

**Human Relations Behaviour, Emotional Intelligence, and
Job Commitment of Secretaries in Public Universities, Lagos State, Nigeria**

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Certification

This is to certify that **Oluwaseye Jacob IGE** with the matriculation number **LCU/PG/003213** carried out this research work titled “**Human Relations Behaviour, Emotional Intelligence, and Job Commitment of Secretaries in Public Universities, Lagos State, Nigeria**” in the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Oyo State, for the award of Master Degree (MSc) in Office and Information Management under my supervision.

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Dedication

The researcher profoundly dedicates this thesis to God Almighty for His guidance, mercy, love, care, blessing, and favour.

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Even though the above-mentioned Institutions and persons have assisted in the process of this project work, I alone stand responsible for the error(s) if any, found in this work.

Abstract

This study investigated the influence of human relations behaviour and emotional intelligence on job commitment of secretaries in public universities, Lagos State, Nigeria. Three research questions were raised and three null hypotheses were tested at 0.05 level of significance. This study adopted a descriptive survey design for a population of 387 secretaries. The sample size was 197 using Taro Yamane formula and the stratified sampling method was used to select representatives in each of the public universities, Lagos State. A validated questionnaire was used to collect data. The reliability test was conducted for job commitment, human relations behaviour, and emotional intelligence through a pilot study in University of Ibadan, Oyo State, and produced Cronbach's Alpha values of 0.703, 0.827, and 0.716, respectively. The obtained data were analyzed using descriptive statistics (frequency, percentage, mean, and standard deviation) and inferential statistics (linear and multiple regression at 0.05 level of significance). The combined result [Adj R² = 0.688; f(2, 153) = 43.801; p<0.05] revealed that both human relations behaviour and emotional intelligence significantly influenced job commitment of secretaries in those targeted public universities. Relatively, human relations behaviour result [B = 0.844, p <0.001] contributed 84.4% to job commitment of secretaries; while emotional intelligence result [B = 0.580, p<0.001] contributed 58%. These findings advocate for training programs that would center on both human relations and emotional intelligence to create a more supportive workplace culture for secretaries in public institutions. In conclusion, effective interpersonal and team management, transformational leadership, and excellent emotional intelligence are essential to boost job commitment among secretaries in Lagos State, Nigeria. It was recommended that management should train secretaries to improve their human relations abilities and enhance their emotional intelligence skills. Also, the secretaries should learn to collaborate with diverse individuals to foster successful workplace connections.

Keywords: Emotional Intelligence, Human Relationship Management, Job Commitment, Office Administration and Management, Organisational Behaviour. Secretarial Administration

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Chapter One

Introduction

1.1. Background to the Study

Job commitment is the state of being dedicated to an activity. It is the psychological immersion of an individual in someone or activity through the feeling of belonging, possession of business goals, and preparation to accept obstacles. Job commitment weighs employees' strong sense of dedication and involvement and their interests in organisational success. It is employees' identity, emotional connection, and loyalty to an organisation. The commitment of employees to the business activities and operations of an organisation is necessary if the set strategic objectives are to be achieved successfully.

Globally, several studies have emphasised the universal importance of employee commitment in achieving the set goals of any organisation. In Canada, a study was carried out in two provinces, Ontario and Nova Scotia, to investigate the influence of employee empowerment on organisational commitment¹. The study affirmed that employees' emotional attachment and sense of obligation to the organisation reduce employees' turnover intention. It was concluded that organisations can lower employee turnover intentions by emphasizing meaningful work and fostering a feeling of belonging among employees, especially in a sector that is confronting higher-than-average labour expenses and turnover intentions. Also, in North America, a study examined the impact of motivation on employee loyalty and commitment². The study found that employees are encouraged when they feel personal responsibility for their work output and when they feel their contributions are important and meaningful to the success of the organisation.

A recent research in Asia investigated the relationship between employee commitment and job satisfaction at selected private universities in the Kurdistan Region, Iraq³. The study revealed that the employee commitment to the organisation differs in each of the organisations covered. As employees were highly committed in one of the organisations covered, employees in other organisations were not happy and thus have a negative attachment to their organisations. The scholars suggested that employers should motivate their employees to boost their commitment to the organisation. Another study in South Asia examined the effect of job satisfaction and employee commitment on organisational performance in the banking industry, Bangladesh⁴. The study described commitment as employees' emotive attachment to the organization in which highly committed employees identify with and participate in organisational growth, and also appreciate the management. The study saw employee commitment as one of the influential factors that determines organisational overall performance.

In Europe, studies were carried out on various variables that influence employee commitment and how commitment also impacts other dependent variables. One of such studies investigated the influence of the performance appraisal process on employee commitment⁵. The study affirmed that when employees' expectations are fulfilled, they frequently show a greater level of commitment to the organisation and when their expected rewards for their efforts are not recognised, they become unhappy and demonstrate low commitment to the organisation. This study critically analysed the impact of extrinsic motivators (rewards) on employee commitment. In another study in Poland, the scholars examined the relationship between the level of commitment of employees and their generational affiliation⁶. The study revealed that there was a high level of organisational commitment in the three components covered in the study. It was also found that organisational commitment varied depending on its type and the generation to which the

respondents belonged to. A study was carried out in Sweden to examine the effect of employee commitment on organisational performance in the textile industry⁷. The study revealed that employees who are committed to the organisation provide value through their tenacity, proactive assistance, comparatively high output, and quality consciousness. The scholars suggested that textile organisations should maintain employee high commitment and allow employees to be involved in decision-making for ultimately improving their loyalty and commitment to the organisation.

In Africa, several studies highlighted the importance of commitment in enhancing organisational performance. A study in South Africa assessed the influence of transformational leadership on organisational justice and employee commitment in a customer service organisation⁸. The scholars asserted that commitment increases employee level of attendance and extra-role behaviours in the organisation. They also stated that positive perceptions of fairness among employees encourage greater employee commitment, which in turn raises organisational success levels. In Ghana, scholars carried out a study on the effect of job safety practices and programs, and employee commitment in the Mining Industry, Ghana⁹. This study showed how workplace safety increases employee commitment to accomplish organisational objectives. Nigerian scholars also carried out a study on the influence of employee commitment on the job performance of secretaries in government-owned tertiary institutions in Oyo State¹⁰. The study affirmed that higher level of commitment among secretaries is associated with improved job performance in their institutions.

Secretaries are important employees in every organisation. Secretaries' job commitment is the psychological attachment and the result of their loyalty to the organisations, based on the pride of being part of the organisation and the belief that the organisation values them¹¹.

Secretaries' job commitment shows their level of involvement when discharging their duties with passion and excitement. Secretaries are valuable assets of an organisation and the key to success. The level of dedication of secretaries is closely related to the performance of an organisation. Secretaries are prominent office personnel who receive visitors, and handle, and safeguard large and vital correspondences such as letters, reports, memos, presentations, and so on in an organisation. The formal education and development programmes they have undergone enable them to gain knowledge and acquire a variety of office skills such as office administration, time management, communication, human relations, and technology¹². They are well-trained to effectively and efficiently manage office resources and facilities and to receive and interact with both internal and external customers. Secretaries are referred to as the 'life wire' of every organisation and their importance, be it public or private, cannot be overlooked as they perform significant roles in achieving the organisational goals. As important office personnel, Secretaries' job commitment to an organisation helps to build a lasting relationship with other employees and their bosses, which in turn improves personal and organisational performance.

Secretaries' job commitment is vital for efficiency, effectiveness, and organisational growth. Since secretaries' work is essential to the smooth execution of administrative operations, which form the bedrock of every organisation's activity, their commitment is significant in achieving organisational set goals. Committed secretaries optimize workflows through effective scheduling, communication, resource management, minimizing idle time, and boosting total output. Commitment creates a favourable work environment that boosts employee morale and retention, which are the two basic factors that are indispensable for maintaining development¹³. Committed secretaries create constant innovation and efficiency by proactively pursuing improvements and adjusting to new technology, greatly advancing the organisation's strategic goals and long-term success.

A secretary's job commitment is required for an organisation to improve its efficiency and effectiveness and gain long-term competitive advantages. Preparing and maintaining committed secretaries is essential for organisational setting and success, as devoted secretaries work harder and perform their duties with enthusiasm and commitment. With a high level of commitment, secretaries' essential roles in supporting and assisting executives, managers, and other professionals cannot be ignored. A high level of commitment among secretaries guarantees that they perform to the best of their abilities in their vital duties, supporting and aiding managers, executives, and other professionals, greatly influencing the success and efficiency of organisations. Secretaries' job commitment is demonstrated by the careful handling of administrative duties, the smooth running of meetings, and the efficient administration of schedules and paperwork, all of which free up their bosses to concentrate on key objectives. Committed secretaries also improve overall productivity and operational harmony by functioning as a major communication point and promoting seamless operations.

Recognizing and appreciating secretaries' duties not only inspires individuals but also promotes a more cohesive and efficient work environment because undervaluing their efforts can result in inefficiencies, team disruptions, and low commitment. However, some identified problems that undermine secretaries' job commitment to their organisations are the lack of interpersonal skills, ineffective team management, absence of good leadership behaviour, poor communication, insufficient guidance, and a lack of recognition, lack of self-awareness among secretaries, inability to manage emotions and behaviours, poor social skills, lack of motivation, and lack of empathy. Addressing these aforementioned problems is key in promoting mutual working relationships between secretaries and other employees and preventing low commitment of secretaries to their organisations.

In this study, the three measures adapted for commitment are affective, continuance, and normative commitment. Affective commitment is a concept in the fields of organisational psychology and behaviour that refers to employees' emotional attachment to, identification with, and involvement in an organisation¹⁴. Being attached to the organisation implies that employees feel a strong emotional bond with their organisation's goals, values, and overall well-being. Being identified means that employees see themselves as part of the organisation, align their identity with the organisation and often internalize its values and objectives. Continuance commitment refers to an employee's perceived need to remain with an organisation due to the costs associated with leaving¹⁴. It arises when employees evaluate the potential losses, they would incur by leaving the organisation, such as financial investments, social connections, and professional growth opportunities, against any potential gains they might achieve elsewhere. High continuance commitment can occur when employees have made significant investments in the organisation or when they perceive a lack of viable job alternatives.

Normative commitment, on the other hand, refers to an employee's sense of obligation to remain with their employer. This sense of obligation can also be reinforced by the organisation's culture and socialization processes, which embed values of loyalty and duty in employees. This type of commitment arises from the belief that staying with the organisation is the right thing to do, often influenced by personal values, societal norms, and ethical considerations¹⁴. Employees with high normative commitment feel a duty to reciprocate the organisation's investment in them, such as through training, development, or support during difficult times. The two probable factors that may influence the above three components of the commitment of secretaries in Public Universities, Lagos State are identified as human relations behaviour and emotional intelligence.

Human relations behaviour is described as the mutual relationships and interactions between employees and between employees and employers within an organisation. Humans are social animals who require significant expertise in interacting with others to avoid or eliminate disputes, chaos, and arguments that may be disastrous. Human relations behaviour covers all aspects of human interactions be it cooperative efforts, conflicts, or group relationships. It focuses on individuals' beliefs, attitudes, and behaviours that sometimes cause relationship problems both in personal lives and in work-related situations. Human relations include how employees interact with one another and how they interact with the organisation itself¹. It emphasises the analysis of human behaviour, prevention strategies, resolution of behavioural problems, and self-development.

Human relations behaviour fosters interpersonal skills, cooperation, and collaboration among employees and their managers. By focusing on human behaviour analysis, organisations can better understand the motivations, attitudes, and actions of their employees, which is crucial in identifying potential issues before they escalate into significant problems. To foster a culture of continuous improvement and resilience, behavioural problems must be proactively addressed, and minor issues will not snowball into major disruptions. Also, to foster interpersonal skills, cooperation, and collaboration among employees, the efforts of their managers are required to create a cohesive and productive workplace. Effective communication and teamwork are also essential to drive innovation and achieve organisational goals.

In offices, secretaries act as gatekeepers in communication networks within organisations. They often facilitate interactions between various departments, manage information flow, and support key executives that make their relationships with others essential for operational efficiency. Therefore, management must ensure that secretaries' human

relations behaviour is effectively managed, maintained, and sustained. This involves providing secretaries with the necessary training to enhance their communication and interpersonal skills, fostering an inclusive and respectful work environment, and ensuring that they are recognised and valued for their contributions. Management must also facilitate open lines of communication and encourage collaborative practices that help secretaries feel supported and engaged. By doing so, secretaries can perform their roles more effectively, bridging gaps between different organisational units and ensuring that information and tasks are seamlessly coordinated. Human relations behaviour, which includes effective communication, empathy, and conflict resolution, fosters a supportive and inclusive environment where employees feel valued and understood. This positive atmosphere significantly boosts employee commitment, as individuals are more likely to be dedicated and loyal to an organisation that prioritizes their well-being and personal growth.

The study reviews three measures of human relations behaviour which are interpersonal skills, team management, and leadership behaviour. Interpersonal skills in human relations behaviour are essential for fostering effective communication, collaboration, and conflict resolution in various social and professional settings¹⁵. These skills encompass active listening, empathy, clear articulation, and the ability to understand and adapt to different perspectives. Team management is also an integral component of human relations behaviour in any organisational setting. It encompasses the strategic coordination of resources, tasks, and goals to achieve desired outcomes, while human relations behaviour involves understanding, nurturing, and leveraging the dynamics of interpersonal interactions within a team. Successful managers recognise that beyond the technical aspects of their roles, fostering positive relationships and promoting a supportive team culture are essential to drive performance and morale. Leadership behaviour is the actions, attitudes, and characteristics demonstrated by individuals in positions of authority or influence within an

organisation. In any organisation, leadership behaviour and human relations behaviour are deeply interconnected and they both shape the organisational culture, employee morale, and overall effectiveness. For positive and productive relationships, secretaries need to understand their emotions and feelings and how they impact others for better productivity in the organisation.

Emotional intelligence (EI) is defined as the ability to understand and manage one's own emotions, and also recognise and influence other employees' emotions¹⁶. This definition highlights EI as a crucial skill for personal and interpersonal effectiveness, implying that individuals with high EI can navigate social complexities, foster healthier relationships, and respond to emotional challenges with greater resilience. By integrating self-awareness with empathy, EI promotes better communication, conflict resolution, and leadership abilities, making it a valuable asset in both personal and professional contexts. Different employees have different feelings and thoughts, so being able to read those feelings and then provide the required solution to the problem ensures the success of every individual¹⁷. EI helps in putting together all behavioural activities of an individual to understand human relationships. This will ultimately benefit the organisation.

Emotional intelligence is also viewed as the ability of an individual to analyze his own emotions, behaviours, and feelings and then use those emotions and feelings to guide one's thoughts and actions¹⁸. This view underscores the importance of self-awareness and self-regulation in EI, suggesting that by accurately interpreting their emotional states, individuals can make more informed decisions, manage stress effectively, and adapt their behaviours to achieve desired outcomes. Such an approach to EI emphasises the strategic use of emotional insights to enhance cognitive processes and optimize personal and professional performance. EI is the ability to understand, manage, and express emotions

effectively in oneself and others. It involves being aware of one's emotions, recognizing emotions in others, and using this awareness to navigate social interactions and relationships. The importance of being attuned to one's emotional state is that one accurately perceives the emotions of those around them and employs this emotional awareness to guide social interactions and relationships. Mastery of EI involves not only managing personal emotions to maintain internal harmony but also recognizing and responding appropriately to the emotional cues of others, thereby fostering empathetic and constructive communication and relationship-building.

The study also reviews five measures of emotional intelligence, which are self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness is a fundamental aspect of emotional intelligence that encompasses the ability to recognise and understand one's own emotions, strengths, weaknesses, and values¹⁹. It involves being attuned to how emotions impact thoughts, behaviours, and interactions with others. Individuals with high levels of self-awareness can accurately assess their emotions in various situations, enabling them to manage stress, make informed decisions, and build healthier relationships. Self-aware secretaries are more adept at empathizing with others, understanding their perspectives, and responding with sensitivity and understanding. This heightened emotional intelligence fosters stronger relationships, clearer communication, and more effective collaboration within the organisation, ultimately contributing to a positive and harmonious work environment.

Self-regulation, as one of the components of emotional intelligence, is the ability to manage and control one's emotions, impulses, and behaviours effectively. It encompasses techniques such as mindfulness, impulse control, and stress management, allowing individuals to respond to situations thoughtfully and constructively rather than reacting impulsively. Those

with strong self-regulation skills can navigate challenges with composure, maintain focus amidst distractions, and adapt to changing circumstances without becoming overwhelmed by emotions. By practising self-regulation, individuals can foster better decision-making, enhance interpersonal relationships, and achieve greater overall success in both personal and professional realms. Secretaries often encounter demanding and stressful situations in their roles, requiring them to maintain composure and professionalism while managing various tasks and interactions. Through self-regulation, secretaries can effectively manage their emotions, remain calm under pressure, and make sound decisions even in challenging circumstances.

Motivation, as a component of emotional intelligence, is the intricate interplay between emotions, drive, and goal-directed behaviour. It extends beyond mere ambition or desire but also delves into the deeper psychological mechanisms that fuel individuals' actions and persistence in the pursuit of their objectives. Motivation refers to the drive, energy, and persistence individuals exhibit towards achieving their goals¹⁹. At its core, motivation in emotional intelligence involves the ability to harness and channel emotions effectively to propel oneself towards meaningful goals and aspirations. This entails not only understanding one's emotional triggers and sources of inspiration but also leveraging this insight to sustain enthusiasm and perseverance over time.

Secretaries who possess strong emotional intelligence can tap into their intrinsic motivation, such as a sense of purpose or fulfilment derived from their work, to sustain productivity and engagement. Moreover, their ability to manage emotions effectively enables them to navigate interpersonal relationships with colleagues, clients, and superiors, fostering positive interactions and contributing to a supportive organisational culture. Thus, motivation in emotional intelligence not only fuels secretaries' performance but also enhances their human relations behaviour, ultimately benefiting the organisation as a whole.

Empathy is one's ability to understand, feel, and experience other people's emotions and feelings and taking the situation or circumstance as if it happens to one. In every organisation, teamwork without empathy is likely to fail and not accomplish their mission. To build inclusion and trust in the workplace, one must not only acknowledge others' sentiments but also respond to them in a compassionate and supportive manner²⁰. Empathy requires active listening, tolerance, and openness to diverse points of view, which allows people to comprehend their coworkers' challenges and experiences. In the role of a secretary, empathy is particularly valuable as it facilitates smoother interactions with both internal and external stakeholders. Secretaries with strong empathy abilities may anticipate others' needs, give appropriate solutions, and manage difficult circumstances with care and understanding.

Social skills are facets of emotional intelligence that involve the understanding of social dynamics, navigation of interpersonal relationships, and effective interactions among staff members. It encompasses skills such as empathy, communication, and conflict resolution that enable individuals to navigate social situations with ease and insight²⁰. Those with high social skills can accurately perceive the emotions and intentions of others, adapt their communication style to different contexts, and build strong connections based on trust and mutual respect. Social skills are essential in both personal and professional relationships, and they contribute to successful collaboration, leadership effectiveness, and the overall well-being of those concerned. As secretaries often serve as the primary point of contact for internal and external stakeholders, they must demonstrate strong social skills to effectively interact, relate to, and collaborate with others within the organisation. By possessing high social skills, secretaries can navigate diverse relationships with tact and diplomacy, fostering positive interactions and enhancing organisational harmony. Their adeptness in

skills such as active listening, empathy, and conflict resolution enables them to build rapport, facilitate teamwork, and address challenges with finesse.

In today's competitive business world, most organisations want to maintain and satisfy the commitment of their employees for profitable relationships, effective team bonding, lower employee turnover and higher productivity. Therefore, a better handling of emotions and feelings to drive mutual relationships within an organisation could enhance Secretaries' job commitment to work. These could also be achievable if management focuses on effective communication, interpersonal skills, teamwork, problem-solving, employee feelings and emotions, and good leadership behaviour. In line with this background, this study intends to investigate the influence of human relations and emotional intelligence on the commitment of secretaries in Public Universities, Lagos State, Nigeria.

1.2. Statement of the Problem

Several studies across Europe, Asia, America, Africa, and even Nigeria in recent time have reviewed the professional challenges secretaries encounter that undermine their job commitment within the organizational settings, particularly in public institutions. Since secretaries cannot perform their daily tasks all alone, they must interact with other employees and understand their feelings and emotions for better productivity. In previous studies, some of the problems identified to undermine secretaries' job commitment are lack of effective interpersonal skills, poor team management skills, poor communication, lack of self-awareness, inability to manage theirs and others' emotions and feelings, poor social skills, lack of motivation, and empathy, and also their bosses' inability to consider their emotions, feelings, and views before making decisions. Therefore, addressing these interpersonal and emotional gaps is essential to improving job commitment among secretaries. In light of these challenges, this study seeks to fill the gap by empirically

investigating the influence of human relations behaviour and emotional intelligence on the job commitment of secretaries within public institutions in Lagos State, Nigeria.

1.3. Aim and Objectives of the Study

The aim of the study was to investigate the influence of human relations behaviour and emotional intelligence on the commitment of secretaries in public universities, Lagos State, Nigeria. The objectives were to:

1. identify the level of job commitment of secretaries in public universities, Lagos State, Nigeria;
2. identify the level of human relations behaviour of secretaries in public universities, Lagos State, Nigeria;
3. assess the level of emotional intelligence of secretaries in public universities, Lagos State, Nigeria;
4. establish the influence of human relations behaviour on the job commitment of secretaries in public universities, Lagos State, Nigeria;
5. ascertain the influence of emotional intelligence on the job commitment of secretaries in public universities, Lagos State, Nigeria;
6. determine the combined influence of human relations behaviour and emotional intelligence on the job commitment of secretaries in public universities, Lagos State, Nigeria.

1.4. Research Questions

This study was guided by the following research questions:

1. What is the level of job commitment of secretaries in public universities, Lagos State, Nigeria?

2. What is the level of human relations behaviour of secretaries in public universities, Lagos State, Nigeria?
3. What is the level of emotional intelligence of secretaries in public universities, Lagos State, Nigeria?

1.5. Hypotheses

The following null hypotheses were tested at the level of 0.05 significance:

- H₀₁ There is no significant influence of human relations behaviour on the job commitment of secretaries in public universities, Lagos State, Nigeria.
- H₀₂ There is no significant influence of emotional intelligence on the job commitment of secretaries in public universities, Lagos State, Nigeria.
- H₀₃ There is no significant combined influence of human relations behaviour and emotional intelligence on the job commitment of secretaries in public universities, Lagos State, Nigeria.

1.6. Significance of the Study

The findings of this study will be of great benefits to various stakeholders such as management of tertiary institutions, academic staff especially those who train upcoming secretaries, secretaries and individuals who manage office resources and facilities, undergraduates, graduates and postgraduate students of Office and Information Management (OIM) in the university, graduates and undergraduates of Office Technology and Management (OTM) in polytechnics, and researchers and scholars who intend to write on related topics.

For the management of the tertiary institutions, the study's findings will help them understand the benefits of creating and ensuring a positive workplace culture through effective relationships so as to reduce employees' high turnover and continually motivating

them to be committed and dedicated in the organisation. This study will be of great benefit to academic staff involved in training secretaries by providing valuable insights that inform the design and delivery of training programs, promote professional development, and contribute to the enhancement of organisational performance within Public Universities, Lagos State, Nigeria. This study will also benefit secretaries and other individuals responsible for managing office resources and facilities by providing insights that enhance interpersonal skills, effective communication, commitment to work, teamwork, office operations, professional development opportunities, and organisational culture within Public Universities, Lagos State, Nigeria.

For undergraduates, graduates, and postgraduate students of OIM in universities and graduates and undergraduates of OTM in polytechnics, the study will inform them of the curriculum development, importance of gaining professional and practical skills, exposing them to career guidance and development, fostering research opportunities, and increasing industry relevance and employability in the field of office and information management or office technology and management.

For the researchers and academic scholars, the findings, conclusions, and recommendations of this study will serve as a valuable resource for them to conduct and develop literature reviews and theoretical frameworks that are related to human relations behaviour, emotional intelligence, and commitment of employees in organisational settings. Finally, the study will serve as a valuable contribution to the professional field by deepening individual's better understanding of the intricate interplay between human relations behaviour, emotional intelligence, and commitment of secretaries in Public Universities, Lagos State, Nigeria.

1.7. Scope of the Study

This study focused on investigating the influence of human relations behaviour and emotional intelligence on the commitment of secretaries in Public Universities, Lagos State, Nigeria. The conceptual scope covers one dependent variable (commitment) and two independent variables (human relations behaviour and emotional intelligence). The dependent variable, commitment, will be measured by affective, normative, and continuance commitment. The first independent variable, human relations behaviours, will be measured by interpersonal skills, team management, and leadership behaviour. The second independent variable, emotional intelligence, will be measured by self-awareness, self-regulation, social skills, motivation, and empathy. The geographical scope covers three public universities namely the University of Lagos, Akoka; Lagos State University Ojo; Lagos State University of Science and Technology, Ikorodu; Lagos State University of Education, Ijanikin, Lagos State. The target respondents are secretaries of these three public universities, Lagos State.

1.8. Limitation of the Study

One of the limitations of this study is that it focuses on a specific demographic within a narrow geographic span. The findings of course, which focus only on secretaries at public institutions in Lagos State, may not be applicable to secretaries in public institutions in other regions or sectors, where organizational dynamics, cultural expectations, and resource availability may change. Another notable limitation found during this investigation was the difficulty in getting completed surveys from respondents. Despite efforts to engage participants via many channels, the response rate was lower than expected. This might be due to a variety of causes, including participants' time restrictions, lack of interest in the research topic, or the perceived hardship of filling out the questionnaire.

1.9. Operational Definition of Terms

Commitment: The condition or attribute of being dedicated to the organisational goals and sense of job commitment and readiness to put forth continuous effort towards reaching the set goals of public universities in Lagos State.

Affective Commitment: The emotional relationship, identity, and participation of secretaries in Public Universities, Lagos State and their deep belief in and acceptance of the institutions' goals and values, and their desire to stay with the institutions.

Continuance Commitment: The secretaries' sense of commitment to the public universities in Lagos State after considering the perceived costs of leaving the institutions.

