leadership roles. Written and oral communication reflects that component of the job performance that refers of the subject matter. The description of these eight dimensions is further elaborated<sup>184</sup>. According to Campbell and colleagues, these eight dimensions are sufficient to describe the latent structure of job performance at a general level. Furthermore, each of the eight factors proposed to have sub factors that will also vary in their degree of salience across occupations. Finally, the true score correlations between these eight dimensions can be assumed to be small enough to consider them distinct for this study due to its influence on performance of employees.

#### **2.2.4 Theory of Emotional Intelligence**

Theory of emotional intelligence comprises five realms: self-awareness (knowing one's emotions, strengths, weaknesses, drives, values, and goals- and their impacts on others) self-regulation (controlling or redirecting disruptive emotions and impulses, motivation (being driven to achieve for the sake of achievement); empathy (considering others' feelings, especially when making decisions), social skill (managing relationships to move in desired directions)<sup>185</sup>. All these are the fulcrum of the theory of emotional intelligence. It is important to discuss them. This is depicted by his enduring article "What makes a Leader?" He introduced a framework of five components of emotional intelligence that allow individuals to recognize, connect with, and learn from their own and other people's mental states, as well as their hallmarks. Of course, there are many frameworks offering varying sets of emotional intelligence competencies (and other models that conceive of emotional intelligence not as a set of competencies but rather as the ability to abstract and problem solve in the emotional domain)

<b>Components of Emotional Intelligence</b>			
<b>Component</b>	<b>Definition</b>	<b>Hallmarks</b>	<b>Example</b>
<b>Self-awareness</b>	Knowing one's emotions, strengths, weaknesses, drives, values, and goals-and their impacts on others	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Realistic self-assessment</li> <li>• Self deprecating sense of humor</li> <li>• Thirst for constructive criticism</li> <li>• Trustworthiness</li> <li>• Integrity</li> <li>• Comfort with ambiguity and change</li> </ul>	A manager knows tight deadlines bring out the worst in him. So he plans his time to get work done well in advance.

<b>Self-regulation</b>	Controlling or redirecting disruptive emotions and impulses.	<ul style="list-style-type: none"> <li>• Trustworthiness</li> <li>• Integrity</li> <li>• Comfort with ambiguity and change</li> </ul>	When a team botches a presentation. Its leader resists the urge to scream, instead, she considers possible reasons for the failure, explains the consequences to her team, and explores solutions with them.
<b>Motivation</b>	Being driven to achieve for the sake of achievement	<ul style="list-style-type: none"> <li>• A passion for the work itself and for new challenges</li> <li>• Unflagging energy to improve</li> <li>• Optimism in the face of failure</li> </ul>	A portfolio manager at an investment company sees his fund tumble for three consecutive quarters. Major clients defect. Instead of blaming external circumstances, she decides to learn from the experience-and engineers a turnaround.
<b>Empathy</b>	Considering others' feelings, especially when making decisions	<ul style="list-style-type: none"> <li>• Expertise in attracting and retaining talent</li> <li>• Ability to develop others</li> <li>• Sensitivity to cross-cultural differences</li> </ul>	An American consultant and her team pitch a project to a potential client in Japan. Her team interprets the client's silence as disapproval and prepares to leave. The client's body language and senses interest. She continues the meeting, and her team gets the job.
<b>Social skill</b>	Managing relationships to move in desired directions	<ul style="list-style-type: none"> <li>• Effectiveness in leading change</li> <li>• Persuasiveness</li> <li>• Extensive networking</li> <li>• Expertise in building and leading teams</li> </ul>	A manager wants his company to adopt a better internet strategy. He finds kindred spirits and assembles a de facto team to create a prototype website. He persuades allies in other divisions to fund the company's participation in a relevant convention. His company forms an internet division- and puts him in charge of its.

**Source: adapted from “What Makes a Leader” by Daniel Goleman, Harvard Business Review, June, 2006**

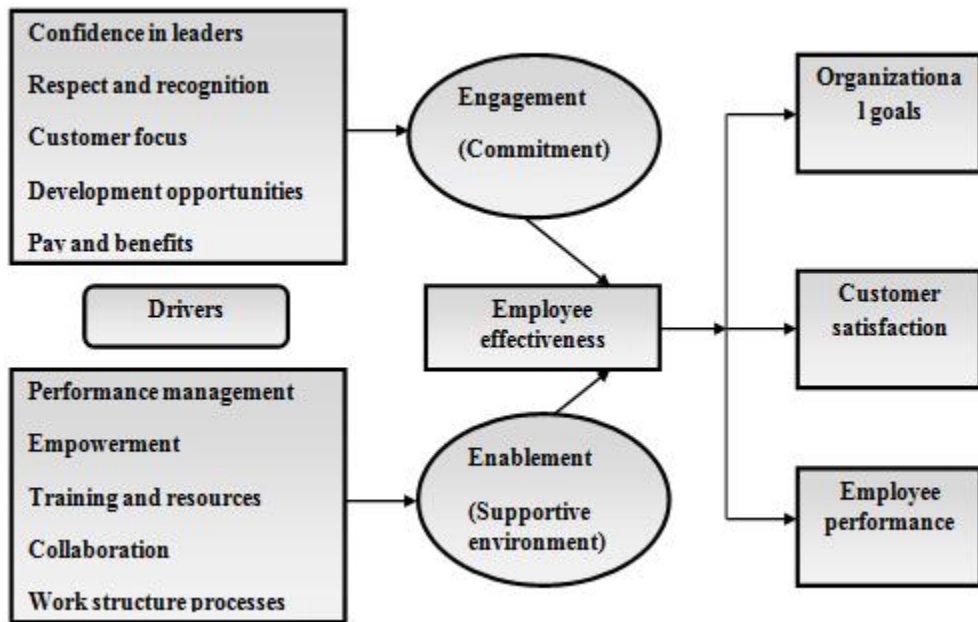
Since emotional intelligence is something that can be cultivated and enhanced, it is commonly acknowledged as a positive trend. Even while not everyone may agree with this, research indicates that emotional intelligence is a skill that can be developed over time. Self-management and self-awareness are components of personal competence. Self-

awareness entails having self-assurance, being aware of your emotional state, understanding how your behavior affects others, and being aware of how other people affect your emotional state. Self-management entails controlling disruptive emotions and impulses, acting in accordance with your values, responding adaptably to change, and pursuing chances and goals despite challenges and setbacks. Social competence consists of social awareness and relationship management. Social awareness competencies include things like picking up on the moods of others, caring about what others are going through and really hearing what someone else is saying. (empathy). Relationship management competencies involve getting along well with others, handling conflict, clearly expressing ideas and using sensitivity to manage others' feelings<sup>186</sup>.

	Recognition	Regulation
Personal Competence	<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Awareness of your emotional state</li> <li>• Recognizing how your behavior impacts others</li> <li>• Paying attention to how others influence your emotional state</li> </ul>	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Keeping disruptive emotions and impulses in check</li> <li>• Acting in congruence with your values</li> <li>• Handling change flexibly</li> <li>• Pursuing goals and opportunities despite obstacles and setbacks</li> </ul>
Social Competence	<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Picking up on the mood in the room</li> <li>• Caring what others are going through</li> <li>• Hearing what the other person is “really” saying</li> </ul>	<p><b>Relationship Management</b></p> <ul style="list-style-type: none"> <li>• Getting along well with others</li> <li>• Handling conflict effectively</li> <li>• Clearly expressing ideas/information</li> <li>• Using sensitivity to another person’s feeling (empathy) to manage interactions successfully</li> </ul>

**Fig 2.4: Emotional Intelligence Frameworks Charts/Diagrams**

Source: <https://positivepsychology.com/emotional-intelligence-framework>



**Fig.2.5: Components of Emotional Intelligence**

**Source: Hay Group Insights Employee (2018)**

Although it has origins in much older social and psychological ideas, the psychological notion known as emotional intelligence, or EQ, is a phenomenon of the last 25 years. After the publication of behavioural a researcher bestselling book, the wider public was introduced to the theory of “emotional intelligence”<sup>186</sup>. This new psychometric was not developed by the researcher; rather, he took the word from psychologists Peter Salovey and John Mayer and expanded it into a well-known theme.

Many people are interested in learning more about emotional intelligence and how it might improve their ability to control their emotions. Despite its widespread use, few people are aware of its roots. It turns out that the 1990 publication of a book marked the debut of Salovey and Mayer's idea of emotional intelligence. In this book, they explained what emotional intelligence is and how our behavior and thinking express it. Mayer was a

postdoctoral researcher at the time, and Salovey was a professor at Yale University. They conducted extensive research and wrote a ton of articles about it. Despite all of their efforts, Daniel Goleman, the idea's most vocal proponent, continues to receive a lot of credit. In 1996, he released his book "Emotional Intelligence: Why It Can Matter More Than IQ," which helped promote Salovey and Mayer's idea of emotional intelligence. The notion of emotional intelligence used by Daniel Goleman and Salovey and Mayer differ slightly. As a result, there has been some misunderstanding over the original theory. They define emotional intelligence as the capacity to interpret information about one's own and other people's emotions. It's also the capacity to apply this knowledge to direct your actions and ideas. As a result, emotionally intelligent people are aware of, adept at using, cognizant of, and in control of their emotions. These two authors assert that a person must possess four fundamental skills in order to be classified as emotionally intelligent: The capacity to understand emotions, emotional language, and emotional signals; The capacity to perceive and appropriately express their own emotions as well as those of others; The ability to use emotions in a way that facilitates thought; The capacity to control their emotions in order to accomplish goals. In this particular emotional intelligence theory, each ability has four different stages. This procedure doesn't always occur naturally, though. Instead, it typically necessitates a conscious effort<sup>172</sup>. There are four stages: The ability to recognize your own and other people's emotions is the foundation of emotional intelligence. You need to be able to comprehend your feelings first. This encompasses both your feelings and your thinking. You learn how to manipulate other people's thoughts and feelings at the second level. For instance, you can

comprehend the emotions conveyed in a piece of art or those of other people. In the third level, you learn how to express your emotions in the right way.

Additionally, you develop your ability to express your needs. You develop the ability to discriminate between appropriate and inappropriate emotional responses in the fourth and final stage. Emotions in the initial stage aid in focusing your attention on the most crucial information. You can't yet take into account your own emotions at this level. Your emotions begin to increase during the second stage so you can recognize them. Therefore, you can utilize them to guide your decision-making. Your emotions have an impact on your mood in the third stage, claim Salovey and Meyer. As a result, you are able to think about several viewpoints on a single subject. Finally, in the fourth stage, emotions support wise decision-making and innovative thinking. First, you learn to recognize the various fundamental emotions and how to properly express them. You can then go one step further with this capacity and put the emotion in your emotional state.

This theory is relevant to this study because it enables employees in Public Organization investigated to develop capacity to understand emotions, emotional language, and emotional signals; capacity to perceive and appropriately express their own emotions as well as those of others; ability to use emotions in a way that facilitates thought; capacity to control their emotions in order to accomplish goals set by the organizations investigated.

### **2.2.5 Theory of Soft Skills**

It is a fact that the ever-changing impact of technology and the style of management pay so much attention to soft skills. There is no gain saying the fact that the more valuable employee is the one who can grow and learn as the business changes and grows: ordinary people who do extraordinary things. Individuals who affect and 'infect' their organizations in such a positive manner that they are the 'change agents' who drive their enterprise on the road to move profit, more customers but less lost and loss. Soft skills play an important part for the success of an organization. Organizations, particularly those dealing with customers face-to-face are generally more prosperous if they train their employees to utilise these skills. It is important to consider the theory of soft skills.

A scholar defined skill as "the ability to use one's knowledge effectively and readily in execution or performance"<sup>187</sup>. It is "a learned power of doing something competently". The dictionary meaning of soft skills describes it as "personal attributes that enable someone to interact effectively and harmoniously with other people".

There is no definition of soft skills which has gained universal or global acceptance yet. It was described by some researchers as "personality, attitude, and behavior-related skills, abilities, and qualities rather than formal or technical knowledge."<sup>188</sup>. These scholars definition capture largely the thoughts of other scholars on soft skills; for example, Non-technical Skills, Non-cognitive skills, Lifelong skills, Generic skills, Essential skills, Key competencies, Transferable skills, Enterprise skills and General capabilities. This study defines soft skills as those traits or attributes that are non-technical in nature. They are those essential ingredients which employees need in order to navigate their ways in their

daily encounter with people from outside of the organization and those they have reasons to interact or connect with within the organization – supervisors, superiors, workmates and subordinates. These skills include but not limited to persuasive communication skills, problem-solving, skills, multitasking skills, critical thinking skills, esprit de corps, conflict resolution skills, adaptability skills, flexibility skills, cultural diversity skills, just as the hardware requires software to run efficiently, every employee who possesses the hard skills (technical qualification, education) needs soft skills to complement and supplement so that he can relate with, connect with, flow with and think purposefully with those he has to work with as well as significant individuals who cannot but come into contact with him every day of the week throughout the year. No doubt, soft skills enhance the productivity of employees and offers them opportunities for career development.

In 21<sup>st</sup> Century, career development and advancement is hinged on an heavy dose of soft skills; with technical skills, jobs are easy to come by. But then, which is important - job or career? A researcher stated that soft skill is character, attitudes, and behaviour, instead of talent or knowledge. Soft skill is intangible, non-technical, special skills of an individual that determine one's strength as a leader, facilitator, mediator and negotiator. The theory of soft skills which this thesis relies on is the findings of a researcher who reviewed several literature and came up with the different soft skills which scholars have been able to identify in recent times<sup>189</sup>.

From these and other sources a list of soft skills was captured, as can be discerned in this table. Even though some of the skills could be combined, but they are separated in order

to keep to the original source. A scholar opined that the 21<sup>st</sup> century competencies can be grouped into five major categories: analytical skills, interpersonal skill, execution skills, information processing skill and capacity to change<sup>190</sup>. Soft skills is the skill of a person in building relationship with others (including with himself). Its attributes include values embraced, motivation and behaviour, characters and attitudes. An individual's soft skills attitude. However, if a person is willing to evolve and grow, they may be able to change this quality. According to some writers, there are three broad areas of concern from which an engagement with soft skill emerges, either in forms of general economic development or self-development<sup>191</sup>. These reflect broader and deeper themes about the competencies which current job applicants, school leavers and university graduates and current employees have in comparison with organizational requirements. These are: (a) Social inclusion concerns centered on 'life skills', as these are associated with opportunities for young people, especially those not in education or training. The aim is to establish employability. (b) Employability of those with higher level university-level qualifications. The knowledge acquired via school is complemented with soft skills that are necessary for work in skilled and professional professions. (c) Leadership and management skill in organization which include soft skill alongside the hand skill required of operational, line, unit/function and organizational management.

They went further to assert that there are three contextual issues involved in the theory of soft skills: Soft is a real category of skill now more prominent, and up skilling in this is sought. Definition and understanding of skill must reflect that, for these skills should then be assessed and developed. Detailed appraisal of skill demand and the skill content

of jobs including soft skill have implications for assessing the success of supply-side skill formation policies and indeed for future policy directions. A critique of re-labeling as skills what in the past may have been considered personal attributes, dispositions or behaviours. Traditional concepts of skill have a clear link to technical competence and knowledge, and government policy directed at working with employers to design better quality, more highly skilled jobs that contain significant worker discretion. This is the alternative to soft skill up skilling. In particular, there is a need to encourage people to pursue careers in fields of science and technology. Employers are interested in obtaining workforce compliance, which is socially constructed as the goal of building "soft skill"; this is a disguised way of talking about compliance and exercising control. This applies even in what remain low skill settings. Employers are then delegating to and expecting vocational education and training to provide employees who are compliant.

Promoting mastery of experiences has been recognized as one of the most effective ways to develop a strong sense of self-efficacy, a facet of positive self-concept. Through mastery of experiences, employees overcome obstacles by persevering and achieving success on a specific task. It is less significant what the task is than that they master it. Providing chance for skills building and mastery is key for employees to become confident in their ability to master their own situations and develop a sense of personal efficacy (the sense that he or she can succeed in using the skill)<sup>191</sup>. Soft skills are strengthened not only through real-world practice, but also by a sense of mattering and belonging. Service-learning can offer the chance for individuals to experience and practice a range of soft skills, as well as contribute to their communities. Several German

universities have adopted this approach, where workers are connected to project that “respond to actual needs of layers of non-profit actors in the region”<sup>192</sup>. Emotional Intelligence Education also values service-learning as an important part of education. Skills learned in the classroom are applied to building better communities through social-justice-focused volunteer projects jointly selected by teachers and students<sup>192</sup>. Literatures recommend on-the-job experiences, such as internships and apprenticeships, for building responsibility, communication, teamwork, and other soft skills. Workplace-oriented training teaches field-specific technical skills, but also soft skills, such as responsibility, communication, punctuality, personal presentation, and teamwork<sup>193</sup>.

A Researcher similarly recognized that workplace experiences can help youth attain skills such as personal autonomy, efficacy, motivation, realism, and optimism<sup>194</sup>. The authors point to the role played by internships in teaching the importance of persevering and being conscientious, along with other job-related skills that improve their readiness for the labour market. Soft skills building can be enhanced by program activities within the workplace. An example is the *Prepara Ami baServisu-PAS* program, implemented in East Timor. It offers individual and group support through mentoring, coaching, and targeted skill-building activities throughout the first four months after youth enter the world of work<sup>195</sup>. Nevertheless, more research is needed on how to structure on-the-job experiences for youth to maximize soft-skills-building efforts. Apprenticeships, internships, and job training also help to “break down the rigid separation between school and work”<sup>196</sup>. This method has achieved success in a number of OECD countries. In

Finland, for example, internships are considered important parts of an “integrated pedagogy” that combines education with practical experience.

Literatures have recognized cooperative learning as an effective way to develop a range of soft skills, including social skills, communication, and higher order thinking skills (problem solving, decision making, and critical thinking). Two specific strategies show cooperative learning in practice: organized problem solving and project-based learning (PBL). In organized problem solving, employees work in small groups on an assigned problem, guided by the teacher who monitors the groups. Through PBL, employees develop a research question about their interests, carry out the research, and the everything together. Both organized problem solving and PBL are student-driven processes, with the supervisor acting as a facilitator rather than instructor. Through these two strategies, youth learn to evaluate and make decisions, as well as use logical thinking and reasoning, thereby improving their higher order thinking skills. While collaborating and generating ideas together, worker can enhance their social skills and communication. Reflection is key to this process. For instance, youth should think about how they used their communication skills-do they listen well to others’ ideas, and do they believe their own opinions were heard<sup>197</sup>. Consistently using these soft skills through project based problem solving can potentially strengthen them over time and lead to proficiency and master.

Literatures indicate that interactive teaching methods along with ample changes for practice are necessary for effective youth soft skills development in formal education. Practice may be classroom based or may take place outside the classroom and provide a

bridge to the community, through activities such as service learning. Interactive teaching can be supervisor led, worker led, or a combination. Some interactive supervisor-facilitated activities include: skill demonstration, simulations, case studies, debates, and use of visual and audio aids. Some interactive student-facilitated activities include: small group work, games and puzzles, observing and examining models, storytelling, and hypothetical decision-making exercise. Regardless of the activity or program, interactive learning should be aired with chances for youth to both draw on their own experiences and reflect on the exercise. Supervisors may also assign follow-up work to encourage further practice, either alone or with family and friends<sup>198</sup>.

This study put emphasis on acquisition of skills (soft) and control of emotions to produce positive performance outcomes, while social learning theory is used to underpin the study because it creates platform for employees to self-regulate, be self-aware, possessed social competence and develop their skills which will in turn improve the performance.

## **2.3 Review of Empirical Studies**

### **2.3.1 Emotional Intelligence and Employee Performance**

Extant studies have shown that emotional intelligence is connected to service delivery<sup>199</sup>.

A study of the Ghanaian telecommunication sector suggests that emotional intelligence is positively related to management efficiency as regard service delivery and customer expectation levels<sup>200</sup>. In addition, another study examined the enormity of emotional intelligence in Indian banking sector and findings revealed a solid relationship between

emotional intelligence and banks service quality<sup>201</sup>. Likewise, the study of a scholar in Nigeria found out that emotional intelligence confidently influences employees' service delivery among Nigerian banks. A researcher investigated emotional intelligence impact on service delivery of employees' in selected Indian banks that are privately owned with a sample of sixty-five (65) employees and emotional intelligence among bank employees was assessed on five dimensions namely- self -mindfulness, emotions handling, self-motivation, emotions of others and relationship control<sup>202</sup>. It was shown that those with high levels of emotional intelligence will perform better due to their strong interpersonal abilities.

A scholar investigated the factors that affect emotional intelligence among bank employees working in Punjab and examined how the factors determine their performance<sup>203</sup>. The study was exploratory in nature. With one hundred and twenty (120) population of the study, consisting of bank employees in both private and public-sector. Employees' of the banks were found to be aware of this comparatively new concept 'emotional intelligence'. It was revealed that male and female employees differ significantly as regards various emotional intelligence traits. A study examined the influence of emotional intelligence on service delivery<sup>204</sup>. Results indicate that social-talents, self-mindfulness, social-mindfulness, and self-controlling have influence on service delivery. To achieve this, trainings on the development of emotional intelligence among employees in organisations, information, talents, and personality orientation should be promoted. Related study on the level of emotional intelligence among bank revealed that there are four major factors affecting emotional intelligence namely, Self-Mindfulness, Self- Control, Social-Talents and Empathy. It also revealed that emotional

intelligence plays a major role in bank employee's life, and all the employees have great emotional intelligence. Also, there was no difference between emotional intelligence and age of the employees.

