

## **Chapter One**

### **Introduction**

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

Performance is a multi-dimensional concept and several attempts have been made by researchers to give an understanding of it. It refers to the accomplishment of a given task measured against pretest known standards of accuracy, completeness, cost and speed. Performance is what the organisation hires one to do and does it well. Performing employees help leaders to create excellent organisations. There is more commitment, satisfaction, and motivation for the overall job performance for the employee<sup>1</sup>.

Job performance can be defined as the ability of any employee to successfully and efficiently perform the duties and tasks assigned to him or her within the organisation<sup>2</sup>. It has also been argued that job performance is not just a matter of only what a group of employees (teams) or an individual employee achieves in regard to the set goals and targets, but it also has to do with how the employees or an individual employee is willing and motivated to uphold and promote the values of the organisation. Job performance is related to the extent to which secretaries are able to accomplish the task assigned to them and how the accomplished task contributes to the realisation of a university's goals, mission and vision. Top managers and directors are assigned with the duty of evaluating the job performance of each staff member on an annual or quarterly basis and identify gaps for improvement and they come up with strategies in collaboration with the employees on how they can work on the gaps<sup>3</sup>.

Job performance as a multi-dimensional idea, consists of many facets such as an employee's output (job result), employee mode of accomplishing his/her task (job

behaviour) and the employee's attitude towards his/her job (personal traits). Job performance also refers to the extent to which an organisational member contributes to achieving the objectives of the organisation. Job performance has become one of the significant indicators in measuring organisational performance in many studies. Job performance is oftentimes determined by financial figures; it can also be measured through the combination of expected behaviour and task-related aspects<sup>3</sup>.

The profitability and domination tendency of any organisation, including tertiary institutions, has been significantly influenced by job performance. One could argue that the level of work output produced by employees in the nation's various sectors mostly determines its economic strength. This is because job performance of employees could determine the productivity of various organisation ranging from tertiary institutions, manufacturing companies among others. It is an indicator of the strength and capacity of each nation with large number of producing companies. Job performance can be conceptualized as all activities engaged in by secretaries in the discharge of duties, human relation and alignment towards achieving the institution's mission and vision. Because it has the potential to produce constant productivity and higher profitability, enhanced job performance is of great importance to managers and the management of tertiary institutions<sup>4</sup>.

Secretaries are seen as key factors to other personnel in the university system. It is quite impossible to by-pass the secretary to other executives; hence the role of the secretary cannot be over emphasized. A secretary has been given so many titles as pillar, mirror and skeletal structure of a university. A secretary is an employee in an office who deals with correspondence, keeps records and makes arrangements and appointments for a

particular member of staff in the university. A secretary is in the principal administrative support position in an office and who increases the effectiveness of programme staff by coordinating the paper flow of the office and carries out the day-to-day administrative support activities required for the overall functioning of the university. The tasks which the secretaries perform fall into four categories which are mainly communication, coordination, organisation and maintenance of records. Within these categories, secretaries perform a variety of tasks which enable managers and staff to accomplish the mission of the university<sup>3</sup>.

Despite the fact that secretaries have many roles to play in the management of any university, their performance must be up-to-task. To be able to perform well as secretaries, they must have a good basic educational background and experience. In addition, secretaries should have good secretarial skills in shorthand and typewriting. More importantly, they should be computer literate and possess sound knowledge of English language and practical experience of office work among others, to enable them perform excellently in various organisations including universities<sup>4</sup>.

For every university to meet its set goals, mission and vision, all its staff including secretaries are expected to be productive and efficient, as this could be measured through their job performance. Performance is a work-based result that is achieved by someone or group of persons in an organisation, suitable with the authority and responsibility, in effort to reaching the organisational goals legally, not violating the laws, and suitable with moral and ethics. Therefore, the job performance of secretaries plays a vital role in every university. This is because it highly influences the overall university's performance and also functions as the key variable in universities in Nigeria. Relating this view of job

performance of secretaries in universities, it implies total extent to which secretaries are able to accomplish their job responsibilities, the methods employed by them in accomplishing tasks and their general attitude to work<sup>4</sup>.

Job performance of secretaries depends on what they 'will-do' and 'can-do'. The former refers to individual's knowledge, skills, abilities and other characteristics required in performing certain jobs and the latter denotes the motivation level that individuals may have in performing their work. If a secretary lacks ability, the employer can provide training or replace the worker. If there is an environmental problem, the employer can also usually make adjustments to promote higher performance. But if motivation is the problem, the employer's task is more challenging. Individual behaviour is a complex phenomenon, and the employer may not be able to figure out why the secretary is not motivated and how to change the behaviour. Little attention has been given to job performance of secretaries in universities in Nigeria, and two major categories of job performance have been identified to include task performance and contextual performance<sup>5</sup>. Some of the problems of job performance are that, they may manifest in the form of decreased productivity, difficulty prioritizing tasks, committing errors in given tasks, or missing deadlines, turnover intentions among members of staff; among others. However, all these problems could make universities not to achieve their stated goals and objectives.

Some of the perceived problems faced by secretaries in their job performance in an organisation include; lack of equipment, lack of fund, professional inequality, job satisfaction, working hour, salary and incentive scheme, promotion, social behaviour just to mention a few. Lack of equipment affect some secretaries in performing their duties to

the optimal levels. This has been recognised as the major cause of low-level performance of secretaries in the organisation. Most organisations have problems relating to fund which hinders them from effective training and development of secretaries efficiently and effectively<sup>6</sup>. Fund is needed to pay secretaries, maintain the organisational facilities and infrastructures, providing training and development and keep the training programmes going. There is lack of sense of dignity for labour as regards misconception, assumption and disposition. A secretary is erroneously seen as nothing more than a helper of his/her boss. Moreover, a secretary does not attend meeting just to partake in decision making and policy execution rather he/she attends as a recorder of deliberations. This in fact suggests that secretaries are poorly regarded in their profession and this affects their morals in the presences of other co-professionals bodies in the course of training and development<sup>6</sup>.

In terms of working hours, most secretaries stay late in the office in order to complete the day's job. When the secretary is tired, the quality of his/her work could be hindered adversely. The job of a secretary requires several skills which include both professional, interpersonal, language and information and communications technology (ICT) skills. These are some of the necessary skills that the secretary needs. The absence of any of the aforementioned skills will lead to inefficiency of the secretary. In most organisations, if not all, the office of the secretary which is supposed to be a confidential place is being shared with other workers. More so, the office of the secretary should be separated from other staff members and close to office of the boss and, it should be far from where she receives visitors for the boss in order to avoid leakage of information and office secrets.

This may cause an embarrassment to the secretary and may demand explanation when there is a problem. All these could inhibit the secretary's task performance<sup>6</sup>.