Normative Commitment: The secretaries' sense of responsibility or duty that enables them to continue working with the public universities in Lagos State. Secretaries with a strong normative commitment perceive a moral or ethical obligation to remain with the public universities in Lagos State.

Human Relations Behaviour: The strategy and activity done by secretaries to promote healthy interpersonal connections in Public Universities, Lagos State. It highlights secretaries' need to know, inspire, and successfully communicate with other employees to foster a supportive and collaborative work environment in Public Universities, Lagos State.

Interpersonal Skills: These are secretaries' soft skills such as communication, connection, and collaboration that enable them to successfully relate with others in Public Universities, Lagos State.

Team Management: It involves overseeing and guiding secretaries and other employees toward achieving the common goals and objectives of the public universities in Lagos State.

Leadership Behaviour: It encompasses the leadership styles, characters, actions, decisions, and interactions within public universities that can have a significant influence on the work

environment, team dynamics, and overall organisational culture in Public Universities, Lagos State.

Emotional Intelligence: The secretaries' ability to recognise, understand, manage and utilise theirs and others' emotions and feelings effectively in Public Universities, Lagos State.

Self-Awareness: The ability of secretaries to recognise and understand their feelings, emotions, thoughts, values, strengths, and weaknesses in Public Universities, Lagos State. It also involves being conscious of how one's actions and behaviours impact oneself and others in Public Universities, Lagos State.

Self-Regulation: The ability of secretaries in Public Universities, Lagos State to manage their thoughts, emotions, impulses, and behaviours in a way that aligns with personal and organisational goals.

Social Skills: The ability of secretaries to interact effectively and harmoniously with both internal and external customers in various social situations in Public Universities, Lagos State. It encompasses a range of behaviours and abilities that contribute to successful interpersonal interactions within and outside the public universities in Lagos State.

Motivation: The internal or external factors (including personal desires, external rewards, and intrinsic satisfaction) that drive secretaries to take action, achieve goals, and pursue certain behaviours in Public Universities, Lagos State.

Empathy: The ability of secretaries to understand and share their feelings, perspectives, and experiences with other employees in Public Universities, Lagos State. It involves both cognitive and emotional elements that allow secretaries to connect with and relate to the emotions of other employees in Public Universities, Lagos State.

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Chapter Two

Literature Review

This chapter reviews the literature that are relevant and related to this study. The theories relevant to the study area are also reviewed and discussed. The chapter dwells on the related concept and empirical studies that discuss the influence of human relations behaviour and emotional intelligence on commitment of secretaries in Public Universities, Lagos State, Nigeria. This chapter is organized as follows:

2.1 Conceptual Review

- 2.1.1 Commitment
- 2.1.2 Human Relations Behaviour
- 2.1.3 Emotional Intelligence

2.2 Theoretical Framework

- 2.2.1 Commitment Theory
- 2.2.2 Human Relations Theory
- 2.2.3 Emotional Intelligence Theory

2.3 Review of Empirical Studies

- 2.3.1 Human Relations and Commitment
- 2.3.2 Emotional Intelligence and Commitment

2.4 Conceptual Model

2.5 Summary of Literature Reviewed

Endnotes

2.1 Conceptual Review

2.1.1 Job Commitment

Job commitment is a profound and essential concept in both personal and professional realms and it signifies a deep dedication and allegiance to a job, cause, relationship, or organisation. Job commitment is formed by various factors, both from the business and personal life^{1,2}. Job commitment signifies a deep dedication and loyalty to work, personal goals, values, and relationships. It is the foundation of lasting relationships, bonded with dependability, trust, and mutual support. Job commitment involves individuals consistently investing their energy, time, and care into nurturing and maintaining bonds with family, friends, acquaintances, and partners in both good and challenging times^{2,3}. Job commitment in personal life means prioritising positive relationships by showing up for loved ones and providing constructive support and understanding for them whenever difficulties arise⁴. The result of this act helps to build resilience, trust, and a deep sense of association and to ensure that the relationships can withstand the inevitable ups and downs of life. Job commitment also drives individuals to pursue personal aspirations and self-improvement with perseverance and resilience⁵. Job commitment fosters meaningful business associations and a sense of purpose and it effectively contributes to overall business satisfaction and fulfillment.

Job commitment is also regarded as organisational commitment and it is described as the psychological involvement of employees with their organisations through a sense of belonging, possession of business goals, and the readiness to accept challenges that may occur within the organisations⁶. Organisational commitment reflects an employee's emotional and intellectual investment in their job, team, and the overall vision and mission of the organisation⁷. This investment goes beyond just performing tasks; it involves a

genuine dedication to contributing positively and meaningfully to the organisation's success. Organisational commitment is the attitude or kind of employee's behaviour toward the organisation. Commitment is a critical variable to committed employees who devote more of their time, energy, and efforts to work and contribute immensely to organisational performance⁸. Committed employees are not just going through the motions but are deeply invested in their roles and responsibilities for their organisation's growth and development. Committed employees also actively seek ways to add value, improve processes, and support their colleagues; they are driven by the shared vision of achieving organisational set goals⁹. This dedication promotes a culture of excellence and collaboration and an employee feels responsible for the organisation's achievements.

Emotionally, committed employees feel a strong connection to their work and colleagues and that promotes a collaborative and supportive environment^{1,4}. The emotional investment creates a sense of belonging and friendship among employees, leading to enhanced communication, cooperation, and trust. Committed employees are more likely to go above and beyond to help their colleagues and contribute to team-set goals by leading them to greater performance¹⁰. A supportive work environment encourages open dialogue, idea-sharing, and mutual respect that is required to strengthen a team's cohesion and effectiveness in an organisation. It is then proved that a sense of emotional commitment of employees contributes to higher morale, increased productivity, and improved job satisfaction within the organisation⁷.

Organisational commitment is described as the employees' psychological attachment to their organisation such as loyalty, a sense of belonging, and a proactive drive to achieve the collective vision, mission, and objectives of the organisation¹¹. Organisational commitment is not merely a superficial adherence to organisational policies or a mechanical completion

of assigned tasks; rather, it embodies a deeper, intrinsic motivation where employees align their personal values and professional aspirations with the organisation's goals^{10,11,12}. This alignment fosters a robust and resilient workforce, capable of navigating challenges and contributing to a positive organisational culture. Loyal employees often go above and beyond their job descriptions, displaying behaviours such as initiative-taking, collaboration, and a willingness to invest additional effort to ensure organisational success¹². Employees engage in activities that promote the welfare of the organisation such as innovation, continuous improvement, and mentoring colleagues. Organisational commitment enhances job satisfaction and reduces turnover rates, as employees feel valued and perceive their roles as integral to the organisation's overall performance^{7,11}. By being attached to the organisational overall performance, committed employees help create a dynamic and sustainable business environment, where the collective vision is not only pursued but actively embodied by its employees, driving long-term success and stability.

Organisational commitment is a strong desire to become a member of a group, a high willingness to work for the organisation, and a certain belief and acceptance of the values and goals of the organisation¹³. Employees who recently join an organisation are expected to be loyal and give his or her total commitment to the organisation which will help to achieve the set objectives of the organisation. Organisational commitment is the level to which employees believe and accept the goals of the organisation and will stay or will not leave the organisation⁶. Organisational commitment is when employees accept the organisation's values and goals and perceive themselves as a part of the organisation; hence, they are willing to stay with the organisation¹². Commitment is when organisations perform better and achieve their goals because employees feel connected to the organisation and are more productive and dedicated to their work. Organisational commitment is a mutually agreed provision from all personnel in an organisation regarding guidelines, implementation

and goals to be achieved together in the future⁹. Organisational commitment is employees' collective understanding and dedication to guidelines, implementation strategies, and future aspirations of the organisation. This perspective underscores the importance of a cohesive and collaborative environment where every employee is aligned with the organisational mission and values. Commitment to work is not an employee's responsibility but a shared endeavour of all employees and that requires everyone's active participation and agreement from all levels of the organisation^{11,13}. This collective commitment is essential for sustained organisational success and adaptability in a dynamic business landscape. The collective commitment drives a sense of belonging and motivation and enhances the performance of all committed employees.

Committed employees engage with the organisation's challenges by bringing their creativity and problem-solving skills to bear when tackling those challenges and they provide profitable solutions¹⁴. Committed employees are not content with the status quo; they actively seek out innovative solutions and approaches to address issues and achieve organisational set goals. They are often driven by a deep sense of ownership and responsibility towards the organisation's goals, which compels them to seek out innovative solutions and novel approaches. Committed employees may challenge existing methods and explore new possibilities and best ways to enhance the organisation's ability to adapt to the changing business environment. Their commitment is reflected in their willingness to go beyond their defined roles, collaborate effectively, and embrace change, making them invaluable assets in fostering a dynamic and successful workplace^{16,17}. As they embrace challenges and push boundaries, committed employees demonstrate a willingness to take risks and pursue creative solutions to problems. This proactive approach not only benefits the organisation by driving growth and competitiveness but also fosters a culture of continuous learning and adaptation.

As committed employees feel emotionally invested in the organisation's mission and vision, they are as well motivated to find effective solutions to problems, even when being faced with adversities^{18,19,20,21}. Their willingness to tackle challenges head-on and adapt to changing circumstances not only helps the organisation overcome obstacles but also fosters a culture of continuous improvement and resilience. Additionally, committed employees' engagement and enthusiasm inspire their colleagues and that creates a ripple effect of creativity and problem-solving throughout the organisation^{22,23}. As a result, committed employees are important assets in driving innovation and organisational growth, and they also ensure the long-term success of the organisation.

Job commitment is a key driver of both individual and collective success in the workplace. It goes beyond mere compliance with duties but it involves a proactive and enthusiastic approach to work responsibilities. Committed employees do not just fulfil their job requirements, they actively seek ways to improve processes, contribute innovative ideas, and support their colleagues²⁴. This proactive attitude reflects a deeper engagement with employees' work and a genuine interest in the organisational success. Employees enthusiasm often inspires others and creates a positive and dynamic work environment²³. Employee commitment leads to higher productivity, better team collaboration, and greater overall organisational effectiveness, as employees are not just doing their jobs but are deeply invested in their work and its outcomes.

Committed employees tend to show higher levels of engagement, resilience, and perseverance, often contributing innovative ideas and extra effort to achieve organisational goals^{18,24}. This level of dedication is typically nurtured through positive experiences, such as effective leadership, recognition, opportunities for career advancement, and a supportive work environment that values and respects individual contributions²⁵. The presence of commitment within a team can lead to a cohesive, motivated, and high-performing

workforce, fostering a culture of trust, loyalty, and mutual respect. In personal contexts, commitment underpins strong and enduring relationships, characterized by trust, consistency, and a willingness to work through challenges.

Job commitment is a cornerstone of successful and fulfilling endeavours that drives sustained efforts and fosters long-term success and job satisfaction^{11,26}. Job commitment in the workplace is a multifaceted concept that significantly influences organisational success and employee satisfaction. It encompasses an employee's dedication to their job, the organisation, and its goals. A high level of commitment is characterized by a strong emotional attachment, a sense of belonging, and a willingness to go above and beyond typical job requirements^{1,4}.

Committed employees are more likely to exhibit higher productivity, lower absenteeism, and a greater propensity to remain with the organisation long-term. This steadfast dedication is often cultivated through positive workplace experiences, such as supportive leadership, opportunities for professional growth, recognition of achievements, and a healthy, inclusive work environment^{10,14}. Leaders play important roles in improving employee commitment as they ensure clear communication, empathy, and support within the workspace. Good leaders foster a culture of mutual respect, collaboration, and shared values among the employees to boost their commitment to work. When employees feel valued and part of a cohesive team, their commitment to the organisation strengthens, leading to enhanced morale and overall organisational effectiveness. Therefore, understanding and nurturing employee commitment is essential for achieving sustainable success and fostering a positive organisational climate.

Organisational commitment is not about employees who decide to stay in an organisation due to the lack of alternatives; instead, it is the employee's deliberate choice to be part of their organisation's journey^{12,27}. This deliberate choice could be a result of employees'

willingness to invest their efforts and time towards achieving shared values and goals of the organisation and also the reflection of their deeper engagement that goes beyond superficial job satisfaction. It is defined by one's trust and confidence in the organisation's values and goals, and his/her willingness to put in additional effort on behalf of the organisation²⁸. High levels of organisational commitment are associated with increased employee retention, lower turnover rates, and enhanced morale. Employees with strong commitment are more likely to exhibit proactive behaviours, engage in continuous improvement, and contribute to a positive organisational culture⁸. This loyalty and dedication can lead to a competitive advantage, as committed employees tend to be more innovative, collaborative, and resilient. Therefore, the promotion of organisational commitment is essential for building a stable and motivated workforce that is needed for long-term organisational success and sustainability. In this study, the commitment of secretaries to work is measured by three basic components namely affective, normative, and continuance commitment.

Affective commitment is defined as employees' emotional connection to, identification with, and involvement in an organisation^{24,29,30}. The definition connects the emotional attachment of an employee to the organisation. If employees lack emotional commitment, it will be difficult for them to utilize their skills in their jobs and such acts will negatively influence their performance at the workplace³⁰. Affective commitment is the level to which employees feel personally connected to their workplace and signifies their desire to remain with the organisation³¹. If employees have a high level of affective commitment, they enjoy their relationship with the organisation and are likely to stay. Employees with high commitment will not be willing to leave the organisation³². Employees want to stay with an organisation because they are emotionally attached to it even when they get better offers elsewhere. It could be that they feel valued and appreciated in their organisations and feel they may not be able to get such treatments elsewhere. Effectively committed employees

identify with the organisational goals, feel that they fit into the organisation, and are satisfied with their work^{28,31}. They convey a positive impression of their work to others. Affective commitment is, therefore, likely to positively influence job performance.

Affective commitment is driven by positive work experiences, alignment of personal and organisational values, supportive leadership, and a conducive work environment³¹. This type of commitment is imperative to developing a loyal and dedicated workforce. Positive work experiences comprise supportive leadership, a healthy organisational culture, meaningful work, recognition, and career development opportunities³³. When employees feel valued and supported by their managers and peers, it enhances their emotional bond with the organisation. Supportive leadership, in particular, shows genuine concern for employees' well-being, and professional growth significantly boosts employee commitment¹⁴. A positive organisational culture is characterized by respect, collaboration, and trust that further strengthens team bonding. When employees find their work meaningful and aligned with their personal values and goals, they are more likely to develop a deep emotional attachment to the organisation.

Affective commitment is also driven by leadership recognition and appreciation of employees' efforts and achievements, as this enhances employees' emotional attachment to the organisation^{34,35,36}. Another factor that boosts employee commitment is the opportunity for career advancement and professional development. It establishes a sense of accomplishment, growth, and belonging in the organisation. When employees see clear avenues to promotion and are given opportunities to improve their talents and skills, they feel appreciated and engaged^{37,38}. This not only increases job satisfaction but also deepens employees' emotional tie to the organisation, as they see their personal and professional development as being linked to the organisation's overall performance. As a result,

employees are more likely to form good emotional bonds that will boost their motivation to stay and contribute effectively to the organisation's goals^{30,31}. With this in place, employees feel a sense of loyalty and commitment, as they see a future within the organisation that is aligned with their personal career aspirations. Collectively, these positive work experiences create an environment where employees feel emotionally invested in the success of the organisation, which in turn leads to higher levels of commitment. When employees experience a high level of affective commitment, they are likely to exhibit higher levels of job satisfaction, lower turnover intentions, and greater overall performance³⁹. Emotional bonding can lead to employees' increased willingness to go above and beyond in their roles and thus drive a culture of loyalty and high commitment to work.

A lack of strong leadership may greatly contribute to employees' emotional weariness since bad leadership frequently results in unclear expectations, insufficient assistance, and a lack of acknowledgement. If left unchecked and untreated over time, emotional exhaustion can significantly erode employees' passion and dedication to the organisation³². Employee morale and productivity may suffer as a result of a lack of competent leadership to give guidance, support, and encouragement. Prolonged exposure to such an atmosphere can undermine employees' emotional commitment to the organisation, which will result in lower engagement, more turnover, and a loss of organisational loyalty^{40,41}. Thus, effective leadership is essential to retaining motivated and engaged employees.

Organisations that prioritize strategies to enhance affective commitment must invest in their secretaries' development, recognition programs, and a positive organisational culture. By so doing, secretaries who are not only driven by external rewards but also by emotional feelings to the organisation Affective commitment in this regard determines the growth and sustainability of any organisation. To ensure all employees are being emotionally attached

to the organisation, management should prioritise the organisation priority of the management needs to meet its set goals. As affective commitment is driven by emotions, normative commitment is driven by a sense of obligation³⁴.

Normative commitment, as one of the components of commitment, is described as employees' sense of duty or obligation to stay in an organisation^{42,43,44}. It is quite different from affective commitment because there is no emotional attachment. Normative commitment is affected by internalized ideals and a sense of obligation, which are frequently derived from personal ethical standards, societal conventions, or the organisational culture^{44,45}. Employees with strong normative commitment believe that sticking with their present organisation is the right thing to do, regardless of job satisfaction or prospects for growth. This sense of obligation can be motivated by various factors such as loyalty, conviction about organisational objectives, and employees' perceptions about the contributions of the organisation to their personal and career growth.

Employee loyalty can be considered a form of normative commitment in which employees feel a moral obligation to contribute positively to the organisation's aims and objectives. Normative commitment frequently occurs through internal socialization procedures in which employees learn and accept the organisation's culture, values, and pattern⁴⁶. Employees who establish a strong normative commitment are more likely to integrate their ambitions with the organisation's goals, which results in a peaceful and productive work environment. This alignment not only generates a sense of belonging and loyalty among employees but also motivates them to work hard to attain organisational goals. Employees with high normative commitment are less likely to quit the organisation because they perceive staying with the organisation as a proper and responsible decision, and they frequently feel obligated to the organisation for the opportunity, training, and growth they

have received^{47,48,49}. As a result, this sense of commitment and conviction strengthens organisational stability, lowers turnover rates, and fosters a unified work culture. Normative commitment is suitable for establishing employee loyalty and ensuring that employees are truly committed to their organisation's goals and objectives, which will result in a more dedicated, engaged, and productive workforce.

Normative commitment is also driven by the employee's perceptions and feelings. Employees' perceptions and feelings towards their organisations can influence their decisions to stay with them⁵⁰. These perceptions include a variety of elements, such as work satisfaction, organisational culture, perceived organisational support, leadership styles, and possibilities for growth and development. Employees who feel appreciated, respected, and supported by their employers are more likely to have a good attachment and commitment to the organisation^{51,52}. This favourable commitment increases their total work satisfaction, making them more likely to stay with the organisation. Employees who regard their work environment as unfriendly, unsupportive, or mismatched with their own beliefs and ambitions are more likely to be disengaged and want to leave the organisation^{53,54}. For instance, an employee who believes their efforts are acknowledged and appreciated is more likely to experience a sense of belonging and loyalty to the organisation. Similarly, employees who perceive their organisation as investing in their professional growth through training and development opportunities are likely to stay longer, as they see a clear path for their career advancement within the organisation^{52,55}.

The effective and empathic leadership has a tremendous influence on employees' perceptions and their commitment to work^{56,57}. Leaders who communicate openly, really care about their employees' well-being, and build an inclusive and collaborative work environment may considerably increase employees' sense of trust and commitment. The bad

management practices, a lack of recognition, and unresolved workplace problems can undermine trust and reduce employees' motivation to stay^{58,59}. How employees view their organisation's culture, support systems, and leadership has a significant impact on their commitment to the organisation and thus influences their decision to stay or quit. Management understanding and actively handling employees' perceptions will help to build a more engaging and supportive work environment that retains talents and fosters long-term employee loyalty and commitment.

Normative commitment is increased by various variables such as family or societal expectations, personal appreciation to the organisation for previous support or advantages, and the moral obligation to complete unfinished work or keep a promise to colleagues^{60,61}. Employees typically feel a sense of normative commitment when their family or social circles respect their job or the organisation for which they work. An imbalance between personal life and work can harm employees' physical and mental health and increase the chance of family conflict, which is sufficient justification for employees to leave their organisations⁶⁰. External validation can instill a sense of duty to uphold a positive image and meet the expectations of others they care about. Employees who recognise and value the support they have from their organisation during personal challenges and professional growth opportunities establish a moral obligation to reciprocate by remaining loyal to the same organisation^{62,63}. This sense of gratitude deepens employee commitment since they feel compelled to repay the organisation for its tremendous support for their personal growth and development.

The moral need to complete incomplete business or keep pledges to colleagues strengthens normative commitment. Employees who are heavily immersed in current initiatives or have made commitments to their colleagues frequently feel bound by a feeling of obligation to

carry these activities through to completion^{64,65}. This moral compulsion to not let their colleagues down or to complete their tasks successfully contributes to a greater sense of responsibility for the organisation. External expectations, personal appreciation for previous advantages, and an intrinsic moral need to fulfill professional tasks and commitments all have a dramatic impact on normative commitment, establishing a strong sense of loyalty and dedication to the institution.

Nevertheless, normative commitment is negatively influenced by various factors that disrupt employees' loyalty and attachment to the organisation. One main factor is organisational unfairness, which includes perceptions of unjust treatment, unequal incentive distribution, and biased decision-making procedures^{66,67,68}. When employees perceive they are not being treated properly, their sense of duty to the business decreases. A lack of support from management and inadequate leadership can undermine normative commitment^{33,51}. Employees must feel appreciated and supported by their leaders in order to create a strong feeling of loyalty; when this support is missing, they are less likely to feel bound to stay with the organisation.

Organisational culture also has a negative effect on employee commitment⁶⁹. A toxic work atmosphere marked by stress, conflict, and a lack of teamwork can diminish employees' interest in the organisation. Insufficient professional growth opportunities undermine normative commitment^{70,71}. When employees believe that their professional advancement is stifled or that the business is not investing in their future, their feeling of duty diminishes. Another important consideration is work-life balance. Excessive job expectations that interfere with personal life can lead to burnout and decreased commitment^{42,60,61}.

A misalignment of personal and corporate ideals might reduce normative commitment. Employees who find themselves in an atmosphere that opposes their underlying ideas and

values may struggle to establish a sense of responsibility towards their organisation^{73,74}. Lastly, external variables such as improved work possibilities and market conditions alter normative commitment^{75,76}. If secretaries, like other employees, believe there are greater prospects elsewhere, they may feel less compelled to stay with their current organisation. All of these variables can dramatically impair secretaries' normative commitment and cause increased turnover rates and a less engaged workforce. Secretaries can intend to secure job opportunities elsewhere when the aforementioned factors persist; when they consider the sacrifices and losses that will be incurred if they leave the organisation, they may decide to stay instead. Normative commitment may be eroded when secretaries' expectations are not met, and to prevent greater losses, secretaries can decide to continue working in that organisation. This decision is referred to as a continuance commitment.

Continuance commitment is defined as employees' willingness to progress the organisation in light of the sacrifices and losses that must be endured if they quit the organisation^{52,77,78}. Employees' desire to stay with their current job is mostly motivated by the perceived costs of quitting. This type of commitment is mostly calculative, stemming from employees' understanding of the concrete and intangible losses they would face if they left. These losses might include a variety of elements, such as age, financial stability, tenure, professional standing, social ties, career satisfaction, and cumulative advantages like retirement plans and tenure-based bonuses^{79,80}. Strong continuance commitment is characterized by a sense of being inextricably linked to the organisation because of substantial personal investments that are difficult to transfer to other contexts. This type of commitment results from the development of specialized knowledge, professional connections, and abilities that are exclusive to their present place of employment and is defined by a perceived cost of leaving the organisation^{76,77,79}. For instance, it might be challenging for employees who have spent some years enhancing their skills in a particular proprietary technology or procedure to shift

to a new organisation with other systems or processes in place. The professional networks and relationships formed within the organisation are frequently adapted to its particular operational dynamics and culture, which reduces their value or relevance outside of it^{81,82}. Employees grow dependent on the organisation as a result of these investments, understanding that leaving would result in both a fresh start and the value that comes with their current job. Due to this view, the possibility of losing these investments acts as a powerful inducement for employees to remain with their organisation to increase their continued commitment^{83,84}. This relationship may be advantageous to the organisation since it ensures the retention of skilled and experienced employees, who are critical to maintaining operational stability and continuity. There are also disadvantages. For instance, some employees could continue more out of need than genuine job satisfaction, which might ultimately lead to disengagement or decreased productivity⁸⁵. Although continuance commitment helps to keep talents and skills, organisations must, therefore, balance it with initiatives to promote employee engagement and job satisfaction; thus, employees will not only stay but also genuinely contribute to organisational growth and sustainability.

In a labour market with limited options, the perceived danger of unemployment or underemployment might strengthen an employee's desire to stay⁸⁶. It is important to note that employees continued engagement does not always indicate a good connection to the organisation. Affective commitment which is founded on an emotional relationship to and identification with the organisation, continuance commitment is frequently motivated by necessity rather than desire⁵². This can result in a casually engaged workforce or perhaps lead to poorer overall job satisfaction and intrinsic drive. Employees may accomplish their responsibilities well but lack the excitement or inventiveness that usually comes with a greater emotional relationship with their work^{87,88}. As a result, while continuance commitment might help to maintain organisational stability by lowering turnover rates, it

can also make it difficult to build a dynamic, motivated, and proactive work environment. Employers seeking to improve commitment to their organisations should strive to balance the elements of continuance commitment with strategies that foster affective and normative commitment and ensure that they are not only staying for pragmatic reasons but also because they value and believe in the organisation's mission and vision.

Continuance commitment is based on employees' views of the kind of losses that would incur if they did not continue to work for their organisation^{52,78}. This type of commitment is motivated not by emotional attachment or a sense of responsibility but by a realistic assessment of the prospective losses and costs of quitting the organisation. Employees with a strong commitment to staying assess the concrete and intangible costs of leaving, including financial stability, job security, social ties, and earned benefits^{79,80}. These employees may believe that they have invested a large amount of time and effort in their current position, which would be difficult to recreate elsewhere. They may also examine the availability of other career possibilities as well as the labour market's unpredictability^{86,89,90}. For instance, an employee who has developed a significant pension plan or has vested stock options with their present organisation may find it financially detrimental to quit.