A study examined the influence of self-mindfulness, self-controlling and relationships management on employee performance<sup>205</sup>. The study adopted exploratory method with seventy-six (76) employees of a Nairobi hotel but sampled thirty-eight (38) employees through simple random sampling. Data was collected through questionnaire and interviews means. Outcomes of the study showed that self-awareness, self-management and relationships-management proxies of emotional intelligence influence employee performance.

It was determined from the empirical data that creating a culture of exceptional service is crucial for the growth of a successful organization. Therefore, this sense of service, which promotes obtaining and improving service quality, is crucial. Thus, the difficult process of providing great service can be accomplished. The environment of service at the individual (employee) level is manifested by the practice, concerns, and behaviors towards users as expected by the management. By fostering and executing acceptable staff behaviors and attitudes, a business can improve the quality of its services. These conditions are further increased by employee empowerment, and through overcoming hurdles such as unsuitable HR policies and a preventive management style, etc. Employees in the university can be classified into two major groups: the teaching staff and the non-teaching staff. However, the non-teaching staff, can be further divided into

the senior administrators (they are usually considered as the professional administrators) and junior administrators.

A scholar claimed that the perception of emotional intelligence can be used in organizations that contain key experiences for generating and maintaining the quality of services in organizations<sup>206</sup>. Emotional intelligence involves the relationship between thoughts, attitudes, behaviours, feelings, views, and perceptions. It has been established that emotional intelligence can be used as a gauge or indicator of how well a person is able to recognize, comprehend, and control the emotions of others and integrate their thoughts and actions to produce a desired outcome. Emotional intelligence is the ability to coordinate one's own ideas and behaviors with those of others. According to a researcher, emotional intelligence helps managers build stronger working relationships with and among members of the organization. It also helps managers achieve higher self-understanding, demonstrate the balance of improved health, and improve work-life balance. Organizational leaders must value and actively encourage emotionally intelligent behavior in order for it to be effective.

An argument put forward by a scholar established that the effectiveness of service-oriented organizations (such as universities) will be enhanced if the environment is positively reinforced with emotionally intelligent individuals, therefore resulting in the provision of better-quality services to the users<sup>207</sup>. It was analyzed that education is a

service; services are described as activities or processes that are differentiated from physical goods by four basic characteristics, namely, the intangibility, heterogeneity, perishability, and inseparability of their production and consumption<sup>208</sup>. Likewise, a scholar claimed that one distinct feature of service is that they are interactive, rather than substantial entities. This feature is particularly relevant to universities, which have been described as comprising a process of transformation involving the systematic and critical development of the student to a competent mind. It is important to note that the definitions of quality in universities use two different analogies with regard to students: as customers who purchase a service in anticipation of career benefits, and as raw materials that, through the process of being at university, will be transformed into people with increased skill sets<sup>209</sup>.

Furthermore, several scholars advocated that universities engage in highly subjective and intangible products, which are the aftermath of a complex multifaceted service delivery of post-purchase knowledge with the addition of both tangible and intangible offerings<sup>210</sup>. This encompasses faculty, staff, businesses, university employees, and the community, creating a highly challenging entity to evaluate. A scholar acknowledged that the quality of a multi-dimensional learning experience, such as university education, is influenced by numerous factors and variables, at the end of which the student completes a profile of experience and talents, which the world in general will recognise as the quality of the learning provision<sup>211</sup>. Although Harvey stated that the measurement and evaluation of quality is subject to many various understandings and difficulties, for some people, the quality of a university's educational delivery or offering may serve as a defining characteristic.

The impact of emotional intelligence on the performance of business has been directly and indirectly explained and explained in the context of research. A scholar contends that business performance in the banking sector is driven by emotional intelligence. In this regard, marketing creativity is said to be impacted by managers' emotional intelligence<sup>211</sup>. Invariably, emotional intelligence equips managers with sufficient marketing creativity that forms one of the basic drivers of customers' service quality perceptions. Emotional intelligence significantly impacts organisational performance in the health sector as well. In this vein, employee performance is reckoned as a measure of organizational performance. Emotional intelligence among health professionals facilitates employee performance, on which business performance is pivoted. A scholar found in his study that improvement in emotional intelligence of employees introduces a paradigm rise in sales performance and consequently organizational performance in terms of return on investment<sup>212</sup>. His finding relates to that of a previous study, who, based on findings of his study, contends that business performance is positively influenced by service providers' emotional intelligence. A researcher projected emotional intelligence acquisition by employees in the organization as a precursor to quality service delivery and organizational performance augmentation regardless of the industry<sup>213</sup>.

The relationship management characteristics and ability of bank employees are influenced and grown by emotional intelligence acquisition activities. This argument corroborates the statement of another scholar that service providers' competence and influence on customers is largely positively influenced by their levels of emotional intelligence<sup>214</sup>. More precisely, service providers need emotional intelligence in managing customer-bank relationships, towards organizational performance. Several

scholars provides an empirical account that reflects the direct relationship between emotional intelligence and organizational performance<sup>215</sup>. They argued that emotional intelligence, though practically a moderator of the relationship between service delivery and customer satisfaction, is a basic driver of organizational performance. Emotional intelligence also serves as a moderator in the relationship between customer satisfaction and organisational performance<sup>216</sup>. At large, organisational performance is stemmed from service delivery or quality which is impacted significantly by emotional intelligence<sup>217</sup>.

A researcher found the importance of over-skilling and over education on job satisfaction. Over-education on the job lowers workers' job satisfaction. In addition, having more skills than necessary to perform the current job has much negative significance on the job than over education<sup>218</sup>. Higher educational level increase expectations on the job and reduces satisfaction because of the worker's perception of his/her self-worth and or qualification on the job<sup>219</sup>. However, a scholar opined that when employees are adequately rewarded with what they feel is equitable they will be satisfied and it will likely result in greater performance<sup>220</sup>. Further, he makes the case that human resource managers should consider employee loyalty because it can have detrimental effects when it is lacking. A researcher distinguished three kinds of loyalty (affective loyalty, normative loyalty, and continuity loyalty). When an employee has an emotional bond with the business, they are said to have affective loyalty. Normative loyalty refers to situations where an employee feels he owes the employer something, whereas continuity loyalty occurs when an individual is unable to obtain employment elsewhere. These forms of loyalty were found to have significant effect on job satisfaction<sup>221</sup>.

Workplace insecurity makes it more likely to look for a new job but less likely to resign. He notes that feeling insecure at work lowers job satisfaction. Regarding individual personal characteristic, researchers used variables such as age, gender, education, marital status, hours of work<sup>222</sup>. A scholar revealed that women are more satisfied with their job than men. This could be as a result of decreased expectations at work as a result of women's historically poor standing in the labor market. On the contrary, a scholar argued that gender has insignificant influence on job satisfaction. In addition, studies showed that married individuals have higher job satisfaction than unmarried individuals<sup>223</sup>.

Organizations have been seen as needing emotional intelligence, work happiness, and organizational commitment. Ensuring team's Emotional intelligence is important because, emotional intelligence impacts positively on team performance<sup>224</sup>. This perhaps will enhance positive outcome and enable an employee to fit into the organization. A scholar view emotional intelligence as overall innate abilities developed as a result of the interaction from the environments<sup>225</sup>. All organizations, with a focus on the academic profession, require emotional intelligence. Higher level jobs and responsibilities create stress on employees and supervisors, which negatively impacts their mood. Another researcher discovered that the impact of work-related stress on job satisfaction was moderated by emotional intelligence. Employees need to strengthen their interpersonal, intrapersonal, adaptability, stress management, and general mood abilities so that they can handle physiological and psychological challenges that may result in higher job performance<sup>226</sup>. Emotional intelligence is unaffected by an employee's categorization. However, employee experience and marital status has significant emotional intelligence.

The work of a scholar revealed that emotional intelligence has influence on turn over intention and job satisfaction, this is because employees who can appraise and express their emotion are better understood and accepted by others<sup>227</sup>. A researcher finds that” men and women are equal on total emotional intelligence and there is no difference among employees of both government and non-government in emotional intelligence. Thus any team whether in government or non-government need high level of emotional intelligence which will eventually enhance high performance than low emotional intelligent team<sup>228</sup>.

There are conflicting results from empirical research on the connections between emotional intelligence and job happiness. A number of studies have observed weak to moderate relationships between trait emotional intelligence measures and job satisfaction. A study of food service workers and their managers observed a positive association between an ability based emotional intelligence scale and job satisfaction in employees and their managers<sup>228</sup>. Also, a study of a group of managers Lopes, found links between emotional intelligence abilities and affective proxies of job satisfaction measured via self and supervisor reports<sup>229</sup>. There is significant relationship between emotional intelligence and job satisfaction among teachers. The work of a scholar opined that in an educational setting there is a significant relationship between emotional intelligence and job satisfaction with the respect to teachers` years of experience as well as their qualification<sup>230</sup>. In another perspective, some scholars argue that there is relation between football coaches` emotional intelligence and their job satisfaction. The work of another

scholar found that gender influences the relationship between emotional intelligence and job satisfaction among policemen<sup>231</sup>. On the contrary, a scholar found that gender has no effect on the relationship between emotional intelligence and job satisfaction. However, several scholars found that marital status and experience affect the relationship between the emotional intelligence and job satisfaction; it further found that designation does not affect the relationship between the variables<sup>232</sup>. Importantly, another scholar concluded that there is no relationship between emotional intelligence and job satisfaction<sup>233</sup>.

Similarly, several scholars examined the association of emotional intelligence and academic achievement at a British secondary school on a sample of 650 students<sup>234</sup>. The study found a strong correlation between emotional intelligence and academic achievement, particularly in poor teenagers. A scholar investigated the effect of the level of emotional intelligence on academic success at university<sup>235</sup>. 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 scores<sup>236</sup>. On the contrary, another researcher investigated the use of emotional intelligence and its relationship to academic achievement<sup>237</sup>. The study included 100 students from Islamic Azad University in total. The tool used was the emotional intelligence questionnaires<sup>238</sup>. The results indicated that there was no relationship between emotional intelligence and academic achievement. Others investigated the relationship between emotional intelligence and academic success. 100 male and 100 female made up the sample. The information was gathered using an English language test and the EQ-I scale. According to the findings, emotional intelligence and female academic achievement were positively correlated. On the

contrast, a scholar conducted a study to examine the effect of gender and academic success on emotional intelligence<sup>239</sup>. Schutte self-report emotional intelligence questionnaire was used on a sample of 191 undergraduate students, from a university in Al-Baha province, Saudi Arabia. The findings showed that the factors academic achievement and gender have no statistically significant link with emotional intelligence.

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 achievement<sup>240</sup>. At Al-Qanfada University College in Saudi Arabia, a total of 60 male and 70 female students took part in the study. Bar-On's emotional intelligence scale, and Roger's Mind Habits scale, were used<sup>241</sup>. The findings reported a high level of emotional intelligence and a moderate practice level of mind habits. Another finding showed a connection between mental habits, emotional intelligence, and degree of achievement. In another study investigated the effectiveness of emotional intelligence on student's English language achievement<sup>242</sup>. 330 students from schools in the Khartoum area took part 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 English<sup>243</sup>. The sample was 165 Turkish EFL students. The data was gathered using two scales: one measuring emotional intelligence, and the other measuring communicative openness. The pupils exhibited a

moderately high degree of readiness to communicate in a second language, according to the results, and a high level of emotional intelligence. 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 performance<sup>244</sup>. The participants were 648 university students. The study made use of the Trait Emotional Intelligence Questionnaire. The grade point average was used to evaluate the students' academic performance (GPA). The results showed that emotional intelligence has no effect on academic achievement. A scholar investigated the relationship between emotional intelligence and academic achievement<sup>245</sup>. The participants were 918 primary school students. The Malaysian Emotional Quotient Inventory-Children was the instrument utilized (MEQI-C). The results showed that six variations were substantially related to academic success. They are spirituality, self-awareness, self-motivation, self-regulation, self-awareness, and empathy.

### **2.3.2 Soft Skills and Employee Performance**

Many studies have been carried out on how the soft skills of a project manager can affect the performance of a project. Clients were able to choose the best project manager for their planned project because to these research that improved their understanding of project managers. For instance, a scholar listed social skills, decision-making skills, problem-handling skills, opportunity recognition skills and management of changes as personal attributes that affect job success<sup>246</sup>. Employees with soft skills are better equipped to drive organizational transformation. A researcher found that competence, interpersonal skills and personal characteristics significantly influence the employability

of individuals<sup>247</sup>. Olivier et al. (2009) mention that the structuring and awareness features of room-based collaborative platforms can enhance the learning experience of soft skills (time management and critical thinking skills) courses<sup>248</sup>. Evidence shows that there are links between performance and skills and that relationship is the main impetus to increase skills, as well as one of the main forces legitimizing them<sup>249</sup>.

Compromising style of conflict resolution is also known as lose-lose situation where some of the parties needs are achieved but not all of them<sup>250</sup>. The style is partially assertive and cooperative and this is required among the parties involved. The style is appropriate when parties need a solution for the mean time or temporal solution and also used as a backup plan when dominating or integrating style are rendered unsuccessful. This approach has got its own advantages such being more practical in nature than theoretical since it's based on time, provides a temporal solution for the problem and is also fast. This style is stressful in a way that a lot is demanded for it to be successful. It was found out that compromising style encourages the employees to try and be cooperative and assertive to manage conflict among them and when efficient to them, employees are able to perform<sup>251</sup>. The style was also found out to be used depending on the status of employees in the organisation depending on the situation at hand. The status of the managers has a say in which style suits the conflict faced in the organisation<sup>252</sup>.

The compromising style has more advantages and ends up with a temporal solution compared to the dominating style. Employees prefer this style because it's both assertive and cooperative in a moderate way and involves concern for each other. A study found out that employees are more willing to give up their own goals to satisfy the needs of

other employees. This was because for a conflict to be solved, sometimes one has to give up something. Therefore, in this style, it was seen to be preferred by some organisations because of its advantageous side while some organisations used the style as a last resort for solving conflicts<sup>253</sup>. Dominating style involves a party have more concern for themselves and don't worry about the concerns for others and thus identified as a situation of winning and losing. The dominating style relies on the use of position power that an individual holds. This style is assertive and uncooperative when used and associated with low levels of being effective in the end. Senior employees force employees to use this style who come up with the solutions and not involving the other parties. The senior employee assumes that the goals of the organisation are more important than the concerns of their employees. This affects the performance of the employees since senior employees over power their employees thus a style seen to be partly effective than appropriate for the situation<sup>254</sup>.

Dominating style of conflict resolution is a style which involves one party winning and the other losing or well known as a competition, each party trying to achieve what they want over the other party<sup>255</sup>. The parties have got to be assertive achieve their goals, without cooperating with the other party and have no concern for them. This style is most appropriate in case of an emergency has to be made such as wages, policies and procedures and also when parties are and comfortable with the style. According to scholar, the style may affect the relationship between the parties involved and may encourage another kind of conflict all together in the long run thus an ineffective style of conflict resolution<sup>256</sup>. This style is less likely to be used in organisations. Therefore, when used, it may have an impact on the employee performance such as fear among themselves

and competition<sup>257</sup>. The style was found to be more likely to be used when the conflict is seen to be in case of emergencies. This style was also found out to be unpopular or less likely to be used in an organisation for its disadvantages that may arise in the long run. Therefore, dominating style is effective and beneficial in the end according to some scholars but not appropriate and should be minimized at all costs because it affects the relationships between individuals<sup>258</sup>.

Avoiding style of conflict resolution is the act of withdrawing from a conflict without a serious solution and employees in this case avoid the conflicts. This style of avoiding the conflict shows that the parties are ready to accept that the conflict does not exist among them anymore. There is low concern for oneself, uncooperative, unassertive and different from the other styles of conflict resolution<sup>259</sup>. The style is appropriate when winning is impossible or when controversies are high and also used by individuals who are emotionally affected in the end. The style was seen to be appropriate when parties needed time to gather sufficient information before the conflict is actually managed. The style was seen to have its own disadvantages in that the conflict may come up again<sup>260</sup>. According to a scholar, avoidance style of conflict resolution is more likely to be used by a particular group of employees in an organisation like nurses than the other professions in the hospital because they believe that the problem does not exist to them. The style was seen to be the most dormant of all the other styles in most organisations<sup>261</sup>. This is because individuals would rather run from the problem than to cooperate, come up with ideas and solve the conflict.

Accommodating Style is also known as the obliging style. The accommodating style of conflict resolution shows having more concern for others that is putting the needs for others first, in that they intend to satisfy the needs for the other parties thus appeasement<sup>262</sup>. The style is associated with accommodating behaviours which involves putting aside ones interests to please the rest. The style is unassertive and cooperative and normally used when one party is willing to give up for the other. In this case, managers try to meet the needs of all those involved in the conflict and this style is best suited for conflicts which have already existed and solve before. The accommodating style takes the form of pleasing the other party thus high concern for others. The style tends to protect the interests of the other parties thus giving an opportunity to see the conflict from a different direction all together<sup>263</sup>. Several scholars found out that the style is less likely to be used in an organisation because of its disadvantages that may come about in the long run whereas some researchers found the style suitable in some organisation since employee try to meet the needs of the parties involved in the conflict.

The style is used to maintain a harmonious relationship between management and employees thus leading to high performance of employees especially when the style is effective and beneficial<sup>264</sup>. This style was found to be used more when people cannot agree but in the end a decision has to be made in an organisation setting. The style is seen to be the most highly used style to avoid conflicts in an organisation in order to preserve a harmonious work environment. In public hospitals, it was found that accommodating style is more like to be used than in private hospitals compared to the styles of avoidance and dominating this was because of the advantages it has and what effects it will have on the performance of the employees in the long run<sup>265</sup>. Therefore, according to some

researchers or scholars, this style was seen to be appropriate to avoid conflicts among members and maintain a harmonious relationship in the work environment.

The integrating style of conflict resolution involves high concern for self and others in a work environment. Exchange of ideas is encouraged and differences are sidelined to reach an effective solution for the parties involved. The integrating style focuses on problem solving in a collaborative way<sup>266</sup>. The managers or organisations that use this style deal with the conflict directly and find constructive and creative solutions to the conflicts by having more concern for themselves and those of the employees by focusing on their own needs as well as those of the employees. The root problems of the conflict are analysed before the solutions are sought and in the-end, employees are satisfied and perform well in the long run. The integrating style of conflict management plays a major role in solving conflicts thus encouraging continuous performance in the organization. There is reduced conflict, where the integrating style is used by the organization because of the process involved. Integrating style is said to be the most appropriate style to enhance continuous performance among employees because this style focuses on problem solving in a collaborative way<sup>267</sup>.

Employees that use this style face conflict directly and try to find new and creative solutions to their problems by focusing on their own needs as well as the need of others.

How to manage time is one of the most important concerns in modern management. Time is an extremely special resource. It cannot be rented, borrowed, or purchased. It is indispensable and necessary for everything's execution. It is found that proper management of time increases efficiency, personal and professional satisfaction, and

decreases stress<sup>268</sup>. In essence, effective time management is essential for general health. A scholar found that those who obtained higher time management behaviour scores will experience less ambiguity concerning their role, less somatic tension, greater satisfaction in job as well as life, and higher overall performance. Establishing goals and priorities, mechanics, which involves planning and scheduling, perceived control of time, and inclination for disorganization are the other four elements that the authors identified as defining time management behavior. A researcher found in their cross-sectional study that in Ghana, many employees have poor time management skills and consequently their performance was low. In other words, to improve performance in the industrial sector of Ghana, employees must pay attention on how they use their time in the workplace<sup>269</sup>.

A scholar investigated the relationship between time management and job performance for the administrative staff of the University, Tenaga National in Malaysia<sup>270</sup>. The researchers discovered beneficial connections between time management, time attitude, and job performance through a study of 220 respondents. However, as expected, they found a negative relationship between time wasters and job performance. Another study discovered that to organise or execute any event successfully, good time management is essential<sup>271</sup>. The authors discovered a significant positive correlation between time management and event management performance through an empirical study involving 65 event managers in Malaysia. Most of the respondents disclosed that time management affected their job performance. A scholar through an-empirical research, identified the management skills required for students in the textile programs, i.e., to be successful as managers in the textile industry. The respondents, who were managers in the same industry, said that the new entry level managers must have the following skills especially

leadership, problem solving, decision making, and time management. Overall, the survey's findings underscored the importance of time management as a talent required for success in the textile business<sup>272</sup>.

A scholar found a statistically positive correlation between time management and job performance. The researchers concluded that since there was significant positive correlation between time management and job performance, therefore, adequate training should be provided to the managers on time management<sup>273</sup>. In another related research, an investigation was done on the extent to which time management skills are associated with self-efficacy<sup>274</sup>. Poor time management, organization, and planning abilities, according to the study, have a negative impact on self-efficacy.

A study conducted to examine that the effects of etiquette and unethical behaviour on employee performance in Nigeria using a descriptive survey research design. The data collected were analyzed through Structural Equation Modelling using descriptive statistics. The results of their study indicate that there is a strong correlation between ethical standards and organizational performance in Nigeria, and that integrity and discipline have a detrimental effect on an organization's ability to perform better. This is likely due to the fact that these virtues are abstract in nature and can only be perceived or noticed over time. Their study recommends that all government agencies such as National Pension Commission (PENCOM), Nigerian Investment Promotion Commission (NIPC), Economic & Financial Crimes Commission & Independent Corrupt Practices, etc. saddled with the duty of ensuring etiquette in workplaces, should discharge their responsibilities more diligently and sanction organizations found guilty of unethical

conducts in business concern and employment relationships<sup>274</sup>. It was reviewed that employee level of performance is one of the many possible outcomes of ethical issues in an organization. An organization with strong ethical beliefs leads to a greater sense of performance among its employees. Their paper established the relationship between organizational ethics and employee level of performance in higher education institution (private university) in Nigeria. The authors utilized both explorative and cross-sectional survey research method to gather the needed information. The gathered data were analyzed with the use of frequency, percentage, standard multiple regression analysis and correlation analysis. The study's results showed that the relationship between employee rewards and hours worked is not statistically significant for wasted time, leisure, degree of gratification, self-reliance, centrality of work, hard effort, or morality. The study recommends that Private universities should embark on creating leisure periods for their faculty in order to increase their level of performance<sup>275</sup>.