Task performance are sets of activities in-role behaviour which are part of the formal job-description expected of an employee to achieve and are part of the formal reward system (i.e., technical core), and addresses the requirements as specified in job descriptions, and covers the fulfillment of the requirements that are part of the contract between the employer and employee while contextual performance consists of behaviour that does not directly contribute to organisational performance but supports the organisational social and psychological environment<sup>6</sup>. Examples of these activities include volunteering for activities beyond a person's formal job requirements, persistence of enthusiasm and application when needed to complete important task requirements. Secretaries are involved in both task and contextual activities. Secretaries are expected to manage information, file information and write minutes of meetings in their respective offices. They are also expected to participate in voluntary activities that may increase their skills, contributions and development of the university irrespective of the high rating of such university.

Performance depends on the effectiveness and efficiency of the workforce as success or failure of a university is largely a function of employee job performance. Therefore, involvement or non-involvement of secretaries in their job activities may significantly predict their level of job performance. It could be posited that secretaries' performance in Nigerian public service vis a vis university could be measured in terms of enthusiasm, university's foresight, punctuality, efficiency, application of professional knowledge, expression on paper, oral expression, acceptance of responsibility, adaptability,

effectiveness, relations with colleagues, emotionality, reliability under pressure and appreciation<sup>7</sup>.

The need to measure and ascertain secretaries' job performance in any university orchestrates different performance appraisal. Performance appraisal could be seen as one of the human resource management (HRM) tools used to evaluate the job performance of employees. It is also a structured formal interaction between a subordinate (secretary) and supervisor that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying strengths and weaknesses as well as opportunities and threat for improvement and skills development<sup>8</sup>. A number of factors could be considered in measuring employee job performance. One of them is the level of productivity of an employee (secretary), which is measured by the extent to which the employee (secretary) produces the desired outcome of the task given to them. Another measure of employee performance is the extent to which one demonstrates ability to clearly define solutions to problem areas. An employee's ability to complete a given task within deadlines and other time sensitive expectations is another measure of their performance<sup>9</sup>.

The components of job performance include job specific performance, non-job specific performance, communication, personal discipline and administration. Job specific performance means the ability of secretaries to perform some related specific task. These include the ability to perform office routine work, attending to information request, ability to attend promptly to request from other employees among others. All these tend to affect the job performance of secretaries. Non-job specific performance means the ability to always meet with deadline and also providing input to growth of the

organisation. When secretaries tend to complete their work at a stipulated time, they tend to achieve the goals and objectives of their universities which in the long run enhance their performance. Communication is another component of job performance which could result from good human relations among staff. These include using communication skills, information tools and technologies, creativity and diligence and performing competently under pressure. Smooth and good communication among secretaries tend to enhance high job performance as they tend to get directives and assistance from one another in order to meet a university's goals and objectives<sup>8</sup>.

Personal discipline could also enhance job performance of secretaries. Personal discipline is the ability of secretaries to focus intently on a task or goal with the purpose of achieving a certain result. When secretaries are self-disciplined about their job, they tend to be more productive which could make them to achieve the universities' goals and objectives. These include performing work schedule on time, regularity to work, team work and providing assistance. Another component of job performance is administration which refers to the ability of secretaries to control other activities that could affect their job performance. Having high administrative skills by secretaries could enhance their performance as they possess the ability to coordinate and also proffer solution to problems that could inhibit their job performance<sup>10</sup>.

The level of job performance of secretaries could be high or low. This implies that there is a level of job performance that is expected by every university from its employees as this also includes secretaries. Secretaries' routine jobs involve selecting, acquiring, organising, disseminating, communication, coordination, record maintenance among others. The quality of education given by universities is hinged on its academic staff and

also on the level of job performance of secretaries which has been a concern to university management. For secretaries to have a high job performance within the university, an enabling environment and opportunity to improve their career is germane. Even though the ultimate expectation of every university is for its employees to achieve university's goals and objectives, they should also ensure that the job performance of their employees (secretaries) is at the optimum level. To this end, factors such as employee coordination practices, organisational culture and emotional intelligence could influence the job performance of secretaries<sup>10</sup>.

Employee coordination practices are the orderly arrangement of employee's determinations to maintain harmony among co-workers' efforts towards the accomplishment of common goals of an organisation. It is also instrumental in binding all the managerial functions. Internal coordination is all about establishing a relationship amongst all the managers, executives, departments, divisions, branches, and employees or workers. These relationships are established with a view to coordinating the activities of the organisation. The components of employee coordination practices are roles and responsibilities, decision making and transparency.

Job responsibilities refer to the duties and tasks of employees' particular role. This is sometimes referred to as job description, while roles refer to employees' position on a team in the organisation. Roles and responsibilities refer to the tasks that secretaries are expected to perform in the organisation. Defining role and responsibilities improves employee experience and supports the efficiency of the organisation which could in turn enhance the performance of the employees<sup>11</sup>. What an employer expects from its employees is to develop and represent a sense of responsibility towards organisation, but

sometimes, an employer fails to provide a positive environment and neglects the features like delegating authority, responsibility and accountability appropriately. This could in turn impinge on the performance of the employees<sup>11</sup>. Another component of employees' coordination practice is participation in decision making.

Decision making is one fundamental part of every organisation and managers make decisions that affect the operations, quality and success of their organisation. Employee participation in decision making refers to giving employees and their representative opportunities to collaborate in matters that pertain to the management of the organisation especially where employees are directly concerned. When employees are allowed to participate in making decision in an organisation, they tend to be fully committed to their duties as this could in turn enhance their performance. Despite the fact that most of the time employees make most of the decision in an organisation, it is also important to involve employees in decision because it affects their performances which in turn reflect the effectiveness of an organisation. So employee's participation in decision making is an important ingredient to strengthen an organisation and create sense of ownership and/or empowerment among serving an organisation which could in turn enhance their job performance<sup>12</sup>.

Transparency is another component; it is a perception of employees' behaviours that reveal his or her true thoughts and feelings. Transparency is ultimately about information, and constructs such as truthfulness and honesty are more appropriately defined in reference to individual behaviour in an organisation. It is affirmed that transparency is required to ensure that information about organisational conduct can be used by employees to modify or adjust their behaviours which could make them to be more

productive and in turn meet the organisational goals and objectives. Therefore, extent literature has revealed that another factor that could enhance the job performance of secretaries is organisational culture<sup>13</sup>.