Similarly, employees who have formed strong social links at work, such as friendships and professional networks, may incur a significant social cost in breaking these bonds^{91,92}. The expense of losing seniority, maybe being relocated, or having to adjust to a new organisational culture can all contribute to continued commitment^{93,94}. Continuance commitment is based on a realistic appraisal of the risks and costs involved should employees decide to leave the organisation; hence, they decide to stay not because of enthusiasm or commitment to the organisation but because of their feelings towards what they will lose if they leave. The continuance commitment can be strengthened by human

relations behaviour that drives supportive interpersonal relationships and a positive work environment.

2.1.2 Human Relations Behaviour

Human relations behaviour is the demonstration of skills and actions by the employees that enable them to effectively and efficiently communicate and interact with other members of staff or groups of employees within an organisation⁹⁵. At its core, it involves employees' ability to comprehend, sympathize with, and establish a personal or professional connection with other employees. Human relations behaviour is described as employees' ability to engage with other individuals both inside and outside the organisation and to build enduring connections⁹⁶. Beyond simple communication, effective human relations behaviour also entails active listening, resolving conflicts, working together, and fostering positive connections. An employee who exhibits strong human relations behaviour will create a productive and encouraging work atmosphere where other employees will feel appreciated and valued⁹⁷. It entails fostering collaboration and synergy by not just communicating information effectively but also taking into account the opinions and feelings of others.

Human relations behaviour highlights the significance of interpersonal relationships, social dynamics at work, and employee well-being within the organisation. Organisations are not merely structures but living ecosystems where the quality of relationships among individuals profoundly impacts productivity, morale, and overall success^{98,99}. Though organisations operate more like dynamic living ecosystems where the quality of connections among employees plays an important role in determining their productivity, morale, and overall performance, Organisations are frequently thought of as static institutions built for efficiency and output¹⁰⁰. Employees are the driving force behind every organisation's success due to their interactions, partnerships, and interdependencies, which weave a

complex web of ties that will either promote or impede growth. Employees are more likely to feel appreciated and driven in relationships that are built on mutual respect, trust, and open communication, which boosts morale and increases output¹⁰¹.

Conversely, work environments characterized by discord, suspicion, or a dearth of clarity can inhibit inventiveness, ingenuity, and cooperation, eventually hindering the organisation's ability to accomplish its objectives. Discord in the workplace generates a tense environment where employees may be more focused on managing tensions than on creative problem-solving or inventive thinking^{102,103}. This can be caused by interpersonal disputes, power struggles, or confusing communication routes. In these kinds of situations, employees tend to grow suspicious of one another since they cannot fully trust one another, which makes cooperation and collaboration difficult. Moreover, a lack of clarity in objectives, standards, or decision-making procedures can cause misunderstandings and inefficiencies, where employees may be reluctant to take the initiative or experiment because they are afraid of making errors or treading on their toes^{104,105}. In a work environment where trust, open communication, and a clear goal are accepted, creativity and resourcefulness thrive.

Employees are more willing to exchange ideas, try out novel strategies, and work across teams to come up with creative solutions when they feel comfortable in their jobs and connections^{106,107,108}. When there is mutual respect and clear direction on duties and responsibilities, cooperation also thrives, and teams can successfully coordinate their efforts toward common goals. On the other hand, in settings characterized by conflict, mistrust, or uncertainty, the energy that could be used for innovation and teamwork is instead redirected into handling disputes, interpreting murky instructions, or second-guessing choices^{109,110,111}.

To fully realize the potential of individuals and teams within an organisation, it is imperative to create a conducive work environment defined by openness, trust, and clarity.

Human relations behaviour focuses on helping staff members realize how much their performance, motivation, and morale can all be raised when their emotional and social needs are satisfied^{111,112}. It highlights the need to attend to the emotional and social needs of employees to improve their morale, motivation, and productivity in work environments. This method acknowledges that employees are individuals with complex emotional and social characteristics who have a significant impact on their job outcomes and are not parts of a machine^{113,114,115}. Organisations may create a positive work atmosphere where employees feel appreciated, understood, and inspired to give their all by attending to these demands. Employees often show better levels of job satisfaction and engagement when their emotional needs, such as a sense of belonging, respect, and recognition, are addressed^{116,117}.

Similarly, a cohesive and cooperative work environment is produced by meeting social requirements through good communication, teamwork, and a favourable company culture. Employee motivation to meet organisational goals is increased when they experience emotional and social support, which enhances output and performance^{118,119}. A good cycle of motivation and performance is further reinforced by the strong morale that arises from these helpful encounters. To achieve both individual and organisational success, human relations behaviour emphasises the need to foster interpersonal connections, empathy, and a supportive organisational atmosphere. Organisations may unleash the full potential of their workforce and create a win-win scenario where employees flourish and meaningfully contribute to organisational objectives by investing in understanding and meeting organisational requirements^{61,96,97}.

Human relations behaviour also includes resolving conflicts politely and productively, which is essential for upholding unity and accomplishing group objectives^{120,121,122}. A wide range of interpersonal abilities and dispositions are included in human relations behaviour, which is essential for promoting peaceful group interactions. An essential component of this framework is the ability for constructive and courteous dispute resolution. The purpose of conflict resolution is to handle conflicts in a way that maintains relationships, fosters understanding, and advances group objectives¹²³. Essentially, human relations behaviour is much more than just effective communication; it includes a profound understanding of the nuances of interpersonal relationships and the complex ways that employees engage with one another in a group. A strong understanding of human behaviour in the workplace facilitates the early detection and resolution of problems, maintaining a peaceful and cohesive atmosphere. The study adapted three related measures of human relations behaviour which include interpersonal skills, team management, and leadership behaviour.

Interpersonal skills, also known as individual's skills or soft skills, are essential for efficient communication, cooperation, and conflict resolution in both personal and professional environments^{124,125}. These skills include verbal and nonverbal communication, active listening, empathy, emotional intelligence, and the ability to form and sustain relationships. Interpersonal skills are crucial in the workplace as they play a significant role in effective management, fostering a positive work environment, and boosting employee morale¹²⁶. Managers who possess strong interpersonal skills can communicate more effectively with their team, ensuring that expectations are clear and that employees feel heard and valued. This open line of communication helps to mitigate misunderstandings and conflicts, leading to a more harmonious and collaborative work environment.

Interpersonal skills enable managers to provide constructive feedback and recognition, which can motivate employees and enhance their performance. A positive work atmosphere, facilitated by good interpersonal interactions, can reduce stress and increase job satisfaction, making employees more engaged and committed to their work^{127,128}. Employees with strong interpersonal skills can manage social difficulties and encourage pleasant interactions, which improves cooperation and productivity within any organisation¹²⁹. These employees possess the ability to effectively communicate, empathize, and navigate complex social landscapes, which enables them to resolve conflicts and misunderstandings with tact and sensitivity. Employees adeptness in active listening ensures that they fully understand and consider different viewpoints, which is crucial in addressing concerns and finding mutually agreeable solutions¹³⁰. This not only minimizes workplace friction but also builds trust and respect among colleagues. When employees observe their leader's exhibiting empathy, respect, and good communication, they are more likely to emulate these behaviours, contributing to a cohesive and supportive workplace culture.

Interpersonal skills have emerged as one of the most sought-after soft skills in the 21st century, reflecting the evolving nature of the modern workplace and the increasing emphasis on collaboration, communication, and emotional intelligence¹²⁹. As technology continues to automate routine tasks, the value of uniquely human skills has surged, with interpersonal abilities at the forefront. These skills encompass effective communication, empathy, active listening, conflict resolution, and the ability to work harmoniously within a team. In a globalized and interconnected business environment, professionals who excel in interpersonal interactions can bridge cultural and organisational gaps and foster a more inclusive and collaborative atmosphere^{131,132}. Employers recognise that employees who possess strong interpersonal skills contribute to a positive work culture, enhance team dynamics, and drive organisational success. These skills are essential in leadership roles,

where the ability to inspire, motivate, and support others is important^{133,134}. As remote and hybrid work models become more prevalent, the ability to build relationships and maintain effective communication virtually has become increasingly important. Interpersonal skills also play a crucial role in customer-facing positions, where understanding and responding to clients' needs can significantly impact customer satisfaction and loyalty¹³⁵. In today's digital era, where human connections and collaborative efforts are paramount, interpersonal skills are indispensable, making them one of the most in-demand soft skills of the 21st century.

Employees with strong interpersonal skills are often seen as approachable and supportive, creating an inclusive and positive work environment where team members feel valued and understood^{136,137}. This inclusivity encourages open communication and collaboration, leading to more innovative problem-solving and a collective drive towards common goals. Additionally, employees' ability to motivate and inspire others fosters a culture of teamwork and mutual support, where individuals are more likely to contribute their best efforts and also promote their commitment to work^{138,139}. By effectively managing social dynamics and promoting harmonious interactions, these employees help reduce stress and burnout, leading to higher job satisfaction and retention rates. Employees with robust interpersonal skills can transform the workplace into a cohesive and dynamic environment where cooperation flourishes and productivity soars, thus driving the organisation towards greater success and efficiency^{124,140,141}. Strong communication skills enable employees to express themselves effectively and convincingly, while active listening ensures that they comprehend and acknowledge the opinions of others. When employees understand one another, it strengthens their communication skills, fosters a more harmonious and productive work environment, and prevents organisational conflicts.

Interpersonal skills extend beyond the surface level to include the awareness and appreciation of human efforts regardless of varied opinions, backgrounds, religious beliefs,

status, and communication styles and so on. A study found that the fundamental source of the communication barrier was management's differing communication styles. 29.3% attributed this to workplace strife, while 15.2% said it was due to a lack of transparency and confidence in the business¹⁴². As individuals make the effort to truly understand their colleagues, they become more compassionate and mindful of possible misconceptions caused by miscommunication¹⁴³. Employees understanding of effective interaction enable them to modify their communication strategies to be more effective and thoughtful and prevent organisational conflict. As long as employees feel welcomed and well-understood, they are more likely to openly share ideas, provide constructive feedback, and collaborate without fear of judgment or conflict¹⁴⁴. This open communication streamlines workflows and encourages innovation, as team members feel safe to express their thoughts and opinions. A better understanding among employees can preemptively address potential conflicts before they escalate¹⁴⁵. When employees recognise and respect each other's boundaries, work styles, and stress triggers, they can navigate challenges with greater ease and find mutually beneficial solutions. Any organisation where employees strive to understand one another, communication will be more effective and efficient and a cohesive and conflict-free work environment will be created¹⁴⁶.

By cultivating strong human relations behaviour, secretaries can build rapport, establish trust, and navigate interpersonal challenges with diplomacy and empathy⁹⁵. Whether in the workplace, within communities, or in personal relationships, human relations behaviour is indispensable for promoting harmony, cooperation, mutual understanding, and ultimately contributing to healthier and more productive interactions and increase commitment of secretaries in the organisation. As the primary point of contact for internal and external stakeholders, secretaries rely on strong interpersonal skills such as communication, empathy, and adaptability to navigate diverse relationships and situations. Their ability to build

rapport, resolve conflicts, and convey information clearly and tactfully directly impacts the efficiency and harmony of workplace interactions that strengthen high commitment. By improving these skills, secretaries can enhance their ability to foster positive relationships, facilitate effective communication, and contribute to a conducive and collaborative work environment that strengthens effective team management.

A team is a group of distinct individuals who work together to achieve shared common goals^{147,148}. These individuals often have a varied set of skills, knowledge, talents, experiences, and views that they use to handle challenging jobs, solve issues, and produce new solutions. Team is distinguished by clear communication, mutual trust, and a common sense of purpose that allow them to cooperate effectively and capitalize on each member's talents¹³⁸. A team is different from a group. A group is a gathering of different individuals who meet for a variety of reasons but their purpose is not to achieve the same objective. Their relationships are more informal and individuals' contributions are often independent. In contrast, a team is a specific sort of group organised with the idea of achieving set goals through joint work¹³⁹. Teams are distinguished by interdependent roles, clear communication, and coordinated activities in which members collaborate, using each other's talents and abilities to achieve a common objective. The necessity of maximizing every employee's potential through teamwork has prompted the move from working alone to working in teams, which needs employees to cooperate, share information, encounter conflicts, and transform personal interests for the betterment of the team^{139,150}. A good team has its structure and function. Hence, it is imperative to manage team effectively.

Team management involves directing individuals toward a common objective via good coordination, communication, and motivation¹⁵¹. It needs an extensive understanding of each team member's strengths, weaknesses, and personal motivations, and also the ability to

harness these diverse elements to form a coherent and productive unit¹⁵². Beyond these fundamentals, team management necessitates adaptability, conflict resolution skills, and strategic thinking in order to traverse obstacles and capitalize on possibilities. Team management is the ability of an individual or organisation to lead and direct a group of individuals to accomplish a given task¹⁵³. Effective team management requires clear and regular communication to ensure that all members are aligned with the team's goals and understand their roles and responsibilities. Good coordination is essential since it entails arranging activities, setting deadlines, and fostering cooperation to ensure that the team's efforts are well-directed and productive^{154,155}. Efficient team management leads to greater productivity, higher morale, and the successful attainment of organisational objectives, making it a vital component of every healthy workplace.

Team management is essential to preserve team morale and performance. It is a situation when an effective leader realises the distinct incentives that inspire each team member, whether through recognition, possibilities for progress, or a supportive work environment^{139,156}. The ability to harness varied abilities and views is essential to successful team management and that create an atmosphere where team members feel appreciated and empowered to produce their best work. A proficiency team manager must combine strong leadership with empathy, knowing each team member's particular strengths and limitations, and giving appropriate direction and support. In team building, flexibility is important since team dynamics might alter in response to changing project objectives and external forces¹⁵⁷. Finally, teams can exist in a variety of settings, including workplaces, sports, education, and community initiatives; hence, the success of team management is frequently dependent on strong leadership, clear roles and duties, and cohesive dynamics that promote cooperation and support¹⁴⁹.

Effective team management intertwined with human relations behaviour leads to greater cohesion, productivity, and long-term success for both the team and the organisation as a whole¹⁵⁸. By prioritizing human relations alongside team management, managers can cultivate a work environment where team members feel valued, respected, and empowered to collaborate towards common objectives. Strong human relations behaviour also facilitates open communication channels among the team members and that encourages them to be more creative and innovative; thus, it fosters a sense of belonging and loyalty among team members. As secretaries often serve as the linchpins of communication and coordination within teams, they bridge gaps between leadership, staff, and external stakeholders. Their adeptness in interpersonal skills such as communication, empathy, and organisational understanding significantly influences team dynamics and productivity. Effective team management involves empowering secretaries with the autonomy and resources to facilitate seamless collaboration, streamline workflows, and ensure efficient communication channels¹⁵⁹. The leadership behaviour plays a critical role in integrating self-regulation into team management strategies, thereby fostering a supportive and harmonious work environment conducive to achieving collective goals and objectives.

A leader is someone who influences subordinates to achieve set goals. Thus, the success of every organisation lies with the leader because the leader controls, inspires, coordinates, supervises, guides, directs, motivate and evaluates every employee's contribution to organisational growth and development. This proves the importance of leadership in every organisation. Leadership is widely recognized as one of the most important factors determining an organisation's success or failure¹⁶⁰. Leadership drives the strategic vision of the organisation. Leaders who possess a clear vision and the ability to communicate the vision effectively can align the organisation's efforts towards common goals that fosters a

sense of purpose and unity. Leadership behaviour can be defined as a leader's broad pattern of behaviour or as behaviour that varies over time¹⁶¹.

Leadership behaviour is the process by which a leader leads, guides, and affects others' activities to achieve particular goals¹⁶². Leadership behaviour is the belief and trait of a leader that determine how well they collaborate with employees in an organisation. Hence, leaders acquire the knowledge and skills necessary to improve the productivity and efficacy of the staff members in their vicinity. Effective leadership is characterized by strong leadership behaviours. The ability to inspire and motivate individuals to accomplish goals is known as leadership¹⁶³. To succeed, organisations require strong leadership, and effective leaders are characterized by the behaviours they model for others. They risk losing their credibility and becoming less compelling, successful, and motivating if they exhibit negative leadership behaviours.

Studies identified three forms of leadership behaviour namely task-oriented, relationship-oriented, and change-oriented^{164,165}. Task-oriented leadership behaviour focuses on the task accomplishment and goals achievement. It describes a leader's ability to influence employees to achieve goals and help the employees set the best and suitable approaches and strategies towards accomplish the goals¹⁶⁶. Task-oriented leadership encompasses various elements such as proper planning of set goals, effective flow of communicating the set goals to the employees, and maintaining performance standards through work organisation, employee guidance, and effective coordination of employees' tasks. It also covers the lines of open communication, protocol compliance and goal accomplishment, and provision of appropriate resources^{166,167,168}.

Task-oriented leadership behaviour implements performance metrics and consistently reviews the employees' performance and progress and also ensures employees are not

derailed from their assigned responsibilities and duties¹⁶⁸. Such leaders will train employees how to handle and manage issues that may arise during the line of their duties. They also set deadlines and emphasise the importance of quality standards and resource management for productivity optimization and to meet the overall organisational performance¹⁶⁶. Task-oriented leaders may focus on the jobs at hand but they will be more interested in obstacles that may arise when employees perform their duties. After thorough supervision of those employees under them, they identify employees who need to be trained and skills to be developed for better performance. Leaders' views and suggestions also lead to employees' redeployment and transfer to units or departments where employees can easily harness their talents, skills, and knowledge to achieve the set goals^{165,166,167}.

Relationship-oriented leadership behaviour focuses on the well-being and growth of team members. These are the kind of leaders who use this approach focus on empowering their employees, giving them the autonomy and tools they need to complete their jobs successfully¹⁶⁵. By emphasizing empowerment, these leaders inspire employees to take initiative, be creative, and solve problems independently. This strategy not only promotes employee confidence but also develops a sense of responsibility and accountability among teammates. This leadership behaviour fosters an environment in which employees feel trustworthy and respected, which is critical for long-term engagement and retention¹⁶⁹. Employees who feel empowered are more inclined to make proactive efforts toward meeting organisation's goals and are more devoted to their jobs.

In addition to empowerment, relationship-oriented leaders are deeply concerned with the welfare of their employees^{165,170}. They recognize that the personal and professional well-being of their team members is integral to overall organisational success. These leaders actively listen to their employees' concerns, provide support in overcoming challenges, and

ensure that their needs are met^{171,172}. This might include offering flexible work arrangements, providing access to mental health resources, or ensuring a healthy work-life balance. By prioritizing the welfare of their subordinates, relationship-oriented leaders build a foundation of trust and loyalty. Employees who feel cared for are more likely to be satisfied with their jobs, exhibit higher levels of morale, and remain loyal to the organisation^{163,171}. This holistic approach to leadership not only improves individual well-being but also enhances team cohesion and productivity.

Relationship-oriented leaders care a great deal about their employees' well-being in addition to empowerment^{172,173}. They understand that the success of the organisation as a whole depends on the personal and professional well-being of its employees. These managers pay close attention to the worries of their employees, assist them in overcoming obstacles, and see to it that their requirements are satisfied^{171,172,173}. This might entail making mental health services accessible, allowing for flexible work schedules, or maintaining a positive work-life balance. Relationship-oriented leaders establish a foundation of trust and commitment by putting their employees' well-being first¹⁶⁵. Employees who feel valued by the organisation are more likely to be content with their work, have better morale, and being committed to it even if there are going to be new changes, they will not shift ground.

Change-oriented leadership behaviour is the actions and strategies adopted by the leaders to effect changes within the organisation. A change-oriented leader is a visionary thinker with many proactive approaches and strategies being deployed to manage, facilitate, and sustain changes in the organisation^{165,167}. This leader can align the vision and mission of the organisation to meet the future expectations and influence, inspire and motivate their employees to embrace any changes or challenges that may surface. As the vision and mission are clearly understood by the leaders, they effectively communicated them to their

employees for proper alignment with their directions¹⁶⁵. Being a visionary leader, the employees are properly oriented to facilitate, manage, and sustain any changes that may occur in the future rather than resisting them. These behaviours are viable in organisations that are dynamic in nature, experience uncertainties, and operate in a competitive business environment.

Change-oriented leaders can innovate and take risks as they understand the effect of process reengineering when developing new ideas, concepts, and approaches^{174,175}. They are more challenged to often think outside the box and go the extra mile in meeting their desired goals. Change-oriented leaders are not afraid to fail as they view failures as temporary challenges that will be overcome and that also help them to reinforce their learning^{165,174}. For their employees, they encourage them by providing resources and facilities required to perform their duties and they support them through oriented and skill development programmes. They also assess and evaluate an individual's performance to recognise and reward innovative efforts among the employees^{165,174,175}. All these can be made possible through effective human relations behaviour.

Human relations behaviour that exists between leadership behaviour and secretaries forms the foundation of effective communication, collaboration, and organisational cohesion. Leadership behaviour sets the tone for a positive and inclusive workplace culture through empathy, respect, and open communication^{160,161}. Leaders prioritize human relations by creating a work environment where secretaries feel valued and empowered in their roles. Secretaries, in turn, play a crucial role in facilitating communication between leadership and other staff members, ensuring that messages are conveyed clearly and efficiently. Their human relations behaviour involves fostering trust, maintaining confidentiality, and demonstrating professionalism in their interactions with both leaders and colleagues. By

fostering strong human relations between leadership and secretaries, organisations can enhance teamwork, productivity, and employee satisfaction, ultimately leading to greater organisational success.

Leadership behaviour sets the tone for the organisation, influencing how employees perceive their roles, responsibilities, and relationships within the workplace¹⁷⁶. Effective leaders seem to demonstrate certain qualities such as vision, integrity, and empathy, inspiring trust and confidence among their team members. Leaders prioritize human relations by encouraging open communication, providing support and recognition, and promoting a sense of belonging and inclusion¹⁷⁷. By cultivating a culture of respect, collaboration, and mutual support, leaders lay the foundation for strong interpersonal relationships among employees, which in turn leads to increased motivation, productivity, and job satisfaction.

Effective leadership that exhibits clear communication, empathy, and support promotes a pleasant workplace environment^{160,161}. Secretaries are more likely to feel appreciated and motivated when leaders actively connect with them, recognize their efforts, and provide them with the resources and opportunity for professional growth that they require. This sense of recognition and support strengthens their dedication to the organisation, resulting in increased work satisfaction and productivity. In contrast, leadership marked by inadequate communication, lack of recognition, and insufficient support can result in low morale and disengagement among secretaries¹⁷⁸. It is certain that Secretaries' job commitment to an organisation will dwindle as long as the secretaries feel devalued, unsupported, and not recognised and rewarded accordingly. If these issues are not attended to, ultimately, it will result in higher turnover rates, lower productivity, and a poor work environment.

2.1.3 Emotional Intelligence

Emotional intelligence (EI) is the ability of an employee to identify other employees' feelings and emotions essentially those employees who are close and interact with them often¹⁷⁹. EI is an essential skill to be developed in the workplace. It is an employee's aptitude to recognise, understand, and manage not only their own emotions and feelings but also others' emotions and feelings¹⁸⁰. This skill is significant in an organisation as it enhances communication, and collaboration, reduces wastages, promotes unity, improves performance, and increases employee commitment to the organisation. One of the main aspects of EI is the ability to identify and understand others' emotions and feelings^{179,181}. Official duties are not performed alone and the need to work with others requires better understanding one another, effective communication and collaboration. For instance, employees who are close to one another should be able to understand tone of voice, body language, gestures, and facial expressions whenever they communicate. Effective interpretations of these signals prove employees can emotionally and appropriately deduce the needs and respond to the requests of their colleagues either to provide support or offer constructive feedback¹⁷³. Deduce the need involves employees' active observations, effective listening, and proper interpretations of both explicit and implicit signals.

Emotional intelligence is a fundamental factor of human relations in every organisation because it drives how employees relate and interact with one another. The essence of the leaders participating in the administration of an organisation comprises an awareness of each other employee's purpose and the ability to effectively communicate with one another and interact freely so that the established objectives of the organisation may be met^{179,180,181,182}. Emotionally intelligent employees are expected to be well-equipped to manage interpersonal relationships empathetically and judiciously. Employees who possess emotional intelligence will be more adept at understanding others' perspectives and views

which in turn boost teamwork and reduce workplace conflicts¹⁸³. The leaders, who inspire and motivate employees, need to effectively demonstrate high emotional intelligence because they navigate stress, and resolve conflicts among employees, and also ensure a culture of trust and respect that will enhance cohesion and high productivity^{180,182,183}.

Every organisation has different individuals that collaborate to accomplish shared objectives of the organisation and these individuals exhibit and harness a variety of technical and creative behaviours, and administrative skills¹⁸⁵. To succeed, therefore, the individuals must not only understand their emotions and feelings but also the emotions and feelings of others and being able to interact effectively with them. Emotional intelligence is a management tool used to enhance employee performance¹⁸⁶. Emotional intelligence is associated with a leader's ability to be sensitive and empathic to others, to build on the ideas of employees, to persuade others to accept different viewpoints, to exhibit integrity, and to act in accordance with accepted ethical standards by acting consistently in both words and deeds^{182,184}. Hence, a manager can improve employee performance and increase their contribution to the overall achievement of organisational goals by using EI to understand how employees behave toward their work and how satisfied or unsatisfied they are with it. Effective emotional intelligence support the following at the organisational level, a work team's ability to recognize and adhere to behavioural and attitude norms associated with more productive employee interaction patterns; the ability to identify, comprehend, and negotiate boundaries and role confusion between work teams, departments, divisions, and the organisation within the larger market context; a sense of accomplishment and trouble-free operation; and the growth of vertical trust, organisational support, and overall workplace wellbeing^{179,180,181,182,184}. The study adapted the five measures of the Daniel Goleman's Emotional Intelligence Theory which include self-awareness, self-regulation, motivation, empathy, and social skills.

Self-awareness is described as an important component of EI that enables individuals to have conscious knowledge of their characters, emotions, feelings, desires, motives, and choices¹⁸⁷. As a vital component of EI, self-awareness enables employees, managers, and leaders to understand and control their emotions, and their particular strengths and shortcomings. It covers individuals' strengths and weaknesses and conscious knowledge of how these influence others' actions and reactions¹⁸⁸. Self-awareness enables employees to achieve set goals, enhance cohesive relationships and improve cultural sustainability in an organisation. Employees understanding of organisational goals and conscious knowledge of themselves enable them to seek areas of interest where their skills and talents can be easily explored and demonstrated in meeting organisational goals¹⁸⁹. Meanwhile, if managers assess and place these employees in these areas of interest, they will get the best from them and skills specialization will also be sustained. Employees feel a sense of loyalty and belonging when management considers their requests¹⁹⁰.