A study carried out in Singapore titled “Organizational Ethics and Employee Performance” carried out in relationship between organizational ethics and organizational outcomes based on justice theory and re-cognitive and dissonance theory. 237 managers in Singapore who completed a questionnaire provided the sample data. According to the decision tree results, organizational leaders can apply organizational ethics to produce positive organizational outcomes. The data also show a connection between ethical behavior and organizational commitment, as well as strong and favorable relationships between ethical behavior and work performance and career achievement inside the organization. The findings have the implication that top managers in the firms can impact management support for ethical behavior and the relationship between ethical behavior

and career success. Thus by consciously working on these variables, top management can enhance job performance and organizational commitment among employees and in the work place<sup>276</sup>.

The findings suggest that organizational ethics can help enhance job performance and organizational commitment. The findings' consequence is that organizational success might be anticipated to be correlated with organizational ethics. This study has also the relating goals but this phenomenon was tested in public organization<sup>277</sup>. In the paper done in Nigeria by titled, "Effects of Ethical Behaviors on Organization Operations". The researcher describes how many modern organizations are today faced with numerous challenges such as illegal and unethical business practices in a number of business transactions. He explains how Code of ethics may affect the conducts of employees when they are properly set and adhered. Two hypotheses in the paper's quantitative method are presented in the null form. The results showed that ethical behavior has an impact on how an organization operates and that moral behavior is positively correlated with organizational success. .Appropriate policy recommendations were made, which government officials and commercial decision-makers will find to be of great use. Given that it studies employee ethics and how they affect an organization's success, this article reflects the study's overall theme. However, the research basically had focused on Nigeria environment only particularly in Lagos<sup>278</sup>.

Significant relationship has been identified between employee work ethics orientation, job performance and organizational commitment. Orientation appreciation involves a kind of training designed to help new employees to learn about their tasks. Additionally,

it is a reflection of how the person sees his circumstances and what he hopes to get out of them. This may serve as a depiction of the GES employee's overall level of motivation. It is not clear if the GES employees receive orientation or not. The literature also hints that employee's orientation should be based on an input – process - out put idea, this suggest that work ethics should be focused on variables such as nature of job, past job and educational background. The literature also informs that ways of orienting employees take two forms: Extrinsic and Intrinsic orientation<sup>279</sup>.

The literature shows that results of empirical studies are for and against the proposition that a company's performance is positively related to its employee work ethics orientation. Some studies have tested the relationship between work ethics and employee performance with generally supportive results. A number of authors have questioned the link between work ethics and employee performance and some scholars have noted that the ability of organization to verbalize what they need is limited by their knowledge. The literature also informs that there is a positive association between work ethics and organization performance. Clearly, work ethics helps to realize the benefits of employees with regards to increase in performance. In addition, work ethics leads to learning and sharing, employees can better understand co-workers and their job descriptions. In this direction, work ethics impacts on performance<sup>279</sup>.

In research which dealt with the challenges faced by corporations in incorporating ethics into their strategic management processes, the research was based on a survey of issues and the literature published in Europe, North America and Asia the finding indicated a definite gap between the implementation of strategy and the moral and ethical obligations

of corporations. It is suggested that ethics be brought back to the forefront of strategic management and integrated into the strategic management process in light of the recent corporate scandals and fall in business ethics. The study's conclusion was that, in a highly competitive global economy, any large-scale economic enterprise's strategic choices have both benefits and drawbacks<sup>280</sup>.

To examine the awareness of employee's ethical conducts according to many organizations in Kenya operate under ethical behavior whether formally or informally, many of these aspire to comply with externally enforced for ethics but actually endeavor to make ethics as a part of business as usual. Most frequently, the goal of ethical behavior is to institutionalize ethics so that it is included in all aspects of organizational life and choices. Reputation can be destroyed in a matter of seconds, but it takes a lot of work, perseverance, and time to rebuild it. The message is fairly clear: moral principles are important for organizations. Whether a firm is being investigated for illegal activity or only has its customers or employees questioning its business practices, they can account for actual competitive advantages, and their absence can endanger organizational growth and undermine its ability to survive. Organizations should set ethics programs which are set of activities, policies and procedures intended to support employees to understand and comply with the ethical standards and policies set by the organization. Programs comprise various elements designed to prevent misconduct, defined as "behavior that violates the law organizational ethics standards" Ethics Resource Center, (2008). Companies with strong ethics programs report improvements in ethical conduct, and

programs have a positive effect on employee behavior, ethical attitude and corporate culture. Each factor probably affects how employees act and think, but how and to what degree this affects them may differ. An ethics program begins with development of a code of ethical conduct to guide employees on what is viewed as ethical behavior. A scholar found that ethics codes influence behavior.

The second element is ethics training, to help employees understand the ethical goals and values of the organization, increase their ability to deal with ethical issues and encourage ethical behavior. The third component is the implementation of mechanisms to regularly disseminate ethics information through the appointment of an ethics officer who will counsel staff, look into claims of ethical transgressions, develop and coordinate ethics and compliance policies, and monitor employees' ethical behavior within an organization. The fourth component is the availability of an anonymous reporting system, which enables staff members to disclose ethical transgressions in a company and lessens employee concern of facing reprisal for making such reports<sup>281</sup>. The evaluation of an employee's performance in terms of ethics is connected to the fifth aspect, which involves penalizing offenders, and the final element. However, finding ways to construct organizations such they can encourage adherence to the necessary ethical norm by both individuals and the company at large is the biggest problem in debates of ethics in organizations<sup>282</sup>.

## 2.4 Conceptual Framework

### Independent Variables

#### Emotional Intelligence

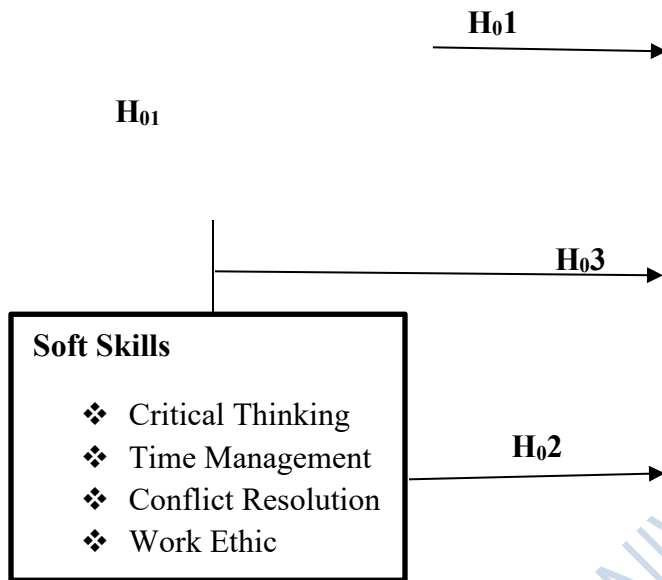
- ❖ Self – Awareness
- ❖ Self – Regulation
- ❖ Social Competence

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### Dependent Variable

#### Employee Performance

- ❖ Service Quality



**Figure 2.6: Conceptual Framework on Emotional Intelligent, Soft Skills and Employee Performance**

**Source: Researcher's Conceptual Model, 2022**

The above conceptual framework in figure shows the proposed interaction between the independent (emotional intelligence and soft skill) and the dependent (employee performance) variables. The model is showing the influence of emotional intelligence and soft skill, on employee performance of public organisations in Kwara State. Moreover, the model has three variables: emotional intelligence, soft skill and employee performance. Emotional intelligence being the first independent variable has sub-measures which include; self – awareness, self – regulation, and social competence. Emotional intelligence scholars usually follow the trend of measuring emotional intelligence using self-awareness, self-regulation and social-competence<sup>22,24,112,170,171</sup>.

These measures are usually discussed in line with the pioneers in the field of human psychology; Peter Salovey and John Mayer. In addition, soft skills, the second independent variable, has sub-measures such as critical thinking, time management, conflict resolution, and work ethic. Extant literature on soft skills considered different measures in discussing the concept in several research context<sup>11,18,33,38</sup>. However, within the context of this study, the researcher adopts measures of soft skills as posited by prior studies which broadly discussed critical thinking, time management, conflict resolution and work ethic as essential attributes employees must possess in order to perform optimally in an organization<sup>9,11,19,20</sup>.

The sub-measures of employee performance were the resultant issues noted during preliminary survey of the public organisations in Kwara State which warrant urgent investigation. Employee performance depicts employees' contribution to the success of an organisation as posited by scholars include service quality, commitment, responsiveness and job satisfaction<sup>1,3,5,10,45,162</sup>. These measures were adapted from prior employee performance literature<sup>45,52,53,80</sup>. In addition, the conceptual model shows that hypothesis one and two will investigate the influence of emotional intelligence on service quality and job satisfaction respectively. Also, hypothesis three and four will examine the influence of soft skill on responsiveness and commitment respectively and hypothesis five will evaluate the combined influence of emotional intelligence and soft skills on employee performance of public organisations in Kwara State.

In a VUCA world, monopoly has no pride of place; every enterprise faces stiff competition, and to survive in the murky waters of business environment, employee

performance become the pedal which must be galvanised to reach the profit destination. Employee performance revolve around: service quality, job satisfaction, responsiveness and commitment. Employees are likely to be mobilised to contribute their own quota to the overall performance of the organization provided someone takes the lead to persuade the subordinates, coach and mentor them as he is expected to utilise persuasion to influence the mind-set of subordinates to willingly and enthusiastically carry out tasks without any resistance.

The majority of scholars/writers on emotional intelligence followed the trend of the three components of the concept: self-awareness, self-regulation and social-competence. These measures are usually discussed in tandem as elucidated by the pioneers in the field; Peter Salovey and John Mayer on the one hand and Daniel Goleman on the other hand. Thinkers/writers on soft skills consider different measures in discussing the concept. Generally, measures utilized to discuss soft skills broadly are many and varied but we have elected to employ critical thinking, time management, conflict resolution, and work ethic as the essential attributes which every employee must possess and process in order to perform optimally<sup>19</sup>.

## **2.5 Summary of Literature Reviewed**

Emotional Intelligence in relation to employee performance was a study by some scholars which dwelt on “Emotional Intelligence and work performance: A conceptual study<sup>291</sup>. It was discovered by the authors that employees with high emotional intelligence competences have better job performance than those with low emotional intelligence competence. The Research was inconclusive on the correlation between emotional

intelligence and work performance. Similarly, some researchers in 2013 reviewed a literature on emotional of emotional intelligence<sup>292</sup>. They found that the theory of emotional intelligence promised to predict and improve the life skills of employees because it lied at the core of an improved quality of life. They were unable to indicate which approach they took as there were many definitions and approaches of and to the theory of emotional intelligence. “In Determination of employee performance in the public Universities’; A case study of the Academic Division at main Campus, University of Nairobi, the research work indicated the factors that determine employee’s performance in Universities. The writer, being an employee of the University, faces various challenges which included: fear of lack of confidentiality of the required information by the respondents<sup>293</sup>. But for the fact that the writer was an insider, he wouldn’t have suffered the treatment. An outsider would have done better.

The paper on Employee Engagement and performance of lecturers in Nigerian Tertiary Institutions’ investigated the performance of lecturers over a five year period. The research was conducted was limited to Ebonyi State thereby localizing its findings. Some researcher discovered that there were soft skills deficit in some workers which included: Oral Communication, problem-solving, low self-esteem and interpersonal skills which affected business outcomes including employee behaviour and productivity<sup>294</sup>. A writer investigated the conflict in Nigerian University System: The Cat and Mouse relationship between the management of Universities and the leadership of ASUU<sup>295</sup>. Some Human Resource specialists discovered that Emotional Intelligence was an important asset for human resource personnel in an organization<sup>296</sup>. The apparent gap in this study is that it is

too narrow and the subject matter: Emotional Intelligence, is an important asset for employees everywhere. 'The relationship between leaders' Emotional intelligence and their perceived leadership effectiveness' was the focus of a study investigated the correlation between the emotional intelligence of leaders and their effectiveness<sup>297</sup>. Generally, the leader needs emotional intelligence just as the followers must be emotionally intelligent too. This study did not address that. However, some scholars investigated the relationship between a study on "Emotional intelligence and Employee Performance in selected Commercial Banks in Anambra State, Nigeria"<sup>298</sup>. It determined the relationship between emotional intelligence and employee performance even though it did not empirically state this relationship. Similarly, a group of researchers considered "The Impact of Emotional Intelligence on Employee's Performance in Public and Private Higher Educational Institution of Pakistan. The research focused on recognizing the congruence between emotional intelligence and employee performance in private and public Educational Institutions. The study was unable to factor in the concept of soft skills as emotional intelligence was not enough to make workers perform optimally.

A group of researchers revealed that work management influences employee performance as well as work discipline<sup>300</sup>. It isolated work environment to employee performance as if it were all of it whereas it is only part of it. It was discovered that motivation has a momentous effect on employee performance<sup>301</sup>. They emphasized the essence of relationships with superiors, peer and job security as germane to employee performance. A research, discovered that communication skills, teamwork and collaboration, adaptability, problem solving, critical observation and conflict resolution were the soft

skills needed by employees and when employers look for individuals who can relate well with customers, clients, contractors, suppliers and other stakeholders they will always demand for these attributes<sup>302</sup>.

While examining the role of soft skills in preventing unemployment, a scholar found that the lack of competence in communication skills causes fresh graduates the inability to mingle and work together in teams consisting of members from various cultures and religions<sup>303</sup>. The concepts of Emotional intelligence, soft skills and Employee performance are part of the greatest challenges most management face today due to the competition in the world market. Based on their contributions to the accomplishment of organizational goals and objectives, certain organizational managers have recognized the significance of employee performance. Several strategies have been considered to prevent organizational collapse. The management cannot work without the involvement of other organizational employees. Missions and visions are set to ensure that all employees work towards achieving common goals. Employers are aware that their organizations will flourish if they can engage their employees, meaning that they will be motivated to give of their very best to their Employer<sup>254</sup>.

Various strategies are expected to be packaged in public organisations in Kwara State so as to ensure that the necessary actions are taken towards achieving the set missions and visions. Additional efforts by employees are provided when their needs are catered for by the management. There are diverse activities that the management acknowledges they are important for the benefit of both the organization and the employees. In these days of globalization, competition, and collaboration, the psychological makeup of employees is

germane to how they perceive issues, events, situations and individuals. Intelligent Quotient is not enough to make employees perform optimally or efficiently; more than any other time, they require Emotional Intelligence - for example, whatever is done in a situation of anger will always be regretted. Similarly, ability to communicate persuasively will help any employee to overcome conflicting situations or douse tensions which normally happen as a matter of routine in any human setting. Office life typically combines ASK, or a positive Attitude toward any situation, Skill at handling people deftly with protocol, passion, and Knowledge on how to imbibe the give-and-take mentality.

Training should be appropriate to the type of work to be performed, this sharpens the mind of the employee on their duties hence improve on their performance<sup>255</sup>. There is also a need to motivate employees to put more effort to their duties, deliver quality services and produce quality products. The recruited employees are able to perform the assigned duties, so there is a need for motivation to do more for the organization. Employees are motivated by monetary and non-monetary rewards which make them have a sense of belonging as they are rewarded for their emotional commitment and investment. Socialization and orientation are also important in improving employee performance. Bench marking and gap analysis are also good techniques to be used by the management for continuous organizational improvement and performance. These complement and supplement Emotional Intelligence and Soft Skills.

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## **Chapter Three**

### **Methodology**

This chapter describes in detail the methods utilized to conduct the research in order to fulfill its stated objectives. This is organized under the following sub-headings: Research design, population sample, sampling methodologies, data sources, model formulation, estimating techniques, research instrument, and method of data collection and analysis.

#### **3.1 Research Design**

This research employed a descriptive survey research design. Descriptive survey design helps a researcher to gather, summarize, present and interpret information for the purpose of clarification. The researcher employed the survey strategy for the study; this strategy is proposed because it allows the collection of a large amount of data from a sizable population in an economical manner. This method was recommended because it allows

researchers to collect quantitative data which can be analyzed quantitatively using inferential statistics. The reason for the adoption of this design is because the Researcher tested a predictive measure of employee performance in relation to emotional intelligence and soft skills. This design is suitable for this study since the researcher intends to collect data from the case study to bring to the fore the link or connection between employee performance and emotional intelligence and soft skills possessed and utilized by workers of these organizations.

### 3.2 Population of the Study

The population for this research was 1,131 staff of the selected public organizations in Kwara State which include Kwara State Internal Revenue Services (KWIRS) and Harmony Transport Service Limited (Kwara Express). The selected public organizations were chosen for this study as they all deal with various categories of customers on a daily basis, and are domiciled in Ilorin, the capital of Kwara State.

**Table 3.1: List of Selected Organizations in Kwara State**

S/No.	Organization	Total Number of Staff
1	Kwara State Internal Revenue Services, (KWIRS) Ahmadu Bello Way, Ilorin	1,012
2	Harmony Transport Service Limited (Kwara Express) Ajase-Ipo Road, Offa Garage Road, Ilorin	119
<b>Total</b>		<b>1131</b>

Source: HR Department

### 3.3 Sample and Sampling Techniques

The sample size of this research is two hundred and ninety-one (291) which is made up of the employees of the selected public organisations in Kwara State which consist Kwara State Internal Revenue Services (KWIRS) and Harmony Transport Service Limited. This sample size was gotten from Krejcie and Morgan (1970)<sup>1</sup> sample size table as shown in Table 3.2;

**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	<b>1200</b>	<b>291</b>	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

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**Source: Krejcie and Morgan (1970) Sample Size Determinant**

The 291 copies of the questionnaire will be distributed in each institution using simple random sampling where all the respondents have the equal chance to be used for the study.

### **3.4 Description of the Research Instrument**

In this study, research instruments were adopted and validated. As guided by the Researcher's Supervisor and experts at Lead City University, the adaptation was based on a thorough review of available literature. For data collection, a self-rated questionnaire with four sections (sections A to D) was used to assess employee performance, emotional intelligence, and soft skills. This study will use the Employee Performance, Emotional Intelligence and Soft Skills (EPES) scale. Apparently, each variable (Employee performance, Emotional intelligence, and soft skills) has questions that relate to all measures/factors within it.

**Section A:** This section is designed to collect demographic information of respondents and these contain Bio – data of Respondents measured through five factors; Gender, Age, Educational Qualification, Years of Experience and Position in department.

**Section B:** This section is a 28-item scale designed to collect data on Employee Performance of public organisations in Kwara State. The performance scale covers measure such as service quality, job satisfaction, responsiveness and commitment which

were adapted from scholar in different context<sup>2</sup>. Each of the adapted questionnaire are 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. Sample of the items in the questionnaire include: Giving appropriate guidance rather than commanding unquestioningly. The response options available to respondents following the Likert-type scale include Very high = 4, High = 3, Low = 2, Very low = 1.

**Section C:** This section is designed to collect data on emotional intelligence. The emotional intelligence scale which indicates factors that enable to emotions covers measure such self-awareness, self-regulation, and social competence, which were adapted from scholar in different context<sup>3</sup>. Each of the adapted questionnaire are 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. Sample of the items in the questionnaire include: Employees should be result-oriented with a high drive to meet objectives and standards. The response options available to respondents following the Likert-type scale include Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1.

**Section D: Soft Skills:** This section is a 35-item scale adapted from the works of various scholars<sup>4</sup> with measures such as critical thinking, time management, conflict resolution and work ethics. The scale used a 4-point response format ranging from 4 = Strongly Agree to 1 = Strongly Disagree. Thus, high score on the scale indicates high display of Soft skills, while a low score depicts a poor utility of soft skill. The questionnaire was designed to collect information from employees on their level of agreement with the

identified attributes of Soft skills. Most items were presented as statements that respondents indicate their agreement with. With a reliability coefficient of 0.81, pilot research verified this study's dependability score.

### 3.5 Validity of Research Instrument

The Supervisor examined and approved the outer validity of the research instrument and a few other experts within and outside the Department of Information Management, Lead City University, Ibadan. Their comments and corrections were strictly adhered to and the content validity of the instrument was tailored in such a way that it covers all the variables under study.

### 3.6 Reliability of the Instrument

The researcher subjected the questionnaire to a reliability test to check internal consistency of all items measuring each variable in the study. The reliability of the instrument was done through a pilot study using about 30 copies of the questionnaire which was administered to employees of Osun State Internal Revenue Service in Osogbo, Osun State which is not part of the study. Split method was used to create two samples of questionnaire to analyse using Cronbach Alpha to get the reliability coefficient. The results are shown in table 3.3 below:

**Table 3.3: Reliability Statistics**

Cronbach's	Cronbach's	Number of
	Alpha Based	

Alpha	on Standardized Items	Items	Number of cases
.903	.903	62	51

### **Field survey 2022**

From Table 3.3, the output of reliability statistics obtained Cronbach's Alpha value of  $0.903 > 0.70$ , based on the basis of decision-making in the reliability test. Hence, the research instrument is reliable with high level of reliability.