Organisational culture is the philosophy, attitude, belief, behaviour and practice that constitute an organisation. Organisational culture is carefully cultivated over time within which several norms and practices are upheld and respected. The components of organisational culture include rules and values. Culture is a key component in achieving a university vision, mission and strategies. The university culture supports a holistic coordination of programmes, practices and enhances growth of the secretaries and the university as a whole. It could be affirmed that culture is a way of life which is indispensable for the success of every organisation and also in promoting the value of human resources<sup>14</sup>.

Every university has its own rules that guide its operations. When employees (secretaries) abide with those rules, it would bring a form of unity between the employees and university management which would consequently enhance the job performance of secretaries. The beliefs and values coherently focuses on the purposes, desire, objectives, values, philosophy and beliefs of the culture; and the underlying assumptions represent the essence of culture and lay much emphasis on the insensitivity and non- awareness of the instituted values, philosophy and beliefs.

Organisational culture is conceptualized as shared beliefs and values within the organisation that help to shape the behaviour patterns of employees<sup>14</sup>. Two sub metrics of organisational culture would be looked into and they are Organisational rules and

Organisational values. Organisational culture is a system that brings people in an organisation together as one and allows them to share the same thought, values, and beliefs towards achieving the goal of the organisation. It is what governs how secretaries and other employees behave and relate to one another in the university and other organisations. The shared values influences the secretaries' behaviour in the organisation in relation to their belief, values, assumptions, actions, mannerism and dictate how secretaries act, behave, support and perform their duties<sup>14</sup>.

Organisational culture is the total sum of values and practice which serve as "bond" to incorporate the members of an organisation. Value as a product of organisational culture, is an inexpressible part of organisational activities that portrays care and support for the welfare of employees. Values can be inherent in people or organisation or made known in value statements. This would make secretaries to work at their optimum level so that the value statements would be achieved<sup>15</sup>.

The vision, values, business ethics, beliefs, personalities, and even the characteristics of the organisation's founders, management, shareholders, and employees are all reflected in the organisational culture, which has a profound impact on how business is conducted within an organisation in every way. The set of qualities that are valued in organisations, including universities, is this system of shared meanings and beliefs. It could be noted that organisation in an organisation, culture fosters social system stability that shows how well conflict and change are managed and how positively and reinforcing the work environment is viewed. It could be stated that as it is the employers who create the culture, the idea of beliefs and attitudes of the secretaries should unavoidably be taken into consideration while describing organisational culture. For instance, if the

organisation believes in rewarding high achievers, this will reflect and have an impact on the efficacy and performance of the organisation<sup>16</sup>.

It is imperative to keep in mind that as competition and conflict intensify, certain aspects of organisational culture tend to change. One of the key determinants of an organisation's ability to innovate and perform well is its culture<sup>10</sup>. In order to achieve management efficiency among secretaries, organisational culture should not just be considered as a delicate feature of an organisation. It may be added that a manager's success depends on their ability to embrace change, value diversity above conformity, and manage the environment rather than just adapt to it.

Significantly, employees (secretaries) may express displeasure if expected cultural norms, values and expectations are not met. These expectations are fundamental and to a large extent determine their staying in the university which could enhance their job performance. These include but not limited to working environment, remuneration (salaries and wages), promotion, fair treatment, attitude of employer, belief, value and career development. It was revealed that there are some factors that play critical role in enhancing the job performance of secretaries in the university that include job design and customization and encouraging social bond among workers. Some of the factors that could affect the job performance of secretaries in the university are growth opportunities, work environment, work-life balance, organisational fairness and existing policy on staff leave<sup>17</sup>.

Emotional intelligence (EI) refers to the ability to perceive emotions, integrate emotions to facilitate thoughts, understand emotions and to regulate emotions to promote personal

growth. EI can be defined as the capacity for recognizing one's own feelings and those of others, for motivating ourselves, and for managing emotions well in work place and in relationships. This kind of intelligence will be influential to maintain a proper level of emotion that would make secretaries to work to their optimal level and also contribute to the universities' goals and objectives. EI is recognised as the ability of secretaries to guide their own feelings, rationalise among those feelings as well as incorporate such feelings into thinking and actions.

The emotions, feelings and values are very important for secretaries' well-being and achievement in their lives. The author posits that secretaries should stress on the emotional area that cannot be separated from the cognitive domain that could help improve job performance. It could be surmised that quality emotions and feelings help secretaries to give their best potential in their various departments. Secretaries who dislike their work and think negatively cannot concentrate for a long time in discharging their duties and could have more difficulty in reaching their capacity than others as this would have negative effect on their emotion which could inhibit their job performance<sup>18</sup>.

Emotional intelligence of secretaries could be high or low. The higher the levels of emotional intelligence results, the better the well-being of secretaries which consequently enhances their job performance. Furthermore, secretaries with high emotional intelligence tend to understand their own emotion and that of their colleagues that could enhance their job performance. Secretaries with high emotional intelligence tend to be active, productive, and shun any form of behaviour that could make them not to achieve the university's set goals and objectives. While low emotional intelligence could make secretaries to perform poorly in discharging their duties. Having low emotional

intelligence could also make secretaries to have the thought to leave their job due to unfair treatment or poor human resource management in the organisation which could raise one's emotion<sup>19</sup>.

It could be stated that the emotional intelligence built on personal engagement needs to be linked to constant innovation. This runs counter to traditional organisational research, which is more focused on making secretaries work effectively as a team than delivering rapid, adaptive change mechanisms which could reduce the tendency of poor job performance. The reason this is necessary in both organisational and personal life is that, as it is viewed that, there is a need to build a committed collection of different individuals that each have the skills to mitigate change and conflict in their own way, but who can work together in achieving organisational goal. Again, emotional intelligence can be aligned with secretaries given the need for constant strategic in quality job performance. A secretary who is emotionally intelligent and socially able can bring together a team of secretaries with differing personalities and backgrounds to achieve organisational goals. Inability of secretaries and university management to understand the emotion and thought of fellow secretaries could make such employee to feel a sense of insecurity in the place of work as this could lead to job performance<sup>20</sup>.

Emotional intelligence could positively affect organisational fairness, which consequently inhibit and/or enhance job performance of secretaries. Highly emotional intelligent secretaries should be more inclined towards better utilisation of their cognitive capacity of coping with emotions emanating from their jobs and other work related contextual factors which may lead them to make more favourable attitude towards their jobs. Emotional intelligence may buffer the impact of negative emotions to work and to

make the job more pleasant and satisfying which could enhance job performance among secretaries<sup>21</sup>. Underlying recent research interest in this area presents the view that secretaries with high emotional intelligence competencies are more likely than less emotionally intelligent secretaries to gain success in the workplace due to the fact that their well-being has been enhanced which could enhance their job performance. Furthermore, emotionally intelligent secretaries enjoy more career success, feel less job insecurity, less of turn over intention, lead more effectively are more adaptable to stressful events, possess better coping strategies and indicate high job performance than those with low emotional intelligence<sup>22</sup>.