Effective communication, as one of the essential factors in a business environment, is simplified by self-awareness. As employees understand who they are, they also understand others and listen attentively to them during conversations. When employees understand themselves better relating with others will make it easier to handle difficult tasks more effectively and efficiently¹⁹¹. Thus, misunderstandings and conflicts that may arise during conversations can be easily prevented. A self-aware employee can express and share their own emotions, identify and manage the emotions of others, and use their feelings and state of mind to motivate appropriate behaviours¹⁹². Poor communication skills affect performance while effective communication promotes collaboration and a healthy work environment. Self-aware employees are well-empathized with other employees and pay much attention to them; they possess and demonstrate good listening skills and adapt

effective communication techniques to different personalities and situations¹⁹³. This enables the team members and employees to feel understood and valued. Invariably, an alignment between personal emotions and feelings and job requirements enhances a positive work environment and reduces turnover rates to boost organisational performance^{182,194}. There are two types of self-awareness namely internal self-awareness and external self-awareness.

Internal self-awareness refers to one's perceptions about one's values, actions, aspirations, passions, cognitions, beliefs, goals, interests, personality, life patterns, feelings, emotions, thoughts, and reactions and how all these factors influence other individuals¹⁹⁵. Therefore, effective internal self-awareness can be said to be linked with personal and social control, good relationships, higher performance, job satisfaction, and happiness while ineffective internal self-awareness can lead to stress, fear, depression, anxiety, and poor job performance. On the other hand, external self-awareness describes the perceptions and views of others about one of those aforementioned factors. Effective self-awareness is associated with mutual and strong relationships, higher productivity among the team, empathy, and a friendly work environment^{182,183}. For instance, if the leaders' perceptions about themselves are aligned with the views and perceptions of their employees, the employees will build a mutual relationship with their leaders and will be satisfied with their jobs. For promoting effectiveness and better relationships, self-aware employees must continually develop and manage their emotions, feelings, thoughts, and behaviours within the workplace which aid to improve their commitment to the organisation.

Self-regulation, also referred to as self-control, is an individual's ability to think before acting, and also to weigh the possible reactions of others after being acted. Self-regulation is essential to employee conduct and the foundation of a well-functioning organisation¹⁹⁷. It helps employees to suspend emotional judgment on occurrences. Self-regulation enables

employees to have control over their desires, feelings, and emotions; to prevent them from lowering their quality of life; its trademarks include ease of accepting ambiguity, integrity, openness to change, and reliability¹⁹⁶.

The inadequacy of resources has an impact on self-regulation failures, which in turn cause a lack of self-control and set off several hazardous behaviours, including fear, despair, violent behaviour, smoking, and addictive behaviours like gambling and excessive video gaming, theft, and so on¹⁹⁷. The limited resources like money, time, energy, and social support are mainly what employees lack, which triggers occupational stress and cognitive burden. This ongoing stress may diminish employees' ability to regulate themselves, making it more difficult for them to practice self-control and withstand sudden temptations¹⁹⁸. The failures in self-regulation so become more probable, with a variety of unfavourable consequences that follow. The resource inadequacy triggers anxiety and depression and these negative emotions in turn drive employees towards maladaptive coping mechanisms¹⁹⁹. Self-regulation failures and inadequate resources may likely lead to criminal behaviours such as theft. Theft occurs when employees perceive that their monthly income cannot meet their expected needs, and then they resort to illegal activities²⁰⁰. These barbaric acts can be driven by a combination of desperation, lack of alternatives, and impaired judgement and they cause chronic stress. Therefore, self-regulation can be strengthened by promoting mental health, providing adequate support and resources, and fostering environments.

Self-regulation is fundamental to maintain professionalism and assist employees to navigate the complex and social dynamics work environment. Employees with a greater capacity for self-regulation can boost their energy reserves for self-regulation, which improves their quality of life and performance²⁰¹. Employees who practice self-regulation are able to manage stress, react composedly to difficulties, and interact productively with other employees²⁰². This competence not only lessens the possibility of confrontations but also

promotes a courteous and encouraging work atmosphere. Employees who can control their emotions are frequently able to refrain from acting on impulse because they consider their options carefully before acting^{203,204}. Employees who can restrain their initial impulses and consider their actions before acting are more likely to listen intently, speak clearly, and work well with others. These actions support the mutual respect and understanding culture that is necessary for establishing enduring, fruitful professional partnerships.

Additionally, self-regulation improves emotional intelligence, which is essential for the development of empathy and compassion in the workplace^{186,202}. Self-aware employees can control, comprehend and react effectively to others' emotions and feelings. This kind of work is empathic, and it is important for establishing rapport and trust between employees. For instance, in high-stress scenarios, a self-regulated individual may maintain composure and be supportive to the team that may require assistance. Eventually, these exchanges establish a strong foundation of trust and respect, which makes it simpler to resolve conflicts and work together on projects.

Self-regulation is essential to preserving a pleasant work environment. Leaders who exhibit self-regulatory conduct set the bar high for the group, encouraging a professional and accountable culture²⁰⁵. Employees are likely to model these habits for themselves when they witness their leaders making deliberate decisions and managing stress with grace. The ability to control one's emotions makes it more probable for someone to approach conflicts with a problem-solving attitude as opposed to an antagonistic one, which helps resolve conflicts^{102,103,180}. This proactive approach to dispute resolution reduces interruptions and promotes a more peaceful, cooperative work environment.

Self-regulation enhances personal well-being, which has a beneficial effect on relationships at work¹¹³. Employees who can control their stress and keep emotional equilibrium tend to

be happier and more content with their positions. This team spirit may be infectious and inspire everyone in the team. Individuals are more likely to interact constructively with their employees and contribute to a helpful and inspiring work environment when they feel good about themselves and their job^{124,126,171}. Self-regulated employees are more likely to strike a balance between their personal and professional lives, which lowers burnout and raises general job satisfaction²⁰⁶. By encouraging employees to bring their best selves to work, this all-encompassing approach to well-being fosters better and more fruitful workplace relationships.

Motivation, as one of the components of emotional intelligent, is a psychological construct that drives individuals to take action towards achieving goals^{179,196}. It is the internal force that energizes, directs, and sustains behaviour. Motivation is not just about the desire to achieve external rewards but also includes intrinsic factors such as personal growth, fulfillment, and the pursuit of meaningful goals²⁰⁷. Motivated employees with high emotional intelligence can effectively set clear goals, persevere in the face of challenges, and remain focused on their objectives. These employees are driven by internal values and personal standards of excellence, rather than just external rewards or recognition²¹¹. Motivation is sub-divided into intrinsic and extrinsic.

Intrinsic motivation refers to the drive to engage in activities because they are inherently interesting, enjoyable, or satisfying, rather than for some separable consequence or external reward^{207,208}. It arises from within the individual and is driven by personal satisfaction and the inherent pleasure of the task itself. For example, a person might be motivated to learn a new skill because they enjoy the process of learning and the sense of accomplishment it brings. One important component of intrinsic motivation is that it is driven by internal causes such as personal development, a sense of success, and a natural love of the activity itself²⁰⁸. Employees who are genuinely driven are more likely to find their work enjoyable

and meaningful, which can lead to increased creativity and innovation. Individuals who are driven by intrinsic motivation are more likely to persevere in the face of adversity and to take the initiative in their careers²¹⁰.

The effects of intrinsic drive in the workplace are diverse. Firstly, it increases employees' job satisfaction as they find their work genuinely fulfilled^{208,209,210}. Consequently, more satisfied employees are less inclined to seek job opportunities elsewhere and that reduces turnover rates. Employees who are genuinely driven tend to be more dedicated to the organisation's objectives and core values, which strengthens organisational culture and creates a feeling of community in the workplace²¹¹. Secondly, intrinsic motivation can raise the calibre of output²¹². Employees are more inclined to pay attention to detail and strive for perfection when they are driven by the delight of the activity itself^{211,212}. Better production quality and increased customer satisfaction may arise from this. Thirdly, intrinsic motivation drive promotes lifelong learning and growth²¹². Passionate employees are more likely to look for chances for professional and personal development, which can result in a workforce that is more knowledgeable and flexible.

The intrinsic motivation is enhanced by creating an atmosphere that embraces a variety of tactics. Leaders must ensure that jobs are relevant and interesting and that can be achieved by allowing employees to work on assignments that match their interests and abilities²¹³. Another important component is autonomy. When employees have the flexibility to make their own decisions and take responsibility for their jobs, they are more likely to be driven intrinsically^{214,215}. The provision of skill development and career progression can as well help employees perceive a clear route for growth and promotion within the organisation^{75,216}. As long as management organises and provides relevant training programmes, employees will tend to give their best and will further be committed to work. Management provision of a constructive criticism that focuses on personal development and potential for growth can

enhance employees' self-confidence and motivate them to strive for excellence²⁰⁸. While bonuses and promotions are valuable external rewards, recognizing the intrinsic value of employees' efforts and accomplishments can have a more significant impact.

In contrast, extrinsic motivation is driven by external rewards such as money, praise, or grades. While both types of motivation can be effective, emotional intelligence emphasises the importance of intrinsic motivation. Employees who are intrinsically motivated tend to be more resilient, adaptable, and capable of sustaining their efforts over the long term, as they are fueled by personal passion and a sense of meaningful engagement with their goals^{208,209,210,211}. Extrinsic motivation is the desire to complete tasks and reach objectives largely because of incentives or demands from outside sources, as opposed to an internal source of satisfaction or interest in the job itself²⁰⁹. This kind of incentive can take many different forms, including monetary incentives (bonuses, pay raises), recognition (awards, promotions), or avoiding unfavourable outcomes (loss of employment, advancement). Extrinsic motivation frequently translates to a system of incentives and sanctions at work intended to change employees' behaviour²¹⁷. For instance, an employee may be encouraged to finish a project on schedule to get a performance bonus or to keep their management from berating them.

The immediate and palpable effects of extrinsic motivation are among its main advantages. For example, financial incentives may be a strong and direct motivator for employees to accomplish short-term objectives or raise performance indicators. Extrinsic motivators can be especially powerful in highly competitive workplaces when speedy outcomes are crucial²¹⁸. Also, they aid in coordinating personal aspirations with corporate aims, guaranteeing that employees' endeavours augment the company's general prosperity^{214,215}. Despite these advantages, extrinsic motivation has some disadvantages. Employees may develop a transactional attitude as a result, in which they will only work hard when there is

a clear, immediate return²¹⁹. This may lessen intrinsic motivation, in which a person derives delight and satisfaction from the task itself. Employee creativity and engagement may decrease if they are motivated only by outside benefits. Because they are more concerned with getting the rewards than with the calibre or significance of the task, they may be less inclined to innovate or go above and beyond what is required of them.

Additionally, extrinsic motivation can lead to a reward-dependent mindset, which makes it difficult for firms to maintain performance levels without constantly raising incentives²¹⁷. This may result in a situation where employees are always pursuing greater compensation, which may not always be practical for the business. More so, using extrinsic motivators excessively might create a competitive and tense work atmosphere, which may have a detrimental impact on job satisfaction and employee well-being²¹⁸. Extrinsic motivation is an effective method for increasing performance and meeting short-term objectives. It should be complemented with techniques that encourage intrinsic motivation²¹⁹.

Both intrinsic and extrinsic motivation help organisations not only fulfill their immediate goals but also develop a more imaginative, motivated, and contented staff in the long run. Hence, by integrating these strategies, employees can enhance their emotional intelligence by harnessing motivation power to achieve goals and to improve their overall quality of life within the organisation. As a powerful tool, motivation can drive employees to develop and enhance their social skills, while strong social skills increase one's motivation by fostering positive social interactions and support networks.

Empathy is one's ability to feel and perceive things from the perspective of another person²²⁰. It fosters effective human relations and builds cohesive workplace. Empathy enables employees to sense and deduce what is going on with other employees. Empathy is one of the characteristics that comprise the emotional intelligence and lack of empathy is

one of the critical issues traceable to the management²²¹. As individuals recognise and understand the emotions of others, empathy creates a foundation for meaningful and supportive interactions. Empathy is an emotion in which individuals attempt to understand the thoughts of others and attempt to view situations from an alternative angle that will explain each other's actions²²². When individuals can identify with the feelings and experiences of their peers, they are more likely to offer assistance, provide comfort, and engage in collaborative problem-solving. It promotes trust and mutual respect in both personal and professional contexts. Empathy helps to break down barriers and build trust, leading to an environment where individuals feel valued and understood²²³.

Empathy is an essential component in the creation of meaningful and fruitful connections between individuals²²⁴. This emotional resonance not only improves interpersonal connections but also fosters a good and supportive environment. When individuals feel understood and respected, they are more inclined to participate openly, communicate efficiently, and work together amicably²²⁵. Empathy is the ability to understand and share the sentiments of others, fosters stronger relationships by helping individuals step outside of their own views and truly understand the experiences and emotions of those around them. Empathetic individuals inspire and encourage their colleagues, assist them to handle problems sensitively, and promote an inclusive and cooperative culture at work^{221,226}. Empathy enhances productivity by encouraging open communication and mutual respect among employees. It is essential in personal relationships, where it fosters deeper connections and a sense of belonging. By promoting a culture of empathy, management cultivate more compassionate and cooperative work environment that boosts employees' contributions to the well-being and resilience of other employees^{227,228}. In essence, empathy is not only a personal virtue but also a vital social skill that enhances human interactions and collective well-being.

While the ability to comprehend and share the sentiments of others is valued for building deep connections, it can also result in emotional overload and fatigue²²⁹. Individuals with a high level of empathy may get overwhelmed by the emotional responsibilities of others around them, making it difficult to maintain their own mental and emotional well-being. In professional circumstances, excessive empathy can blur the distinction between personal and professional boundaries, perhaps leading to partiality, bias, or an inability to make objective judgments^{230,231}. In any organisation where impartiality and clear judgment are crucial, excessive empathy will compromise the ability to make balanced decisions, potentially undermining the integrity and effectiveness of the work environment.

An overemphasis on empathy undermines assertiveness and the ability to confront disputes front-on and that leads to unsolved difficulties and lasting tensions^{232,233}. When this occurs, it creates a situation in which disputes will not be handled professionally and that can lead to complacency and persistent disagreements among employees. In the long run, a lack of assertiveness and direct communication can harm relationships, since unresolved issues have undermined employees' trust and collaboration²³⁴. In certain circumstances, empathy can even be abused, with individuals taking advantage of others' empathic tendency for selfish benefit, resulting in relational imbalances²³⁵. Thus, while empathy is frequently viewed as a cornerstone of efficient human connections, it is critical to identify its possible drawbacks and aim for a balanced approach that combines empathy while maintaining personal boundaries and objective decision-making.

Social skills, another important component of emotional intelligence (EI), can be defined as the ability to understand and manage one's emotions, and the emotions of others¹⁹⁶. Social skills are an essential part of EI. In particular, social skills pertain to the ability to engage in pleasant and productive interactions with others. This aspect of EI includes a variety of

skills that support teamwork, relationship development, and communication - all of which are critical for both personal and professional success²³⁶. An essential component of social skills is the ability to communicate effectively. This includes more than simply speaking well; it also entails listening intently, recognizing nonverbal clues, and reacting correctly²³⁷. Social skills enable individuals to communicate their thoughts and feelings clearly and concisely while simultaneously being sensitive to the thoughts and feelings of others²³⁶. This dual aptitude promotes a good and productive atmosphere by preventing misconceptions and resolving problems. Hence, learning the social skills required to protect one's dignity and individual independence is critical, particularly at this development time²³⁸. The ability to create and sustain fulfilling, healthy relationships is known as relationship management, and it is a fundamental talent in social skills development. Empathy, teamwork, and the ability to motivate and sway individuals are required for this. High social skill users are proficient at navigating social networks and making relationships that benefit both parties²³⁶. They are skilled in settling conflicts and reaching agreements, which are necessary for maintaining enduring bonds in both personal and professional spheres. The ability to function well in a team is an essential component of social skills.

Acknowledging and utilizing others' contributions and abilities for the group's advantage is a key component of collaborative skills. Employees who are good at this are usually viewed as team players who can facilitate communication, promote involvement, and assist in directing group activities toward shared objectives²³⁷. Their ability to create a cooperative environment guarantees pleasant and productive group dynamics and improves team performance. Leadership also requires social skills. Effective leaders can inspire, encourage, and mentor others^{169,170}. This entails encouraging team members to have confidence and trust in one another in addition to providing a vision and direction. Social skills enable leaders to articulate their ideas in a way that inspires others, creating consensus and a

feeling of unity¹⁴⁸. Thus, leaders' ability to emotionally connect with others makes them more effective in leading their teams to achievement.

Social skills also include one's ability to regulate conflicts, listen attentively to all parties involved, and resolve disagreements among them amicably^{152,239}. Resolving conflicts entails talking about issues and coming up with compromises. Social skills enable individuals to overcome conflicts and communication obstacles by maintaining composure, empathy, and a focus on finding solutions²⁴⁰. Individuals, who possess social skills, will be able to diffuse conflict, encourage candid dialogue, and lead participants to a compromise that benefits all parties. Emotional intelligence is fundamentally influenced by social skills, which affect how individuals lead, cooperate, communicate, manage relationships, and handle conflict. Gaining these skills can greatly improve one's ability to communicate with others, resulting in more satisfying interpersonal interactions and increased performance in the workplace.

Emotionally intelligent employees can build trust with other employees and can quickly gain respect from the employees they meet. All employees must demonstrate social skills that will enable them to relate and interact effectively with others in any organisation. It is important to build a strong rapport with every team¹⁹⁶. Both employees and employers, the bosses, and the secretaries need to demonstrate this skill because it helps to boost employee productivity and increase loyalty and trust. Having strong social skills such as active listening, verbal communication, nonverbal communication, leadership, and persuasiveness enables employees to connect with others mutually²⁴¹. Secretaries who possess high EI will be more effective in managing relationships and workplace challenges than those who do not^{242,243,245}. These essential soft skills will no doubt improve job satisfaction and enable them to feel a sense of belonging and loyalty to the organisation thereby strengthening their commitment to the organisation.

2.2 Theoretical Framework

The theoretical framework is a structure that directs research by offering a distinct perspective that makes the study easy to read and comprehend. Contents to be captured are related and relevant to the study topic, and such include concepts, theories, and models. The framework helps guarantee that the study is rooted in the academic context by making complicated phenomena easier to explain, and offering a foundation for comparing findings with existing literature thereby placing the research inside an established body of knowledge. In this study, three theories are used. The theory adopted for the dependent variable (DV), (Commitment), was propounded by Meyer and Allen (1997); the theory for the independent variable 1 (IV1), (human relations behaviour), was propounded by Elton Mayol (1920); while the theory for the independent variable 2 (IV2), (emotional intelligence theory), was propounded by Daniel Goleman (1995).

2.2.1 Commitment Theory - Meyer and Allen (1997)

Meyer and Allen propounded the Commitment Theory in 1997. The theory explores various aspects of employee commitment at work and serves as a fundamental paradigm for organisational psychology. Essentially, the idea suggests that commitment is a mental state that ties employees to their organisations and shapes how they behave there^{245,246}. The theory throws more light on the basic reasons employees are loyal, engaged at work, and committed to their organisations. It also illustrates those factors that can influence employees' commitment to work. The theory is centered on the three main sub-metrics of commitment which are affective, continuance, and normative. The term "affective commitment" describes the sentimental bond that a person has with an organisation as a result of favourable encounters, common beliefs, and a feeling of acceptance²⁴⁷. It is typified by a desire to remain with the company because of the true fulfillment and delight that come from being a part of it. This element emphasises how crucial interpersonal

connections, corporate culture, and leadership are to creating the kind of emotional bonds that strengthen commitment²⁴⁸.

Continuance commitment is driven by the perceived costs associated with leaving the organisation. The perceived costs of quitting the organisation motivate continuous commitment. It represents an individual's understanding of the compromises they would have to make if they left, such as a loss of bonuses, seniority, or familiarity with the workplace²⁴⁹. This component of commitment emphasises the importance of practical considerations and economic concerns in determining staff retention and turnover decisions. Organisations frequently try to reduce ongoing commitment by improving job stability, providing competitive remuneration, and increasing career development possibilities²⁵⁰.

Meyer and Allen's three-part approach is completed by normative commitment, which emphasises a moral imperative to stick with the organisation. It results from a sense of financial commitment made by the organisation on the person's training, career advancement, or assistance during trying circumstances²⁵¹. Normative commitment is intimately related to moral values and social norms in the workplace, highlighting how employees' levels of commitment are shaped by perceived justice, reciprocity, and moral leadership²⁵².

The theory recognizes that these three types of commitment may coexist in different levels among employees and are not mutually incompatible. An employee can, for example, have a strong sense of attachment to their company (affective commitment), believe that quitting would cost them a lot of money (continuance commitment), and feel required to stay because of previous investments and moral obligations (normative commitment)²⁴⁹. Employee commitment profiles and behaviours, including work satisfaction, organisational

citizenship, and desire to leave, are shaped by the interaction and relative strength of these components²⁵².

Crucially, organisational methods meant to improve employee commitment and retention have been guided by Meyer and Allen's Commitment Theory. Organisations may customize their strategies to encourage a healthy work environment, increase employee engagement, and reduce attrition by acknowledging the complex nature of commitment and its factors²⁴⁶. This framework emphasises the value of establishing environments that foster emotional attachment, lower employees' perceived costs of leaving, and instill a sense of ethical obligation in employees²⁴⁸. It has practical implications for HRM practices, leadership development programs, and organisational culture initiatives. Accordingly, Meyer and Allen's approach is still used in organisational psychology to analyze and manage employee commitment.

Even though this theory is widely accepted to have identified factors that positively or negatively influence organisational psychology, some shortcomings are needed to be examined. Firstly, it is the complexity of commitment dynamics. The dynamic nature of organisational environments and the individual heterogeneity in commitment experiences are the main causes of these gaps²⁴⁷. The comparatively static view of commitment components in the theory is one obvious flaw in the idea. The theory treats emotional, continuance, and normative elements of commitment as separate phenomena and divides them into three categories²⁴⁹. These dimensions may be flexible and related. There is a need for more complex models that take into account the dynamic interactions among commitment components over time, as an employee's affective commitment, for instance, may affect their perception of continuance commitment (i.e., feeling less tied to an organisation if emotional attachment weakens)²⁵⁰.

The theory's focus on organisational characteristics at the cost of individual variations is another notable divergence. Meyer and Allen admit that commitment varies from person to person, but their view favours organisational factors like culture, leadership, and policy²⁵¹. The individual characteristics like character attributes, professional stage, personal ideals, and other obligations (such as family duties) all have a significant impact on the degree of devotion²⁴⁸. Future studies might gain from delving more into how organisational elements and individual traits interact to affect commitment dynamics.

Additionally, the main focus of Meyer and Allen's thesis is on the causes and effects of commitment in conventional organisational structures. It might not adequately convey the complexity brought on by contemporary work arrangements, such as online jobs, remote employment, and various organisational cultures²⁵³. Traditional ideas of organisational commitment are being tested by these changing circumstances, necessitating the development of frameworks that can take into account non-traditional employment relationships and the range of commitment levels they involve²⁵².

Another area of contention is the theory's generalizability to different cultural situations. Meyer and Allen's approach, which was developed largely in Western organisational settings, might not adequately represent the subtleties of commitment dynamics in various cultural and international contexts²⁵¹. How commitment is viewed, exhibited, and sustained may be greatly influenced by cultural values, social conventions, and institutional practices²⁵². The theory has come under fire for concentrating too much on the temporal dimensions of commitment. Since commitment is dynamic, it can alter over time as a result of internal organisational changes, external circumstances, and individual experiences²⁴⁹. The idea offers little insight into how commitment changes or develops throughout the course of a person's career or in reaction to organisational changes²⁵³. In order to ensure that commitment theories remain relevant and successful in a variety of organisational contexts,

cross-cultural research is necessary to validate and adapt these theories to many cultural settings.

2.2.2 Human Relations Theory – Elton Mayo (1920)

Elton Mayo, an Australian psychologist at Harvard University, developed the human relations theory in the 1920s. The theory was propounded largely to understand employees' demands, behaviours, challenges, and relationships with others in a business²⁵⁴. Mayo's idea transformed our understanding of organisational transformation and its influence on employee motivation. His renowned Hawthorne tests proved that employees are driven not just by money, but also by the opportunity to meet their social requirements at work. According to Mayo, several elements impact human behaviour, including interpersonal skills, group dynamics (team management), and leadership behaviours.

Elton Mayo's theory questioned the then-prevailing belief that employees were rational individuals driven only by economic motives²⁵⁵. The theory suggested that employees had social needs and a need for acceptance and belonging, emphasizing the social and psychological elements driving human relations behaviour in an organisation. The theory emphasised the importance of interpersonal skills, team management, and leadership behaviours in influencing employee attitudes and productivity was highlighted. Mayo also emphasised the value of establishing encouraging work environments that promote morale and teamwork by emphasizing the human aspect of work²⁵⁶.

According to Mayo, managers should avoid using a one-size-fits-all strategy but they should rather acknowledge the requirements of each employee. Since remunerations are not the only thing that motivates employees, managers and staff must have effective interpersonal skills essential for mutual and productive relationships²⁵⁷. Mayo also argued that when employees are allowed to participate in decision-making, they are more open to change. He

went on to say that respecting and appreciating the perspectives of co-employees may boost morale and output since the workplace is a social system where a variety of factors affect an employee's performance. Mayo maintained that team management, effective interpersonal skills, and leadership behaviour are all important for inspiring employees. Mayo opined that when employees are valued as individuals, with worthwhile perspectives and are engaged in enjoyable interactions with other employees, they are most likely to be driven to perform well.

Mayo's emphasis on social networks and interpersonal skills has drawn criticism for being unduly simple. Although acknowledging the significance of social needs, the theory could undervalue how complicated human behaviour can be in the workplace. Contemporary scholars suggest that effective interpersonal skills require more than just fostering social interactions; they also involve emotional intelligence, conflict resolution, and adaptability to diverse personalities and cultures²⁵⁸. The study proposed that team management can influence the commitment of employees in an organisation. The critics point out that the theory lacks concrete strategies to build and manage effective teams within an organisation. Contemporary studies revealed that successful team management involves not only understanding group dynamics but also implementing structured team-building exercises, clear role definitions, and performance metrics²⁵⁹.