### **3.7 Administration of Research Instrument and Method of Data Collection**

A primary data was collected to address the objectives of the study through a structured questionnaire in line with existing literatures. This instrument works well with a descriptive survey research mainly because it supports the collection of data regarding opinion and perception of respondents at a point in time on current issues.

A letter of introduction and project attestation form was obtained from the Department of Information Management, Lead City University which was used to gain permission to conduct the survey from the management of all organisations identified in the population. A two day training was conducted for five research assistants to ease the administration, retrieval and initial sorting of copies of the questionnaires. The researcher and research assistants worked with the HR of the organisations to give respondents assurance of the confidentiality of their responses while briefing them on the need for adequacy of responses and advantages embedded in the findings of the study. In all 291 copies of the

questionnaires were administered to the employees of public organisations in Kwara State.

### **3.8 Method of Data Analysis**

The data collected from respondents were analyzed using the descriptive and inferential statistics. Descriptive statistics (frequency distribution, simple percentage and mean) were used to analyze research question one to three. The justification for using the descriptive analysis is because it helps to analyze all the variables in the study and to provide answers to the research questions raised. Inferential analysis was used to analyze null hypotheses one to three using multiple regression analyses. All hypotheses in the research were assessed at a significance level of 0.05. The study's data were examined using Statistical Package for the Social Sciences (SPSS) Version 24.

### Endnotes

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## Chapter Four

### Results and Discussion of Findings

This chapter dwells on presentation of data, analysis and discussion of results. The analysis was carried out using Statistical Package for Social Sciences (SPSS) version 23.0.

#### 4.1 Demographic Data Analysis

This section presents the demographic data of the respondents and the distributions are presented in the Table 4.1a-4.1d below.

**Table 4.1a: Gender of Respondents**

<b>Gender of Staff in Public Organisation in Kwara State</b>			
Gender	Frequency	Percent	Valid Percent
Female	107	42.3	42.3
Male	146	57.7	57.7
Total	253	100	100

**Field survey 2022**

From Table 4.1a, the respondents were made of 42.3% female and 57.7% male respectively.

**Table 4.1b: Age Group of Respondents**

<b>Age Group of Staff in Public Organisation in Kwara State</b>			
Age Group	Frequency	Percent	Valid Percent
21-30	50	19.8	19.8
31-40	154	60.9	60.9
41-50	41	16.2	16.2
51-60	8	3.2	3.2
Total	253	100	100

**Field Survey 2022**

From Table 4.1b, the age group, 19.8% of respondents are between 21-30 years, 60.9% belong to 31-40 year, 16.2% falls between 41-50 year of age and just 3.2% belong to 51-60 year.

**Table 4.1c: Education Status of Respondents**

**Education Status of Staff in Public Organisation in Kwara State**

Education status	Frequency	Percent	Valid Percent
SSCE	4	1.6	1.6
B.Sc/HND	175	69.2	69.2
M.Sc	68	26.9	26.9
Others	6	2.4	2.4
Total	253	100	100

**Field survey 2022**

Based on education status of the respondents in Table 4.1c, there were 1.6% with SSCE, 69.2% are with B.Sc/HND certificate, 26.9% have M.Sc while 2.4% are with other educational qualification.

**Table 4.1d: Year of Experience of Respondents**

**Year of Experience of Staff in Public Organisation in Kwara State**

Year of experience	Frequency	Percent	Valid Percent
0-5	112	44.3	44.3
6-10	116	45.8	45.8
11-15	11	4.3	4.3
16-20	10	4	4
21 and above	4	1.6	1.6
Total	253	100	100

**Field Survey 2022**

In Table 4.1d, about 44.3% of the respondents have 0-5 year working experience, 45.8% were (6-10) working experience, 4.3% were (11-15), 4% (16-20) and 1.6% (21 and above) year of working experience, respectively.

## 4.2 Analysis of Research Questions

The analysis began with a descriptive statistics table to display the level of employee performance, emotional intelligence among employees and the soft skills existing among employees of public organizations in Kwara State. The distribution of respondents based on their opinion on factors characteristics variables are shown in Table 4.2 – 4.4.

**Research Question One:** What is the level of employee performance in public organizations in Kwara State?

**Table 4.2 Frequency Distribution of Respondents on Level of Employee Performance in Public Organizations in Kwara State**

Service Quality	VH	H	L	VL	Mean	Std.
Ensuring value in the service delivered to our customers	111 (43.9%)	132 (52.2%)	10 (4.0%)	0 (0.0%)	3.40	0.57
Adopting best practices on delivering services to our customers	120 (47.4%)	122 (48.2%)	11 (4.3%)	0 (0.0%)	3.43	0.58
Providing support for the logistic staff in delivering value to the customers	93 (36.8%)	135 (53.4%)	21 (8.3%)	4 (1.6%)	3.25	0.67
Deploying speed in delivering service to our customers	95 (37.5%)	128 (50.6%)	27 (10.7%)	3 (1.2%)	3.25	0.69
Encouraging periodic adding of new skill-set to improve services provided	88 (34.8%)	121 (47.8%)	40 (15.8%)	4 (1.6%)	3.16	0.74
Monitoring properly the activities in order to ensure superior service delivery to our	101	124	22	6	3.26	0.72

customers	(39.9%)	(49.0%)	(8.7%)	(2.4%)		
Adhering to quality control measures to guaranty effective service delivery	88 (34.8%)	136 (53.8%)	25 (9.9%)	4 (1.6%)	3.22	0.68
<b>Weighted mean</b>					<b>3.28</b>	<b>0.66</b>
<b>Job Satisfaction</b>	<b>VH</b>	<b>H</b>	<b>L</b>	<b>VL</b>	<b>Mean</b>	<b>Std.</b>
	91	139	21	2		
Exhibiting positive attitude to work	(36.0%)	(54.9%)	(8.3%)	(0.8%)	3.26	0.64
	109	124	19	1		
Ensuring effective team spirit	(43.1%)	(49.0%)	(7.5%)	(0.4%)	3.35	0.63
	86	136	28	3		
Improving one's life meaningfulness attributable to work	(34.0%)	(53.8%)	(11.1%)	(1.2%)	3.21	0.68
	68	158	25	2		
Enhancing my life gratification as a result of the job I do	(26.9%)	(62.5%)	(9.9%)	(0.8%)	3.15	0.61
	107	134	10	2		
Complying with my organization's regulation faithfully	(42.3%)	(53.0%)	(4.0%)	(0.8%)	3.37	0.60
	122	115	14	2		
Willing to add new skill-set to improve my competence	(48.2%)	(45.5%)	(5.5%)	(0.8%)	3.41	0.63
	114	126	10	3		
Readiness to give my all to the tasks I carry out	(45.1%)	(49.8%)	(4.0%)	(1.2%)	3.39	0.62
<b>Weighted mean</b>					<b>3.31</b>	<b>0.63</b>
<b>Responsiveness</b>	<b>VH</b>	<b>H</b>	<b>L</b>	<b>VL</b>	<b>Mean</b>	<b>Std.</b>
	146	102	3	2		
Delivering task assigned to me timely	(57.7%)	(40.3%)	(1.2%)	(0.8%)	3.55	0.57
	120	123	10	0		
Responding to my organization's needs promptly	(47.4%)	(48.6%)	(4.0%)	(0.0%)	3.43	0.57
	112	131	8	2		
Completing task as when due					3.4	0.59

	(44.3%)	(51.8%)	(3.2%)	(0.8%)		
Performing swiftly all roles assigned to me	111 (43.9%)	132 (52.2%)	8 (3.2%)	2 (0.8%)	3.39	0.59
Ensuring that customer complaints are quickly looked into	106 (41.9%)	139 (54.9%)	7 (2.8%)	1 (0.4%)	3.38	0.56
Providing a feedback on reasons why certain tasks cannot be completed at a specific time	110 (43.5%)	123 (48.6%)	17 (6.7%)	3 (1.2%)	3.34	0.66
<b>Weighted mean</b>					<b>3.42</b>	<b>0.59</b>

<b>Employee Commitment</b>	<b>VH</b>	<b>H</b>	<b>L</b>	<b>VL</b>	<b>Mean</b>	<b>Std.</b>
Avoiding unproductive activities at all time	87 (34.4%)	147 (58.1%)	15 (5.9%)	4 (1.6%)	3.25	0.64
Exhibiting personal readiness to serve in different capacities	105 (41.5%)	132 (52.2%)	13 (5.1%)	3 (1.2%)	3.34	0.63
Persisting in acquiring new knowledge related to the organization's operations	115 (45.5%)	124 (49.0%)	12 (4.7%)	2 (0.8%)	3.39	0.62
Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage	109 (43.1%)	128 (50.6%)	13 (5.1%)	3 (1.2%)	3.36	0.64
I am perceived as a vital resource by my organization	111 (43.9%)	125 (49.4%)	12 (4.7%)	5 (2.0%)	3.35	0.67
Setting organization's mission statement as a priority	104 (41.1%)	137 (54.2%)	10 (4.0%)	2 (0.8%)	3.36	0.60
<b>Weighted mean</b>					<b>3.34</b>	<b>0.63</b>
<b>Overall average</b>					<b>3.33</b>	<b>0.63</b>

**Source: Field survey 2022**

**VH=Very high; H=High; L=Low; VL=Very low**

**Remark Scales:**  $\leq 2.0$  – low with variables and  $\geq 3.0$  high with variables

From the Table 4.2, all variables mean scores  $\geq 3.1 \pm (0.5 - 0.67)$ , respectively, this implies that respondents agreed that the characteristics (service quality, job satisfaction, responsiveness and employee commitment) determine the level of employee performance in public organizations in Kwara State. Table 4.2, reveals that employee performance based on responsiveness with weighted mean of 3.42 (Std.  $\pm$  0.59) is ranked highest, followed by employee’s commitment with weighted mean of 3.34 (Std.  $\pm$  0.63) which is ranked second, then job satisfaction with group mean of 3.31 (Std.  $\pm$  0.63) ranked third and service quality with weighted mean of 3.28 (Std.  $\pm$  0.66) ranked fourth in that order. Consequently, the variables for service quality, job satisfaction, employee commitment and responsiveness can be seen as influencing the level of employee performance with overall mean score of 3.33(Std.  $\pm$  0.63) indicates high rating through the service quality, job satisfaction, employee commitment and responsiveness likely to increase the level of employee performance in public organizations in Kwara State.

**Research Question Two:** What is the level of emotional intelligence among employees of public organisations in Kwara State?

**Table 4.3 Frequency Distribution of Respondents on Determining the Emotional Intelligence of Employees in Public Organizations in Kwara State**

<b>Self-Awareness</b>	<b>VH</b>	<b>H</b>	<b>L</b>	<b>VL</b>	<b>Mean</b>	<b>Std.</b>
It is important to identify one’s feeling at every point in time	123 (48.6%)	127 (50.2%)	3 (1.2%)	0 (0.0%)	3.47	0.52

It is necessary to know the reasons for one's feeling	112 (44.3%)	131 (51.8%)	10 (4.0%)	0 (0.0%)	3.4	0.57
Employees ought to realize the links between their feelings and what they think.	118 (46.6%)	129 (51.0%)	5 (2.0%)	1 (0.4%)	3.44	0.56
It is noble to admit mistakes and apologize as appropriate	121 (47.8%)	129 (51.0%)	2 (0.8%)	1 (0.4%)	3.46	0.54
Employees should consider their emotional state before making important decisions	110 (43.5%)	132 (52.2%)	10 (4.0%)	1 (0.4%)	3.39	0.59
Knowing one's strengths and weaknesses in relation to emotional intelligence enable one to perform optimally	123 (48.6%)	124 (49.0%)	5 (2.0%)	1 (0.4%)	3.46	0.56
<b>Weighted mean</b>					<b>3.44</b>	<b>0.56</b>

<b>Self-Regulation</b>	<b>VH</b>	<b>H</b>	<b>L</b>	<b>VL</b>	<b>Mean</b>	<b>Std.</b>
Employees are expected to manage impulsive feelings and distressing emotions well	122 (48.2%)	127 (50.2%)	3 (1.2%)	1 (0.4%)	3.46	0.55
Every employee is prone to anger and may display this emotional state uncontrollably	63 (24.9%)	142 (56.1%)	34 (13.4%)	14 (5.5%)	3.00	0.78
Even under pressure, employees ought to think clearly	101 (39.9%)	138 (54.5%)	12 (4.7%)	2 (0.8%)	3.34	0.61
Employees should have the ability to always calm down when they are angry	114 (45.1%)	132 (52.2%)	6 (2.4%)	1 (0.4%)	3.42	0.57
It is important that employees continuously learn, unlearn, and relearn to improve their performance	117 (46.2%)	131 (51.8%)	4 (1.6%)	1 (0.4%)	3.44	0.56

<b>Weighted mean</b>					<b>3.33</b>	<b>0.61</b>
<b>Self-competence</b>	<b>VH</b>	<b>H</b>	<b>L</b>	<b>VL</b>	<b>Mean</b>	<b>Std.</b>
Understanding customers' needs and matching them to services is important for employees	134 (53.0%)	117 (46.2%)	2 (0.8%)	0 (0.0%)	3.52	0.52
Employees should be attentive to emotional cues and be good listeners	117 (46.2%)	133 (52.6%)	3 (1.2%)	0 (0.0%)	3.45	0.53
Individuals who work in organizations are expected to respect and relate well to people from different backgrounds	121 (47.8%)	124 (49.0%)	8 (3.2%)	0 (0.0%)	3.45	0.56
The feelings of others should be considered when making changes	103 (40.7%)	143 (56.5%)	4 (1.6%)	3 (1.2%)	3.37	0.58
The spirit of 'give and take' is paramount in interpersonal relationships	104 (41.1%)	135 (53.4%)	12 (4.7%)	2 (0.8%)	3.35	0.61
<b>Weighted mean</b>					<b>3.43</b>	<b>0.56</b>
<b>Overall average</b>					<b>3.40</b>	<b>0.57</b>

**Source: Field survey 2022**

**SA = Strongly agree; A=Agree; D=Disagree; SD=Strongly disagree**

**Remark Scales:  $\leq 2.0$  – Disagree with variables and  $\geq 3.0$  Agree with variables**

From the Table 4.3, all variables mean scores  $\geq 3.0 \pm (0.5 - 0.78)$ , respectively, this implies that respondents strongly agreed that the characteristics (self-awareness, self-regulation and self-competence) determine the emotional intelligence of employees in public organizations in Kwara State. Also, Table 4.3, reveals that the emotional intelligence based on self-awareness with weighted mean of 3.44 (Std.  $\pm$  0.56) is ranked highest, followed by self-competence with weighted mean of 3.43 (Std.  $\pm$  0.56) which is ranked second, and self-regulation with weighted

mean of 3.33 (Std.  $\pm$  0.61) ranked third. Thus, based on the overall mean score of 3.40(Std.  $\pm$  0.57), a high/strong emotional intelligence of employees can be achieved through self-awareness, self-regulation and self-competence.

**Research Question Three:** What are the soft skills among employees of public organisations in Kwara State?

**Table 4.4 Frequency Distribution of Respondents on Influence of Soft Skills on Employee Performance in Public Organizations in Kwara State**

<b>Critical thinking</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>Std.</b>
It is necessary for individuals to understand and consider diverse points of view before a conclusion	121 (47.8%)	132 (52.2%)	0 (0.0%)	0 (0.0%)	3.48	0.51
Employees are expected to think through problems before acting	109 (43.1%)	141 (55.7%)	3 (1.2%)	0 (0.0%)	3.42	0.52
When working with a team it is important to draw out the strengths of each individual for the good of the team	127 (50.2%)	119 (47.0%)	7 (2.8%)	0 (0.0%)	3.47	0.56
Employees could get better at brainstorming more options to find smarter solutions to challenges	113 (44.7%)	135 (53.4%)	5 (2.0%)	0 (0.0%)	3.43	0.54
An employee must always put on his thinking cap to tackle daily challenges in the office	119 (47.0%)	132 (52.2%)	2 (0.8%)	0 (0.0%)	3.46	0.52

<b>Weighted mean</b>					<b>3.45</b>	<b>0.53</b>
<b>Time management</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>Std.</b>
Planning the day before it begins indicates an effective employee	121 (47.8%)	126 (49.8%)	5 (2.0%)	1 (0.4%)	3.45	0.56
Making a list of the things to do each day is paramount for optimal performance of employees	128 (50.6%)	118 (46.6%)	6 (2.4%)	1 (0.4%)	3.47	0.57
Employees are expected to make constructive use of their time	128 (50.6%)	122 (48.2%)	2 (0.8%)	1 (0.4%)	3.49	0.54
Making a schedule of activities enhances the performance of employees	118 (46.6%)	131 (51.8%)	3 (1.2%)	1 (0.4%)	3.45	0.54
Employees set deadlines for themselves so as to accomplish their goals	120 (47.4%)	127 (50.2%)	6 (2.4%)	0 (0.0%)	3.45	0.54
<b>Weighted mean</b>					<b>3.46</b>	<b>0.55</b>
<b>Conflict Resolution</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>Std.</b>
Employees have an obligation to avoid taking position which would create a controversy	113 (44.7%)	131 (51.8%)	7 (2.8%)	2	3.4	0.59

				(0.8%)		
It is unacceptable to blame others for creating the problem	81 (32.0%)	144 (56.9%)	22 (8.7%)	6 (2.4%)	3.19	0.69
In any human organization, conflict is a normal phenomenon	91 (36.0%)	143 (56.5%)	18 (7.1%)	1 (0.4%)	3.28	0.61
Whenever conflict occurs, employees should have an open mind to resolve it amicably	116 (45.8%)	132 (52.2%)	5 (2.0%)	0 (0.0%)	3.44	0.54
Differences are natural with human beings, one should not worry about them but accept them	93 (36.8%)	151 (59.7%)	8 (3.2%)	1 (0.4%)	3.33	0.56
<b>Weighted mean</b>					<b>3.33</b>	<b>0.60</b>

<b>Work Ethic</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>Std.</b>
Employee convictions should be generally compatible with the values of the organization	108 (42.7%)	135 (53.4%)	10 (4.0%)	0 (0.0%)	3.39	0.57
Subordinates ought to understand their supervisors' values	99 (39.1%)	147 (58.1%)	5 (2.0%)	2 (0.8%)	3.36	0.57

Every employee should always do what is ethically right all the time	113 (44.7%)	136 (53.8%)	4 (1.6%)	0 (0.0%)	3.43	0.53
It is ethically correct to stick by the goals and objectives of the organization	114 (45.1%)	134 (53.0%)	5 (2.0%)	0 (0.0%)	3.43	0.54
It is an obligation on every employee to be concerned about ethics and morality	117 (46.2%)	133 (52.6%)	3 (1.2%)	0 (0.0%)	3.45	0.53
<b>Weighted mean</b>					<b>3.41</b>	<b>0.55</b>
<b>Overall average</b>					<b>3.41</b>	<b>0.55</b>

**Source: Field survey 2022**

**SA=Strongly agree; A=Agree; D=Disagree; SD=Strongly disagree**

**Remark Scales:**  $\leq 2.0$  – Disagree with variables and  $\geq 3.0$  Agree with variables

From Table 4.4, all variables have mean scores  $\geq 3.0 \pm (0.5 - 0.61)$ , respectively; this implies that respondents strongly agreed that the variables for Critical thinking, Time management, Conflict Resolution and Work Ethic determine the influence of soft skills on employee performance in Public Organizations in Kwara State. It can be observed from Table 4.4, that the soft skills on time management with weighted mean of 3.45 (Std.  $\pm 0.55$ ) is ranked first, followed by employee's critical thinking with weighted mean of 3.45 (Std.  $\pm 0.53$ ) which is ranked second, then work ethic with weighted mean of 3.41 (Std.  $\pm 0.55$ ) ranked third and conflict resolution with weighted mean of 3.33 (Std.  $\pm 0.60$ ) ranked fourth in that order. Similarly, the overall mean

score of 3.41(Std.  $\pm$  0.55) suggests that soft skills are likely to enhance the employee performance.

### 4.3 Presentation of Test of Hypotheses

**Hypothesis 1:** There is no significant influence of emotional intelligence on employee performance in Kwara State’s public organisation.

The above hypothesis can be achieved by study the influence of emotional intelligent on the variables considered to be responsible for employee performance and the results are displayed in Table 4.5 (a,b,c), Table 4.6 (a,b,c), Table 4.7 (a,b,c) and Table 4.8 (a,b,c) below.