Emotionally intelligent secretaries are effective in pursuing the right career that is, a career which matches the values, goals and vision which in turn have positive effect on their job performance. Furthermore, it is believed that secretaries who have high level of emotional intelligence will have higher levels of job satisfaction and organisational commitment that will make both the employees and organisations more successful due to their stable and sound well-being which could further enhance their job performance. Emotional intelligence correlates with and somehow predicts job performance among workers in certain settings which alleviate poor job performance<sup>23</sup>. The components of emotional intelligence that could enhance job performance of secretaries include self-awareness and relationship management. Self-awareness could be viewed as the recognition of one's own feelings and feelings of the others. It is an important factor in determining the emotional intelligence<sup>23</sup>. It is affirmed that self-awareness is correlated with productivity of employees. Self-awareness consists of emotional abilities that enable secretaries to be more effective and form outstanding relationships in the work place

which could enhance their job performance. It is affirmed that secretaries who are aware of their emotions are more effective in their jobs. Such secretaries recognize and understand their moods, emotions and needs and can perceive and anticipate how their actions affect others. Secretaries with great certainty about their feelings manage their lives well and are able to direct their positive feelings towards accomplishing tasks which in turn heightened their job performance<sup>23</sup>.

Relationship management includes a set of social skills such as good interpersonal relationship with other employees among others. The effectiveness of one's relationship skills hinges on one's ability to attune to or influence the emotions of another person which could enhance their job performance<sup>24</sup>. Empathy gives secretaries an astute awareness of others emotions, concerns, and needs. Also, secretaries could understand other workers developmental needs and help in building their abilities. Although, this ability is crucial for secretaries who manage the leading work, it has also emerged as a vital skill for effective leadership at high levels<sup>25</sup>.

Regardless of the fact that studies have been done on other factors that could enhance job performance of employees, there are not many studies combining employee coordination practices, organisational culture and emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria. This is the gap to be filled in this study.

## **1.2 Statement of the Problem**

Over time, job performance of secretaries in Nigerian universities has become worrisome to university management and researchers. The level of job performance among

secretaries in most public universities in Nigeria is perceived by stakeholders (employers of labour and university management) to be low compared to what is obtainable among other employees of the same educational sector. This low level of job performance could lead to some problems in the organisation such as low productivity, not meeting the organisation set goals and objectives, down-sizing, retrenchment, among others. Some university secretaries may not be allowed to participate in decision-making since doing so might prevent them from being honest with their employer. The problem that could ensue from this is that secretaries might have a tendency to put off the responsibilities that have been assigned to them, which could lead to subpar work output.

The culture of universities in South-west, Nigeria includes belief, attitude, promotion, training, teaching, coaching and knowledge sharing among its employees most especially, secretaries which could engender low job performance. The current cultural practices among secretaries in Nigerian federal universities are demeaning with no adequate plan for the training, teaching and coaching of the younger secretaries for professional development. Similarly, it is perceived by university management and other stakeholders such as employers of labour that the level of emotional intelligence of secretaries in Nigerian universities is presumably low. This is a cause for concern as the inability of the universities to meet the emotional need of the secretary could pose a great threat to the staff and their level of productivity could be hampered. This could make such employees to leave the university to where their emotional needs would be met. Researchers have made several attempts to investigate job performance among employees, but variables such as employee coordination practices, organisational culture and emotional intelligence have not been presumably well examined most especially among job

performance of secretaries. This is the gap to be filled in this study as it intends to investigate employee coordination practices, organisational culture and emotional intelligence as determinants of job performance among secretaries in federal universities in South-west, Nigeria.

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

The aim of the study was to investigate the role of employee coordination practices, organisational culture and emotional intelligence in the job performance among secretaries in federal universities in South-west, Nigeria. The objectives of the study are to:

- i. identify the level of job performance of secretaries in federal universities in South-west, Nigeria;
- ii. examine employee coordination practices existing among secretaries in federal universities in South-west, Nigeria;
- iii. examine the organisational culture of secretaries in federal universities in South-west, Nigeria;
- iv. determine the level of emotional intelligence of secretaries in federal universities in South-west, Nigeria;
- v. determine the influence of employee coordination practices on job performance of secretaries in federal universities in South-west, Nigeria;
- vi. determine the influence of organisational culture on job performance of secretaries in federal universities in South-west, Nigeria;
- vii. determine the influence of emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria;

- viii. ascertain the combined influence of employee coordination practices, organisational culture and emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria.

#### **1.4 Research Questions**

The following research questions served as the study's compass:

- i. What is the level of job performance of secretaries in federal universities in South-west, Nigeria?
- ii. What are the employee coordination practices of secretaries in federal universities in South-west, Nigeria?
- iii. What organisational culture is in place among secretaries in federal universities in South-west, Nigeria?
- iv. What is the level of emotional intelligence of secretaries in federal universities in South-west, Nigeria?

#### **1.5 Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance:

- H<sub>01</sub>: There is no significant influence of employee coordination practices on job performance of secretaries in federal universities in South-west, Nigeria .
- H<sub>02</sub>: There is no significant influence of organisational culture on job performance of secretaries in federal universities in South-west, Nigeria.
- H<sub>03</sub>: There is no significant influence of emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria

H<sub>04</sub> There is no significant combined influence of employee coordination practices, organisational culture and emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria.

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

It is envisaged that the findings of the study, when published, will be of immense significance to the following groups: secretaries, university management, employers of labour, policy makers, human resource professionals and researchers. The results of this study will provide secretaries with a better understanding of those factors that may enhance their productivity. The study will equip university administrators with improved management strategies to boost the morale of their workforce in order to enhance productivity and quality service delivery. It will also assist university management to tackle the problem of employee low performance, since secretaries constitute the personnel bedrock of university administrative unit, making them an important indicator of the working climate by also making them to participate in decision making for the institutions, so as to meet its goals and objectives. In addition, the findings will also help them improve on the factors that positively influence job performance and eliminate those contributing to job dissatisfaction and poor performance. It will also help them to motivate their employees who in turn will be motivated to provide effective and efficient service delivery that will improve the university by meeting its vision and mission statements.

The results of this study will also be of immense benefit to government and policy makers in the sense that they will be well informed of the relevance of motivating workers, giving time out for workers such as taking of leave, creating an enabling work

environment where there would be collaborative effort among the staff as these would enhance the job performance of workers. Since the organisational cultures involve giving employees' autonomy, adequate reward system, fairness in judgment among superior and subordinates, cohesion among team; among others will be put in place to enhance the job performance of secretaries in universities in South-west, Nigeria. The study will engender a purposeful and result-oriented human resource development programme and ensure optimal utilisation of secretaries' potentials.