Nigerian diversity in ethnic, linguistic, and religious backgrounds among Nigerian employees complicate team cohesion and performance. It was pointed out that Mayo's theory does not provide specific strategies to manage diversity in Nigeria²⁶⁰. Meanwhile, effective team management requires a deeper understanding of these cultural differences and the implementation of tailored approaches to foster unity and collaboration^{260,261}. Mayo's theory proposes that leaders are involved in their employees' welfare. Critics argued that paternalism, where leaders become overly involved in employees' personal and

professional lives, could potentially lead to dependency and diminish autonomy among employees²⁶¹.

Additionally, Mayo's theory does not adequately address the balance between supportive leadership and the need for setting boundaries and maintaining professional distance²⁶². In Nigeria, leadership behaviour often reflects a blend of traditional and modern influences. On the other hand, Mayo advocated for supportive and participative leadership in an organisation. Critics note that many Nigerian leaders still adopt a more directive and paternalistic style and such a leadership style can limit the effectiveness of human relations approach as proposed by Mayo and that may discourage employee participation and empowerment. Additionally, leaders in Nigeria can leverage on the current economic situations and instability to prioritise performance and efficiency over employees' wellbeing²⁶⁰. Employees are assets to the organisations not as machines; therefore, they should they should be well-treated.

Mayo's fundamental ideas about the theory are social skills emphasis (interpersonal skills), group dynamics (team management), and supportive leadership (leadership behaviour). They cannot be applied effectively unless they are combined with a thorough comprehension of the local cultural and economic context²⁵⁸. Management can provide cultural sensitivity training for managers and staff to assist close the gap between disparate cultural norms and values to address these complaints of interpersonal skills. Through the promotion of tolerance and respect for people from different origins, this training can improve interpersonal skills²⁵⁷. Additionally, management has to provide open lines of communication to lessen the influence of authoritarian and hierarchical organisations. Encouraging constructive feedback and communication can enhance Interpersonal relationships and foster trust²⁵⁸.

Management should create and execute diversity and inclusion initiatives to address the issues of racial, cultural, and religious diversity in the workplace to address the accusations levelled at team management. All employees should feel appreciated and valued in an inclusive workplace, which is the goal of these initiatives²⁶¹. It is recommended that management arrange many team-building exercises that take into account the varied histories of team members to improve team cohesiveness and performance. Building respect and understanding among people should be the main goal of activities²⁵⁹.

Management can provide leadership development programs that encourage supportive and participatory leadership styles to address the critiques of leadership behaviour. This will assist in refocusing attention away from paternalistic and directive methods. The significance of employee empowerment and participation in decision-making processes have to be emphasised in these initiatives²⁶⁰. Additionally, managers have to make an effort to strike a balance between worker welfare and the demands of production and efficiency. This may be accomplished by establishing reasonable objectives, allocating sufficient resources, and honouring and compensating worker contributions²⁶².

Through the prism of Elton Mayo's Human Relations Theory, the impact of leadership behaviour, team management, and interpersonal skills on secretaries' dedication may be comprehended. Mayo challenged the idea that workers are just driven by financial incentives by emphasizing the social and psychological components of work life, especially in the Hawthorne Studies²⁶³. The significance of group dynamics (team management), informal social interactions (interpersonal skills), and leadership behaviours in influencing employee attitudes and productivity were brought to light by Mayo's study. Mayo claims that workers are people with social needs who want for acceptance and a safe community. According to his idea, employee engagement and performance may be greatly increased by developing collaborative, encouraging work environments that boost morale²⁵⁶.

Effective interpersonal skills are essential for secretaries to cultivate a healthy working connection with their bosses. These abilities support the development of trust, enhance communication, and guarantee that secretaries feel appreciated and acknowledged for their work. For secretaries to interact with their peers, exchange expertise, and work toward shared objectives, team management is essential. Equally crucial is leadership behaviour, which entails behavioural sincere concern in the growth and well-being of secretaries, giving them chances for advancement, and including them in decision-making processes²⁵⁴.

The Human Relations Theory of Elton Mayo emphasises that incentives other than money drive employees including the secretaries. They look for opportunities to engage and work together with others, as well as a sense of recognition and belonging. Through the application of effective interpersonal skills, team management techniques, and leadership behaviour, corporations may improve the dedication and output of their secretaries by attending to these social and psychological demands.

Elton Mayo's Theory is relevant to this study because it emphasises the value of social aspects and interpersonal ties in the workplace. According to theory, employees' productivity and job satisfaction are highly impacted by their connections with other employees and superiors and their sense of belonging and worth inside the organisation. The theory also emphasises that secretaries with strong interpersonal relationships are likelier to feel dedicated and interested in their jobs. Effective human relations promote a supportive work environment, which can improve job satisfaction and general well-being, resulting in higher commitment and efficiency for secretaries in these organizations. Mayo's findings imply that increasing interpersonal dynamics and emotional support in the workplace will have a major impact on secretarial staff commitment and performance. Therefore, organisations. in Nigeria and around the world, can address these critiques by implementing those suggested strategies to help build a more effective and supportive work

environment that drives employees to perform well, interact effectively with others, and being committed to their organisations.

2.2.3 Emotional Intelligence Theory – Daniel Goleman (1995)

The theory was propounded by Peter Salovey and John D. Mayer in 1990. Daniel Goleman captured and elaborated more on the theory in 1995. Goleman wrote a book titled "Emotional Intelligence: Why It Can Matter More Than IQ." Goleman developed the five components namely self-awareness, self-regulation, motivation, social skills, and empathy. In his view, these identified components represent individuals' abilities to perceive, analyze, and control their and others' emotions and feelings. While EI has been commended for its ability to strengthen personal and professional relationships, it has also been criticized for its conceptual clarity and practical implementation.

Goleman described self-awareness as the ability to recognize one's emotions and their impact on others. It is a component of emotional intelligence that explains how individuals understand their weaknesses and strengths to enhance personal growth and decision-making²⁶⁴. Leaders are allowed to be more reflective and conscious of their actions. Scholars argued that an overemphasis on self-awareness without practical application can result in narcissism rather than genuine self-improvement²⁶⁵. They suggest that self-awareness should be paired with strategies that translate insights into actionable steps for development. The theory suggests that self-awareness can sometimes lead to overthinking and stress, especially in a culturally diverse environment like Nigeria where emotional expression varies significantly²⁶⁶.

Another component of EI is self-regulation. An individual can manage and control one's emotions, maintaining emotional stability even in stressful situations. The theory

encompasses effective work relationships, stress management, and emotional stability²⁶⁷. Studies have shown that employees with high self-regulation do better at handling conflicts and challenges. Self-regulation is overly broad and lacks specificity; it has no clear guidelines and precise measures that organisations can rely on²⁶⁸. Scholars proposed that it is difficult to apply self-regulation effectively in real-world scenarios as it might not account for the influence of socioeconomic factors, which can impact an employee's ability to effectively manage their emotions and feelings²⁶⁹.

Social skills encompass the abilities needed for effective communication, conflict resolution, and teamwork. Adequately equipped employees who can effectively demonstrate strong social skills are able to collaborate, lead, and build networks, that are essential for personal and organisational growth and development²⁷⁰. Also, scholars argued that the oversimplification of social skills makes it highly context-dependent that requires a nuanced understanding of cultural and situational changes²⁷¹. To meet organisation's goals, it was suggested that relevant training programs should be organised to address the diversity and complexity of social interactions. In Nigeria for instance, a scholar emphasises that social skills must be tailored to fit the specific cultural and social contexts of different societies as a one-size-fits-all approach is inadequate for a multi-dynamics nation²⁷².

Motivation involves the drive to achieve goals for intrinsic reasons, such as personal growth and fulfilment, rather than external rewards. Intrinsic motivation fosters resilience and persistence, which are essential for long-term success²⁷³. Motivated individuals are more likely to maintain a positive outlook and overcome obstacles. Scholars challenge this view, noting that both internal and external factors influence motivation²⁷⁴. They argue that relying solely on intrinsic motivation may be unrealistic and propose a more integrated approach that includes extrinsic motivators to sustain long-term engagement and

productivity. Cultural differences in motivational factors are not adequately addressed in the theory, which may limit its applicability in non-Western contexts²⁷⁵.

Empathy, the ability to understand and share the feelings of others, is a critical component of EI. Empathy enhances interpersonal relationships and fosters a supportive work environment; Scholars empathetic leaders are more effective in managing teams and resolving conflicts²⁷⁶. A scholar raises concerns about the potential downsides of empathy and also argues that excessive empathy can lead to emotional exhaustion and decreased objectivity²⁷⁷. The scholar recommends balancing empathy with self-care and professional boundaries to prevent burnout and maintain effectiveness. Another scholar argues that empathy must be understood within the cultural norms and values that influence emotional expression and interpersonal relationships, suggesting that the Western-centric view of empathy may not fully capture its nuances in different cultures²⁷⁸.

This theory is relevant to this current study because Daniel Goleman's Emotional Intelligence Theory (1995) extensively addresses the five measures adapted namely self-awareness, self-regulation, motivation, empathy, and social skills are critical for personal and professional success. Secretaries with high emotional intelligence are better able to regulate their own emotions while also understanding and responding to the emotions of others thereby resulting in a more favourable work atmosphere. This emotional intelligence can help secretaries improve their job satisfaction, interpersonal skills, and overall performance. As a result, secretaries with higher emotional intelligence are more likely to be committed to their employment, since they can better surmount workplace problems, maintain harmonious relationships, and contribute to a collaborative and supportive organisational culture. Thus, developing emotional intelligence in secretaries can dramatically increase their commitment and involvement in public institutions.

2.3 Review of Empirical Studies

Several scholars have investigated the influence of human relations behaviour, emotional intelligence (EI), or any of their sub-metrics on commitment of employees in an organisation. The scholars emphasised the importance of those identified independent variables or their sub-metrics in enhancing organisational performance, and boosting employees' well-beings, and their commitment to work. Some of the studies are reviewed and discussed with their gaps identified separately under each of the independent variables (IV1 or IV2) to the dependent variable (DV) of this study.

2.3.1 Human Relations Behaviour and Job Commitment

Several relevant and related studies were extensively reviewed in this study. A study on employee empowerment, organisational commitment and workforce sustainability was carried out in the Canadian Lodging Industry⁴⁷. A descriptive survey design was adopted and data were sourced from 346 surveys conducted within the Canadian hotel sector. The study proved that when employees feel that their job and organisation share the same values and standards, they become more emotionally committed to the company, which seems to significantly lower turnover. It was concluded that emotional ties or a sense of obligation to an organisation demonstrate strong bonds and fewer departure plans. It was recommended that management should focus on meaningful work to foster a feeling of belonging among employees which could help to lower employee turnover intentions. Some identified gaps were that the study focuses exclusively on the good outcomes, perhaps neglecting the barriers or detrimental elements of employee empowerment and organisational commitment. The study failed to adequately consider other external factors that could influence the dependent variable e.g. economic conditions, industry-specific variables, and technology improvements. The study also failed to investigate varied employee demographics, such as

age, gender, and cultural variations, which may limit the generalizability of the results. Lastly, the study did not examine the long-term ramifications and possible changes in these dynamic work environments, which are essential to evaluate the viability of workforce initiatives in a continuously changing work environment.

The role of employee relations in shaping job satisfaction as a promoter of positive mental health during COVID-19 was conducted in 200 IT companies in Poland⁹⁷. The research design employed was a quantitative survey method and the population covered all employees in these IT companies; a convenience sampling technique was used to collect the data and they were analysed using RStudio to ensure robust data handling and interpretation. The study found that employee relations have a strong and positive relationship with job satisfaction and this relationship is mediated by confidence in managers and trust in employees among Polish IT companies surveyed. The study concluded that it was feasible to define the technique for creating supportive working conditions during a pandemic. Some gaps were identified. First, the research did not assess some major factors that could influence job satisfaction e.g. leadership behaviour, organisational culture, and challenges of remote work. Lastly, there is no comparative analysis of how various employee relations types (peer vs. supervisor interactions) could influence employees' job satisfaction.

Another study examined the impact of human relations skills on the job performance of office managers in Yaba College of Technology, Yaba, Lagos State⁹⁶. The study used a quantitative descriptive cross-sectional survey design for a population of 132 office managers and total enumeration was adopted as the sample size. Data collected were analysed using both descriptive and inferential statistics. The findings proved that human relation skills have a weak, negative and non-significant effect on office managers' performance in an organisation ($p > 0.05$). The study concluded that office managers who extensively demonstrated human relations skills perform excellently in their duties. It was

also revealed the significance of soft skills such as interpersonal skills, communication, empathy, and conflict resolution among others. This study then recommended that office managers should acquire human relations skills that will help them to improve their performance. With these valuable insights provided by the study, two gaps are discovered. First, the study's sample size was too small since the outcome could be used in all tertiary institutions in Nigeria. Lastly, the study could have covered more than one institution for better reliability and generalizability of the findings.

Scholars investigated the influence of office equipment manipulation on human relations skills training needs of secretaries in public establishment in Anambra State⁹⁵. The study used a descriptive survey design for a population of eighty-nine (89) secretaries. The study concluded that there is need to adequately train secretaries in public establishment on appropriate office equipment manipulation and human relations skills so that they can effectively carry out office tasks. Despite the tremendous contributions of the study to the body of knowledge, some gaps were identified. First, the population was too small for a study of this nature; hence, the sample size and a thorough explanation of the sampling methodology were excluded. Second, since the researchers intended to target a smaller group, the study's scope should have covered more states in South East Nigeria instead of being restricted to Anambra State's public institutions. This act limited the applicability of the findings to other areas. Lastly, the study highlighted general training needs; it did not capture certain skills or offer a thorough curricular structure, that would be useful to create relevant training programs.

A study was conducted in Ghana to ascertain the relationship between relationship job motivation factors and performance among teachers of basic schools¹¹⁹. The study uses a quantitative technique for a sample of 254 teachers from a population of 678 in the Ghanaian Effutu Municipality. The study determined that the performance management

system, job design and atmosphere, and remuneration package are important elements in affecting the motivation of teachers in the municipality. The study recommends that the municipal directorate of education increase the number of spaces available for the employment of young, in-training teachers and interns to supplement the experienced workforce. A gap identified in this study was that it did not extensively cover the impact of external factors e.g. educational resources, infrastructures, and government policies, which can also significantly influence both employees' performance and motivation.

Scholars investigated a study in Bangladesh titled, "The Influence of organisational culture on Employee Commitment: An Empirical Study on the Bangladesh Civil Service (BCS; Administration) Cadre." A survey including information from 211 respondents was used to acquire the quantitative data for analysis. The findings showed that the emotional, normative, and continuance commitment of the BCS (Administration) cadre is significantly influenced by purpose, one of the organisational cultural qualities. One further aspect of organisational culture that is greatly impacted by engagement is normative commitment. The study concluded that officer commitment to the job leads to improvements in performance, production, and efficiency lower absenteeism and higher morale among the ranks²⁴⁷. The study's shortcomings were that there was no adequate exploration of external factors' influence such as political climate, economic conditions, or societal norms on employee commitment. The study was centered on civil service officials; hence, it lacks a comparative analysis with other sectors, which could have provided a broader understanding of organisational culture's impact across different sectors around Bangladesh. Lastly, the study did not throw more light on employees' differences such as job roles, personal values, and career stages which could have shown a clearer picture of the relationship between organisational culture and commitment in those targeted companies.

A scholar investigated the influence of organisational culture and leadership behaviour on job satisfaction in the Vietnam¹⁶⁰. The study used a quantitative research design and a purposive sampling method to determine a sample of 294 employees in different organisations in Vietnam. The correlation and linear regression analysis were adapted to test the hypotheses. The findings revealed that hierarchy culture negatively connected to relationship-oriented leadership behaviour. Adhocracy culture positively affected job satisfaction. Clan and market cultures insignificantly predicted leadership style and job satisfaction. One of the gaps identified was that the study's population was not specified except that the sample size was drawn using the sampling method. Also, the study did not fully address how different regional cultures within Vietnam impact organisational culture and leadership behaviour.

A study examined the extent interpersonal skill predicted job performance of teachers in secondary schools in Awka education zone of Anambra State²⁴⁵. A co-relational research design was adopted for a population of 1,694 teachers in Awka education zone. The findings revealed a substantial relationship between interpersonal skills and teacher job performance in Anambra's Awka education zone secondary schools. The results showed that interpersonal skills influenced the job performance of male and female secondary school teachers in Anambra State's Awka education zone. It was suggested that, to increase school organisational productivity, the school management should improve teachers' interpersonal skills through participatory leadership. A study examined the extent interpersonal skill predicted job performance of teachers in secondary schools in Awka education zone of Anambra State²⁴⁵. Despite the study's contributions to the body of knowledge, the study did not cover certain conceptual scopes that could provide a more comprehensive understanding. First, the influence of some variables like administrative support, teacher motivation, and student behaviour on job performance. Second, the study

did not address the effects of interpersonal skills on professional growth and training needed to enhance those identified skills within the geographical scope.

2.3.2 Emotional Intelligence and Job Commitment

Several related studies, to the independent variable, emotional intelligence (IV2) and dependent variable, commitment (DV), were reviewed and discussed. In Nepal, scholars investigated a comparative study of the impact of emotional intelligence on job performance and organisational commitment in selected public and private banks¹¹⁷. The sample size was established using a convenience sampling approach, since data were collected using an e-questionnaire (Google Form). The researchers intended to recruit 500 bankers, but only 300 were sourced. The data was analysed using t-tests, correlation, and regression analysis. The study discovered that there were considerable disparities in emotional intelligence across private and public sector banks. In addition, emotional intelligence was found to have a favourable and significant influence on organisational commitment and work performance in both groups of bank employees. It was discovered that having sufficient emotional intelligence understanding leads to higher job performance and employee commitment. The study's notable shortcomings especially on a comparative study were that it was limited by not accounting for variations in organisational structure, size, and market dynamics that could influence the observed findings. Also, other potential mediators such as employee motivation, work-life balance, job satisfaction were excluded and they could have enriched the contents of the study especially on emotional intelligence. Also, the population was not stated and the sampling technique was not well-defined, which raised a question on the representativeness and generalizability of the findings. Finally, the scholars relied on self-reported measures that is prone to bias.

Some scholars carried out a study titled, "The Effects of Leader Emotional Intelligence, Leadership Styles (Transformational and Transactional), Organisational Commitment, and Trust on Job Performance of Real Estate Brokers in Kaohsiung City"¹⁰. A descriptive survey design was used. Out of the targeted sample size of 980, responses were obtained from 348 representing 35.5% of response rate. The investigation was performed using structural equation modelling. The findings revealed that emotional intelligence in leaders has a large and positive influence on trust in supervisors, while transformational leadership and team trust have a significant and positive effect on performance. Organisational dedication has a large, helpful impact on work performance. Trust among team members mediates the considerable and favourable influence of a leader's emotional intelligence on job performance. Some shortcomings were identified. Though, the study's main focus was emotional intelligence and leadership styles; discussion on sociocultural and psychological variables like intercultural competence and resilience could have been included. Also, the scholars did not thoroughly address how external market factors like industry regulations and economic conditions influence job performance.

The impact of human relations on organisational productivity was investigated²⁴¹. The study adopted a quantitative research design. The population was not stated but the study covered middle and lower-level employees from various organisations within Vadodara District, Gujarat, India. The sample size was 25 selected using a simple random sampling technique. The data used were sourced primarily and secondarily. Data collection involves both primary and secondary and SPSS software was used to process and analyse the data collected. The results revealed significant correlations between different aspects of human relations such as interpersonal skills, communication effectiveness, teamwork, and leadership and organisational productivity metrics. The study concluded that human relations have significant relationship with organisational productivity outcomes. It was

recommended that organisations should prioritize investments in human relations training and development programs to cultivate a supportive and collaborative work environment that can optimize productivity levels. Despite the contributions of this study, it was discovered that there was no clear sample size with a detailed sampling technique. The study was broad and it could have covered more cities and larger population for robust findings as more reasonable numbers of respondents would have been given an opportunity to participate.

The impact of emotional intelligence on improving employee performance in the workplace was carried out in some companies across Kosovo¹⁷⁹. The study adopted a mixed-methods research design using both quantitative and qualitative approaches. The population consisted of HR professionals and senior executives of targeted companies. A sample of 120 participants were determined using a purposive sampling technique. Data were sourced through surveys, focus groups and interviews. A chi-square was used to analyse the sourced data. The result revealed a strong positive relationship between EI and employee performance. Hence, it was recommended that companies should ensure they identify their employees' emotional intelligence to develop those ones in low level. By so doing, employees' emotions and behaviours towards their companies will enhance their performance and they will equally enjoy the work. Despite the robust design, some gaps were identified. The population was not captured. Also, variations and cultural factors that could influence emotional intelligence were not investigated across those companies covered within Kosovo since the country is smaller in population and land size.

In Malaysia, scholars examined how emotional intelligence (EI) impacts organisational performance (OP) in the public sector¹⁹⁴. A survey questionnaire was disseminated to 700 Putrajaya-based ADOs across five designated ministries, yielding 375 valid replies. The

SMART-PLS method analysis of the obtained results confirms the significant positive effect of EI on OP, indicating the need for civil servants' EI to be raised by incorporating EI indicators and measures in the areas of workforce planning, succession planning, recruitment, learning and development, and organisational development. The scholars concluded that emotionally capable managers have a favourable impact on an organisation's ability to adapt, which in turn has a beneficial impact on organisational performance. To this end, the scholars recommended that EI should be aggressively used to raise awareness and maturity among public workers so as to help them adapt to the present demanding agile environment. The notable shortcomings of this study were that since the population is not captured, it is ambiguous to use a purposive sampling method to decide the sample size of a study that covers many ministries. The sample size would not fully portray the features of the geographical areas where the research work will be conducted. Also, the difference between the sample size (700) and the number of responses (375) was too close. At least, the responses could have been a 65% response rate of the 700 which is 455.

A study ascertained the influence of emotional intelligence on interpersonal relations in service industries in Nigeria²⁵⁸. A survey design was adopted for a population of 167 staff selected from various Deposit Money Banks. The Taro Yamane formula was used to determine the sample size of 118. Data were analysed using descriptive statistics and Spearman correlation coefficient. The Spearman's correlation coefficients result [$\rho = 0.967, p < 0.01$] revealed a very strong positive relationship between self-awareness and empathy toward colleagues in an organisation and also that social skill has a positive and significant relationship with improved teamwork within the organisation. In conclusion, emotional intelligence has significant relationship with interpersonal relations. The recommendation was that managers of Deposit Money Banks should enhance the social skills and abilities of the employees by organizing relevant training programs that would

improve teamwork collaboration and effectiveness. The gaps identified in this study were the lack of transparency regarding sample size and sampling technique, which limited the reproducibility and external validity of the study. Secondly, since the population was 169, the total enumeration should have been used as a sample size and there would not be any need of using the sampling method.

Also, in Nigeria, scholars carried out a study on the relationship between Work-life Balance (WLB) and Emotional Intelligence among staff of the University of Ilorin, Kwara State, Nigeria. The study adopted a descriptive survey. The population covered 6,000 employees of the University of Ilorin and the same size of 375 was determined using Taro Yamane. The stratified method was used to select the participants. Data were sourced through a questionnaire. The hypotheses were analyzed using both linear regression and the Pearson correlation. The first result [$r(373) = 0.483, p < 0.01$] indicated that a substantial relationship between work-life balance and emotional intelligence was discovered. The second result [$r(373) = 0.908, p < 0.01$] showed that there is a substantial correlation between self-regulation and work-life balance. The model's high level of significance ($F = 103.692, p = .000$) indicates that the outcome variable can be predicted using it. They found that work-life balance promotes an improvement in self-awareness. It was recommended among others that organisations implement appropriate work-life balance policies to lessen employee stress and strain to significantly increase employees' emotional intelligence. The study's notable gap was that it was carried out in one institution. Potentially, this limited the results generalizability whereas there are other tertiary institutions in Kwara State e.g. Kwara State University, Kwara State Polytechnic, The Federal Polytechnic Offa, Kwara State among others.

Scholars examined the influence of ability-based emotional intelligence on discretionary workplace behaviours in public universities in Turkey¹⁸³. A descriptive survey design was used. The study focused on fifty (50) public universities. The e-questionnaire was designed and sent to the participants in those universities. Responses were obtained through online from 645 academic staff and their responses were analysed using confirmatory factor, correlation, and multiple regression. The study's findings were that self-emotion appraisal (SEA) significantly predicted all outcomes in the models while SEA is a positively related to organisational citizenship behaviour toward the organisation (OCB-O), it is negatively related organisational citizenship behaviour toward the organisation toward the individuals. It was concluded that ability-based emotional intelligence assumes an important role in increasing organisational citizenship behaviours and reducing counterproductive workplace behaviours in the workplace. In this study, the gaps found were that only ability-based EI was targeted ignoring other models of EI (emotional and social skills); the study did not review individual differences (e.g. personality traits). Also, the population, sample size and sampling technique were not properly defined.

A study investigated the impact of employees' commitment on the productivity of organisations in the Republic of Serbia⁷. A descriptive survey was adopted. A sample size of 169 employees was sourced from seventeen (17) organisations in Serbia. The data collected were analysed using both correlation and regression analysis. The study found that both organisational commitment and its sub-metrics positively influence the employees' productivity in Serbian organisations, with normative commitment having the highest effect on performance than sub-metrics of organisational commitment. The scholars recommended that HR managers human resource managers in the Republic of Serbia should improve business results through increased organisational commitment. Despite these robust contributions the following gaps were identified in this study, it focused on

commitment and did not integrate how leadership behaviour, employees' engagement, and organisational culture influence employees' commitment and performance. Also, the population, sample size and sampling technique were not well-defined and that could impact the research's reliability and validity.