**(i) The influence of emotional intelligence on service quality of public organizations in Kwara State.**

**Table 4.5a: Showing the Partial Zero-Order Correlation between the Influences of Emotional Intelligence on Service Quality Variables.**

	N	Mean	Std.	r	$\Delta r$	p-value	Remarks
Emotional intelligence of Employees	253	3.41	0.49	1.00			
Ensuring value in the service delivered to our customers	253	3.40	0.57	0.213**	0.206**	0.001	<0.05(S)

Adopting best practices on delivering services to our customers	253	3.43	0.58	0.098	0.1	0.12	>0.05(NS)
Providing support for the logistic staff in delivering value to the customers	253	3.25	0.67	0.139*	0.116*	0.027	<0.05(S)
Deploying speed in delivering service to our customers	253	3.25	0.69	0.07	0.053	0.27	>0.05(NS)
Encouraging periodic adding of new skill-set to improve services provided	253	3.16	0.74	0.009	0.017	0.89	>0.05(NS)
Monitoring properly the activities in order to ensure superior service delivery to our customers	253	3.26	0.72	0.135*	0.151*	0.031	<0.05(S)
Adhering to quality control measures to guaranty effective service delivery	253	3.22	0.68	0.159*	0.146*	0.011	<0.05(S)

**Source: Field survey 2022**

**Remark: p-value <0.05(S)\*\*,\*{Significant @ alpha = 0.05}; p-value >0.05(NS){Not significant}**

Table 4.5a reveals the partial zero-order correlation showing the relationship between the influences of emotional intelligence and service quality variables. Ensuring value in the service delivered to our customers is positively correlated with emotional intelligence of employees ( $r=0.213^{**}$ ,  $p < 0.05$ ). This implies that high emotional intelligence of employees resulted to

value of service delivered to customers. Also, providing support for the logistic staff in delivering value to the customers ( $r=0.139^*$ ,  $p < 0.05$ ); Monitoring properly the activities in order to ensure superior service delivery to our customers ( $r=0.135^*$ ,  $p < 0.05$ ); Adhering to quality control measures to guaranty effective service delivery ( $r=0.159^*$ ,  $p < 0.05$ ) are positively correlated with emotional intelligence of employees. This indicates that they are service quality variables likely to influence the emotional intelligence of employees. However, service quality variables such as “adopting best practices on delivering services to our customers ( $r=0.098$ ,  $p > 0.05$ )”, “deploying speed in delivering service to our customers ( $r=0.07$ ,  $p > 0.05$ )”, and “encouraging periodic adding of new skill-set to improve services provided ( $r=0.009$ ,  $p > 0.05$ )” have a very low correlation coefficients with emotional intelligence, which is not statistically significant indicating that they are likely to have little or no influence on emotional intelligence of the employees. Furthermore, the partial zero-order correlation statistics shows that emotional intelligence was positively correlated with service quality variables (Ensuring value in the service delivered to our customers ( $\Delta r = 0.206^{**}$ ,  $p < 0.05$ ); Providing support for the logistics staff in delivering value to the customers ( $\Delta r = 0.116^*$ ,  $p < 0.05$ ); Monitoring properly the activities in order to ensure superior service delivery to our customers ( $\Delta r = 0.151^*$ ,  $p < 0.05$ ); Adhering to quality control measures to guaranty effective service delivery ( $\Delta r = 0.146^*$ ,  $p < 0.05$ )) only. This indicates that the greater the emotional intelligence, the better the service quality.

**Table 4.5b: Summary of Regression Analysis Showing the Influence of Emotional Intelligence on Service Quality of Public Organizations in Kwara State**

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R=0.627

R Square=0.393

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Adjusted R Square=0.376

Std. Error=0.4805

		<b>Sum of</b>		<b>Mean</b>		
	<b>Model</b>	<b>Squares</b>	<b>Df</b>	<b>Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	4.679	7	.668	2.895	.006 <sup>b</sup>
	Residual	56.570	245	.231		
	Total	61.249	252			

**Source: Field survey 2022**

Table 4.5b, shows the joint influence of service quality variables on emotional intelligence. The results reveals that coefficient of multiple correlation  $R = 0.627$ , which indicates joint positive correlation of service quality variables with emotional intelligence; and multiple  $R^2 = 0.393$  (coefficient of determination) with Adjusted  $R^2 = 0.376$  suggests seven service quality variables jointly accounted for 37.6% ( $\Delta \text{Adj.}R^2=0.376$ ) variation in the prediction of emotional intelligence. The ANOVA results from regression analysis shows there was significant joint influence of service quality variables on emotional intelligence since  $F_{(7,245)} = 2.895$ ,  $p < 0.05$ , hence the null hypothesis is rejected.

**Table 4.5c: Showing the Relative Influence of Emotional Intelligence on Service Quality of Public Organizations in Kwara State**

<b>Model 1</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		<b>t</b>	<b>p-value</b>	<b>Remarks</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>				
(Constant)	2.707	.229			11.825	.000	<0.05(S)
Ensuring value in the service delivered to our customers	.168	.066	.192		2.559	.011**	<0.05(S)
Adopting best practices on delivering services to	-.023	.064	-.027		-.355	.723	

our customers							>0.05(NS)
Providing support for the logistic staff in delivering value to the customers	.115	.055	.098	2.091	.022*		<0.05(S)
Deploying speed in delivering service to our customers	-.061	.059	-.086	-1.033	.302		>0.05(NS)
Encouraging periodic adding of new skill-set to improve services provided	-.114	.055	-.172	-2.063	.074		>0.05(NS)
Monitoring properly the activities in order to ensure superior service delivery to our customers	.110	.052	.160	2.115	.037*		<0.05(S)
Adhering to quality control measures to guaranty effective service delivery	.056	.026	.077	2.154	.035*		<0.05(S)

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**Source: Field survey 2022**

Table 4.5c reveals that the four of seven coefficients of service quality variables are positive statistically significant predictors of emotional intelligence of employees. The strongest predictor was “Ensuring value in the service delivered to our customers” (Beta = 0.192,  $t = 2.559$ ,  $p < 0.05$ ), followed by “Monitoring properly the activities in order to ensure superior service delivery to our customers” (Beta = 0.160,  $t = 2.115$ ,  $p < 0.05$ ), then “Providing support for the logistic staff in delivering value to the customers” (Beta = 0.098,  $t = 2.091$ ,  $p < 0.05$ ) and “Adhering to quality control measures to guaranty effective service delivery” (Beta = 0.077,  $t = 2.154$ ,  $p < 0.05$ ), not with “Adopting best practices on delivering services to our customers” (Beta = -0.027,  $t = -0.355$ ,  $p > 0.05$ ); “Deploying speed in delivering service to our customers”

(Beta = -0.086, t = -1.033, p > 0.05); and “Encouraging periodic adding of new skill-set to improve services provided” (Beta = -0.172, t = -2.063, p > 0.05).

**(ii) The influence of emotional intelligence on job satisfaction of public organizations in Kwara State.**

**Table 4.6a: Depicting the Partial Zero-Order Correlation between the Influences of Emotional Intelligence on Job Satisfaction Variables.**

	N	Mean	Std.	r	Δr	p-value	Remarks
Emotional intelligence of Employees	253	3.41	0.49	1.000			
Exhibiting positive attitude to work	253	3.26	0.64	0.195**	0.187**	0.002	<0.05(S)
Ensuring effective team spirit	253	3.35	0.63	0.171**	0.163**	0.006	<0.05(S)
Improving one’s life meaningfulness attributable to work	253	3.21	0.68	0.114	0.115	0.07	>0.05(NS)
Enhancing my life gratification as a result of the job I do	253	3.15	0.61	0.216**	0.222**	0.001	<0.05(S)
Complying with my organization’s regulation faithfully	253	3.37	0.60	0.163**	0.171**	0.01	<0.05(S)
Willing to add new skill-set to improve my competence	253	3.41	0.63	0.195**	0.194**	0.002	<0.05(S)
Readiness to give my all to the tasks I carry out	253	3.39	0.62	0.254**	0.242**	0.000	<0.05(S)

**Source: Field survey 2022**

**Remark: p-value <0.05(S)\*\*,\*{Significant @ alpha = 0.05); p-value >0.05(NS){Not significant}**

Table 4.6a reveals the partial zero-order correlation showing the relationship between the influences of emotional intelligence on job satisfaction variables. The job satisfaction variables such as Exhibiting positive attitude to work ( $r=0.195^{**}$ ,  $p < 0.05$ ), Ensuring effective team spirit ( $r=0.171^{**}$ ,  $p < 0.05$ ), Enhancing my life gratification as a result of the job I do ( $r=0.216^{**}$ ,  $p < 0.05$ ), Complying with my organization's regulation faithfully ( $r=0.163^{**}$ ,  $p < 0.05$ ), Willing to add new skill-set to improve my competence ( $r=0.195^{**}$ ,  $p < 0.05$ ), Readiness to give my all to the tasks I carry out ( $r=0.254^{**}$ ,  $p < 0.05$ ) have positive correlation with the emotional intelligence, which is statistically significant while "Improving one's life meaningfulness" attributable to work ( $r=0.114$ ,  $p < 0.05$ ) does not have significance correlation with emotional intelligence. Thus, the job satisfaction variables that are significant indicates as the values of those variables increased with emotional intelligence.

Also, the partial zero-order correlation statistics shows that emotional intelligence was positively correlated with job satisfaction variable; Exhibiting positive attitude to work ( $r=0.187^{**}$ ,  $p < 0.05$ ), Ensuring effective team spirit ( $r=0.163^{**}$ ,  $p < 0.05$ ), Enhancing my life gratification as a result of the job I do ( $r=0.222^{**}$ ,  $p < 0.05$ ), Complying with my organization's regulation faithfully ( $r=0.171^{**}$ ,  $p < 0.05$ ), Willing to add new skill-set to improve my competence ( $r=0.194^{**}$ ,  $p < 0.05$ ), Readiness to give my all to the tasks I carry out ( $r=0.242^{**}$ ,  $p < 0.05$ ), which indicates that emotional intelligence correlate with significant job satisfaction variables.

**Table 4.6b: Summary of Regression Analysis Showing the Influence of Emotional Intelligence on Job Satisfaction of Public Organization in Kwara State**

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R=0.692

R Square=0.479

Adjusted R Square=0.464

Std. Error=0.4775

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		<b>Sum of</b>		<b>Mean</b>		
	<b>Model</b>	<b>Squares</b>	<b>df</b>	<b>Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	5.382	7	.769	3.372	.002 <sup>b</sup>
	Residual	55.867	245	.228		
	Total	61.249	252			

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**Source: Field survey 2022**

Table 4.6b results reveal the coefficient of multiple correlation  $R = 0.692$ , which indicates joint positive correlation of job satisfaction variables with emotional intelligence; and multiple  $R^2 = 0.479$  (coefficient of determination) with Adjusted  $R^2 = 0.464$  which suggests seven job satisfaction variables jointly accounted for 46.4% ( $\Delta \text{Adj.}R^2=0.464$ ) variation in the prediction of emotional intelligence. The findings of the ANOVA and regression analysis indicate a significant link between work satisfaction and emotional intelligence since  $F_{(7,245)} = 3.372$ ,  $p < 0.05$ , hence the null hypothesis cannot be accepted.

**Table 4.6c: Showing the Relative Influence of Emotional Intelligence on Job Satisfaction of Public Organization in Kwara State**

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<b>Model 1</b>	<b>Unstandardized</b>	<b>Standardize</b>	<b>T</b>
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	Coefficients		d	p-value		Remark
	B	Std. Error	Beta			
(Constant)	2.491	.217		11.502	.000	<0.05(S)
Exhibiting positive attitude to work	.184	.065	.109	2.831	.013**	<0.05(S)
Ensuring effective team spirit	.164	.066	.031	2.485	.015*	<0.05(S)
Improving one's life meaningfulness attributable to work	-.114	.065	-.156	-1.750	.081	>0.05(NS)
Enhancing my life gratification as a result of the job I do	.112	.051	.139	2.196	.019*	<0.05(S)
Complying with my organization's regulation faithfully	.122	.066	.012	1.848	.039*	<0.05(S)
Willing to add new skill-set to improve my competence	.144	.064	.056	2.250	.014*	<0.05(S)
Readiness to give my all to the tasks I carry out	.124	.045	.157	2.756	.009**	<0.05(S)

**Source: Field survey 2022**

Table 4.6c reveals that the six of the seven coefficients of job satisfaction variables were positive statistically significant predictors of emotional intelligence of employees. The strongest predictor was “Readiness to give my all to the tasks I carry out” (Beta = 0.157, t = 2.756, p < 0.05),

followed by “Enhancing my life gratification as a result of the job I do” (Beta = 0.139, t = 2.196, p < 0.05), then “Exhibiting positive attitude to work” (Beta = 0.109, t = 2.831, p < 0.05) and “Willing to add new skill-set to improve my competence” (Beta = 0.056, t = 2.250, p < 0.05), “Ensuring effective team spirit” (Beta = 0.031, t = 2.485, p < 0.05); “Complying with my organization’s regulation faithfully” (Beta = 0.012, t = 1.848, p < 0.05); and not with “Improving one’s life meaningfulness attributable to work” (Beta = -0.156, t = -1.750, p > 0.05).

**(iii) The influence of emotional intelligence on responsiveness of employees in public organization in Kwara State.**

**Table 4.7a: Showing the Partial Zero-Order Correlation between the Influences of Emotional Intelligence on Responsiveness Variables.**

	N	Mean	Std.	R	Δr	P-value	Remark
Emotional intelligence of Employees	253	3.41	0.49	1.00			
Delivering task assigned to me timely	253	3.55	0.57	0.172**	0.183**	0.000	<0.05(S)
Responding to my organization’s needs promptly	253	3.43	0.57	0.238**	0.222**	0.000	<0.05(S)
Completing task as when due	253	3.40	0.59	0.259**	0.243**	0.000	<0.05(S)
Performing swiftly all roles assigned to me	253	3.39	0.59	0.220**	0.208**	0.000	<0.05(S)
Ensuring that customer complaints are quickly looked into	253	3.38	0.56	0.127*	0.131*	0.044	<0.05(S)

Providing a feedback on reasons why certain tasks cannot be completed at a specific time	253	3.34	0.66	0.138*	0.137*	0.029	<0.05(S)
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**Source: Field survey 2022**

**Remark: p-value <0.05(S)\*\*,\*{Significant @ alpha = 0.05}; p-value >0.05(NS){Not significant}**

Table 4.7a indicates the partial zero-order correlation showing the relationship between the influences of emotional intelligence on responsiveness variables. All responsiveness variables are positively correlated with emotional intelligence of employees and statistically significant. It indicates those variables that are likely to influence the emotional intelligence of employees. Similarly, the partial zero-order correlation statistics shows that emotional intelligence was positively correlated with responsiveness, which indicates that emotional intelligence can enhance employee responsiveness.

**Table 4.7b: Summary of Regression Analysis Showing the Influence of Emotional Intelligence on Responsiveness of Employees In Public Organization of Kwara State**

R=0.651

R Square=0.424

Adjusted R Square=0.401

Std. Error=0.479

	<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	4.825	6	.804	3.506	.002 <sup>b</sup>
	Residual	56.424	246	.229		
	Total	61.249	252			

**Source: Field survey 2022**

From Table 4.7b, the results reveals that coefficient of multiple correlation  $R = 0.651$ , which indicates joint positive correlation of responsiveness variables with emotional intelligence of the employee; and multiple  $R^2 = 0.424$  (coefficient of determination) with Adjusted  $R^2 = 0.401$  suggested responsiveness variables jointly accounted for 42.4% ( $\Delta \text{Adj.}R^2=0.401$ ) variation in the prediction of employee emotional intelligence. The ANOVA results from regression analysis shows significant joint influence of responsiveness variables on emotional intelligence since  $F_{(6,246)} = 3.506$ ,  $p < 0.05$ , hence the null hypothesis was not accepted.

**Table 4.7c: Showing the Relative Influence of Emotional Intelligence on Responsiveness of Employee in Public Organization of Kwara State**

Model 1	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Remark
	B	Std. Error	Beta			
(Constant)	2.392	.251		9.526	.000	<0.05(S)
Delivering task assigned to me timely	.036	.066	.041	.544	.587	> 0.05(NS)
Responding to my organization's needs promptly	.215	.070	.094	3..71	.024	<0.05(S)
Completing task as when due	.297	.067	.130	4.428	.011	<0.05(S)
Performing swiftly all roles assigned to me	.074	.064	.089	1.158	.248	> 0.05(NS)

Ensuring that customer complaints are quickly looked into	-.013	.063	-.015	-.214	.831	> 0.05(NS)
Providing a feedback on reasons why certain tasks cannot be completed at a specific time	.012	.053	.016	.227	.820	> 0.05(NS)

**Source: Field survey 2022**

Table 4.7c show that the two of six coefficients of responsiveness variables are positive statistically significant predictors of employee emotional intelligence. The strongest predictor was “Completing task as when due” (Beta = 0.130,  $t = 4.428$ ,  $p < 0.05$ ), followed by “Responding to my organization’s needs promptly” (Beta = 0.094,  $t = 3.71$ ,  $p < 0.05$ ), and not with others such as “Performing swiftly all roles assigned to me” (Beta = 0.089,  $t = 1.158$ ,  $p > 0.05$ ), “Ensuring that customer complaints are quickly looked into” (Beta = -0.015,  $t = -0.214$ ,  $p > 0.05$ ), “Providing a feedback on reasons why certain tasks cannot be completed at a specific time” (Beta = 0.016,  $t = 0.227$ ,  $p > 0.05$ ) and “Delivering task assigned to me timely” (Beta = 0.041,  $t = 0.544$ ,  $p > 0.05$ ).

**Table 4.8a: Showing the partial zero-order correlation between the influences of emotional intelligence on commitment of employee variables.**

	N	Mean	Std.	R	$\Delta r$	p-value	Remarks
Emotional intelligence of	253	3.41	0.49	1.00			

Employees							
Avoiding unproductive activities at all time	253	3.252964	0.635617	0.068	0.085	0.280	>0.05(NS)
Exhibiting personal readiness to serve in different capacities	253	3.339921	0.632351	0.078	0.085	0.219	>0.05(NS)
Persisting in acquiring new knowledge related to the organization's operations	253	3.391304	0.618051	0.195**	0.186**	0.002	<0.05(S)
Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage	253	3.355731	0.63616	0.170*	0.165*	0.007	<0.05(S)
I am perceived as a vital resource by my organization	253	3.351779	0.665748	0.227**	0.211**	0.000	<0.05(S)
Setting organization's mission statement as a priority	253	3.355731	0.597562	0.285**	0.269**	0.000	<0.05(S)

**Source: Field survey 2022**

**Remark: p-value <0.05(S)\*\*,\*{Significant @ alpha = 0.05}; p-value >0.05(NS){Not significant}**

Table 4.8a connotes the partial zero-order correlation showing the relationship between the influences of emotional intelligence on commitment of employee variables. The commitment of

employee variables Persisting in acquiring new knowledge related to the organization's operations ( $r=0.195^{**}$ ,  $p < 0.05$ ); Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage ( $r=0.170^*$ ,  $p < 0.05$ ); I am perceived as a vital resource by my organization ( $r=0.227^{**}$ ,  $p < 0.05$ ) and Setting organization's mission statement as a priority ( $r=0.285^{**}$ ,  $p < 0.05$ ) are positively correlated with emotional intelligence of employees as well as significant. This indicates that those variables as well are likely to influence the emotional intelligence of employees. However, Avoiding unproductive activities at all time ( $r=0.068$ ,  $p > 0.05$ ) and Exhibiting personal readiness to serve in different capacities ( $r=0.078$ ,  $p > 0.05$ ) are variables for commitment of employee which are not statistically significant, which means it has little or no influence on emotional intelligence.

Also, the partial zero-order correlation statistics shows that soft skills was positively correlated with commitment of employee variables (Persisting in acquiring new knowledge related to the organization's operations ( $\Delta r = 0.186^{**}$ ,  $p < 0.05$ ); Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage ( $\Delta r = 0.165^*$ ,  $p < 0.05$ ); I am perceived as a vital resource by my organization ( $\Delta r = 0.211^{**}$ ,  $p < 0.05$ ) and Setting organization's mission statement as a priority ( $\Delta r = 0.269^{**}$ ,  $p < 0.05$ )) only. This indicates that emotional intelligence has the tendency to influence commitment of employees.

**Table 4.8b: Summary of Regression Analysis Showing the Influence of Emotional Intelligence on Commitment of Employee In Public Organizations of Kwara State**

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R=0.296

R Square=0.087

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Adjusted R Square=0.065

Std. Error=0.477

	<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	5.349	6	.891	3.923	.001 <sup>b</sup>
	Residual	55.900	246	.227		
	Total	61.249	252			

**Source: Field survey 2022**

The results in Table 4.8b reveal that coefficient of multiple correlation  $R = 0.296$ , which indicates joint positive correlation of employee commitment variables with emotional intelligence of the employee; and multiple  $R^2 = 0.087$  (coefficient of determination) with Adjusted  $R^2 = 0.065$  suggests commitment of employee variables jointly accounted for 8.7% ( $\Delta \text{Adj.}R^2=0.065$ ) variation in the prediction of employee emotional intelligence. The ANOVA results from regression analysis shows there was significant joint influence of commitment of employee variables on emotional intelligence since  $F_{(6,246)} = 3.923$ ,  $p < 0.05$ , hence the null hypothesis is rejected.

**Table 4.8c: Showing the Relative Influence of Emotional Intelligence on Commitment of Employee In Public Organizations of Kwara State**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		<b>t</b>	<b>p-value</b>	<b>Remark</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>			

(Constant)	2.597	.219		11.836	.000	<0.05(S)
Avoiding unproductive actives at all time	-.014	.057	-.018	-.247	.805	> 0.05(NS)
Exhibiting personal readiness to serve in different capacities	-.071	.062	-.091	-1.139	.256	>0.05(NS)
Persisting in acquiring new knowledge related to the organization's operations	.082	.069	.103	1.199	.232	>0.05(NS)
Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage	-.003	.065	-.004	-.046	.963	>0.05(NS)
I am perceived as a vital resource by my organization	.060	.058	.081	1.042	.298	>0.05(NS)
Setting organization's mission statement as a priority	.186	.066	.226	2.829	.005	< 0.05(S)

**Source: Field survey 2022**

The results on Table 4.8c show that the only one of the six coefficients of commitment of employee variables are statistically significant predictors of employee emotional intelligence. Only Setting organization's mission statement as a priority (Beta = 0.226,  $t = 2.829$ ,  $p > 0.05$ ) have positive influence on emotional intelligence and statistically significant, while Persisting in acquiring new knowledge related to the organization's operations (Beta = 0.103,  $t = 1.199$ ,  $p > 0.05$ ) and I am perceived as a vital resource by my organization (Beta = 0.081,  $t = 1.042$ ,  $p > 0.05$ ) are positively correlation with emotional intelligence but statistically significant. Also, Avoiding unproductive activities at all time (Beta = -0.018,  $t = -0.247$ ,  $p > 0.05$ ); Exhibiting personal readiness to serve in different capacities (Beta = -0.091,  $t = -1.139$ ,  $p > 0.05$ ); and Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage (Beta = -0.004,  $t = -0.046$ ,  $p > 0.05$ ) have negative influence on emotional intelligence of employees but not statistically significant.