Finally, it will deepen the understanding of management, researchers and help fill the void in the literature on the job performance of secretaries, thus, hopefully, stimulating further research in this area. In addition, this study will contribute to knowledge by providing empirical evidence on employee coordination practices, organisational culture and emotional intelligence and job performance of secretaries in federal universities. It could thus pilot upcoming researchers as a reference material on works related to it in order to augment their studies.

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

The contextual scope of the study focuses on the influence of employee coordination practices, organisational culture and emotional intelligence on job performance among secretaries in federal universities in South-west, Nigeria. The level of job performance of secretaries was measured by job specific performance, non-job specific performance, communication, personal discipline and administration. Roles and responsibilities, participation in decision making and transparency were the indicators for employee coordination practices while rules and values were used to gauge organisational culture. Emotional intelligence indicators include: self-awareness and relationship management.

The geographical scope of the study is delimited to federal universities in South-west, Nigeria. The reason behind the choice of the federal universities is because, considering their years of establishment and operations, the needed data for this study can be adequately obtained. The study covered the six federal universities in South-west, Nigeria, which are mainly: University of Ibadan, Ibadan, Oyo State, University of Lagos, Akoka, Lagos State, Obafemi Awolowo University, Ile-Ife, Osun State, Federal University, Oye-Ekiti, Ekiti State, Federal University of Agriculture, Abeokuta, Ogun State and Federal University of Technology, Akure, Ondo State. However, the National Open University of Nigeria (NOUN) in the South-west part of the country was not included in the study due to the fact that NOUN is not a conventional university.

The respondents include all secretaries in the six federal universities in South-west Nigeria. All the secretaries at these levels were selected because they are the effective liaison among the decision-making bodies and senior university officers. Also, the researcher focused on all the secretaries because they are responsible to the entire university community for the provision of timely, accurate and objective information, advice, interpretation and application of policy in federal universities in South-west, Nigeria.

### **1.8 Limitations to the Study**

The geographical scope of the study was restricted to South-west, Nigeria and six federal universities were sampled. All the federal universities in South-west, Nigeria cut across six different states within the South-west geo-political zone. Travelling from one State to another to administer the research instruments, even with the support of two research assistants was a herculean task. High travel cost and accommodations were quite

challenging, but were eventually managed. Secretaries in these universities are spread all over different faculties, departments and units, hence reaching out to each of them directly considering the size of each of these universities was also difficult.

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

The following terms are operationally defined as they were used in the study:

**Job Performance:** This implies the extent to which secretaries in federal universities in South West, Nigeria are able to achieve their job responsibilities and goals.

*Job Specific Performance:* These are sets of activities in-role behaviour which are part of the formal job-description expected of a secretary to achieve and are part of the formal reward system (i.e., technical core), and addresses the requirements as specified in job descriptions.

*Non-job Specific Performance:* These are responsibilities of secretaries which are extraneous to their job description in federal universities in South-west, Nigeria.

*Personal Discipline:* This is the ability of secretaries to focus intently on a task or goal with the purpose of achieving a specific result.

*Administration:* This means the execution of various tasks, roles and responsibilities by secretaries in federal universities in South-west, Nigeria.

**Employee Coordination Practices:** Employee coordination practices are the orderly arrangement of secretaries' determinations to maintain harmony among coworkers' efforts towards the accomplishment of common goals of an organisation.

*Roles and Responsibilities:* They refer to the tasks that secretaries in federal universities in South-west, Nigeria are expected to perform in the institution

*Transparency:* This is a perception of secretary's behaviours that reveal his or her true thoughts and feelings.

**Organisational Culture:** This refers to shared beliefs, values, tradition that governs the behaviour of secretaries in federal universities in South-west, Nigeria.

*Rules:* These are laws that govern how secretaries behave and relates with one another in the federal universities in South-west, Nigeria.

*Values:* These refer to an inexpressible part of organisational activities that portray care and support for the welfare of secretaries in federal universities in South-west, Nigeria.

**Emotional intelligence:** This refers to the capacity of secretaries in federal universities in South-west, Nigeria to be aware of, control and express their emotions, and to handle interpersonal relationships judiciously and compassionately.

*Self-Awareness:* This is viewed as the recognition of secretary's own feelings and feelings of the others in federal universities in South-west, Nigeria.

*Relationship Management:* It refers to a set of social skills such as good interpersonal relationship displayed by secretaries in federal universities in South-west, Nigeria.

**Secretaries:** These are professional administrative members of staff whose work consists of supporting management, including executives, using a variety of project management, communication and organisational skills in federal universities in South-west, Nigeria.

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## **Chapter Two**

### **Literature Review**

This chapter deals with the review of related literature. This was done both theoretically and empirically and the following sub-headings were discussed:

#### **2.1 Conceptual Review**

- 2.1.1 Concept of job performance
- 2.1.2 Concept of employee coordination practices
- 2.1.3 Concept of organisational culture
- 2.1.4 Concept of emotional intelligence

#### **2.2 Theoretical Framework**

- 2.2.1 Campbell's Theory of Job performance
- 2.2.2 The Network theory
- 2.2.3 Generic Model of Organisational Culture
- 2.2.4 Goleman's 5 Elements of EQ Theory

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

- 2.3.1 Employee coordination practices and job performance
- 2.3.2 Organisational culture and job performance
- 2.3.3 Emotional intelligence and job performance

#### **2.4 Conceptual Model**

#### **2.5 Summary of Gaps in Literature Reviewed**

#### **Endnotes**

## **2.1 Conceptual Review**

### **2.1.1 Concept of Job Performance**

Performance is a continuous and flexible process that involves managers and those whom they manage acting as partners within a framework that sets out how they can best work together to achieve the required results<sup>1</sup>. Performance refers to the ability of workers to achieve maximum output in an organisation which is vital to the development of such institution. Employee performance relates to how employees perform in the work environment and how well they play out the work obligations that companies have obliged to them. Organisations regularly arrange performance targets for individual employees and the organisations as a whole with the expectation that their business offers great value to clients, lessens waste and works proficiently. For an individual employee, performance may relate to job effectiveness, quality and proficiency at the duty level.

Performance is affected by factors related with the job which incorporates a role-conflict stress and work/non-work<sup>2</sup>. An individual's presentation is a blend of abilities, businesses, and chances that can be decided from their job<sup>3</sup>. Performance of people can be influenced by the effort, capacity and the environmental condition<sup>4</sup>. Another comprehension in regards to performance as affirmed is that the performance is an outcome accomplished by an individual under the assessment which is applied to the work concerned<sup>4</sup>. It is opined that the performance is a record out-come produced from a certain employee capacity or activities done during a particular time phase.