2.4 Conceptual Model

Independent Variables

Dependent Variable

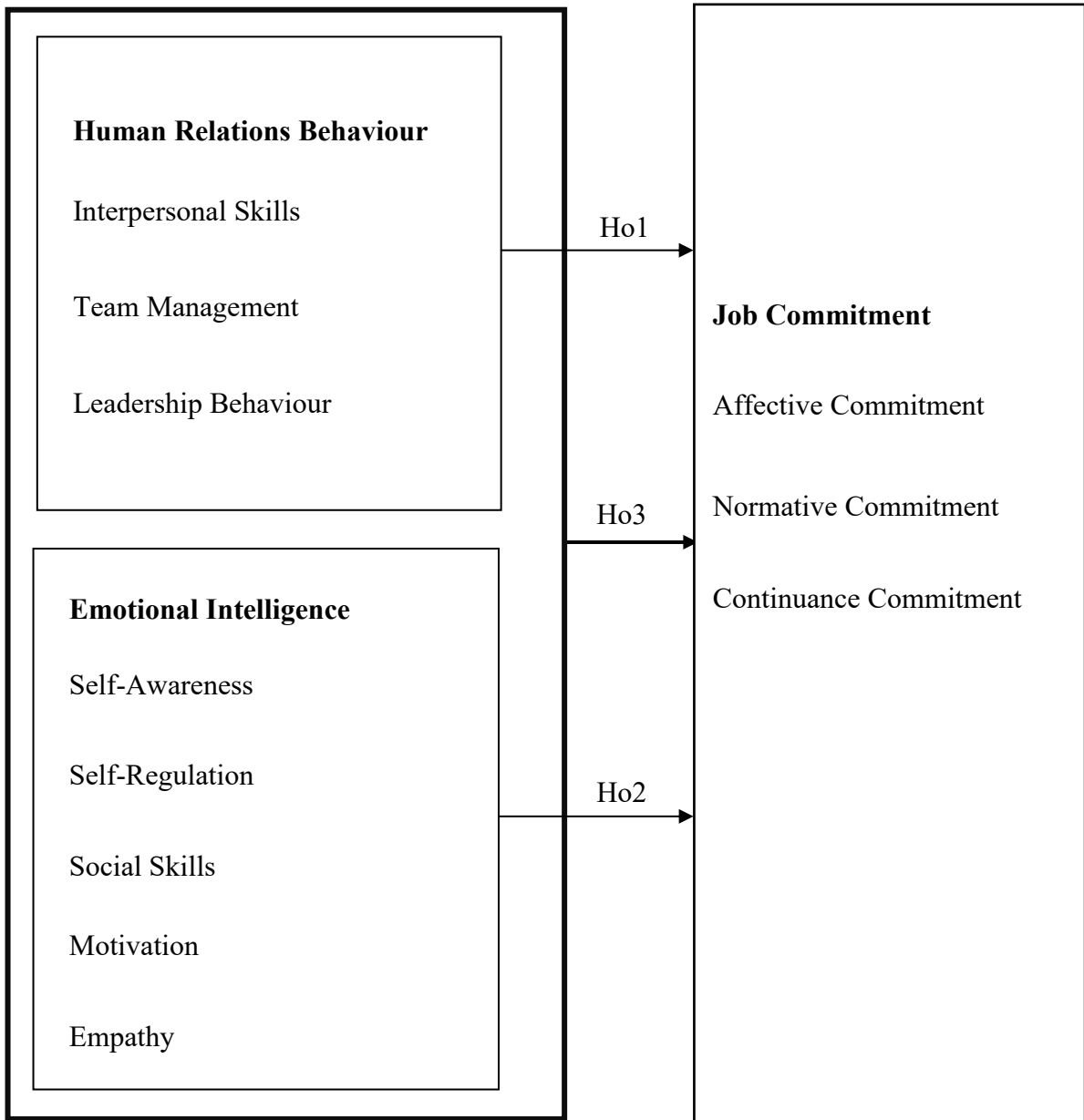


Fig. 2.1: Conceptual Model of Human Relations Behaviour, Emotional Intelligence and Commitment of Secretaries

Source: Researcher, 2024

The conceptual model in Figure 2.1 shows the two independent variables which are Human Relations Behaviour (IV1) and Emotional Intelligence (IV2), and the dependent variable, Job Commitment (DV). It demonstrates how each of the independent variables (IV1 or IV2) will relatively influence the dependent variable (DV) and also how both (IV1, IV2) will collectively influence of the dependent variable (DV). The model posits that the independent variables (Human Relations Behaviour and Emotional Intelligence) are critical

determinant factors that affect changes in the dependent variable (Job Commitment) at any given time. Hence, a change in any of the independent variables will ultimately affect the dependent variable, positively or otherwise. The model further illustrates the sub-metrics of Human Relations Behaviour (Interpersonal Skills, Team Management, and Leadership Behaviour) and sub-metrics of Emotional Intelligence (Self-Awareness, Self-Regulation, Social Skills, Motivation, and Empathy). The dependent variable (DV) is job commitment and its three sub-metrics are affective, continuance, and normative commitment.

The conceptual model displays three null hypotheses (Ho1, Ho2, Ho3). Hypothesis one (Ho1) is to examine the relative influence of Human Relations Behaviour on Job Commitment of secretaries. Hypothesis two (Ho2) will investigate the relative influence of Emotional Intelligence on Job Commitment of secretaries. While hypothesis three (Ho3) will evaluate the combined influence of Human Relations Behaviour and Emotional Intelligence on Job Commitment of secretaries in public universities. Lagos State, Nigeria.

2.5 Summary of Literature Reviewed

From the above literature on human relations behaviour, emotional intelligence, and job commitment, it could be deduced that studies which examines the influence of human relations behaviour and emotional intelligence on job commitment of secretaries has received less attention. This study is unique in the sense that it has a combination of two independent variables (human relations behaviour and emotional intelligence) and one dependent variable (job commitment). Specifically, the study focuses on secretaries in Public Universities, Lagos State, Nigeria while other studies reviewed and discussed in this study ignore these conceptual scopes. For instance, scholars investigated the role of employee relations in shaping job satisfaction as an element promoting positive mental health at work in the era of COVID-19 in Poland²⁸². In their research, employee relation is

related to human relations behaviour of the current study. The emotional intelligence (IV2) of the current study was not investigated. Also, the scholars focused on employees in IT sector while the occupational focus group on this current study is educational sector and the target participants are secretaries. The geographical area of the previous study was Poland while this study focuses on public universities in Lagos State, Nigeria. The current study will add a new dimension to the discourse as it concentrates on the secretarial role and how secretaries and other employees' behavioural and emotional factors contribute to secretaries' job commitment to the organisation.

A study on human relations skills and job performance of office managers was carried out at Yaba College of Technology, Yaba, Lagos, Nigeria⁹⁶. The study is closely related to the current research. The new study's independent variable II (emotional intelligence) (IV2) and the dependent variable (job commitment) (DV) were excluded from the previous survey. Also, the occupational focus group were office managers (the nomenclature of secretaries) and the study area was a public polytechnic in Lagos State. Meanwhile, the new study focuses on secretaries as well while the study areas differ (public universities in the same state). No doubt, the new study will uniquely address how the excluded variables in the previous studies and provide a different angle and a new contribution to the existing body of knowledge. The influence of organisational culture on employee commitment within civil service officials in Bangladesh was investigated²⁴⁷. The scholars focused on cultural dimensions and how they influence employees' commitment levels in public sector. In the current study, the researcher examines human relations behaviour and emotional intelligence influence on job commitment of secretaries in public sector as well but in another geographical area. It means this new study will provide a fresh perspective that has not been covered within the service officials in Nigeria.

In Ghana, some scholars examined the relationship between employee motivation and job performance of Basic School Teachers²⁸³. The scholars' research was centered on motivation and job performance; though, motivation is one of the sub-metrics of emotional intelligence captured in this current study. It means other sub-metrics (self-awareness, self-regulation, empathy, and social skills) were excluded. The previous study dependent variable was job performance while the current study focuses on job commitment and examines the impact of human relations behaviour and emotional intelligence on the dependent variable. Also, the previous research occupational focus group were teachers and the geographical area is Ghana. This new study focuses on secretaries in Public Universities, Lagos State, Nigeria. Hence, the study will immensely contribute to the body of knowledge.

The study on ability-based emotional intelligence on discretionary workplace behaviours that was carried out in Turkey¹⁸³. The study focused on public academic staff in 50 public universities in Turkey and the variables were two ability-based emotional intelligence and discretionary behaviours. Also, the study examined how emotional intelligence promotes positive behaviours but did not discuss the influence of human relations behaviours on commitment nor did it cover secretaries who are primarily the targeted audience of this new study. In another study titled, "Emotional Intelligence and Conflict Management as Determinants of Psychological Well-Being of Counsellors in Ibadan Metropolis, Nigeria," the scholars, though, carried out the study in Nigeria, their research focused on counsellors and their psychological well-being instead on human relations behaviour and job commitment among secretaries in Ibadan, Oyo State²⁴⁴. Hence, the distinct occupational focus and exclusion of human relations behaviour and job commitment make this recent study a unique one.

Scholars also carried out a study on the impact of employees' commitment on organisational performance in the Republic of Serbia⁷. The study focused on commitment as the main factor that influenced broader organisational outcomes but did not address human relations behaviour and emotional intelligence (the two independent variables of this recent research). Even though, secretaries might be among one hundred and sixty-nine employees targeted in those seventeen (17) organisations in Serbia, the study did not centre around secretaries, it covered all employees. Meanwhile, this current study's occupational focus groups are secretaries in public universities, in Lagos State, Nigeria. Some scholars carried out a study on leaders' emotional intelligence and workplace harmony in manufacturing companies in Port Harcourt, Rivers State¹⁸². Though their research focused on emotional intelligence and how it enhances workplace harmony with the manufacturing sector, they only targeted those leaders (managers) in the industrial sector and that is completely different from the educational and administrative focus of this recent study which targets secretaries in Public Universities, Lagos State not even in Rivers State.

In a study on self-awareness as the component of emotional intelligence in teamwork among team members in PZ Cussons, Aba, Abia State, the scholar examined emotional intelligence within the framework of teamwork and in a private organisation which differs from the public universities of this recent study. Also, the conceptual scope did not cover the first independent variable (IV1) of this current study which is human relations behaviour. Lastly, secretaries and their commitment to the organisation were not captured in this study. These are focused areas of this current study¹⁹². Scholars also carried out a study on the relationship between emotional intelligence and workplace stress among maternity nurses in El-Shatby Maternity University Hospital, Alexandria, Egypt¹⁸¹. First, the study focused on stress within the context of healthcare, though, emotional intelligence was the study's independent variable. Second, the study's occupational focus group are nurses who work in

a maternity university hospital, Egypt. Third, the study did not capture human relations behaviour and job commitment of secretaries in public universities. All these observations highlight the uniqueness of this current study.

Some scholars carried out research on influence of emotional intelligence, interpersonal communication and job satisfaction on the job performance of staff in Chevron Nigeria Limited, Warri, Delta State, Nigeria²⁴². The study had three independent variables and two of them (emotional intelligence and interpersonal communication) are interrelated with the current study. The interpersonal communication is one of the sub-metrics (interpersonal skills, team management, and leadership behaviour) of human relations behaviour that are captured in this current study. Also, secretaries' job commitment in public universities were not included in the study. The geographical area is Nigeria but the sector targeted was Oil and Gas which makes different from the educational sector.

Most previous studies reviewed in this study were conducted by investigating the impact of one independent variable (IV) on another dependent variable (DV) such as employee relations skills and job performance, emotional intelligence and organisational commitment, interpersonal skills and job performance, team management and organisational performance, leadership behaviours and job performance, emotional intelligence and interpersonal relations, amongst others. Most of the studies were conducted outside Africa and very few in Nigeria. This study is unique and different from the previous studies carried out because it focuses on secretaries' job commitment and combined two independent variables (human relations behaviour and emotional intelligence) with one dependent variable (job commitment) in public universities, Lagos State, Nigeria, in which has received less attention. Thus, suggesting a gap worthy of investigating.

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Chapter Three

Methodology

This chapter focuses on the study procedure and research methods. This chapter shows the method to be adopted by the researcher in conducting the study, the research design, the elements or observation that are of primary interest to the researcher (study population), the sampling technique or method used in drawing samples from a given population, the instruments used in collecting data for the study, validity and reliability of the research instruments, data collection, and analysis.

3.1 Research Design

Research design is the framework of research methods and techniques chosen by a researcher. The research design refers to the overall strategy that the researchers choose to integrate the different components of the study in a coherent and logical way which enable them to effectively address the research problem and constitute the blueprint for data collection, measurement, and analysis¹. This study adopted a survey design. The descriptive survey was chosen because of its systematic method of gathering data using a sample from a large population at a single point in time and its provision of the picture of the present state of variables of interest.

3.2 Population of the Study

The study population was 387 secretaries of four public universities in Lagos State. The targeted respondents were all male and female secretaries in these public universities.

The distribution is illustrated as follows:

Table 3.1: Population of the Study

Institutions	Population
University of Lagos, Akoka	113
Lagos State University, Ojo	108
Lagos State University of Science and Technology, Ikorodu	64
Lagos State University of Education, Ijanikin	102
Total	387

Source:^{1,2,3,4}

Table 3.1 shows the study population distribution in four public universities in Lagos State namely University of Lagos, Akoka; Lagos State University, Ojo; Lagos State University of Science and Technology, Ikorodu; and Lagos State University of Education, Oto-Ijanikin, Lagos State.

3.3 Sample Size and Sampling Techniques

The sample size was 197. It was determined with the use of Taro Yamane formula and the stratified sampling method was used to select the number of representatives in each of the public universities in Lagos State, Nigeria. The Taro Yamane formula used to determine sample size (n) given a population size (N) and a margin of error (e) is as follows: $n = N / (1 + N * (e)^2)$

Where:

N = Population size (387)

e = Margin of error (0.05, or 5%)

n = Sample size to be determined

$$n = 387 / (1 + 387 \times (0.05)^2)$$

$$(0.05)^2 = 0.0025$$

$$387 \times 0.0025 = 0.9675$$

$$1 + 0.9675 = 1.9675$$

$$n = 387 / 1.9675 = n \approx 196.70. \text{ approximately } 197$$

The calculated sample size for a population of 387 with a 5% margin of error is approximately 197. This means that for a population of this size, a sample of 197 respondents would be required to achieve a 95% confidence level within the specified margin of error.

Table 3.2: Stratified Sampling Determination for each Level

Institutions	Pn	Percentage	Stratified Sample
University of Lagos, Akoka	113	$113/387 \times 100 = 29.2$	$29.2/100 \times 197 = 57$
Lagos State University, Ojo	108	$108/387 \times 100 = 27.9$	$27.9/100 \times 197 = 55$
Lagos State University of Science and Technology, Ikorodu	64	$64/387 \times 100 = 16.5$	$16.5/100 \times 197 = 32$
Lagos State University of Education, Ijanikin	102	$102/387 \times 100 = 26.4$	$26.4/100 \times 197 = 52$
Total	387		197

Source: Field survey, 2024

Pn = Population Size = 387
Sample size = 197

3.4 Description of the Research Instrument

The instrument used was tagged Human Relations Behaviour, Emotional Intelligence and Job Commitment (HRBEIJC Scale). The items included in the instrument were derived from various existing related literature reviewed in this study. A Likert-type questionnaire was used to collect data. It was a four-scale questionnaire for each of the sections except Section A. The instrument was sub-divided into four sections: Section A, B, C, and D.

Section A: This contained the demographic information of respondents that was self-developed. It was measured through six (6) factors, namely gender, age, marital status, academic qualification, years of service, and name of the institution.

Section B: This section constituted the Job Commitment scale with 9-items. The items were adapted from the existing literature^{2,3}. The scale used a 4-point response format of 4 = Very High (VH), 3 = High (H), 2 = Low (L), 1 = Very Low (VL). Examples of the statement include: I have a strong emotional attachment to my organisation; I have a strong moral obligation to stay with my organisation; I strongly feel that the costs of leaving my organisation will be high.

Section C: This was Human Relations Behaviour scale with 9-items. The items were adapted from the existing literature^{4,5,6}. The response options provided in this questionnaire followed the 4-point response format of 4 = Very High (VH), 3 = High (H), 2 = Low (L), 1 = Very Low (VL). Examples of statement include: I can effectively communicate with both individuals and within the team; I can effectively manage team dynamics well to ensure a positive and productive work environment; My boss intensely inspires and motivates me to achieve the best.

Section D: This was Emotional Intelligence scale with 15-items. The items were adapted from the existing literature^{7,8,9}. The response options provided in this questionnaire followed the 4-point response format of 4 = Very High (VH), 3 = High (H), 2 = Low (L), 1 = Very Low (VL). Examples of statement include: I am aware of how my actions align with my core values; I refrain from impulsive reactions and consider my responses; I maintain a positive outlook even when faced with obstacles, etc.

3.5 Validity of the Research Instrument

The face and content validity of the questionnaire was established by the supervisor and other experts in the field of Office and Information Management. They thoroughly examined and scrutinised the instrument by identifying those statements that were awkwardly phrased and those that were not aligned with the study's objectives. All the

comments made on the questionnaire were incorporated to improve the questionnaire and make it fully suitable to gather data relevant to the study's variables.

3.6 Reliability of the Research Instrument

The researcher subjected the questionnaire to a reliability test to check the internal consistency of all items measuring each variable in the study. The reliability of the instrument was tested through a pilot study using twenty (20) copies of the questionnaire which were administered to some secretaries in University of Ibadan, Ibadan, Oyo State that were not part of the study. Data from the pilot study were analyzed using Cronbach's Alpha reliability test and that produced coefficients of 0.703 for job commitment, 0.827 for human relations behaviour, and 0.716 for emotional intelligence which indicated the acceptable reliability levels for the constructs.

3.7 Administration of the Research Instrument

The study's data were primarily sourced and they were designed to address the objectives of the study through a structured e-questionnaire which statements were drawn from the existing literature. This instrument is appropriate for the descriptive survey design because it supports the collection of data regarding the respondents' opinions and perceptions. Additionally, the secretaries of the four targeted public universities in Lagos State were contacted through an introductory letter that was obtained from the Office of the Head of Department of Information Management, Lead City University, Ibadan. The letter described the reasons for the survey and soliciting the secretaries' assistance in promptly filling and returning the e-questionnaire. The researcher distributed the e-questionnaire online with the assistance of two competent research assistants who had completed a one-day training session to guarantee effective administration, assessment, and response retrieval.

3.8 Method of Data Collection

The data for this study were collected utilising a standardised e-questionnaire created with Google Forms, assuring ease of dissemination and accessibility. In each of the four public institutions polled, a designated secretary was identified as the key contact person, and the questionnaire link was sent to colleagues via general communication platforms. To increase response rates and assure data accuracy, participants were asked to complete the questionnaire as soon as possible. Follow-ups were also undertaken to remind and inspire respondents, reducing non-response bias and increasing the dependability of the obtained data.

3.9 Method of Data Analysis

The data was analysed using the descriptive and inferential statistics. The use of the descriptive statistics is appropriate because it helps to describe and summarize data in terms of table, frequency distribution, mean, standard deviation, and percentage of response about variables under study; thereby answering research questions 1 - 3. The inferential statistics was used to analyse the three null hypotheses. Hypothesis one and two were analysed using the simple linear regression while hypothesis three was analysed using the multiple regression analysis. All hypotheses in the study were tested at 0.05 level of significance. The data retrieved for the study were processed with the use of Statistical Package for Social Sciences (SPSS), Version 24.

Endnotes

1. Human Resource Units, *Number of Staff*, University of Lagos, Akoka, Lagos State, 2024
2. Human Resource Units, *Number of Staff*, Lagos State University, Ojo, Lagos State, 2024
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Chapter Four

Results and Discussion of Findings

This chapter presents results and discussions of findings. Section 1 is a presentation of the descriptive analysis using frequency counts, percentage and mean. Section II presents the results to the research questions and hypothesis, which the study set out to answer and test. Section III presents the discussion of findings.

4.1 Demographic Data Analysis

Table 4.1: Questionnaire Distribution and Response Analysis

Questionnaire Administered Analysis	Frequency	Percentage
Number of Copies Administered	197	100
Number of copies successfully retrieved	153	77.7
Void for not properly filled	13	6.6
Unable to retrieve	31	15.7

Source: Field survey, 2024

Table 4.1 shows a population size of 387 and the sample size of 197. Out the administered 197 questionnaires, responses were obtained from 153 representing seventy-seven percent (77.7%). Meanwhile, 13 questionnaires representing 6.6% were void for not properly filled by the targeted respondents. It was also discovered during the sorting and counting of copies retrieved that 31 questionnaires representing 15% were not returned. Therefore, the data analysis of this study was based on the accurate 153 responses properly filled.

4.2 Data Presentation

Table 4.2: Demographic Data Analysis of Respondents

Variables		Frequency	Percentage
Gender	Male	19	12.4
	Female	134	87.6
Age Distribution	Less 25 years	6	3.9
	25 – 35 years	61	39.9
	36 – 45 years	55	35.9
	46 years and above	31	20.3
Marital Status	Single	38	24.8
	Married	98	64.1
	Others	17	11.1
Academic Qualifications	ND	16	10.5
	HND	57	37.3
	B. Sc.	76	49.7
	MBA/M.Sc.	11	7.2
	Others	9	5.9
Years of Experience	Less than 5 years	21	13.7
	6 - 10 years	47	30.7
	11 - 15 years	61	39.9
	16 years and above	24	15.7
Institutions	University of Lagos, Akoka, Lagos	46	30.1
	Lagos State University, Ojo, Lagos	41	26.8
	Lagos State University of Science and Technology, Ikorodu, Lagos	29	19.0
	Lagos State University of Education, Oto-Ijanikin, Lagos	37	24.2

Source: Field survey, 2024

Table 4.2 showed that most respondents (134; representing 87.6%) were female while there were 19 male respondents representing 12.4%. This signifies that there were more female secretaries across the public institutions covered in Lagos State. The age distribution shows that most respondents (61) representing 39.9% were between the age of 25 and 45; followed by 55 respondents representing 35.9%; 31 respondents representing 20.3% were either 46 years old or more. Meanwhile, the least respondents (6, 3.9%) were those between who are

not up to 25 years. The marital status data reflects that most of the respondents (98, 64.1%) were married, while 24.8% were singles, and 11.1% fall into other categories. The educational qualifications shows that most of the respondents representing 49.7% were predominantly B.Sc. degree; on the other hand, 57 respondents representing 37.3% were Higher National Diploma (HND) graduates; and a few of the respondents representing 7.2% holding advanced degrees (MBA/M.Sc.), and 9 respondents representing 5.9% had other qualifications not listed. The survey illustrates well-educated population primarily holding technical or undergraduate degrees.

The work experience indicates that most of the respondents (61; representing 39.9%) have had between 11 and 15-years work experience. It is followed by those respondents representing (47, 30.7%) who have between 6- and 10-years work experience. Twenty-four of them representing 15.7% have had either 16 years or more work experience. This indicates a seasoned group with substantial job-related expertise. For the institutions' representatives, the University of Lagos (46, 32.5%) the largest numbers; followed by Lagos State University, Ojo (41, 26.8%); Lagos State University of Education, Oto-Ijanikin has 37 representatives (24.2%), and the Lagos State University of Science and Technology, Ikorodu has the least representatives (29, 19%). The reason for the few representatives from Lagos State University could be because the university was recently converted from polytechnic status. These demographics represent a workforce with a range of educational backgrounds and significant experience, and they offer a thorough framework for comprehending the study's factors.

4.2.1 Presentation of Research Questions

Research Question One: What is the Level of Job Commitment of Secretaries in Public Universities, Lagos State, Nigeria?

Table 4.3: The Level of Job Commitment of Secretaries in Public Universities, Lagos State, Nigeria

S/N	Affective Commitment	VH 4	H 3	L 2	VL 1	\bar{x}	Std. dev	Remark
1	I have a strong emotional attachment to my organisation	79 51.6%	53 34.6%	13 8.5%	8 5.3%	3.33	0.87	Very High
2	I feel a sense of belonging and loyalty to my organisation	108 70.6%	45 29.4%			3.71	0.89	Very High
3	I do not feel like leaving my organisation	89 58.2%	41 26.8%	12 7.8%	11 7.2%	3.36	0.49	Very High
Average Mean and Standard Deviation						3.47	0.75	Very High
Normative Commitment								
4	I have a strong moral obligation to stay with my organisation	53 34.7%	66 43.1%	23 15%	11 7.2%	3.05	0.89	High
5	I feel that staying with my organisation is the right thing to do	71 46.4%	50 32.7%	19 12.5%	13 8.5%	3.17	0.95	High
6	I owe a great deal to my organisation based on what it has done for me	46 30.1%	78 51%	21 13.7%	8 5.2%	3.06	0.80	High
Average Mean and Standard Deviation						3.09	0.88	High
Continuance Commitment								
7	I feel that the costs of leaving my organisation will be high	76 49.7%	56 36.6%	16 10.5%	5 3.3%	3.33	0.79	Very High
8	I feel staying with my organisation is the best because I cannot find a better offer elsewhere	69 45.1%	61 39.9%	13 8.5%	10 6.5%	3.24	0.86	High
9	I believe that I have invested so much in my organisation than to leave now	70 45.8%	50 32.7%	19 12.4%	14 9.2%	3.15	0.96	High
Average Mean and Standard Deviation						3.24	0.87	High
Grand Mean and Standard Deviation						3.27	0.83	Very High

Source: Field survey, 2024

Key: Very High (VH) = 4 points; High (H) = 3 points; Low (L) = 2 points; Very Low (VL) = 1 point. \bar{x} = Mean; Sd = Standard deviation

Decision Rule: Very Low = 1.00 - 1.75; Low = 1.76 - 2.50; High = 2.51 - 3.25;

Very High = 3.26 - 4.00.

In Table 4.3, presents the results of the three dimensions of job commitment— affective, normative, and continuation commitment—of secretaries working in public institutions in Lagos State, Nigeria. These attributes are broken down in the analysis into mean, standard deviations, and percentages of replies for each of the four satisfaction levels: Very Low (VL), Low (L), High (H), and Very High (VH). The average mean and standard deviation were 3.47 and 0.75 respectively. The findings indicate that secretaries appreciate their relationships with their organizations and exhibit a strong sense of emotional attachment, belonging, and loyalty. This emotional link is further shown by the fact that the highest individual mean in this section (3.71) is associated with a sense of loyalty and belonging. Based on the results of the average mean and standard deviation (3.09 and 0.88 respectively), the study proves how normative commitment reflects secretaries' moral need to remain with their businesses. This feature demonstrates that secretaries, whether out of reciprocity or gratitude for the benefits they perceive, feel morally obligated to stay.