The strongest predictor was Setting organization's mission statement as a priority (Beta = 0.226,  $t = 2.829$ ,  $p < 0.05$ ) and not with other variable on commitment of employee.

**Hypothesis 2:** There is no significant influence of soft skills on employee performance in Kwara State's public organisation.

The results for hypothesis 2 are displayed in Table 4.9 (a,b,c), Table 4.10 (a,b,c), Table 4.11 (a,b,c) and Table 4.12 (a,b,c) below.

**(i)The influence of soft skills on service quality of employees in public organizations in Kwara State.**

**Table 4.9a: Showing the Partial Zero-Order Correlation between the Influences of soft skills on Service Quality Variables.**

	N	Mean	Std.	r	$\Delta r$	p-value	Remarks
Influence of Soft Skills on Employee performance	253	3.43	0.5	1			
Ensuring value in the service delivered to our customers	253	3.40	0.57	0.215**	0.210**	0.001	< 0.05(S)
Adopting best practices on delivering services to our customers	253	3.43	0.58	0.060	0.063	0.340	> 0.05(NS)
Providing support for the logistic staff in delivering value to the customers	253	3.25	0.67	0.185**	0.166**	0.003	< 0.05(S)
Deploying speed in delivering service to our customers	253	3.25	0.69	0.210**	0.195**	0.001	< 0.05(S)
Encouraging periodic adding of new skill-set to improve services provided	253	3.16	0.74	0.135*	0.155*	0.032	< 0.05(S)
Monitoring properly the activities in order to ensure superior service delivery to our customers	253	3.26	0.72	0.069	0.075	0.271	> 0.05(NS)
Adhering to quality control measures to guaranty effective service delivery	253	3.22	0.68	0.105	0.093	0.097	> 0.05(NS)

**Source: Field survey 2022**

**Remark: p-value <0.05(S)\*\*,\*{Significant @ alpha = 0.05); p-value >0.05(NS){Not significant}**

Table 4.9a shows the partial zero-order correlation showing the relationship between the influences of soft skills on service quality variables. Ensuring value in the service delivered to our customers ( $r=0.215^{**}$ ,  $p < 0.05$ ); providing support for the logistic staff in delivering value to the customers ( $r=0.185^*$ ,  $p < 0.05$ ); Deploying speed in delivering service to our customers ( $r=0.210^{**}$ ,  $p < 0.05$ ); and encouraging periodic adding of new skill-set to improve services provided ( $r=0.135^*$ ,  $p < 0.05$ ) are positively correlated with soft skills of employees as well as statistically significant. This implies that the high soft skills of the employee can promote value in the employee performance. Thus, this indicates that they are service quality variables likely to influence the soft skills of employees.

However, service quality variables such as “adopting best practices on delivering services to our customers ( $r=0.060$ ,  $p > 0.05$ )”, Monitoring properly the activities in order to ensure superior service delivery to our customers ( $r=0.069$ ,  $p > 0.05$ ); and Adhering to quality control measures to guarantee effective service delivery ( $r=0.105$ ,  $p > 0.05$ ) are positively correlated with soft skills of employees have a very low correlation coefficients with soft skills, which is not statistically significant indicating that they are likely to have little or no influence on soft skills of the employees. Furthermore, the partial zero-order correlation statistics shows that soft skills was positively correlated with service quality variables (Ensuring value in the service delivered to our customers ( $\Delta r = 0.210^{**}$ ,  $p < 0.05$ ); providing support for the logistic staff in delivering value to the customers ( $\Delta r = 0.166^{**}$ ,  $p < 0.05$ ); Deploying speed in delivering service to our customers ( $r=0.155^*$ ,  $p < 0.05$ ); and encouraging periodic adding of new skill-set to improve services

provided ( $r=0.135^*$ ,  $p < 0.05$ ) only. This indicates that the greater the soft skills, the better the service quality.

**Table 4.9b: Summary of Regression Analysis Showing the Influence of soft skills on Service Quality of Public Organizations in Kwara State**

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R=0.275

R Square=0.075

Adjusted R Square=0.049

Std. Error=0.492

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		<b>Sum of</b>		<b>Mean</b>		
	<b>Model</b>	<b>Squares</b>	<b>Df</b>	<b>Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	4.838	7	.691	2.854	.007 <sup>b</sup>
	Residual	59.336	245	.242		
	Total	64.174	252			

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**Source: Field survey 2022**

Table 4.9b, shows the joint influence of service quality variables on emotional intelligence. The results reveals that coefficient of multiple correlation  $R = 0.275$ , which indicates joint positive correlation of service quality variables with emotional intelligence; and multiple  $R^2 = 0.075$  (coefficient of determination) with Adjusted  $R^2 = 0.049$  suggests service quality variables jointly accounted for 7.5% ( $\Delta \text{Adj.}R^2=0.049$ ) variation in the prediction of emotional intelligence. The ANOVA results from regression analysis shows there was significant joint influence of service quality variables on emotional intelligence since  $F_{(7,245)} = 2.854$ ,  $p < 0.05$ , hence the null hypothesis is rejected.

**Table 4.9c: Showing the Relative Influence of Soft Skills on Service Quality of Public Organizations in Kwara State**

Model 1	Unstandardized Coefficients		Standardized Coefficients		p-value	Remarks
	B	Std. Error	Beta	t		
(Constant)	2.724	.234		11.619	.000	<0.05(S)
Ensuring value in the service delivered to our customers	.177	.067	.199	2.646	.009	<0.05(S)
Adopting best practices on delivering services to our customers	-.088	.065	-.101	-1.348	.179	>0.05(NS)
Providing support for the logistic staff in delivering value to the customers	.022	.061	.029	.359	.720	>0.05(NS)
Deploying speed in delivering service to our customers	.106	.039	.144	2.718	.008	<0.05(S)
Encouraging periodic adding of new skill-set to improve services provided	.059	.057	.087	1.043	.298	>0.05(NS)
Monitoring properly the activities in order to ensure superior service delivery to our	-.051	.061	-.072	-.833	.406	>

customers						0.05(NS)
Adhering to quality control measures to guaranty effective service delivery	-.008	.061	-.011	-.129	.897	> 0.05(NS)

**Source: Field survey 2022**

Table 4.9c reveals that the two of seven coefficients of service quality variables are positive statistically significant predictors of soft skills of employees. The strongest predictor was “Ensuring value in the service delivered to our customers” (Beta = 0.199, t = 2.646, p < 0.05), followed by Deploying speed in delivering service to our customers” (Beta = 0.144, t = 2.718, p < 0.05) but not with “Monitoring properly the activities in order to ensure superior service delivery to our customers” (Beta = -0.072, t = -0.833 p > 0.05), “Providing support for the logistic staff in delivering value to the customers” (Beta = 0.029, t = 0.359, p > 0.05), “Adhering to quality control measures to guaranty effective service delivery” (Beta = -0.011, t = -0.129, p > 0.05), and “Adopting best practices on delivering services to our customers” (Beta = -0.101, t = -1.348, p > 0.05).

**(ii) Influence of soft skills on Job satisfaction of employees in public organizations in Kwara State.**

**Table 4.10a: Depicting the Partial Zero-Order Correlation between the Influences of soft skills on Job Satisfaction Variables.**

	N	Mea n	Std .	R	Δr	p- value	Remarks
Influence of Soft Skills on Employee performance	25	3	3.43	0.5	1		

Exhibiting positive attitude to work	25 3	3.26	0.6 4	0.094	0.090	0.136	<0.05(S)
Ensuring effective team spirit	25 3	3.35	0.6 3	0.167* *	0.170* *	0.008	<0.05(S)
Improving one's life meaningfulness attributable to work	25 3	3.21	0.6 8	0.078	0.074	0.216	>0.05(N S)
Enhancing my life gratification as a result of the job I do	25 3	3.15	0.6 1	0.168* *	0.180* *	0.007	<0.05(S)
Complying with my organization's regulation faithfully	25 3	3.37	0.6 0	0.145* *	0.178* *	0.021	<0.05(S)
Willing to add new skill-set to improve my competence	25 3	3.41	0.6 3	0.184* *	0.196* *	0.003	<0.05(S)
Readiness to give my all to the tasks I carry out	25 3	3.39	0.6 2	0.275* *	0.282* *	0.000	<0.05(S)

Source: Field survey 2022

Remark: p-value <0.05(S)\*\*,\*{Significant @ alpha = 0.05}; p-value >0.05(NS){Not significant}

Table 4.10a reveals the partial zero-order correlation showing the relationship between the influences of soft skills on job satisfaction variables. The job satisfaction variables such as Ensuring effective team spirit ( $r=0.167^{**}$ ,  $p < 0.05$ ), Enhancing my life gratification as a result of the job I do ( $r=0.168^{**}$ ,  $p < 0.05$ ), Complying with my organization's regulation faithfully ( $r=0.145^*$ ,  $p < 0.05$ ), Willing to add new skill-set to improve my competence ( $r=0.184^{**}$ ,  $p < 0.05$ ), and Readiness to give my all to the tasks I carry out ( $r=0.275^{**}$ ,  $p < 0.05$ ) have positive correlation with the soft skills, which is statistically significant while "Exhibiting positive attitude to work ( $r=0.094$ ,  $p > 0.05$ )" and "Improving one's life meaningfulness" attributable to work ( $r=0.114$ ,  $p < 0.05$ ) does not have significance correlation with soft skills. Thus, the job satisfaction variables that are significant indicates as the values of those variables likely to have impact on soft skills.

Also, the partial zero-order correlation statistics shows that soft skills was positively correlated with job satisfaction variable; Ensuring effective team spirit ( $\Delta r = 0.170^{**}$ ,  $p < 0.05$ ), Enhancing my life gratification as a result of the job I do ( $\Delta r = 0.180^{**}$ ,  $p < 0.05$ ), Complying with my organization's regulation faithfully ( $\Delta r = 0.178^*$ ,  $p < 0.05$ ), Willing to add new skill-set to improve my competence ( $\Delta r = 0.196^{**}$ ,  $p < 0.05$ ), and Readiness to give my all to the tasks I carry out ( $\Delta r = 0.282^{**}$ ,  $p < 0.05$ ), which indicates that soft skills correlate with significant job satisfaction variables.

**Table 4.10b: Summary of regression analysis showing the influence of soft skills on job satisfaction of public organization in Kwara State**

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R=0.322

R Square=0.103

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Adjusted R Square=0.078

Std. Error=0.4846

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	6.636	7	.948	4.037	.000 <sup>b</sup>
	Residual	57.537	245	.235		
	Total	64.174	252			

Source: Field survey 2022

From Table 4.10b, the results reveals the coefficient of multiple correlation  $R = 0.322$ , which indicates joint positive correlation of job satisfaction variables with soft skills; and multiple  $R^2 = 0.103$  (coefficient of determination) with Adjusted  $R^2 = 0.078$  suggests seven job satisfaction variables jointly accounted for 10.3% ( $\Delta \text{Adj.}R^2=0.078$ ) variation in the prediction of employee soft skills. The findings of the ANOVA and regression analysis indicate a significant link between work satisfaction and soft skills since  $F_{(7,245)} = 4.037$ ,  $p < 0.05$ , hence the null hypothesis cannot be accepted.

**Table 4.10c: Showing the relative influence of soft skills on job satisfaction of public organization in Kwara State**

	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>			
<b>Model 1</b>	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>p-value</b>	<b>Remark</b>
(Constant)	2.547	.220		11.586	.000	< 0.05(S)

Exhibiting positive attitude to work	-.037	.066	-.047	-.563	.574	> 0.05(NS)
Ensuring effective team spirit	.101	.067	.126	1.500	.135	> 0.05(NS)
Improving one's life meaningfulness attributable to work	-.137	.066	-.183	-2.068	.040	< 0.05(S)
Enhancing my life gratification as a result of the job I do	.082	.072	.100	1.144	.254	> 0.05(NS)
Complying with my organization's regulation faithfully	.024	.067	.028	.357	.722	> 0.05(NS)
Willing to add new skill-set to improve my competence	.026	.065	.032	.396	.692	> 0.05(NS)
Readiness to give my all to the tasks I carry out	.202	.066	.249	3.047	.003	< 0.05(S)

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**Source: Field survey 2022**

Table 4.10c reveals that the two of the seven coefficients of job satisfaction variables were statistically significant predictors of soft skills of employees. The strongest predictor was “Readiness to give my all to the tasks I carry out” (Beta = 0.249, t = 3.047, p < 0.05), followed by “Improving one’s life meaningfulness attributable to work” (Beta = -0.183, t = -2.068, p < 0.05) and not with “Enhancing my life gratification as a result of the job I do” (Beta = 0.100, t = 1.144, p > 0.05), “Exhibiting positive attitude to work” (Beta = -0.047, t = -.0563, p > 0.05), “Willing to add new skill-set to improve my competence” (Beta = 0.032, t = 0.396, p > 0.05), “Ensuring effective team spirit” (Beta = 0.126, t = 1.500, p > 0.05); and “Complying with my organization’s regulation faithfully” (Beta = 0.028, t = 0.357, p < 0.05);

**(iii) The influence of soft skills on responsiveness of employees in public organizations in Kwara State**

**Table 4.11a: Showing the Partial Zero-Order Correlation between the Influences of Soft Skills n Responsiveness Variables.**

	N	Mean	Std.	R	Δr	p-value	Remark
Influence of Soft Skills on Employee performance	253	3.43	0.5	1.00			
Delivering task assigned to me timely	253	3.55	0.57	0.07	0.119	0.270	>0.05(NS)
Responding to my organization’s needs promptly	253	3.43	0.57	0.220**	0.236**	0.000	<0.05(S)

Completing task as when due	253	3.40	0.59	0.250**	0.259**	0.000	<0.05(S)
Performing swiftly all roles assigned to me	253	3.39	0.59	0.214**	0.239**	0.001	<0.05(S)
Ensuring that customer complaints are quickly looked into	253	3.38	0.56	0.176**	0.193**	0.005	<0.05(S)
Providing a feedback on reasons why certain tasks cannot be completed at a specific time	253	3.34	0.66	0.166**	0.157**	0.008	<0.05(S)

**Source: Field survey 2022**

**Remark: p-value <0.05(S)\*\*,\*{Significant @ alpha = 0.05}; p-value >0.05(NS){Not significant}**

Table 4.11a indicates the partial zero-order correlation showing the relationship between the influences of soft skills on responsiveness variables. The responsiveness variables Responding to my organization's needs promptly ( $r=0.220^*$ ,  $p < 0.05$ ); Completing task as when due ( $r=0.250^*$ ,  $p < 0.05$ ); Performing swiftly all roles assigned to me ( $r=0.239^*$ ,  $p < 0.05$ ); Ensuring that customer complaints are quickly looked into ( $r=0.176^*$ ,  $p < 0.05$ ) and Providing a feedback on reasons why certain tasks cannot be completed at a specific time ( $r=0.166^*$ ,  $p < 0.05$ ) are positively correlated with soft skills of employees as well as significant. This indicates those variables that are likely to influence the soft skills of employees. However, delivering task assigned to me timely ( $r=0.07$ ,  $p > 0.05$ ) was the only variable for responsiveness not statistically significant, which means it has little or no influence on soft skills.

In addition, the partial zero-order correlation statistics shows that soft skills was positively correlated with responsiveness variables (Responding to my organization's needs promptly ( $\Delta r$

=0.236\*\*,  $p < 0.05$ ); Completing task as when due ( $\Delta r = 0.259$ \*\*,  $p < 0.05$ ); Performing swiftly all roles assigned to me ( $\Delta r = 0.239$ \*\*,  $p < 0.05$ ); Ensuring that customer complaints are quickly looked into ( $\Delta r = 0.193$ \*\*,  $p < 0.05$ ) and Providing a feedback on reasons why certain tasks cannot be completed at a specific time ( $\Delta r = 0.166$ \*\*,  $p < 0.05$ ) only. This indicates that soft skills can enhance employee responsiveness.

**Table 4.11b: Summary of Regression Analysis showing the Influence of Soft Skills on Responsiveness of Employees in Public Organization of Kwara State**

R=0.731

R Square=0.534

Adjusted R Square=0.523

Std. Error=0.4851

	<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	6.281	6	1.047	4.448	.000 <sup>b</sup>
	Residual	57.893	246	.235		
	Total	64.174	252			

**Source: Field survey 2022**

From Table 4.11b, the results reveals that coefficient of multiple correlation  $R = 0.731$ , which indicates joint positive correlation of responsiveness variables with soft skills of the employee; and multiple  $R^2 = 0.534$  (coefficient of determination) with Adjusted  $R^2 = 0.532$  suggested responsiveness variables jointly accounted for 52.3% ( $\Delta \text{Adj.}R^2=0.523$ ) variation in the prediction of employee soft skills. The ANOVA results from regression analysis shows there was

significant joint influence of responsiveness variables on soft skills since  $F_{(6,246)} = 4.448$ ,  $p < 0.05$ , hence we failed to accept the null hypothesis.

**Table 4.11c: Showing the Relative Influence of Soft Skills on Responsiveness of Employee In Public Organization of Kwara State**

Model 1	Unstandardized Coefficients		Standardized Coefficients		p-value	Remark
	B	Std. Error	Beta	T		
(Constant)	2.337	.254		9.188	.000	<0.05(S)
Delivering task assigned to me timely	-.069	.067	-.077	-1.033	.303	> 0.05(NS)
Responding to my organization's needs promptly	.111	.051	.126	2.176	.011*	<0.05(S)
Completing task as when due	.114	.039	.133	2.923	.009**	<0.05(S)
Performing swiftly all roles assigned to me	.099	.049	.116	2.020	.012*	<0.05(S)
Ensuring that customer complaints are quickly looked into	.087	.045	.052	1.933	.043*	<0.05(S)
Providing a feedback on reasons why certain tasks cannot be	.081	.044	.032	1.841	.044*	

completed at a specific time

<0.05(S)

**Source: Field survey 2022**

From Table 4.11c, the results shows that the five of six coefficients of responsiveness variables are positive statistically significant predictors of employee soft skills. The strongest predictor was “Completing task as when due” (Beta = 0.133, t = 2.923, p < 0.05), followed by “Responding to my organization’s needs promptly” (Beta = 0.126, t = 2.176, p < 0.05), then “Performing swiftly all roles assigned to me” (Beta = 0.116, t = 2.020, p < 0.05) and “Ensuring that customer complaints are quickly looked into” (Beta = 0.052, t = 1.933, p < 0.05), “Providing a feedback on reasons why certain tasks cannot be completed at a specific time” (Beta = 0.032, t = 1.841, p < 0.05); and not with “Delivering task assigned to me timely” (Beta = -0.077, t = -1.033, p > 0.05).

**(iv) The Influence of Soft Skills on Commitment of Employee in Public Organizations in Kwara State**

**Table 4.12a: Showing the partial zero-order correlation between the influences of soft skill on commitment of employee variables**

	N	Mean	Std.	R	Δr	p-value	Remarks
Influence of Soft Skills on Employee performance	253	3.43	0.5	1			
Avoiding unproductive actives at all time	253	3.252964	0.635617	0.143*	0.163*	0.023	<0.05(S)
Exhibiting personal readiness to serve in different capacities	253	3.339921	0.632351	0.114	0.119	0.071	>0.05(NS)

Persisting in acquiring new knowledge related to the organization's operations	253	3.391304	0.618051	0.216**	0.216**	0.001	<0.05(S)
Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage	253	3.355731	0.63616	0.149*	0.159*	0.018	<0.05(S)
I am perceived as a vital resource by my organization	253	3.351779	0.665748	0.192**	0.204**	0.002	<0.05(S)
Setting organization's mission statement as a priority	253	3.355731	0.597562	0.206**	0.196**	0.001	<0.05(S)

**Source: Field Survey 2022**

**Remark: p-value <0.05(S)\*\*,\*{Significant @ alpha = 0.05}; p-value >0.05(NS){Not significant}**

Table 4.12a connotes the partial zero-order correlation showing the relationship between the influences of soft skills on commitment of employee variables. The commitment of employee variables Avoiding unproductive activities at all time ( $r=0.143^*$ ,  $p < 0.05$ ); Persisting in acquiring new knowledge related to the organization's operations ( $r=0.216^*$ ,  $p < 0.05$ ); Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage ( $r=0.149^*$ ,  $p < 0.05$ ); I am perceived as a vital resource by my organization ( $r=0.192^*$ ,  $p < 0.05$ ) and Setting organization's mission statement as a priority ( $r=0.206^*$ ,  $p < 0.05$ ) are positively correlated with soft skills of employees as well as significant. This indicates that those

variables as well are likely to influence the soft skill of employees. However, Exhibiting personal readiness to serve in different capacities ( $r=0.114$ ,  $p >0.05$ ) was only the variable for commitment of employee not statistically significant, which means it has little or no influence on soft skills.