An institution is judged by its performance. For more than a decade, institutional environments have experienced radical changes. As a result of greater competition in the global marketplace, the majority of institutions have greatly streamlined their operations<sup>5</sup>.

Performance focuses on behaviours rather than outcomes, because a focus on outcomes could lead employees to find the easiest way to achieve the desired results, which is likely to be detrimental to the organisation because other important behaviours will not be performed. It is confirmed that behaviours not performance are what determine how well an individual performs. In other words, behaviour that is genuinely displayed by employees and is observable constitutes performance<sup>6</sup>. In numerous researches, job performance has emerged as one of the key metrics for assessing organisational performance<sup>7</sup>. Job performance is the completion of assigned tasks in conformity with organisational policies, subject to the usual limits of reasonable resource usage. The set of behaviours that are important to the goals of the organisation or the organisational unit in which a person works" is how job performance is described<sup>8</sup>.

The degree to which an organisation member helps the organisation achieve its goals can also be referred to as job performance<sup>9</sup>. In numerous researches, job performance has emerged as one of the key metrics for assessing organisational performance. Work performance is frequently based on financial data, but it can also be assessed by combining expected behaviour with task-related factors<sup>10</sup>. The organisation benefits from effective job performance. It is a way for the organisation to guarantee the continuation and growth of production. Similar to how good job performance gives employees financial benefits, security, social standing, and family and social privileges. Performance is defined as job-relevant behaviours that include behavioural components helpful in achieving task performance, as well as work outcomes that are directly related to task performance, such as the amount and quality of work completed<sup>11</sup>. In Nigerian society, having a job has always been important since people are known by their jobs. Work

exposes a person's personality and shapes the type of relationships they have with others. It significantly affects the person's social status. As a result, employment has numerous advantages for organisations, people, and society at large.

Therefore, the job performance of an individual plays a vital role in an organisation's growth. This is because it highly influences the overall firm's performance and also functions as the key variable in work and organisational psychology<sup>12</sup>. However, individual job performance is not stable and can fluctuate over time. Studies have shown that the performance of an individual changes by changing the time spent on a specific job<sup>13</sup>. At the same time, individual performance changes as a result of learning and high performance is always the result of greater understanding towards the specific job instead of greater effort to the job<sup>14</sup>. Besides, the fluctuating individual job performance can be caused by the patterns of "intra-individual change" or changes in an individual's "psycho-physiological state"<sup>15</sup>.

Job performance has been identified as the significant key for organisations to gain competitive advantage and superior productivity. Although, competitive advantage is more relevant to private sector, it can be extended to public sector by including 'serving the public' because it is the ultimate objective of the public sector. Research has shown that work performance could help public organisations to improve service delivery. Public organisations appear to be paying attention to work performance in connection to developing policies and improving service delivery because they seem to recognise its significance<sup>16</sup>. People think that their work performance is more advantageous to them, their client, and—most importantly—to their organisation in many organisations. High job performance among employees is a critical management challenge for providing

outstanding services to the public at all levels of government because work performance is essential to those services<sup>17</sup>.

There are three types of performance and one is the measure of output rates, amount of sales over a given period of time, the production of a group of employees reporting to manager, and so on. The second type of measure of performance involves ratings of individuals by someone other than the person whose performance is being considered. The third type of performance measure is self-appraisal and self-ratings<sup>18</sup>. As a result, the adoption of self-appraisal and self-rating techniques are useful in the level of achievement of business and social objectives and responsibilities from perspective of the judging party<sup>19</sup>.

Organisations, especially universities, hire qualified office managers to handle their daily tasks so that they can accomplish their objectives while also operating efficiently. They are still employed because of their degree of performance in carrying out these duties, which greatly influences the organisation's overall performance. According to this perspective, it is the management's duty to provide the facilities and environment that will enable secretaries to execute their jobs more effectively. The crucial role that job performance plays in the success and results of organisations makes it an important factor that requires increased attention<sup>20</sup>.

In this present time, universities are challenged with meeting its mission and vision in order to be able to satisfy growing and altering community demands. Due to the value of good workplace productivity, which every organisation aspires to, this makes job performance of interest to the organisation. Therefore, it ranks among the most crucial

actions that take into account both the desired outcomes and the means to get there<sup>21</sup>. One of the key priorities of every organisation (university) is attaining high job performance; every organisation has to place a considerable attention to individual employee performance. In line with the goal of any successful organisation which is the delivery of quality services through performance, the office managers' job performance can either be task performance or contextual performance<sup>22</sup>. Secretaries engage in task performance when they use their technical skill and knowledge to produce quality performance through an organisation's core technical processes or when they complete special tasks that support core functions. Secretaries engage in contextual performance when they voluntarily assist coworkers who are falling behind, act in a way that fosters positive working relationships, or put forth extra effort to finish tasks on time. Thus, these are the criteria through which objectives are met.

One of the most important resources in any institution is its secretaries, and managers can improve the working environment for their staff by taking into account the task- and context-related elements that may affect workers' job performance. One of the elements influencing secretaries' job performance has been identified as motivation<sup>23</sup>. Different rewards, including as pay, promotions, bonuses, and other rewards, inspire every secretary, which has an impact on how well they do their jobs. It is agreed that the university administration must understand how to inspire each secretary in order to keep them working their hardest every day. The author also argued that university administration should discover what keeps each secretary motivated to complete their work<sup>24</sup>.

It is believed that the secretary's workplace environment is yet another element influencing how well they accomplish their duties. The workplace environment affects all employees, including secretaries, extremely strongly. In order to help employees have better working circumstances, the atmosphere and work situation should be conducive to each other. Increased job performance will result from creating a pleasant work environment<sup>25</sup>. Employees must be in good physical and mental health since the environment has an impact on their health and well-being, which will improve their performance in the organisation. The employee's productivity at work will be slightly increased if they have adequate health coverage as part of their benefits package<sup>26</sup>. Furthermore, a worker needs to have the necessary knowledge, skills, and abilities to perform the job properly in order to operate and function well in an organisation. Employee's performance will decrease if he lacks the aptitude, expertise, or knowledge required for the position. It also holds the opinion that the organisation needs an effective training programme. This will provide the secretary or information specialist with chances for personal growth and development, enabling them to meet the demands of new equipment and task-specific new procedures<sup>27</sup>. After acquiring the necessary abilities, knowledge, and skills, excellent job performance depends on having the proper tools and resources. The equipment and resources include, among other things, stationery, housing, and employees. Lack of these resources may result in suboptimal job performance<sup>28</sup>.