With an average mean and a standard deviation of 3.24 and 0.87 respectively, continuance commitment also receives high marks, suggesting that secretaries are swayed by the perceived sacrifices or expenses associated with quitting their companies. Basically, the participants involved in this study agreed that the costs of leaving, such as lost money and difficulty finding better opportunities, have an impact on their decision to stay. This backs up their cost-benefit analysis, which is practical and strengthens the sentimental and moral arguments made in the normative and emotive parts. Meanwhile, the grand mean and standard deviation scores (3.27 and 0.83), which together suggest that job commitment is treated consistently across many dimensions, show that secretaries in public universities, Lagos State, Nigeria exhibit a strong, all-encompassing dedication to their organizations.

Research Question Two: What is the Level of Human Relations Behaviour of Secretaries in Public Universities, Lagos State, Nigeria?

Table 4.4: Level of Human Relations Behaviour of Secretaries in Public Universities, Lagos State, Nigeria

S/N	Interpersonal Skills	VH 4	H 3	L 2	VL 1	\bar{x}	Std. dev	Remark
1	I can communicate with both individuals and within the team	87 56.8%	53 34.6%	9 5.9%	4 2.7%	3.46	0.87	Very High
2	I can resolve conflicts professionally that all parties will be satisfied	49 32%	67 43.8%	15 9.8%	22 14.4%	2.93	0.89	High
3	I can build rapport with colleagues and customers	52 34%	86 56.2%	10 6.5%	5 3.3%	3.21	0.49	High
Average Mean and Standard Deviation						3.20	0.75	High
Team Management								
4	I can manage team dynamics well to ensure a positive and productive work environment	57 37.2%	69 45.1%	18 11.8%	9 5.9%	3.14	0.84	High
5	I can demonstrate professional skills to motivate team members to achieve their best performance	99 64.7%	54 35.3%			3.65	0.48	Very High
6	I can support and encourage team members in their professional growth and development	89 58.2%	56 36.6%	6 3.9%	2 1.3%	3.52	0.64	Very High
Average Mean and Standard Deviation						2.89	0.81	High
Leadership Behaviour								
7	My boss inspires and motivates me to achieve the best	41 26.8%	59 38.6%	33 21.5%	20 13.1%	2.79	0.98	High
8	My boss delegates duties to me	29 19%	53 34.6%	42 27.4%	29 19%	2.54	1.01	High
9	My boss is concerned with my welfare	67 43.8%	56 36.6%	21 13.7%	9 5.9%	3.18	0.88	High
Average Mean and Standard Deviation						2.84	0.96	High
Grand Mean and Standard Deviation						3.16	0.81	High

Source: Field survey, 2024

Key: Very High (VH) = 4 points; High (H) = 3 points; Low (L) = 2 points; Very Low (VL) = 1 point. \bar{x} = Mean; Sd = Standard deviation

Decision Rule: Very Low = 1.00 - 1.75; Low = 1.76 - 2.50; High = 2.51 - 3.25; Very High = 3.26 - 4.00.

In Table 4.4, presents the results of the three dimensions of human relations behaviour (interpersonal skills, team management, and leadership behaviour) of secretaries working in public institutions in Lagos State, Nigeria. These attributes are broken down in the analysis into mean, standard deviations, and percentages of replies for each of the four satisfaction levels: Very Low (VL), Low (L), High (H), and Very High (VH). With this result (mean = 3.46; SD= 0.87), it reveals that secretaries generally displayed a high level of interpersonal skills especially in their ability to communicate effectively within teams. Another result (mean = 3.21, SD = 0.49) proved secretaries' ability to build rapport with colleagues and customers. The skill of resolving conflicts in a manner satisfactory to all parties was rated high (mean = 2.93, SD = 0.89). Regarding these secretaries' acknowledged competencies, the results suggest that, while interpersonal skills are strong, secretaries would need to balance their competencies with other required management areas e.g. conflict resolution. The average mean and standard deviation scores for interpersonal skills are 3.20 and 0.75, respectively. The overall level of human relations of secretaries was high.

The results (mean = 3.65, SD = 0.48) indicates that secretaries covered in this study were good team player and they understood how to manage a team. The result showed a generally high level of proficiency for team management. Thus, secretaries and other employees support one another and it contributed effectively to professional development as it is revealed in this result (mean = 3.52, SD = 0.64). The capacity to manage team dynamics for a positive work environment was highly evaluated (mean = 3.14, SD = 0.84) and indicate that while secretaries excel at supporting individual team member growth, they may struggle with larger team cohesion and dispute resolution. The result (mean = 3.18, SD = 0.88), on the part of the leadership behaviour, indicated high levels of care for the boss's welfare, but only a high mean score was seen for duty delegation (mean = 2.54, SD = 1.01).

Overall, the grand mean for secretaries' emotional intelligence is 3.16, with a standard deviation of 0.81, indicating a modest degree of emotional intelligence and possible areas for improvement in these public institutions.

Research Question Three: What is the Level of Emotional Intelligence of Secretaries in Public Universities, Lagos State, Nigeria?

Table 4.5: Level of Emotional Intelligence of Secretaries in Public Universities, Lagos State, Nigeria

S/N	Statements	VH 4	H 3	L 2	VL 1	\bar{x}	Std. dev	Remark
<i>Self-Awareness</i>								
1.	I am aware of how my actions align with my core values	22 14.4%	65 42.5%	34 22.2%	32 20.9%	2.50	0.98	Low
2.	I understand the influence of my emotions and feelings on my performance	65 42.4%	52 34%	14 9.2%	22 14.4%	3.05	1.05	High
3.	I frequently assess my mood and understand its source	71 46.4%	54 35.3%	21 13.7%	7 4.6%	3.24	0.86	High
Average Mean and Standard Deviation						2.93	0.96	High
<i>Self-Regulation</i>								
4.	I can remain composed under pressure	9 5.9%	21 13.7%	67 43.8%	56 36.6%	1.89	0.85	Low
5.	I keep my emotions in check, even when faced with provocation	12 7.8%	21 13.7%	53 34.7%	67 43.8%	1.86	0.93	Low
6.	I refrain from impulsive reactions and consider my responses	44 28.8%	48 31.4%	34 22.2%	27 17.6%	2.71	1.07	High
Average Mean and Standard Deviation						2.15	0.95	Low
<i>Social Skills</i>								
7.	I can manage group dynamics	29 19%	56 36.6%	34 22.2%	34 22.2%	2.52	1.04	High
8.	I am adept at negotiating and finding common ground	12 7.8%	43 28.1%	56 36.6%	42 27.5%	2.16	0.92	Low

9	I build networks and maintain professional relationships	68 44.5%	54 35.3%	21 13.7%	10 6.5%	3.18	0.90	High
Average Mean and Standard Deviation						2.62	0.95	High
<i>Motivation</i>								
10	I maintain a positive outlook even when faced with obstacles	29 19%	18 11.8%	76 49.7%	30 19.6%	2.30	0.99	Low
11	I derive satisfaction from overcoming challenges	23 15%	77 50.3%	34 22.2%	19 12.4%	2.68	0.88	High
12	I consistently put in effort towards my goals despite difficulties	31 20.3%	28 18.3%	55 35.9%	39 25.5%	2.33	1.07	Low
Average Mean and Standard Deviation						2.44	0.98	Low
<i>Empathy</i>								
13	I recognise the influence of my emotions on others through their verbal and non-verbal cues	78 51%	45 29.4%	23 15%	7 4.6%	3.27	0.88	Very High
14	I take the time to understand others' perspectives before reacting	39 25.5%	76 49.7%	29 19%	9 5.9%	2.95	0.83	High
15	I show genuine interest in others' experiences and feelings	78 51%	59 38.6%	11 7.2%	5 3.3%	3.37	0.76	Very High
Average Mean and Standard Deviation						3.20	0.82	Very High
Grand Mean and Standard Deviation						2.76	0.91	High

Source: Field survey, 2024

Key: Very High (VH) = 4 points; High (H) = 3 points; Low (L) = 2 points; Very Low (VL) = 1 point. \bar{x} = Mean; Sd = Standard deviation

Decision Rule: Very Low = 1.00 - 1.75; Low = 1.76 - 2.50; High = 2.51 - 3.25; Very High = 3.26 - 4.00.

Table 4.5 assesses the level of human relations behaviour of secretaries in public institutions, Lagos State, Nigeria. The sub-metrics of the independent variable were in five categories namely self-awareness, self-regulation, social skills, motivation, and empathy. Their

responses were scaled on the levels of Very Low (VL), Low (L), High (H), and Very High (VH). In the Self-Awareness category, the responses indicate high levels of self-awareness, as evidenced by an average mean score of 2.93 and standard deviation of 0.96. Secretaries reported a strong understanding of how their actions align with their values, though they scored higher on aspects involving the awareness of emotional influences on performance (3.05, high) and frequent self-assessment of mood (3.24, high). On the part of self-regulation, the results (mean = 2.15 and SD=0.95 scores) were comparatively lower and that show secretaries have challenges in managing emotions especially when they are under pressure. Specific items such as the ability to remain composed (1.89) and control emotions in provocative situations (1.86) indicated a low extent of self-regulation skills among the participants.

The results (mean = 2.62, SD = 0.95), regarding social skills, show a high level of competency in managing interpersonal dynamics and maintaining professional relationships. Also, the results (mean = 3.18) notably rated high in networking and relationship-building. On the part of motivation, the average results (mean = 2.44; SD = 0.988) indicates that secretaries demonstrated low motivation. The results show a reasonably consistent capacity to stay positive and conquer problems. Empathy received the highest rating across the categories (mean = 3.20; SD = 0.82). The results demonstrate a high level of comprehension and reaction to others' feelings. In general, the grand mean and standard deviation (2.76 and 0.91 respectively) denote a high level of emotional intelligence among those secretaries who participated in this study. It highlights the need for targeted training to enhance self-regulation and motivation for optimal professional emotional intelligence.

4.2.2 Test of Hypotheses

H₀₁: There is no Significant Influence of Human Relations Behaviour on Job Commitment of Secretaries in Public Universities, Lagos State, Nigeria.

Table 4.6a: Model Summary of Regression Analysis on the Influence of Human Relations Behaviour on Job Commitment of Secretaries in Public Universities, Lagos State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.627	0.393	0.387	0.189

a. Predictors: (Constant), Human Relations Behaviour

Table 4.6b: ANOVA

Model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	28.7126	1	28.71	45.494	.000 ^b
	Residual	95.931	152	0.631		
	Total	124.644	153			

a. Dependent Variable: Job Commitment

b. Predictors: (Constant), Human Relations Behaviour

Table 4.6c: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.9655	19.253		2.491	0.00
	Human relations behaviour	0.368	0.106	0.262	3.472	0.01

a. Dependent Variable: Job Commitment

Source: Field survey, 2024

Table 4.6a, 4.6b and 4.6c reveal that human relations behaviour (interpersonal skills, team management, and leadership behaviour) were potent predictors of job commitment. The result was analysed using the simple multiple regression. From the results in Table 4.6a, ($R = 0.627$; $R^2 = 0.393$), it was revealed that human relations behaviour significantly influenced job commitment of secretaries in public universities, Lagos State, Nigeria by 62.7%. The R^2 value of suggests that approximately 39.3% of the variance in job commitment can be explained by human relations behaviour alone. The coefficient of determination (Adj. R^2) of 0.387 revealed that human relations behaviour envisages 38.7%

of the disparity in job commitment of secretaries in public universities, Lagos State, while the 61.3% difference in job commitment is described by other extraneous different from those examined. The standard error of the estimate was 0.189 (18.9%). The results of the ANOVA (overall model significance) regression test are shown in Table 4.6b. They support the view that human relations behaviour actively influenced job commitment of secretaries in public universities, Lagos State. This may be explained by the high F-value (45.494) and low p-value (0.000), both of which were statistically significant at the 95% confidence level. Consequently, the findings suggested that human relations behaviour (interpersonal skills, team management, and leadership behaviour) of secretaries are of value-advantages to the public universities in Lagos State, Nigeria.

In addition, the findings of regression coefficients in Table 4.6c demonstrated that a unit change in human relations behaviour will result in a 0.368 (36.8%) rise in the job commitment of secretaries in public universities supposing other parameters remain constant. The result ($\beta = 0.262$) reveals that human relations behaviour has a positive influence on job commitment. All the relative influence of human relations behaviour were positive and statistically significant at probability values less than 0.05. Based on the result, (Adj. $R^2 = 0.393$, $f(153) = 45.494$, $p = 0.000b$), this study rejects the null hypothesis one (H_01) which states that there is no significant influence of human relations on job commitment of secretaries in public universities, Lagos State, Nigeria.

H₀₂: There is no Significant Influence of Emotional Intelligence on Job Satisfaction of Secretaries in Public Universities, Lagos State, Nigeria.

Table 4.7a: Model Summary of Regression Analysis on the Influence of Emotional Intelligence on Job Commitment of Secretaries in Public Universities, Lagos State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.771	0.594	0.588	0.390

b. Predictors: (Constant), Emotional Intelligence

Table 4.7b: ANOVA

Model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	59.3121	1	59.31	76.426	.000 ^b
	Residual	117.963	152	0.776		
	Total	177.275	153			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Emotional Intelligence

Table 4.7c: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	58.9815	0.331		178.423	0.01
	Emotional Intelligence	0.776	0.514	0.262	1.510	0.00

a. Dependent Variable: Job Commitment

Source: Field survey, 2024

Table 4.7a, 4.7b and 4.7c reveal that emotional intelligence was a potent predictor of job commitment among secretaries in public universities, Lagos State. The result was analysed using the simple multiple regression. From the results in Table 4.6a, ($R = 0.771$ a; $R^2 = 0.594$), it was revealed that emotional intelligence significantly influenced job commitment of secretaries in those universities by 77.1%. The coefficient of determination (Adj. R^2) of 0.588 revealed that emotional intelligence envisages 58.8% of the disparity in job commitment, while the 41.2% difference in job commitment is described by other extraneous different from those examined. The standard error of the estimate was 0.390 (59%). The results of the ANOVA (overall model significance) regression test are shown in Table 4.7b. They indicate that emotional intelligence positively influenced job commitment of secretaries in public universities, Lagos State, Nigeria. This may be explained by the high

F-value (76.426) and low p-value (0.000), both of which were statistically significant at the 95% confidence level. Consequently, the findings suggested that emotional intelligence of secretaries are of value-advantages to the universities in Lagos State, Nigeria.

Table 4.7b (ANOVA) supports the model's relevance, as the F statistic (76.426) with a p-value of 0.000 indicates that emotional intelligence and job satisfaction are statistically related at 5%. In Table 4.7c (Coefficients), emotional intelligence ($B = 0.262$, $p = 0.00$) has a positive and significant effect on job commitment, with a t-value of 178.423 suggesting a high impact. Given this finding the null hypothesis (H_02), which states that emotional intelligence has no substantial effect on job commitment, should be rejected. This is because the tables do not provide direct data on job commitment, additional study is required to establish whether H_01 may be similarly dismissed.

H₀₃: There is no Significant Combined Influence of Human Relations Behaviour and Emotional Intelligence on Job Commitment of Secretaries in Public Universities, Lagos State, Nigeria

Table 4.8a: Model Summary of Regression Analysis on the Combined Influence of Human Relations Behaviour and Emotional Intelligence on Job Commitment of Secretaries in Public Universities, Lagos State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.833	0.694	0.688	0.490

c. Predictors: (Constant), Human Relations Behaviour and Emotional Intelligence

Table 4.8b: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.9385	2	36.97	43.801	.000 ^b
	Residual	127.449	151	0.844		
	Total	201.388	153			

a. Dependent Variable: Job Commitment

b. Predictors: (Constant), Human Relations Behaviour and Emotional Intelligence

Table 4.8c: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
1 (Constant)	16.823	20.146		0.835	0.01
Human relations behaviour	0.844	0.713	0.131	1.184	0.00
Emotional intelligence	0.580	0.318	0.262	1.824	0.01

a. Dependent Variable: Job Commitment

Source: Field survey, 2024

The findings in Tables 4.8a, 4.8b, and 4.8c shed light on the impact of emotional intelligence (EI) and human relations behaviour on job commitment among secretaries at public colleges in Lagos state. According to the model summary in Table 4.8a, the combined predictors (EI and human relations behaviour) show a substantial link with job commitment ($R = 0.833$), indicating a strong correlation. The R Square value of 0.694 indicates that these predictors can explain approximately 69.4% of the variance in job commitment, with the remaining 30.6% impacted by characteristics not included in this model. This high percentage suggests that both emotional intelligence and human relations conduct have a significant impact on secretaries' commitment levels.

Moreover, the ANOVA of Table 4.8b verifies the model's statistical significance, as evidenced by a F value of 43.801 with a significance level of .000. This indicates that the variables substantially effect job commitment at $p < .05$. Table 4.8c shows that the coefficients for human connections behaviour ($B = 0.844$, $p = 0.00$) and emotional intelligence ($B = 0.580$, $p = 0.00$) are both statistically significant, indicating that each predictor alone contributes to job commitment. With these findings, we reject H_{01} and H_{03} , since the data show that emotional intelligence has a considerable impact on job commitment, as does the combined influence of emotional intelligence and human relations behaviour on job commitment among secretaries at Lagos State public universities.

4.3 Discussion of Findings

The research question 1 findings and result [grand mean = 3.27, SD = 0.83] embrace the affective, normative, and continuance dimensions. This result suggests that secretaries in these institutions display a balanced emotional, moral, and cost-based attachment to their roles. Affective commitment, which involves emotional attachment and a sense of belonging, indicates that many secretaries feel genuinely connected to their institutions. This aligns with findings from who concluded that emotional commitment contributes positively to job satisfaction and retention rates within an organization¹. Additionally, normative commitment, or the feeling of moral obligation to remain with an organization, reflects a sense of duty among secretaries to contribute to institutional success. A perspective supported by who found that normative commitment encourages employees to maintain stability and loyalty, thereby enhancing organizational performance².

The continuance commitment component, which highlights the perceived costs of leaving the organization, is high, implying that secretaries recognize the potential sacrifices associated with job mobility. Continuance commitment is common in sectors where employees have invested significant time or have limited alternative opportunities, thus fostering stability but potentially limited flexibility in career advancement³. This finding aligns with who noted that employees who view their roles as purposeful are often inclined to stay with their organizations despite challenges, as they seek to maintain established relationships and commitments. Collectively, these findings underscore the importance of fostering an environment that nurtures emotional attachment and acknowledges the sacrifices of employees. When these aspects of commitment are in balance, organizations can cultivate a workforce that is loyal, engaged, and resilient, contributing positively to organizational goals and minimizing turnover intentions.

Based on the result of research question two, it is clear from the grand mean and standard deviation scores of 3.16 and 0.81 respectively, that the relationship between the two variables is high. Numerous academics support these findings, offering a more thorough comprehension of the crucial elements of human relations behaviour. Several scholars share views that are consistent with the findings of research question two, which examines the degree of human relations behaviour among secretaries in public colleges in Lagos State, Nigeria. A study highlighted the importance of interpersonal skills as a core aspect in professional relationships, arguing that good communication and emotional intelligence are critical for encouraging pleasant interactions among coworkers⁴. He contends that excellent interpersonal skills not only increase job happiness, but also improve general workplace dynamics. This viewpoint is consistent with the findings of some scholars who investigated how job stress and participation affect organizational commitment and satisfaction, emphasizing the interdependence of personal and professional well-being⁵. Their findings show that when employees, especially secretaries, have strong interpersonal skills, they are better able to manage pressures in their positions, contributing to a more pleasant work environment.

Furthermore, some scholars argue that interpersonal skills act as a doorway to emotional intelligence in the workplace, underlining the importance of these abilities in improving human relations behaviour⁶. Their findings suggest that secretaries who develop emotional intelligence through interpersonal skills are more likely to connect successfully with their colleagues and supervisors, resulting in more cooperation and support within their organizations. Similarly, some scholars emphasised the value of collaborative behaviours in corporate contexts, which are inextricably tied to the quality of interpersonal connections⁷. They believe that developing a collaborative culture via effective communication and trust-

building may greatly increase employee engagement and commitment. When taken as a whole, these observations show that secretaries' interpersonal conduct at public universities not only reflects their individual abilities but also plays a significant role in determining the general atmosphere and output of the organization.

In Table 4.5, all sub-metrics (self-awareness, self-regulation, social skills, motivation, and empathy) contributed favourably to the high level of job commitment of secretaries, as indicated by this result [grand mean = 2.76; SD = 0.91]. The results support the concept that emotional intelligence has a favourable effect on total job commitment, who show that ability-based emotional intelligence may affect discretionary workplace actions⁸. This supports the findings of who contend that emotional intelligence plays a crucial role in determining organizational commitment as well as job success⁹. The results of the present study about secretaries are supported by their comparative study, which shows that employees with greater emotional intelligence levels are more engaged and have a deeper feeling of loyalty to their companies. In a similar vein, contend that a leader may greatly improve workplace dynamics and employee engagement by utilizing empathy and self-awareness (Henry & Jonathan).

Furthermore, it is impossible to overestimate the importance of self-awareness, a crucial element of emotional intelligence. Self-awareness promotes collaborative situations that are supportive of commitment by helping people see their own strengths and shortcomings, which in turn improves collaboration¹⁰. A similar study found emphasised the beneficial correlation between work-life balance and emotional intelligence among university employees¹¹. The scholars hypothesized that secretaries with high EI are better equipped to manage their personal and professional lives, which results in increased job commitment. investigated how leaders' emotional intelligence affected workplace harmony, showing that

emotionally intelligent leadership fosters a positive environment that encourages employee commitment¹². The relationship between job commitment and emotional intelligence highlights the need for firms to make investments. In order to ensure that secretaries are not only proficient in their technical roles but also possess the emotional competencies necessary for exceptional performance and loyalty to their organizations, organizations must invest in Emotional Intelligence (EI) development programs.

According to the first hypothesis's results [R value of 0.627; R² value of 0.393; F-value of 45.494; p-value of 0.000], human relations behaviour significantly improves secretaries' job commitment at public universities in Lagos State, Nigeria. This implies that human relations behaviour accounts for around 39.3% of the variation in job commitment. A study affirmed that to improve organizational productivity, effective human interaction is inevitable¹³. In line with the idea that better human relations behaviour may have a direct influence on job commitment, they contend that encouraging good interpersonal interactions and communication inside firms increases employee engagement and commitment.

A study investigated the impact of interpersonal communication and emotional intelligence on employees' job happiness and performance, which further supports these findings¹⁴. According to their research, improved communication and emotional intelligence create a more favorable work atmosphere, which raises employee dedication and output. This implies that secretaries are more likely to demonstrate greater levels of dedication to their jobs when they have meaningful interactions and develop emotional bonds with their coworkers. Employees with strong interpersonal skills and emotional awareness are better able to handle workplace challenges, which increases their commitment to the company⁶. Fostering positive human connections behaviour can significantly boost these aspects of commitment, according to the study's large R² value. Employee commitment is closely

correlated with a strong company culture that is marked by positive interpersonal interactions¹⁵. Thus, the data clearly shows that improving human relations behaviour is crucial to raising secretaries' job commitment in public institutions and creating a dedicated and encouraging staff.

The results of hypothesis two show that R value of 0.771, R² value of 0.594, F-value of 76.426, and p-value of 0.000. It is improbable that the observed relationship between human relations behaviour and job commitment is the product of chance. Many scholars affirmed the findings of this study. Some scholars investigated the relationship between emotional intelligence and organizational commitment and they highlighted that people with high emotional intelligence are better able to handle obstacles at work, which strengthens their commitment to their companies¹⁶. This is consistent with R value of 0.771, which points to a strong correlation, and the R² value of 0.594, which shows that a significant amount of the variation in job commitment can be explained by emotional intelligence. These findings highlight how important it is for businesses to spend money on emotional intelligence training in order to increase employee dedication. Some scholars also analyzed the effects of emotional intelligence and the workplace on employee performance and organizational commitment. Their findings highlighted the mediating function of work satisfaction in this relationship, indicating that emotional intelligence not only directly affects job commitment but also raises job satisfaction, which in turn encourages a stronger sense of loyalty to the organisation¹⁷.

A study emphasised the relationship between job performance, organizational commitment, and emotional intelligence, particularly in the healthcare industry¹⁸. This offers a comparative perspective to comprehend the results in the context of public universities. According to their research, emotional intelligence promotes improved work performance,

which raises organizational commitment levels. A study supports the idea that emotional intelligence is essential for increasing job commitment by showing that both emotional intelligence and a favourable organisational culture that would have a substantial influence on employee performance¹⁹. Specifically, the relevance of emotional intelligence in cultivating job commitment among secretaries in public institutions is consistently supported by these studies. The collective evidence from the literature reinforces the association identified in this study, validating its significance within the broader context of organizational behavior and professional development. Thus, these findings contribute to the growing body of research that underscores the importance of emotional intelligence in improving job commitment in administrative and support roles.

The results of hypothesis three [$R = 0.833$; $R^2 = 0.694$; $\text{Adj } R^2 = 0.688$; $f(2, 153) = 43.801$; $p < 0.05$] and the coefficients outcomes of human relations behaviour and emotional intelligence were ($B = 0.844$, $p < 0.001$) and ($B = 0.580$, $p < 0.001$) respectively. The results affirmed that both independent variables significantly and positively influenced the dependent variable (job satisfaction) at the higher levels. The human relations behaviour contributed 84.4% and emotional intelligence contributed 58%. Several studies are in line with these findings. A study emphasised that employee commitment is significantly influenced by both emotional intelligence and job satisfaction¹. They highlight that emotional intelligence equips individuals with the skills necessary to manage relationships effectively, thereby fostering a sense of belonging and commitment within the organization. In the same vein, a study affirms that emotional intelligence and work attitude play crucial roles in fostering job commitment, particularly among educators²⁰. The findings of the study indicate that emotional intelligence and work attitude are integral factors influencing job commitment, particularly in the context of educators. The results highlight that higher emotional intelligence contributes significantly to fostering a positive work attitude, which

in turn strengthens job commitment. This suggests that interventions aimed at improving emotional intelligence training may yield substantial benefits for enhancing job commitment among secretaries, especially as they manage the diverse demands and responsibilities inherent in their professional roles. Consequently, incorporating emotional intelligence development programs could potentially improve job satisfaction and overall professional efficiency in office management settings.