Also, the partial zero-order correlation statistics shows that soft skills was positively correlated with commitment of employee variables (Avoiding unproductive activities at all time ( $\Delta r =0.163^*$ ,  $p <0.05$ ); Persisting in acquiring new knowledge related to the organization's operations ( $\Delta r =0.216^{**}$ ,  $p <0.05$ ); Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage ( $\Delta r =0.159^*$ ,  $p <0.05$ ); I am perceived as a vital resource by my organization ( $\Delta r =0.204^*$ ,  $p <0.05$ ) and Setting organization's mission statement as a priority( $\Delta r =0.196^*$ ,  $p <0.05$ )) only. This indicates that soft skills have the tendency to influence commitment of employees.

**Table 4.12b: Summary of Regression Analysis Showing the Influence of Soft Skills on Commitment of Employee in Public Organizations of Kwara State**

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R=0.567

R Square=0.321

Adjusted R Square=0.304

Std. Error=0.4922

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	<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	4.571	6	.762	3.144	.005 <sup>b</sup>
	Residual	59.603	246	.242		

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Total	64.174	252
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**Source: Field survey 2022**

From Table 4.12b, the results reveals that coefficient of multiple correlation  $R = 0.567$ , which indicates joint positive correlation of employee commitment variables with soft skills of the employee; and multiple  $R^2 = 0.321$  (coefficient of determination) with Adjusted  $R^2 = 0.304$  suggests commitment of employee variables jointly accounted for 30.4% ( $\Delta \text{Adj.}R^2=0.304$ ) variation in the prediction of employee soft skills. The ANOVA results from regression analysis shows there was significant joint influence of commitment of employee variables on soft skills since  $F_{(6,246)} = 3.144$ ,  $p < 0.05$ , hence the null hypothesis is rejected.

**Table 4.12c: Showing the relative influence of soft skills on commitment of employee in public organizations of Kwara State**

Model	Unstandardized Coefficients		Standardized Coefficients		t	p-value	Remark
	B	Std. Error	Beta				
(Constant)	2.556	.227			11.283	.000	<0.05(S)
Avoiding unproductive actives at all time	.116	.058	.083		2.000	.044*	< 0.05(S)
Exhibiting personal readiness to serve in different capacities	-.052	.064	-.065		-.805	.421	>0.05(NS)

Persisting in acquiring new knowledge related to the organization's operations	.126	.071	.155	1.786	.036*	<0.05(S)
Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage	-.124	.067	-.071	-1.851	.039*	< 0.05(S)
I am perceived as a vital resource by my organization	.081	.059	.107	1.361	.175	>0.05(NS)
Setting organization's mission statement as a priority	.065	.068	.077	.961	.338	>0.05(NS)

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**Source: Field survey 2022**

From Table 4.12c, the results imply that the three of the six coefficients of commitment of employee variables are statistically significant predictors of employee soft skills. Persisting in acquiring new knowledge related to the organization's operations (Beta = 0.155, t = 1.786, p < 0.05) and avoiding unproductive activities at all time (Beta = 0.083, t = 2.000, p < 0.05) have positive influence on soft skills. However, Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage (Beta = -0.071, t = -1.851, p < 0.05) has negative influence on soft skills of employees.

The strongest predictor was Persisting in acquiring new knowledge related to the organization's operations (Beta = 0.155, t = 1.786, p < 0.05), followed by Avoiding unproductive activities at

all time (Beta = 0.083, t = 2.000, p < 0.05) and Deepening my commitment to the organization by generating new knowledge for it to gain competitive advantage (Beta = -0.071, t = -1.851, p < 0.05) and not with I am perceived as a vital resource by my organization (Beta = 0.107, t = 1.361, p > 0.05), Setting organization's mission statement as a priority (Beta = 0.077, t = 0.961, p > 0.05), as well as Exhibiting personal readiness to serve in different capacities (Beta = -0.065, t = -0.805, p > 0.05).

**Hypotheses 3:** There is no combined significant influence of emotional intelligence and soft skills on employee performance in public organizations in Kwara State.

**Table 4.13a: Showing the Partial Zero-Order Correlation between the Influences of Emotional Intelligence and Soft Skills on Employee Performance.**

	N	Mean	Std.	R	Δr	p-value	Remarks
Emotional intelligence of Employees	253	3.41	0.49	1			
Influence of Soft Skills on Employee performance	253	3.43	0.5	0.380**	0.379**	0	<0.05(S)

**Source:** Field survey 2022

**Remark:** p-value <0.05(S)\*\*,\*{Significant @ alpha = 0.05}; p-value >0.05(NS){Not significant}

Table 4.13a indicate the partial zero-order correlation showing the relationship between the influence of emotional intelligence and soft skills on employee performance. Influence of Soft

Skills on Employee performance ( $r=0.380^{**}$ ,  $p < 0.05$ ) has positive correlation with emotional intelligence. The partial zero-order correlation shows that the influence of soft skills on employee performance ( $\Delta r = 0.379^{**}$ ,  $p < 0.05$ ) correlate with influence of emotional intelligence. This implies that the combine influence of emotional intelligence and soft skills enhance employee performance.

**Table 4.13b: Summary of Regression Analysis Showing the Influence of Emotional Intelligence and Soft Skills on Employees In Public Organizations of Kwara State**

R=0.379

R Square=0.144

Adjusted R Square=0.140

Std. Error=0.4571

	<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	8.814	1	8.814	42.190	.000 <sup>b</sup>
	Residual	52.435	251	.209		
	Total	61.249	252			

**Source: Field survey 2022**

From Table 4.13b, the results reveals that coefficient of multiple correlation  $R = 0.379$ , which indicates joint positive correlation of emotional intelligence and soft skills of the employee; and multiple  $R^2 = 0.144$  with Adjusted  $R^2 = 0.140$  suggests soft skills variables jointly accounted for

14.0% ( $\Delta \text{Adj.}R^2=0.140$ ) variation in the prediction of emotional intelligence of employees. The ANOVA results from regression analysis show there was significant joint influence of soft skills on emotional intelligence since  $F_{(1,251)} = 42.190$ ,  $p < 0.05$ , hence the null hypothesis is rejected.

**Table 4.13c: Showing the Relative Influence of Emotional Intelligence and Soft Skills of Employees in Public Organizations of Kwara State**

Model 1	Unstandardized Coefficients		Standardized Coefficients		t	p-value	Remark
	B	Std. Error	Beta				
(Constant)	2.138	.198			10.795	.000	< 0.05(S)
Influence of Soft Skills on Employee performance	.371	.057	.379		6.495	.000***	< 0.05 (S)

**Source: Field survey 2022**

From Table 4.13c, the results shows that the coefficients of soft skills are statistically significant predictors of emotional intelligence. The influence of soft skills on employee performance (Beta = 0.379,  $t = 6.495$ ,  $p < 0.05$ ) and emotional intelligence have positive influence on employee performance.

#### 4.4 Discussion of Findings

From the analysis, 107(42.3%) of the respondents were female and male 146(57.7%). The analysis showed that 50(19.8%) of respondents were in between (21-30) age group, 154(60.9%) of respondents were in the range of (31-40) age, 41(16.2%) of the respondents were of (41-50) age bracket. 8 (3.2%) of the total respondents were in between (51-60) age group. The results depicts that 4 (1.6%) of the respondents were working with senior secondary certificate examination (SSCE) as their highest educational qualification, 175 (69.2%) of the respondents were B.Sc/HND holders; 68(26.9%) of the respondents were holders of M.Sc holders while 6(2.4%) of the respondents were with other educational qualifications.

The analysis also indicates that 112 (44.3%) of the respondents had in (0-5) years of experience, 116 (45.8%) of the respondents belong to(6-10) years' work of experience, 11 (4.3%) of the respondents have records (11-15) years' work of experience, 10 (4.0%) of the respondents had been in the organization for between (16.20) and 4 (1.6%) of the total respondents had between (21 and above) years of work experience.

It was also observed that most respondents 239 (94.5%) agreed that emotional intelligence is likely to influence the service quality from the rating, 240 (94.8%) of the total respondents agreed that emotional intelligence is likely to affect employee job satisfaction, 252(99.6%) respondents agreed that emotional intelligence and influence of soft skills likely to affect employee performance, 248 (98%) of the respondents believed that influence of soft skills on employee performance is associated with their responsiveness, 244(96.4%) of the total respondents believed that influence of soft skills on employee performance would be based on employee commitment from the rating.

It was discovered from the results that the variables for service quality, job satisfaction, employee commitment and responsiveness are responsible for the level of employee performance because the overall mean score of 3.33 indicates high rating through the service quality, job satisfaction, employee commitment and responsiveness, which are likely to increase the level of employee performance in public organizations in Kwara State. The overall mean score of 3.40 imply high/strong emotional intelligence of employees can be achieved through self-awareness, self-regulation and self-competence.

Furthermore, the overall mean score of 3.41 suggests that soft skills are likely to enhance the employee performance. The result from Table 4.5b suggested that there is joint positive correlation of service quality variables with emotional intelligence; thus, the above result is tandem with some previous studies. Extant studies have shown that emotional intelligence is connected to service delivery<sup>1</sup>. A study of the Ghanaian telecommunication sector suggests that emotional intelligence is positively related to management efficiency as regard service delivery and customer expectation levels<sup>2</sup>. In addition, another study examined the enormity of emotional intelligence in Indian banking sector and findings revealed a solid relationship between emotional intelligence and banks service quality<sup>3</sup>. An argument put forward by a scholar established that the effectiveness of service-oriented organizations (such as universities) will be enhanced if the environment is positively reinforced with emotionally intelligent individuals, therefore resulting in the provision of better-quality services to the users<sup>4</sup>. It was analyzed that education is a service; services are described as activities or processes that are differentiated from physical goods by four basic characteristics, namely, the intangibility, heterogeneity, perishability, and inseparability of their production and consumption<sup>5</sup>.

Similarly, from Table 4.6b, the results indicated joint positive correlation of job satisfaction (as measure of employee performance) variables with emotional intelligence, which also support the claim by some previous authors. A scholar investigated the factors that affect emotional intelligence among bank employees working in Punjab and examined how the factors determine their performance<sup>6</sup>. The study was exploratory in nature. With one hundred and twenty (120) population of the study, consisting of bank employees in both private and public-sector. Employees' of the banks were found to be aware of this comparatively new concept 'emotional intelligence'. It was revealed that male and female employees differ significantly as regards various emotional intelligence traits. A study examined the influence of emotional intelligence on service delivery<sup>7</sup>. Results indicate that social-talents, self-mindfulness, social-mindfulness, and self-controlling have influence on service delivery. To achieve this, trainings on the development of emotional intelligence among employees in organisations, information, talents, and personality orientation should be promoted. Related study on the level of emotional intelligence among bank revealed that there are four major factors affecting emotional intelligence namely, Self- Mindfulness, Self- Control, Social-Talents and Empathy. It also revealed that emotional intelligence plays a major role in bank employee's life, and all the employees have great emotional intelligence. Also, there was no difference between emotional intelligence and age of the employees. A study examined the influence of self-mindfulness, self-controlling and relationships management on employee performance<sup>8</sup>. The study adopted exploratory method with seventy-six (76) employees of a Nairobi hotel but sampled thirty-eight (38) employees through simple random sampling. Data was collected through questionnaire and interviews means. Outcomes of the study showed that self-awareness, self-management and relationships-management proxies of emotional intelligence influence employee performance. A

scholar contends that business performance in the banking sector is driven by emotional intelligence. In this regard, marketing creativity is said to be impacted by managers' emotional intelligence<sup>9</sup>. Invariably, emotional intelligence equips managers with sufficient marketing creativity that forms one of the basic drivers of customers' service quality perceptions. Emotional intelligence significantly impacts organisational performance in the health sector as well. In this vein, employee performance is reckoned as a measure of organizational performance. Emotional intelligence among health professionals facilitates employee performance, on which business performance is pivoted. A scholar found in his study that improvement in emotional intelligence of employees introduces a paradigm rise in sales performance and consequently organizational performance in terms of return on investment<sup>10</sup>. His finding relates to that of a previous study, who, based on findings of his study, contends that business performance is positively influenced by service providers' emotional intelligence. A researcher projected emotional intelligence acquisition by employees in the organization as a precursor to quality service delivery and organizational performance augmentation regardless of the industry<sup>11</sup>. The relationship management characteristics and ability of bank employees are influenced and grown by emotional intelligence acquisition activities. This argument corroborates the statement of another scholar that service providers' competence and influence on customers is largely positively influenced by their levels of emotional intelligence<sup>12</sup>. A researcher finds that "men and women are equal on total emotional intelligence and there is no difference among employees of both government and non-government in emotional intelligence. Thus any team whether in government or non-government need high level of emotional intelligence which will eventually enhance high performance than low emotional intelligent team<sup>13</sup>. There are conflicting results from empirical research on the connections between

emotional intelligence and job happiness. A number of studies have observed weak to moderate relationships between trait emotional intelligence measures and job satisfaction. A study of food service workers and their managers observed a positive association between an ability based emotional intelligence scale and job satisfaction in employees and their managers. Also, a study of a group of managers Lopes, found links between emotional intelligence abilities and affective proxies of job satisfaction measured via self and supervisor reports<sup>14</sup>. There is significant relationship between emotional intelligence and job satisfaction among teachers. The work of a scholar opined that in an educational setting there is a significant relationship between emotional intelligence and job satisfaction with the respect to teachers years of experience as well as their qualification<sup>15</sup>. From Table 4.7b and 4.8b, the results indicates joint positive correlation of both responsiveness and employee commitment variables with emotional intelligence of the employee. Likewise, the results from Table 4.9b, Table 4.10b, Table 4.11b and Table 4.12b reveals soft skills influence the employee performance variables (service quality, job satisfaction, responsiveness and employee commitment). Organizations have deemed emotional intelligence, work happiness, and organizational commitment to be vital because they impact positively on team performance<sup>16</sup>. The results obtained from the previous section suggest that emotional intelligence, employee performance and soft skills item/variables are correlated and significant to organizations. Also, it was observed that emotional intelligence, employee performance and soft skills weighted means were above 3.0 which imply that the majority of employees agreed that they can be considered as major influence on performance of public organizations.

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## **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 was to investigate the influence of emotional intelligence and soft skills on employee performance of public organizations in Kwara State. The study has five chapters so as to achieve its main objective. Chapter one presented the background to the study which affirmed that Employees with better emotional intelligence combine with soft skills are likely to perform better than their counterparts who do not possess these virtues. Several studies had been done on emotional intelligence and employee performance as well as soft skills and employee

performance. However, scholars have recommended the need for more studies on emotional intelligence, soft skills and employee performance especially in tackling the challenges arising from poor interpersonal relations and nonchallant attitudes of employees of the investigated public organizations.

Data generated were sorted, coded, and analyzed to establish the statistical significance of the influence of the emotional intelligence and soft skills on employee performance of public organizations and final acceptance of the hypotheses were made. From the interpretation of analyses of data collected and findings of the study, the following can be stated as the main empirical findings of the study:

- i. The level of employee performance of Public Orgnaizations investigated in Kwara State is relatively high.
- ii. The level of emotional intelligence of Employees in Public Organizations in Kwara State is very high.
- iii. The level soft skills utilized by employees of Public Organization is moderately high.
- iv. Emotional intelligence has significant influence on employee performance in public organization of Kwara State
- v. Soft skills influenced employee performance in the investigated public organization
- vi. Emotional intelligence and soft skills, combined significantly have influenced employee performance in Public Organizations in Kwara State.

## **5.2 Conclusion**

Based on the analysis, the results revealed that the overall mean score of  $\geq 3.0$  obtained from the responses indicated a level of employee performance, in public organizations in Kwara State.

The results from the analysis indicated that the level of emotional intelligence of employees was high because emotional intelligence was significant to every employees. Employees with better emotional intelligence combined with soft skills are likely to perform better than their counterparts who do not possess these virtues. The results equally indicated that soft skills had significantly influence employee performance in the public organization investigated. Thus, the combination of both influence of emotional intelligence and soft skills have enhanced employee performance in the investigated Public organization.

### **5.3 Recommendations**

Based on the findings of this study it is recommended that:

- (i) Employee performance is germane to the realization of the objectives of public organizations; therefore, employees who contribute to high service quality, exhibit job satisfaction, highly responsive to demands of customers and demonstrate a sense of commitment should be rewarded for their acts. This will go a long way to enhance employee performance which will in turn, mean a high profit for the organizations.
- (ii) In order to maintain and sustain a high level of emotional intelligence employees of positive organisations in Kwara State should be trained to appreciate that man is a

creation of emotion and therefore, he must manage his emotion and understand that of others in the course of interaction with them.

- (iii) Thinking critically, managing time prudently, resolving conflicts in a pacific manner and working ethically are essential ingredients in the course of interaction within the outside world, since soft skills are must have in this century, organization should constantly train their employee to hone these skills to their benefits,
- (iv) Once in a while, clinical psychologist and physchiatrists should engaged to give pep talks to employees on ways of handling people who can be described as emotional idiots and emotional vampires.
- (v) Employees of public organization in Kwara State should be trained on how to handle interpersonal relationship between and among themselves as well as the outside world. Immediate resolution of conflicts ought to be encouraged timelines of activities. The spirit of fairness, justice, equity and concern for others imbibed by all and esprit de corps should form part of the ethos of the organization ,
- (vi) Organization in their desire to grow and survive and reward high profit, owe themselves an obligations to enforce effective possession and utilization of emotional intelligence and the utility of soft skills by rewarding the outstanding customer-friendly employee either monthly, quarterly, or yearly so as to boost the morale of individuals who achieve this feat.

### **5.5 Contribution to Knowledge**

This study has modestly linked emotional intelligence and soft skills to employee performance by asserting that emotional intelligence is not enough to relate meaningfully with fellow workmates, subordinates and supervisors in an office setting but by backing it up with soft skills. The study is unique as available literatures isolated either emotional intelligence or soft skills in discussing employee performance. This study has expanded the frontiers of knowledge by asserting that the two concepts of emotional intelligence and soft skills are germane in making employees perform optimally.

Where emotional intelligence is not coupled with soft skills, the result could be likened to an employee with one leg: he would wobble as he walks and work. However, the two “legs” of emotional intelligence and soft skills enhance not only the attitude of employees but give them balance which make them possess a mindset of dealing with customers, clients, by being conscious of them on emotional state as that of those who they come into contact with. Their ability to display empathy adds “spice” to the interaction. This research has proved that the two concepts go together therefore the strand of this work is to prove that emotional intelligence and soft skills are to be combined to as to relate with people intelligently.

## **5.6 Area of Further Studies**

Further research becomes necessary in order to unravel other concepts which can be considered as relevant in making employees of public organizations become more intelligent emotionally and adding to their key skills in soft skills, for example in Europe and the United States, National Emotive Behaviour Therapy (REBT) is becoming popular. Other areas are:

- i. A study could look at how this global concept could be localized. Similarly, Rationality Quotient is being touted as equally as important as emotional quotient.
- ii. Happy and productive staff may be invaluable in guiding an organization in the correct path. An organization may achieve its objectives in a timely and cost-effective way by optimizing the performance of its teams. When workers are productive, engaged, and motivated, they are better able to achieve organizational objectives. Thus, it is recommended that emotional intelligence of employees, which are self-awareness, self-regulation, self-competence and soft skills variables should be maintained, adequately monitored and evaluated among the employee in public organizations.
- iii. Also, they should be motivated to boost their emotional intelligence and soft skills to enhance performance in public organizations.

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## **Appendix i**

**Lead City University, Ibadan  
Faculty of Communication and Information Sciences  
Department of Information Management**

### **Questionnaire**

Dear Respondent,

I am a student in the Department of Information Management of Lead City University, pursuing the PhD Programme in Office and Information Management. At present, I am conducting a research on: *Emotional Intelligence, Soft Skills and Employee Performance in Public Organizations in Kwara State*. This questionnaire is designed to gather data for the Thesis. Rest assured that this is an academic exercise and the Researcher shall be guided by research ethics of anonymity and confidentiality. May it please you to help fill the questionnaire as appropriate.

Thank you

**Lanre AKEWUSOLA**

### **Section (A): Demographic Data of Respondents**

This section intends to gather data on the respondents to assist the Researcher on the varied employees in the public organizations under study.

**Instruction:** please tick ( ✓ ) the correct option to the following questions:

1. Gender: (a) Male  (b) Female
2. Age: (a) 21-30  (b) 31-40  (c) 41-50  (d) 51-60   
61 and above
3. Educational Status: (a) SSC  (b) B.Sc/HND  (c) M.Sc   
(d) PhD  (e) others
4. Years of Experience in the organization (a) 0-5  (b) 6-10   
(c) 11-15  (d) 16-20  (e) 21 and above

### **Section B: Level of Employee Performance in Public Organizations in Kwara State.**

The statement in this section concerns employee performance as applicable to the public organizations in Kwara State. Using the 4-point Likert-type scale provided, please tick the option that best explains your view of the level of employee performance in your organization.