It is of this, managers must constantly monitor the productivity of their staff. This is possible by employing an Assessment Performance Appraisal (APA) form, the content of which depends on the aims and objectives the organisation intends to accomplish. A few components or indicators can be used to assess or gauge employee performance in an

organisation. There are sixteen (16) ways to measure job performance<sup>29</sup>. Quantity, which refers to the number of units produced, processed, or sold, is one of them and a good objective indication of performance. It's important to avoid emphasising quantity at the expense of quality. The work's quality, which is another metric, can be assessed using a variety of techniques. One such metric is the proportion of output that needs to be redone or is rejected. The proportion of inquiries that result in sales in a sales environment is a measure of the quality of the salesmanship. Timeliness is another performance indicator that should only be used sparingly. The typical customer's downtime is an excellent predictor of timeliness in field service. It might be the number of units produced each hour in manufacturing. Compliance with policy although it could appear that this is the complete opposite of creativity, it is only a limit on creativity. Deviations from the rules signify a worker whose performance objectives are not closely matched to those of the organisation.

The cost of the task completed should only be used as a measure of performance if the employee has some level of control over costs, according to a different metric called cost-effectiveness. For instance, a customer service agent's performance is measured by the proportion of calls that must be escalated to more expensive and experienced agents. Although it might be challenging to measure creativity as a performance indicator, it is crucial in many white-collar positions, such as that of secretaries. Examples of innovative work should be tracked by managers and employees, and attempts should be made to quantify them. Employees that are tardy or absent from work are obviously not doing their duties. Absences may also have a negative impact on the performance of other employees. Gossip and other personal habits may not seem to have anything to do with

performance to the employee, but they might interfere with others' performance on the work and diminish one's own performance. Goals for reducing the frequency of the specified behaviours should be established after defining them.

Personal grooming and appearance are neither indicators of how well-dressed an employee is; yet, in many organisations, there is at least one person who needs instruction. Samples of improper grooming and appearance should be given, their implications on the employee's performance and that of others should be discussed, and suitable actions should be laid out. The manager appraisal confirmed that a manager provides an employee with an evaluation on their performance. Since manager evaluations are typically top-down, they do not promote active participation from the workforce. As a result of the employee's lack of interest in its development, it frequently encounters resistance. Self-appraisal, a further measurement, reveals that employees evaluate their own performance, frequently contrasting it with management's assessment. Self-appraisals frequently reveal inconsistencies between what the employee and management consider to be critical performance elements and offer reciprocal input for substantively adjusting expectations. Another measure is peer appraisal, which calls for workers in related positions to evaluate each other's performance. This approach is predicated on the idea that coworkers are the people who know an employee's performance the best. Peer evaluation has long been utilised successfully in manufacturing settings where measurable criteria like the number of units produced are dominant. Peer appraisal has recently been extended to white-collar professions, where unclear evaluations might result from using soft criteria like "works well with others." Peer appraisals are often

effective at focusing an employee's attention on undesirable behaviours and motivating change.

Another measure that is similar peer appraisal is team appraisal, in which team members—who could hold various positions—are asked to evaluate one another's performance and working methods. This strategy is predicated on a clear understanding of the team's goals and the expected contributions from each member. The term "assessment centre" refers to a location where employees are evaluated by qualified assessors who may examine both simulated and real-world job activities. One benefit of assessment centres is their objectivity, which results in appraisals that are not influenced by interpersonal interactions with employees. An employee's performance is evaluated by all of the people with whom they engage, including supervisors, peers, customers, and members of other departments, in a 360-degree or "full-circle" appraisal. This method of performance evaluation is the most thorough, costly, and typically only used for key staff. According to MBO (Management by Objectives), an employee's progress towards objective targets defined in collaboration with his or her management is evaluated. Action statements such as "reduce rejected parts to 5 percent" are used at the beginning of the MBO process. The employee is kept focused on accomplishing targets through ongoing monitoring and revision of the objectives. At the yearly review, objectives are reviewed in terms of their success, and new targets are set<sup>29</sup>.

In the information age, where information has taken on a central role in all human endeavours, secretaries have a challenging job in addressing the information needs of their clients. By assisting users in finding information, secretaries organise the flow of information. The secretary decides how to organise, process, and distribute information

sources. His or her work output continues to serve as a focal point for carrying out these duties. The management of the university must provide the right environment for secretaries to work better, as this will have an impact on organisational performance and eventually the firm's profitability<sup>30</sup>. The improvement in secretaries' job performance will encourage them to use their skills in a way that brings them fulfilment and self-actualization, which will ultimately help the organisation accomplish its objectives.

According to the literature, work performance among employees in Nigeria's public sector was favourably correlated with job satisfaction, job involvement, and organisational commitment. It was also found that employee job performance was average. Also, it was confirmed that when individuals perform well on the job, the organisation may fulfil its goals and objectives. Also, a literature review confirmed the link between organisational culture and employee job performance in Nigeria's banking sector. It was discovered that employees had a modest level of job performance and that having a strong organisational culture was favourably associated to job performance. It was also emphasised that management should step up efforts to create an environment that is conducive for employees and offer them with incentives that would encourage them to perform to their highest potential in order to reach and achieve the organisation's goals.

Job performance was viewed as a single construct (i.e. "overall" job performance), but researchers now agree that job performance is a complicated multidimensional factor<sup>31</sup>. Other researchers have also separated an additional factor from the core tasks requirements of the job. A two dimensional model that separates job performance into a task dimension and a contextual dimension has been identified<sup>32</sup>. They describe task

performance as activities related to production (transforming raw materials into the products and services of the organisation) and to servicing and maintaining the core task requirements. The second factor, contextual job, performance, is behaviour that indirectly supports the core task requirements by supporting the work environment in which the core tasks must function. Some research that has investigated the two-factor model includes Werner's study in which he separated job performance into role prescribed (in role) characteristics and citizenship (extra role) characteristics<sup>33</sup>.

Several salient models that express this concept include a two-factor model that separates job performance into a task dimension and a contextual dimension, an eight-factor model of job performance, and a three-factor model of job performance<sup>32,34</sup>. It is believed that many of the job performance models that have been introduced into the literature are compatible and hierarchical. With this in mind, the following will provide a brief discussion of what research has found concerning the dimensionality of job performance<sup>35</sup>. A two-factor model of job performance was introduced by separating job performance into a factor that is made up of organisational behaviours that are associated with the actual task and a factor that is made up of behaviours that are considered discretionary<sup>36</sup>.