A study aligned with the current findings by underscoring the critical role of employee commitment in organizational performance³. It argues that committed employees are more likely to engage in behaviours that enhance their workplace environment, leading to improved outcomes for their organizations. The coefficients for human relations behaviour ($B = 0.844$) and emotional intelligence ($B = 0.580$) indicate that human relations behaviour has a more substantial influence on job commitment than emotional intelligence. A study found that employees' commitment directly correlates with their engagement levels, supporting the notion that fostering good human relations is paramount for enhancing commitment among employees². The findings of this study reveal a direct correlation between employees' commitment and their levels of engagement, supporting the assertion that fostering positive human relations is essential for enhancing employee commitment. The study demonstrates that higher levels of employee engagement, characterized by active participation, motivation, and a sense of belonging within the workplace, contribute significantly to stronger organizational commitment. These results underscore the importance of cultivating an environment that promotes effective communication, mutual respect, and interpersonal trust, as these factors are critical in enhancing employees' emotional and psychological investment in their roles. Consequently, the study highlights

the need for organizations to prioritize the development of positive workplace relationships to foster greater commitment and overall organizational success.

In addition, a study pointed out that emotional intelligence does not only influence job satisfaction but also mediate the relationship between workplace dynamics and employee commitment²¹. The scholars emphasise that employees who feel supported in their emotional and interpersonal needs are more likely to develop a strong commitment to their organization. This is crucial for secretaries in high-pressure environments, as their roles require a blend of emotional intelligence and effective interpersonal skills. Thus, the findings of this study advocate for implementing training programs focused on both human relations and emotional intelligence to bolster job commitment, enhance performance, and create a more supportive workplace culture for secretaries in public institutions.

Endnotes

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Chapter Five

Conclusion

5.1 Summary of Findings

The study investigated the influence of human relations behaviour, emotional intelligence, and job commitment of secretaries in public universities, Lagos State, Nigeria. The study adopted a descriptive survey research design to achieve the objectives of the study. The population of the study was 387, comprised of secretaries in six public institutions, Lagos State. The sample size was 197, which was determined using the Yamane Taro formula to determine the size. The stratified sampling method was used to determine the number of participants to be targeted in each of the institutions. Responses were obtained from 153, which comprised of 19 males and 134 females.

The findings revealed that the level of job commitment of secretaries in public universities, Lagos State, was very high; the level of human relations behaviour of secretaries in public universities, Lagos State, was high; and, the level of emotional intelligence of secretaries in public universities, Lagos State, was equally high. The study found that there was significant influence of human relations behaviour (interpersonal skills, team management, and leadership behaviour) on job commitment (affective, normative, and continuance) of secretaries in public universities, Lagos State. Additionally, the study found that there was a significant influence of emotional intelligence (self-awareness, self-regulation, social skills, motivation, and empathy) on the job commitment (affective, normative, and continuance) of secretaries in Public Universities, Lagos State. Finally, it was found that both human relations behaviour and emotional intelligence combined significantly influenced the job commitment of secretaries in public universities, Lagos State, Nigeria.

5.2 Conclusion

Based on the findings of the study, it was observed that the level of job commitment of secretaries in public universities, Lagos State, Nigeria was very high. However, the study revealed that the level of human relations behaviour of secretaries in public universities, Lagos State, Nigeria was high. The level of emotional intelligence of the secretaries was also high. It was also found that secretaries with high emotional intelligence and great interpersonal relationships are more committed to and efficient in their professions. This study emphasises the relevance of interpersonal skills, effective team management, transformational leadership, and excellent emotional intelligence in the workplace as a way to increase job commitment and professional performance among secretaries in public universities, Lagos State, Nigeria.

5.3 Recommendations

Based on the findings of the study, it was recommended that management of public universities in Lagos State should:

1. regularly evaluated their secretaries' job commitment levels using the standardized assessment instruments. This will assist the institutions to identify specific factors that either facilitate or impede commitment, thereby enabling the implementation of targeted strategies to enhance the commitment and loyalty of secretaries.
2. evaluate secretaries' interpersonal behavior using supervisor feedback, self-evaluations, and peer reviews. The design of seminars or training programs that would concentrate on improving interpersonal skills and cultivating healthy

workplace relationships may be informed by these assessments, which can also point out areas for growth.

3. make use of approved psychometric instruments and motivate secretaries to take part in training courses. These programs can improve their capacity to successfully control their emotions, comprehend the viewpoints of others, and negotiate interpersonal dynamics at work.
4. adequately fund training initiatives that would improve secretaries' interpersonal skills, with a focus on cooperation, communication, and dispute resolution. To determine how increases in these abilities affect secretaries' increased dedication to their jobs, regular evaluations should be carried out.
5. include instruction on emotional intelligence in secretaries' professional development programs. Management may improve secretaries' job commitment levels and establish a more peaceful workplace by encouraging abilities like empathy, self-awareness, and emotional control.
6. take a comprehensive strategy that incorporates the development of emotional intelligence and human relations behavior. Comprehensive training programs that concurrently target these areas can optimize their beneficial effects on secretaries' dedication to their jobs.

5.4 Contribution to Knowledge

This thesis has successfully established a valuable theoretical framework for future research in this topic. Furthermore, this study has thrown new light on the elements that improve job satisfaction and commitment for not just secretaries, but also other employees in public institutions throughout Nigeria, not only in Lagos State. The study sheds fresh light on human relations, behaviours, and conducts and emphasised the strategies for improving interpersonal skills, fostering effective teamwork, and enhancing positive leadership

behaviour). The findings of this study had major implications for the management of public institutions since they indicated how human relations behaviour and emotional intelligence might lead to better levels of job commitment among secretaries in public universities, Lagos State, Nigeria.

This study's findings provide new insights and dimensions that will fill identified gaps in the body of knowledge as related to interpersonal relationships, building effective team, and ensuring a good leadership behaviour and quality. This thesis provides insights that might direct the creation of practical plans for improving job commitment and work experiences of secretaries in public institutions. The study is relevant and useful to scholars and researchers who intend to carry out studies on human relations behaviour, emotional intelligence, and job commitment even in other industries or sectors. By emphasizing the need for more study into these dimensions across other public institutions and other geographical locations, its findings are invaluable tools for future scholars and prospective individuals who may be interested in this respected field.

5.5 Suggestions for Further Studies

This research provides several valuable insights into human relations behaviour, emotional intelligence, and job commitment of secretaries in public universities, Lagos State, Nigeria. To therefore enhance the understanding of this study's identifiable gaps, further studies are recommended in the following areas:

1. similar research should be conducted in other sectors and industries other than governmental institutions (for example, manufacturing, construction, telecommunications, aviation, finance, and so on).
2. More studies should be conducted using the sub-metrics of these two independent variables, human relations behaviour and emotional intelligence, such as team

management, interpersonal skills, leadership styles, self-awareness, self-regulation, social skills, motivation, and empathy.

3. as the current study focused on a single geographical area, Lagos State, another study should be carried out in another state in the South West or other regions of the country.
4. the scholars and future researchers should investigate the impact of environmental elements, such as workplace culture and organizational support, on job commitment of secretaries in public institutions.
5. as this study used a descriptive survey design approach; future researchers or academics should use different methods such as interviews, observations, focus group discussions, and so on.

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Appendix I

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

Human Relations Behaviour, Emotional Intelligence, and Job Commitment Questionnaire

Dear Respondent,

I am a postgraduate student of the above-named institution. I am gathering data for academic research titled, "*Human Relations Behaviour, Emotional Intelligence, and Job Commitment of Secretaries in Public Universities, Lagos State, Nigeria.*" The questionnaire is strictly meant for academic purpose.

The researcher appeal to you to honestly assist in filling this questionnaire and also promise to treat your information with utmost confidentiality and for research purpose only.

Thank you for your cooperation.

Yours faithfully,

Researcher

Section A: Respondent’s Demographic Data

Instruction: Please, tick (✓) the appropriate answers to the questions asked below:

1. **Gender:** (a) Male () (b) Female ()
2. **Age:** (a) Less than 25 years (), (b) 25 – 35 years (), (c) 36 - 45 years ()
(d) 46 years and above ()
3. **Marital Status:** (a) Single (), (b) Married (), (c) Others ()
4. **Academic Qualification:** (a) ND (), (b) HND () (c) B.Sc. (), (d) MBA/M.Sc.
(d) Others ()
5. **Years in Service:** (a) Less than 5 years (), (b) 6 – 10 years (),
(c) 11 – 15 years (), (d) 16 years and above ()
6. **Name of the Institution:**
(a) University of Lagos, Akoka, Lagos ()
(b) Lagos State University, Ojo, Lagos ()
(c) Lagos State University of Science and Technology, Ikorodu, Lagos ()
(d) Lagos State University of Education, Oto-Ijanikin, Lagos ()

Section B: Job Commitment

Instruction: Please, tick (✓) the extent at which you agree or disagree with each statement in relation to the level of your commitment to your institution.

Very High (VH) = 4 points; High (H) = 3 points; Low (L) = 2 points; Very Low (VL) – 1 point;

S/N	To what extent do you agree with the following statements:	VH 4	H 3	L 2	VL 1
	<i>Affective Commitment</i>				
1.	I have a strong emotional attachment to my organisation				
2.	I feel a sense of belonging and loyalty to my organisation				
3.	I do not feel like leaving my organisation				
	<i>Normative Commitment</i>				
4.	I have a strong moral obligation to stay with my organisation				
5.	I feel that staying with my organisation is the right thing to do				
6.	I owe a great deal to my organisation based on what it has done for me				

	<i>Continuance Commitment</i>				
7.	I feel that the costs of leaving my organisation will be high				
8.	I feel staying with my organisation is the best because I cannot find a better offer elsewhere				
9.	I believe that I have invested so much in my organisation than to leave now				

Section C: Human Relations Behaviour

Instruction: Please, (✓) the extent at which you agree or disagree with each statement in relation to the level of your human relations behaviour in your institution.

Very High (VH) = 4 points; High (H) = 3 points; Low (L) = 2 points; Very Low (VL) – 1 point;

S/N	To what extent do you agree with the following statements:	VH 4	H 3	L 2	VL 1
	<i>Interpersonal Skills</i>				
1.	I can communicate with both individuals and within the team				
2.	I can resolve conflicts professionally that all parties will be satisfied				
3.	I can build rapport with colleagues and customers				
	<i>Team Management</i>				
4.	I can manage team dynamics well to ensure a positive and productive work environment				
5.	I can demonstrate professional skills to motivate team members to achieve their best performance				
6.	I can support and encourage team members in their professional growth and development				
	<i>Leadership Behaviour</i>				
7.	My boss inspires and motivates me to achieve the best				
8.	My boss delegates duties to me				
9.	My boss is concerned with my welfare				

Section D: Emotional Intelligence

Instruction: Please, tick (✓) the extent at which you agree or disagree with each statement in relation to the level of emotional intelligence in your institution.

Very High (VH) = 4 points; High (H) = 3 points; Low (L) = 2 points; Very Low (VL) – 1 point;

S/N	To what extent do you agree with the following statements:	VH 4	H 3	L 2	VL 1
	<i>Self-Awareness</i>				
1.	I am aware of how my actions align with my core values				
2.	I understand the influence of my emotions and feelings on my performance				
3.	I frequently assess my mood and understand its source				
	<i>Self-Regulation</i>				
4.	I can remain composed under pressure				
5.	I keep my emotions in check, even when faced with provocation				
6.	I refrain from impulsive reactions and consider my responses				
	<i>Social Skills</i>				
7	I can manage group dynamics				
8	I am adept at negotiating and finding common ground				
9	I build networks and maintain professional relationships				
	<i>Motivation</i>				
10	I maintain a positive outlook even when faced with obstacles				
11	I derive satisfaction from overcoming challenges				
12	I consistently put in effort towards my goals despite difficulties				
	<i>Empathy</i>				
13	I recognise the influence of my emotions on others through their verbal and non-verbal cues				
14	I take the time to understand others’ perspectives before reacting				
15	I show genuine interest in others’ experiences and feelings				

Thank you.

Bio-data

A. Personal Data

Name: Oluwaseye Jacob IGE
Date of Birth: November 4, 1979
Place of Birth: Mushin LGA
State of Origin: Lagos State
Nationality: Nigerian
Place of Work: Yaba College of Technology, Yaba, Lagos State
Position: Adjunct Lecturer
Telephone: 07035559223
E-mail: oluwaseye.ige16@gmail.com

Key Skills:

- Computing Skills
- Researching Skills
- Office Administration and Management
- Office Practice and Procedures Skills
- Information Management Skills
- Data Analytics
- Digital Literacy
- Emotional Intelligence
- Human Relationship Management
- Human Resources Management
- Technical and Vocational Skills
- Organisational Behaviour Skills

B. Educational Background with Dates

Degrees & Diplomas Obtained/Institutions Attended

- M.Sc. Office & Information Management (*Awaiting Result*), Lead City University, Ibadan, 2024
- B.Sc. Office & Information Management (*First Class Honours*), Lead City University, Ibadan, 2021
- HND, Office Technology & Management (*Distinction*), Yaba College of Technology, Yaba, Lagos, 2017
- ND, Secretarial Studies (Upper Credit), Yaba College of Technology, Yaba, Lagos State, 2006

- Diploma, Desktop Publishing/Computer Science, Caprecom Computer College (Distinction), 2001
- The West African Examinations Council, 2001

C: Work Experience with Dates

Present Employer: Yaba College of Technology, Yaba, Lagos State

Date of Employment: December, 2018

Position Held: Adjunct Lecturer

Work Schedule:

- Designing and updating course content, learning objectives, and instructional materials to meet academic standards and students' needs.
- Delivering lectures, leading discussions, and facilitating learning activities for ND & HND classes (Part-Time students) over a span of 16 consecutive weekends (*i.e. Saturdays and Sundays between 4 to 6 hours each day*)
- Creating and grading classwork, home assignments, and projects to assess students' knowledge and skill development.
- Developing examination questions (*after 10 weeks of physical or virtual lectures with the students*)
- Marking and submitting examination scripts (*two weeks after collection of scripts*)
- Supervising Final Year Project of outgoing students (*every Sunday for 2 hours*)
- Attending local and international (virtual) workshops, conferences, and training sessions to enhance teaching skills and stay current in the field (*at least once in two months*)
- Conducting research in one's field of expertise and publishing findings in academic journals, and presenting at conferences (*at least once in two months*).
- Working with other faculty members on research, curriculum planning, and departmental projects
- Developing and publishing academic books with senior colleagues

D. Awards and Fellowship

- Leadership Recognition – (*Vice President of Office & Information Management Students Association 2019/2020 session*), Lead City University, Ibadan, Oyo State
- OTM Department, Yaba College of Technology (*Distinguished Supportive Lecturer, 2019*)
- OTM Department, Yaba College of Technology (*Distinguished Alumni, 2018*)
- Best Overall Student HND 3 (*NAOTEMS Award – Yaba College of Technology, 2016*)
- Leadership Recognition (*NAOTEMS Award – Yaba College of Technology, 2016*)
- Best Overall Student HND 2 (*NAOTEMS Award – Yaba College of Technology, 2015*)
- Best Staff of the Year 2006, 2007, 2009, 2012 (*JMJ Consulting Ltd*)
- Director's Award, 2003 (*Caprecomm Professional Computer College*)
- Most Outstanding Student Award, 2003 (*Caprecomm Professional Computer College*)

E. Membership of Academic/Professional Body

- General Secretary, National Institute of Office Administrator & Information Managers (NIOAIM)
- General Secretary, International Journal of Office Administration & Information Management (IJOAIM)
- Professional Member, National Institute of Office Administrator & Information Managers (NIOAIM)
- Member, American Centre, US Consulate Public Affairs, Victoria Island, Lagos
- Member, American Space (AS), @Co-Creation Hub, Sabo-Yaba, Lagos
- Member, Youth African Leaders Initiatives (YALI), Lagos & Nigeria Chapters
- Alumni, Dept. of Office Technology & Management, Yaba College of Technology, Lagos

F. Publications

Books Published:

- Understanding the Internet and Web Design using HTML (*Authors: OLOMOLA, B.T.; ADEMOROTI, A.; IROKANULO, C.; and IGE, O. J.*)
- Understanding the Concept of Desktop Publishing (*Authors: OLOMOLA, B.T.; ADEMOROTI, A.; and IGE, O. J.*)

Academic/Journal Articles:

1. Virtual Assistants Utilisation: Contemporary Tools for Job Efficiency of Office Managers in Public Universities, Lagos State, Nigeria (2024). *Authors - Dr. OGADI, P. N., OLOMOLA, B. T., & IGE, O. J.*
2. Gender Equality: Breaking the Barriers to the Education of Women and Girls in Nigeria. (2024). *Authors - Virginia O. ONCHE, Benedict O. EMUNEMU, Oluwaseye J. IGE, & Seyi HARRISON*
3. Modern Office Technological Tools: Streamlining Administrative Processes of Secretaries in State-Owned Polytechnics, Oyo State, Nigeria (2024). *Authors - Oluwaseye J. IGE, Musiliu R. MUSTAPHA, Oluwasegun THOMAS, & Kayode A. OLUWADARE*
4. Entrepreneurship Development and OTM Undergraduates' Intentions to Start Small Businesses after Graduation (A Study of Selected Federal Polytechnics, South-West, Nigeria) (2024) – *Authors - Christianah B. LAWAL, Omolola F. BAMIDELE & Oluwaseye J. IGE*
5. Organisational Support and Professional Efficiency of Secretaries in the 21st Century High-Pressure Work Environments (A Study of Federal Polytechnics in South West, Nigeria). *Authors - Oluwaseye J. IGE, Esther O. ODELOLA, Omolayo C. KAYEWUMI; Oluwakemi R. BAMIDELE, & Jeremiah O. AJAYI*
6. Cybersecurity Training Programmes and Office Managers' Information Security Practices in the Era of Technological Development (2024) *Authors - OLOMOLA, B. T., Dr. OGADI, P. N., & IGE, O. J.*
7. Digital Technologies: Contemporary Tools for Reshaping the Roles of Office Managers in Some Selected Tertiary Institutions in Lagos State, Nigeria (2024). *Authors: Dr. Elizabeth O. OJO; Oluwaseye J. IGE; & Akeem RASAKI*

8. ICT Literacy and Academic Achievement of Office and Information Management (OIM) Undergraduates in Selected Universities, South-West, Nigeria (2024). Authors - *Omolola F. BAMIDELE, Christianah B. LAWAL, & Oluwaseye J. IGE*
9. Job Enrichment and Job Satisfaction of Secretaries in Selected Local Government Areas in Ibadan Metropolis, Ibadan, Oyo State, Nigeria. (2024). Authors - *Dr. (Mrs.) A. O. ADEGBENJO, Segun. E. OJOKOBIRIKALE, Tosin M. ADEYEMI, & Oluwaseye J. IGE.*
10. Modern ICT Tools and Self-Efficacy: Implications for Office Managers in Contemporary Office Environments in Selected State-Owned Institutions, Osun State (2024). *Christianah B. LAWAL, Oluwaseye J. IGE, Tosin M. ADEYEMI, & Omolola F. BAMIDELE*
11. Digital Transformation: Contemporary Tools and Resources for Office Technology and Management (OTM) Undergraduates' Learning Experience in Selected Federal Polytechnics, South West, Nigeria. *Tosin M. ADEYEMI, Oluwaseye J. IGE, Christianah B. LAWAL & Omolola F. BAMIDELE*
12. Cybersecurity Awareness and Practices and Information Security of Office Managers in Selected Private Organisations in Lagos State (2024). *Authors - Dr. OGADI, P. N., OLOMOLA, B. T., & IGE, O. J.*
13. A Post-COVID-19 Pandemic Business Environment: Digital Transformation and Non-Teaching Staff's Communication Efficacy in Yaba College of Technology, Yaba, Lagos State (2024). *Authors – Dr. Elizabeth O. OJO; Stella Folake OLALEYE; & Oluwaseye J. IGE*
14. Welfare Facility: A Determinant Factor for Commitment of Office Managers in Selected Polytechnics in South West, Nigeria. (2024). *Authors: Oluwaseye J. IGE; Olayinka Rhoda DAVID; Dr. Elizabeth O. OJO*
15. The Dynamics of Remote Work and Job Satisfaction of Office Managers in Selected Private Organisations in Ibadan, Oyo State. (2024). *Authors: Oluwaseye Jacob IGE; Omolayo Comfort KAYEWUMI; & Oluyemisi Omowumi FASIPE*
16. Motivational Strategies and Job Performance of Office Managers in Federal Polytechnics in South West Nigeria (2023). *International Journal of Office Administration and Information Management (IJOAIM). (Helen Bamidele ABU, Oluwaseye Jacob IGE, & Oluyemisi Omowumi FASIPE, 2023)*
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27. Office Technology and Management (OTM): The Critical Issues Affecting Its Teaching and Learning in Nigeria (2019). (*ERUANGA, C.B.O. & IGE, Oluwaseye J.*)
28. Artificial Intelligence (AI) in an Organisation: Its Opportunities and Threats (2019). (*OLOMOLA, Babatunde T; AKOYOKUN, Temitope S.; & IGE, Oluwaseye J.*)
29. Cloud Computing: Assessing Its Relevance to Office Managers' Job Performance and Organisational Overall Productivity (2019). (*OLOMOLA, Babatunde T; & IGE, Oluwaseye J.*)
30. Organisational Ethical Behaviour: Its Effect on Employees' Performance (2018). (*IROKANULO, Cynthia, & IGE, Oluwaseye J.*)
31. Social Media: Its Impact on Lecture Delivery and Students' Academic Performance in Nigerian Tertiary Institutions (2018). (*OLOMOLA, Babatunde T; AKHADEME, Abiose E.; & IGE, Oluwaseye J.*)

Professional Conferences Attended

1. 2nd International Conference Organised by School of Communication and Information Technology (SCIT), Federal Polytechnic Offa, Kwara State, Nigeria. – Theme: Harnessing ICT Potential for Economic Growth and National Development. Date: August 6th and 8th, 2024. (*Presented a paper virtually during the conference.*)
2. 3rd International Conference on Business, Administration and Communication Organised by SMBS, Communication & Information Science, and General Studies and Administration, The Federal Polytechnic, Ede, Osun State, Nigeria. – Theme: Repositioning the Oil-Dependent Nigerian Economy via Multi-Dimensional Innovations, Diversification and Entrepreneurship. Date: July 23rd – 25th, 2024. (*Presented a paper virtually during the conference*)
3. 2nd National Biennial Conference of National Institute of Office Administrators and Information Managers (NIOAIM) – Theme: *Office and Information Management in the Digital Era* (2024). Venue: *Virtual (Presented four papers during the Conference at two syndicate sessions via Google Meet)*. Date: *April 16th and 17th, 2024.*
4. International Workshop on Article Publication in Reputable Journals (2024) – *Organized by Maryam Abacha American University of Nigeria, Hotoro GRA, Kano State.*
5. Ignite Conference (2023) – Theme: Empowering Tomorrow's Africa: Leading Change in A Digital World. (*Organized by YALI Network Lagos.*)

6. YabaTech ASUP International Conference, (June, 2023). *(Presented two papers at the CITM Building, behind Art Complex, Yaba College of Technology, Yaba, Lagos)*
7. The 11th Biennial Conference of the School of Science Education, Federal College of Education (Technical), Akoka, Lagos (May, 2023). *Theme: STEAM Education for Sustainable Economic, Technological and Environmental Advancement. (presented one paper)*
8. 1st National Conference of National Institute of Office Administrators and Information Managers (NIOAIM)– Theme: *Repositioning Office Administration and Information Management for Innovation, Sustainable Development and Global Competitiveness.* (2022). Venue: *International Conference Centre, Lead City University, Ibadan, Oyo State (Presented two papers during the Conference at Emerald 3)*
9. YabaTech ASUP International Conference, (Nov. 2020). *(Presented a paper at the Food Tech Building, 3rd Floor, Class A)*
10. ASUP Zone C, 4th National Conference Presentation Programme (2020). *(Presented a paper via ZOOM)*
11. Microsoft Education - 21st Century Teachers International Conference (Jan. 2019)
12. 2nd International Conference on Science, Technology, Engineering and Humanities (ICSTEHE) (September, 2019) - Organized by ASUP YabaTech Chapter. *(Presented a paper at the Chevron Hall, Engineering Building, YabaTech)*
13. 1st International Conference on Science, Technology, Engineering and Humanities (ICSTEHE) (September, 2018). Organized by ASUP YabaTech Chapter *(Presented a paper at the Chevron Hall, Engineering Building, YabaTech)*

G. Major Conferences Attended with Dates

1. Researching Your Topics (December, 2018) - *Organized by American Centre, US Consulate Office, Victoria Island, Lagos.*
2. A Workshop for Nigerian Policymakers (2018) - *Organized by Microsoft and Lagos Business School,*
3. Researching Online: Conversation with Higher Education Students on Best Practices (June, 2018) - *Organized by American Corner, CcHub, Sabo-Yaba, Lagos.*
4. Microsoft Community User Group-Azure Bootcamp (April 2018) at the Microsoft Office, Victoria Island, Lagos.
5. Technology, Growth and Markets (April, 2018) - *Organized by Lagos Business School*
6. HR Summit & Expo West Africa (November, 2018) at Landmark Centre, Eti-Osa, Lagos.
7. The Youth and Transformational Leadership in Nigeria (November 2018) - *Organized by Hubert H. Humphrey Fellowship Alumni Association & US Mission to Nigeria).*
8. Computers, Telecommunication & Office Equipment (CTO) Training - 2006, 2007, & 2008.

Hobbies

Reading, writing, travelling, and singing

H. Referees

1. Dr. R. K. Ogbechie

Faculty, Lagos Business School (LBS)

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Personal contact: It will be provided upon request

2. Dr. J. A. Olorunmaiye

Lecturer, Faculty of Education,

University of Lagos, Akoka, Lagos State.

Personal contact: It will be provided upon request

3. Dr. Ogadi, P. N.

Chief Lecturer

Dept. of Office Technology and Management

ex-Dean, School of Management and Business Studies (SMBS)

Yaba College of Technology, Yaba, Lagos State.

Signature

Date

The University Compliance Certification

This is to certify that this thesis by **Oluwaseye Jacob IGE** with Matric Number **LCU/PG/003213** in the Department of Information Management, Faculty of

Communication and Information Sciences, Lead City University, Ibadan, Oyo State,
Nigeria is in FULL compliance with the approved University Format and Style.

Signature

Date