(Answer by selecting one of the alternatives)

Very high (VH)=4 High (H)= 3 Low (L)= 2 Very Low (VL) = 1

<b>Service Quality</b>					
		VH	H	L	VL
1	Ensuring value in the service delivered to our customers				
2	Adopting best practices on delivering services to our customers				
3	Providing support for the logistic staff in delivering value to the customers				
4	Deploying speed in delivering service to our customers				
5	Encouraging periodic adding of new skill-set to improve services provided				
6	Monitoring properly the activities in order to ensure superior service delivery to our customers				
7	Adhering to quality control measures to guaranty effective service delivery				
<b>Job Satisfaction</b>					
		VH	H	L	VL
8	Exhibiting positive attitude to work				
9	Ensuring effective team spirit				
10	Improving one's life meaningfulness attributable to work				
11	Enhancing my life gratification as a result of the job I do				
12	Complying with my organization's regulation faithfully				
13	Willing to add new skill-set to improve my competence				
14	Readiness to give my all to the tasks I carry out				
<b>Responsiveness</b>					
15	Delivering task assigned to me timely				
16	Responding to my organization's needs promptly				
17	Completing task as when due				
18	Performing swiftly all roles assigned to me				
19	Ensuring that customer complaints are quickly looked into				
20	Providing a feedback on reasons why certain tasks cannot be completed at a specific time				
<b>Employee Commitment</b>					
21	Avoiding unproductive activities at all time				
22	Exhibiting personal readiness to serve in different capacities				
23	Persisting in acquiring new knowledge related to the organization's operations				
24	Deepening my commitment to the organization by generating new knowledge for it to gain competitive				

	advantage				
25	I am perceived as a vital resource by my organization				
26	Setting organization's mission statement as a priority				

**Section C: Determining the Emotional intelligence of Employees in Public Organizations in Kwara State**

The statement in this section concerns employee emotional intelligence as applicable to the public organizations in Kwara State. Using the 4-point Likert-type scale provided, please indicate the extent to which you agree or disagree with each statement in relation to your organization. (Answer by selecting one of the alternatives)

**Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)**

<b>Self-Awareness</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	It is important to identify one's feeling at every point in time	4	3	2	1
2	It is necessary to know the reasons for one's feeling	4	3	2	1
3	Employees ought to realize the links between their feelings and what they think.	4	3	2	1
4	It is noble to admit mistakes and apologize as appropriate	4	3	2	1
<b>Self-Awareness</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
5	Employees should consider their emotional state before making important decisions	4	3	2	1
6	Knowing one's strengths and weaknesses in relation to emotional intelligence enable one to perform optimally				
<b>Self-Regulation</b>					
7	Employees are expected to manage impulsive feelings and distressing emotions well				
8	Every employee is prone to anger and display this emotional state uncontrollably				
9	Even under pressure, employees ought to think clearly				

10	Employees should have the ability to always calm down when they are angry				
11	It is important that employees continuously learn, unlearn, and relearn to improve their performance				
<b>Self-competence</b>					
17	Understanding customers' needs and matching them to services is important for employees				
18	Employees should be attentive to emotional cues and be good listeners				
19	Individuals who work in organizations are expected to respect and relate well to people from different backgrounds				
20	The feelings of others should be considered when making changes				
21	The spirit of 'give and take' is paramount in interpersonal relationships				

**Section D: Influence of Soft Skills on Employee performance in Public Organizations in Kwara State.**

The statement in this section concerns the influence of soft skill on employees as applicable to the public organizations in Kwara State. Using the 4-point Likert-type scale provided, please indicate the extent to which you agree or disagree with each statement in relation to your organization.

(Answer by selecting one of the alternatives)

**Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)**

<b>Critical thinking</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
6	It is necessary for individuals to understand and consider diverse points of view before a conclusion				
7	Employees are expected to think through problems before acting				
8	When working with a team it is important to draw out the strengths of each individual for the good of the team				
9	Employees could get better at brainstorming more options to find smarter solutions to challenges				
10	An employee must always put on his thinking cap to tackle daily challenges in				

	the office				
<b>Time management</b>					
21	Planning the day before it begins indicates an effective employee				
22	Making a list of the things to do each day is paramount for optimal performance of employees				
23	Employees are expected to make constructive use of their time				
24	Making a schedule of activities enhances the performance of employees				
25	Employees set deadlines for themselves so as to accomplish their goals				
<b>Conflict Resolution</b>					
26	Employees have an obligation to avoid taking position which would create a controversy				
27	It is unacceptable to blame others for creating the problem				
28	In any human organization, conflict is a normal phenomenon				
<b>Self-Awareness</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
29	Whenever conflict occurs, employees should have an open mind to resolve it amicably				
30	Differences are natural with human beings, one should not worry about them but accept them				
<b>Work Ethic</b>					
31	Employee convictions should be generally compatible with the values of the organization				
32	Subordinates ought to understand their supervisors' values				
33	Every employee should always do what is ethically right all the time				
34	It is ethically correct to stick by the goals and objectives of the organization				
35	It is an obligation on every employee to be concerned about ethics and morality				

Thank you for participating in this study.

Appendix ii



Lead City University, Ibadan  
Faculty of Communication and Information Sciences  
Department of Information Management

Dear Sir/Madam,

Research Project Attestation Form

The bearer is a student of the above name University and Department. He/she is conducting a research and your establishment has been selected as one of his/her research sample. Kindly grant him/her all necessary assistance to make the exercise a success.

Please complete the following attestation form for the student on completion of the exercise. The completion of the form serves as evidence that the student actually carried out part of the work in your establishment.

Thanks for your anticipated assistance.

LEAD CITY UNIVERSITY, IBADAN  
HEAD OF DEPARTMENT  
DEPARTMENT OF INFORMATION  
MANAGEMENT  
Head of Department (Signature, Date and Stamp)  
SIGN DATE

Student's (Researcher) Surname: AKEWUSOLA Other Names Laure.  
Matriculation Number: LCU/PG/000729 Programme (Degree, Masters and Ph.D) Ph.D  
Project Topic: Emotional Intelligence, Soft Skills and Employee Performance of Public Organization in Kwara State

Attestation Section

I hereby attest that the above named student conducted a study on the above named topic in my institution/establishment

Date(s) (Days) the Research was Conducted... between 21/03/22 to 20/4/2022  
Names of Attester: OBA. ABDUL QADIR SA... Designation Ag. General Manager  
Name and Address of the Institution: Kwara State Transport Corporation, Ilorin.  
Phone No. 07-030271888 E-mail Address: Kwagexpress@gmail.com  
or Oba.abdulqadir@gmail.com

Signature, Date and Stamp  
KWARA STATE  
TRANSPORT CORPORATION  
P.M.B. 1366, ILORIN.  
KWARA STATE

Appendix iii



**Lead City University, Ibadan**  
Faculty of Communication and Information Sciences  
Department of Information Management

Dear Sir/Madam,

**Research Project Attestation Form**

The bearer is a student of the above name University and Department. He/she is conducting a research and your establishment has been selected as one of his/her research sample. Kindly grant him/her all necessary assistance to make the exercise a success.

Please complete the following attestation form for the student on completion of the exercise. The completion of the form serves as evidence that the student actually carried out part of the work in your establishment.

Thanks for your anticipated assistance.

LEAD CITY UNIVERSITY, IBADAN  
HEAD OF DEPARTMENT  
DEPARTMENT OF INFORMATION  
MANAGEMENT  
Head of Department (Signature, Date and Stamp)  
SIGN ..... 23/03/2022  
DATE

**Student's (Researcher) Surname:** AKEWUSOLA Other Names Lanre.

**Matriculation Number:** LCU/PG/000729 **Programme** (Degree, Masters and Ph.D) Ph.D

**Project Topic:** Emotional Intelligence, Soft Skills and Employee Performance of Public Organization in Kwara State

**Attestation Section**

I hereby attest that the above named student conducted a study on the above named topic in my institution/establishment

Date(s) (Days) the Research was Conducted.. 14/03/22 - 18/03/22  
Names of Attester.. JIMOH MUKAILA A. Designation.. S.I.T  
Name and Address of the Institution.. OSUN INTERNAL REVENUE SERVICE  
Phone No. 09061183655 E-mail Address: jimohadajara@gmail.com

Signature, Date and Stamp

Appendix iv



Lead City University, Ibadan  
Faculty of Communication and Information Sciences  
Department of Information Management

Dear Sir/Madam,

Research Project Attestation Form

The bearer is a student of the above name University and Department. He/she is conducting a research and your establishment has been selected as one of his/her research sample. Kindly grant him/her all necessary assistance to make the exercise a success.

Please complete the following attestation form for the student on completion of the exercise. The completion of the form serves as evidence that the student actually carried out part of the work in your establishment.

Thanks for your anticipated assistance.

LEAD CITY UNIVERSITY, Ibadan  
HEAD OF DEPARTMENT  
DEPARTMENT OF INFORMATION  
MANAGEMENT  
Head of Department (Signature, Date and Stamp)  
SIGN: [Signature] DATE: 21/02/2022

Student's (Researcher) Surname: AKEWUSOLA Other Names Lanre.  
Matriculation Number: LCU/PG/000729 Programme (Degree, Masters and Ph.D) Ph.D  
Project Topic: Emotional Intelligence, Soft Skills and Employee Performance of Public Organization in Kwara State

Attestation Section

I hereby attest that the above named student conducted a study on the above named topic in my institution/establishment

Date(s) (Days) the Research was Conducted... 21<sup>st</sup> March, 2022 - 20<sup>th</sup> April  
Names of Attester... Mariam Ademola Designation... Asst. Manager  
Name and Address of the Institution... KKLIRS  
Phone No... 08035364324 E-mail Address... ademola.mariam4@gmail.com

Signature, Date and Stamp



[Signature]  
25/05/2022

## Biodata

Name: Lanre, AKEWUSOLA  
Date & Place of Birth: July 29, 1959; Lagos  
Nationality: Nigerian  
State of Origin: Kwara State  
Marital Status: Married  
Contact Address: Department of Office Technology and Management, Institute of Information and Communication Technology,  
Kwara State Polytechnic, Ilorin.  
E-Mail: [akewusolalanre@yahoo.com](mailto:akewusolalanre@yahoo.com)  
Gsm No: 08035257252; 08055831615  
Postal Address: P.O. Box 5515, Ilorin. Kwara State

### **Educational Institutions Attended with Dates:**

(a) Nigeria Premier College, Yaba, Lagos 1973-1978  
(b) Kwara State College of Technology, Ilorin 1979-1983  
(c) Bayero University, Kano 1989-1990  
(d) University of Ado Ekiti, Ado - Ekiti 1998 -2002  
(e) National Teachers Institute, Kaduna 2007  
(f) Lead City University, Ibadan 2015-2017

### **Educational Institutions Attended with Dates:**

(a) Nigeria Premier College, Yaba, Lagos 1973-1978  
(b) Kwara State College of Technology, Ilorin 1979-1983

(c) Bayero University, Kano	1989-1990
(d) University of Ado Ekiti, Ado - Ekiti	1998 -2002
(e) National Teachers Institute, Kaduna	2007
(f)Lead City University, Ibadan	2015-2017

**Academic And Professional Qualifications Obtained with Dates:**

(a) West African School Certificate	1978
(b) National Diploma (Executive Secretaryship) Lower Credit	1981
(c) Higher National Diploma (Secretarial Administration) Upper Credit	1983
(d) Professional Diploma (Mass Communication)	1990
(e) Postgraduate Diploma (Financial Management)	1999
(f) Master in Business Administration (MBA)	2006
(g) Postgraduate Diploma in Education	2007
(h) Certificate in Computing	2008
(i) Nigerian Institute of Management (Chartered) (MNIM)	2011
(j) M.Sc (Business Administration) Office and Information Management Option	2017

## **Professional Qualifications Obtained with dates (in Chronological Order)**

### **Professional Associations**

- (i) Fellow, National Institute of Office Administrators and Information Managers (NIOAIM)
- (ii) Member, National Association of Teachers of Office Management and Technology of Nigeria (NAOTAMN)
- (iii) Member, Nigerian Institute of Management (Chartered). Membership Number 156437.
- (iv) Certified Teacher, Teachers Registration Council of Nigeria (KW/T/O0874).

### **NBTE Accreditation/Reaccreditation (Resource Person)**

I have been a Resource Person on the NBTE Teams to the following institutions for the accreditation/reaccreditation of ND/HND OTM programme:

- |   |                 |
|---|-----------------|
| (1) Federal Polytechnic, Offa                             | February, 2012  |
| (2) Kano State Polytechnic, Kano                          | November, 2012  |
| 3) Federal Polytechnic, Oko, Anambara State               | January, 2013   |
| (4) Kaduna Polytechnic, Kaduna                            | April, 2013.    |
| (5) Sokoto State Polytechnic, Sokoto                      | September, 2013 |
| (6) Delta State Polytechnic, Agbaroh - Otefe, Delta State | December, 2014  |
| (7) Tatari Ali Polytechnic, Bauchi (Azare Campus)         | July, 2015      |
| (8) Imo State Polytechnic, Owerri                         | September, 2015 |
| (9) Federal Polytechnic, Auchi                            | April, 2016     |
| (10) The Polytechnic, Ibarapa, Eruwa                      | July, 2016      |
| (11) Delta State Polytechnic, Ozoro                       | October, 2016   |
| (12) The Polytechnic, Ibadan                              | December, 2016  |
| (13) Federal Polytechnic, Bauchi                          | June, 2017      |

(14) Federal Training Centre, Kaduna	June, 2018
(15) Lagos State Polytechnic, Isolo	September, 2018
(16) Tatari Ali Polytechnic, Bauchi	December, 2018
(17) Osun State Polytechnic, Iree	January, 2020

### **Work Experience**

#### **History of Appointment with Kwara Poly**

Principal Instructor II, Kwara State Polytechnic, Ilorin	1992-1995
Principal Instructor I, Kwara State Polytechnic, Ilorin	1995-2000
Assistant Chief Instructor, Kwara State Polytechnic, Ilorin	2000-2008
Senior Lecturer, Kwara State Polytechnic, Ilorin	2008 -2017
Head of Department, Office Technology And Management Department	2008-2013
Principal Lecturer	2017-Date
Member, Academic Board	2008-2020
Coordinator, IICT	2013-2020
Ag. Director, APU	2020
Member, Governor Council	2020

#### **Previous Appointments with Dates:**

(a) Bendel Transport Service Limited, Lagos	1978-1979
(b) J.A. Oladejo Oladeji & Co., Ilorin	1981
(c) CFAO Structor, Kano	1982

- |   |           |
|---|-----------|
| (d) Uromi Technical College, Uromi (NYSC)                 | 1983-1984 |
| (e) Instructor, Kano State Polytechnic, Kano              | 1985-1987 |
| (f) Senior Instructor, Kano State Polytechnic, Kano       | 1987-1989 |
| (g) Principal Instructor II, Kano State Polytechnic, Kano | 1989-1992 |

## **Publications**

### **(a) Textbooks**

- (i) Contributions of Three Chapters in Practical Business Communication @SAAD, A.O.; AKANBI, K.R. and AKEWUSOLA, L. (2002). Ilorin, OLAD Publishers.
- (ii) Effective Business Communication, Akewusola, L. and Saad, A.O. (2009). Ilorin, Olad Publishers. ISBN: 978-2974-35-8.
- (iii) Office Management ° Akewusola, L. (2011). Ilorin, GEBPO Press Venture.

### **Text Book Publications After The Last Promotion**

- (i) Business Communication Skills © Akewusola, L. (2020). ISBN 978-978-994-781-2 (2020) Ilorin, Gebpo Press.
- (ii) Career Development © Akewusola L. (2020). ISBN 978-8044-948 Ilorin, Gebpo Press.

### **(b) Journals**

- (i) Effective Leadership as a Sine Qua Non for Organisational Survival." In Journal of Administration, Vol. 1, No. 1, September, 2006.
- (ii) "Paradigm Shift as the Panacea to Business Success" in Journal of Administration, Vol. 2, July, 2009, (ISSN 1224 8441) Pp. 13-23.
- (iii) "The Entrepreneurial Potentials Inherent in Office Technology and Management Programme" in Journal of Administration, Vol. 2, July, 2009,
- (iv) "Promoting Entrepreneurial Development in Nigeria through Good Governance" in Secretarial Forum- Journal for the Promotion/Advancement of Office Management/Secretarial Profession. Vol. 4, October, 2009 (ISSN 1224 8441) Pp. 24 36.
- (v) "Persuasive Communication as an Essential Ingredient in the Realization of vision 20: 2020" in Journal of Interdisciplinary Sciences And Technology, Vol. 5, No. 1, March, 2011 (ISSN 0422-26942-2) Pp. 58 - 63.

## Journal Publications after the Last Promotion

- (i) Gender Comparison of Speed and Accuracy of Student in Computer Assisted Instruction Method of Teaching Key boarding's in Nigeria Polytechnics. **Akewusola Lanre**, Oyinloye, O.T, Ayeni, J.K, Mamman, (2019) in Journal of Research and Development Studies, Vol. 7, No. 1 2019 (pp 61-78)
- (ii) Roles of Management Information System in Tertiary Institutions in Kwara State. Ayeni, J.K, **Akewusola, L** and Olajide, A. (2020)in Journal of Contemporary Studies, (JOCS) (Pp 15-24)
- (iii) Management Information System and Effective Service Delivery in Kwara State Polytechnic, Ilorin. **Akewusola, Lanre**.(2020) in International journal of computer applications (0975-8887) volume (175- No.39, December, 2020) IJCATM: [www.ijcaonline.org](http://www.ijcaonline.org).
- (iv) Model Analysis of Workplace – Terrorism: A Tool For Assessing The Changing Nature Of Workplace And Workforce During Intention. Adeoye S.O; Egbuta, E.A. in Journal of Education and Human Development, December, 2020, Vol. 9, No.4. Pp 1-15 ISSN: 2334-296X (Print), 2334-2978 (Online) (C) American Research Institute for Policy Development. DOL: 10.15640/jehd.v9n4al URL; <https://doi.org/10.15640/jehd.v9n4al>
- (v) Comparative study of computer assisted instruction and traditional methods of teaching keyboarding among polytechnic students. Olayinka Taiye Oyinloye, Joshua Sule Mamman, **Akewusola Lanre** and James Kehinde Ayeni. Journal of education and practice ISSN 2222-1735 (paper) ISSN 2222-288X (online) Vol.12, No.10, 2021 (pp 71-77) [www.iiste](http://www.iiste)

## National and International Conferences

- (i) Effective Information Management as a Strategic Roadmap to Organizational Survival in Nigeria" - Presented at the 2003 National Conference Of the School of Administration and Vocational Studies, Kogi State Polytechnic, Lokoja, Kogi State. 4 to 7" November, 20003.
- (ii) "The Impact of Information and Communication Technology on the Operations of Commercial Organizations". Presented at the 8" ASUP National Conference Held at the Bagudu Waziri Auditorium, Federal Polytechnic, Bida, Niger State. - 10 to 12" November, 2008.
- (iii) "Persuasive Communication As An Essential Ingredient In the Realization of Vision 20: 2020. Presented at the First National Conference of the Institute of Administration, Kwara State Polytechnic, Ilorin 27 - 29 July, 2009
- (iv) "The Mass Media As the Building Block for the Realisation of Vision 20: 2020" Presented at the First National Conference of the Institute of Administration, Kwara State Polytechnic, Ilorin - 27 29 July, 2009.

- (v) "The Small And Medium Enterprises (SMEs) As Platform for Sustainable National Growth And Development". Presented at the 2<sup>nd</sup> National Conference of the Institute of General Studies, Kwara State Polytechnic, Ilorin 28-30 September, 2009.
- (vi) "Office Environment and Its Impact on Worker Productivity". Presented at the 3<sup>rd</sup> National Conference on Interdisciplinary Sciences And Technology of the Institute of Basic and Applied Sciences, Kwara State Polytechnic, Ilorin. 15<sup>th</sup> to 17<sup>th</sup> September, 2010.
- (vii) "Governance In the 21<sup>st</sup> Century". National Management Conference of the Nigerian Institute of Management (Chartered), Held at the International Conference Centre, Abuja; 25<sup>th</sup> to 28<sup>th</sup> September, 2011.
- (viii) "The Small and Medium Enterprises (SMEs) and Economic Transformation of Nigeria: From Probability to Possibility". Presented at the 3<sup>rd</sup> African International Business and Management Conference of the Faculty of Business and Management, University of Nairobi, Nairobi, Kenya. 12<sup>th</sup> and 13<sup>th</sup> of July, 2012.
- (ix) "Soft Skills as Essential Component for Success in the World of Work". Presented at the 1<sup>st</sup> Joint National Conference of Institutes of Applied Sciences, Environmental Studies and Technology; Held at the Academic Conference Centre, Kwara State Polytechnic, Ilorin. Between 22<sup>nd</sup> and 24<sup>th</sup> of August, 2012.
- (x) "Strategic Leadership as the Panacea to Security Challenges In Nigeria". Presented at the 3<sup>rd</sup> Joint National Conference of the Institutes of General Studies and Finance and Management Studies, Kwara State Polytechnic, Ilorin. Held at the Academic Conference Centre, Kwara State Polytechnic, Ilorin. Between the 1<sup>st</sup> and 4<sup>th</sup> of July, 2014.

### **Community Service**

- (i) 2<sup>nd</sup> Assistant National Secretary, Ilorin Emirate Descendants Progressive Union (IEDPU).
- (ii) Ameer, Muhtadeen Islamic Foundation (MIFO), Ilorin Branch.
- (iii) Member, Kokorokan Development Association, Isale Aluko, Ilorin.

### **Hobbies:**

Reading, Thinking, Walking and Writing.

**Referees:**

**(1) Alhaji Mas'ud A. Elelu,**

Former Rector,  
Kwara State Polytechnic, Ilorin  
NBTE Liaison Office,  
Abuja  
08034094189.

**s(2) Prof. K. Adeyemo,**

Vice Chancellor,  
Lead City University,  
Ibadan.  
08034069337

**(3) Amb. Sheikh Usman Abdulazeez,**

Former Natural President, Ilorin Emirate Descendants Progressive Union (IEDPU)  
Adewole Housing Estate, Ilorin.  
Kwara State.  
08099925766

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**Signature**

---

**Date**

## University Compliance Certification

This is to certify that this Thesis written by **Lanre AKEWUSOLA** with Matriculation No. **LCU/PG/000729** 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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