Studies provide evidence for the existence of a two-factor model. While there is evidence to support the two-factor model of performance, Campbell offers a more detailed eight-factor model of job performance which he believes is "sufficient to describe the top of the latent hierarchy in all jobs in the Dictionary of Occupational Titles (DOT)"<sup>35</sup>. The eight factors include: job specific task proficiency factor, a non-job-specific task proficiency factor, a written and oral communication tasks factor, demonstrating effort factor,

maintaining effort factor, maintaining personal discipline factor, facilitating peer and team job performance factor, supervision factor, and management/administration factor. While these eight factors are sufficient in describing the latent structure of all jobs in the DOT, all eight may not apply to every job.

An author explained that the eight factors in his model are a function of three underlying determinants (Declarative Knowledge, Procedural Knowledge and Motivation). He defines Declarative Knowledge to be an individual understands of facts and information. Procedural Skill and Knowledge is defined as having the ability or knowledge to be able to perform in a given job. The final determinant is made up of an individual's choice to expend effort, the choice to determine the level of effort and the choice to persist at exerting that level of effort. These three choices are considered the motivation determinant. It is argued that, "performance is directly determined only by some combination of these three elements". He asserts that an individual must choose to perform at some level of effort before job performance will occur. As well, the individual must first have the declarative knowledge to know what should be done before he or she can perform a task. Furthermore, deficiencies in procedural skill or knowledge will have an adverse impact on an individual's job performance<sup>35</sup>.

It is further presumed that several indirect determinants of job performance such as ability, personality and interest will impact the three direct determinants of job performance<sup>35</sup>. For instance, differences in declarative knowledge may be guided by differences in ability. Likewise, the individual differences in procedural skills and knowledge may be partly influenced by differences in declarative knowledge. Therefore, the differences in job performance may be attributed to the differences in declarative

knowledge and procedural skills and knowledge which are both a function of ability. Job specific tasks are duties or responsibilities that employees perform on a job. In other words, they are what an organisation uses to define the work that needs to be performed in a role and the functions that an employee is accountable for. Most employees perform numerous tasks on their jobs. The tasks that employees perform on jobs are usually related to their job description as this goes a long way in enhancing their job performance. Effective communication refers to the process in which there is a chain of communication between employees and between employer and employees<sup>36</sup>. When there is smooth communication in an organisation, it enhances high job performance. Employees who are discipline tend to put their best in the task given to them. A well-discipline employee tends to be more focused and ensure that he/she submit any task given to him/her before deadline. Also, the way management in organisations manages their staff and other resources tend to determine the organisational output. When an organisation is well managed, its objectives, goals and mission would be achieved because employees would put in their best to make sure that all the goals are achieved<sup>37</sup>.

### **2.1.2 Concept of Employee Coordination Practices**

Coordination is a process of combining the organisation's goals and the inevitable specialization, which comes with the division of labour and formation of chains. Coordination refers to the establishment of communication channels between people who are executing different work. Employee coordination practices has been known as a mechanism to regulate interdependent objects in the form of the tasks, responsibilities, capabilities, and information of different groups that must match both ways and time for an integrated accomplishment of organisational objectives<sup>38</sup>. Coordination practice has an

integrated role in the group of people in an organisation to work in a team to tackle issues and minimizes the obstacles for individuals and an organisation's goal. It is essential to enhance employees' motivation and employees' voice and management, as well as develop, and define their role and responsibilities. Coordination practice is putting the pieces in an organisation together, for a collection of separate activities in order to meet organisational goals. Coordination practice is the actual relationship when the people in the group work together to achieve a common goal<sup>39</sup>.

Employee coordination practices have links to trust and performance in many ways. Coordination produces performance, because it produces the necessary trust needed for achieving performance through networking. The demand for performance has been one issue that has characterized organisation in recent times, because it has become the most regularly studied concept in organisational management<sup>40</sup>. Performance in most instances is substituted for productivity, since the "real world" of the manager is a world filled with deadlines, budgets, and clientele to serve. Trust, or the lack of it, has been identified as a 'make or break' factor in partnership and strategic cooperation; crisis conditions tend to stress trust indicators, many believe trust is central to coordination and cooperation. It has been argued that the placement of every element in an organisation should have a viability to positively affect performance. The interaction of the different components in and outside organisation is what coordination represents. Internally, coordination is setting rules and standards based on cooperation; externally, coordination is fostering relationship and interest aggregation. The enhancements of inter-personal and inter-group relationships, guarantee performance that goes with trust<sup>41</sup>.

Through cohesion, conflicting interest are understood and balanced in congruence with expectations from the larger society or external environment. In the external environment are culture, competition, and expectations. Through coordination, essentials from the external environment are imported into organisation; these include staff and other relevant factors of production that help in actualizing performance. On the other hand, trust is boosted when the end result and ideological representations of an organisation are well exported to the external environment. It is obvious therefore, that trust and performance can be a mirage if coordination is missing<sup>42</sup>. Some of the components of employee coordination practices included: roles and responsibilities, participation in decision making and transparency.

Employee roles and responsibilities indicate forms of behaviour required by an employee to carry out a particular task or the group of tasks contained in a position or job. Roles and responsibilities profiles primarily define the requirements in terms of the ways tasks are carried out rather than the tasks themselves. Role and responsibilities helps us to understand the need to clarify with individual what is expected of them in behaviour terms and to ensure when designing jobs that they do not contain any incapability elements; we must be aware of the potential for role conflict so that steps can be taken to minimize stress. Roles and responsibilities are based on objective information obtained through job analysis, an understanding of the competences and skills required to accomplish needed tasks, and the needs of the organisation to increase productivity in work. Identifying roles and responsibilities provides an opportunity to clearly communicate to company direction and they tell the employee where he or she fits inside of the big picture of the institution<sup>43</sup>.

Responsibility and roles are amongst the basic instincts of human resources at workplace and has always been recognized as one of the most essential aspects in order to ensure smooth administration, operations and continued growth of the organisation. In the present dynamic and uncertain business environment, organisations need to identify and implement strategies pertaining to psychological facets of human resource, focusing specifically on the characteristics of responsibility. Ideally, an employer expects from its employees to develop and represent a sense of responsibility towards organisation but unfortunately fails to provide a positive environment and neglects the features like delegating authority, responsibility and accountability appropriately. In order to ensure employee responsibility towards organisation, first the organisation is required to create a healthy environment and should focus on issues pertaining to delegation of responsibility<sup>44</sup>.

Effective job roles and responsibilities will help to align employee direction. Alignment of the people to employee with specific goals, vision, and mission spells success for the organisation. Literature revealed that employee should assure the inter-functioning of all the different positions and roles needed to get the job done in order to enhance performance. A thorough review of the roles and responsibilities perform by secretaries requires a classification or categorization of these functions. Some of these roles and responsibilities are: secretary involves organizing and controlling the organisational activities in order to achieve the objectives of the organisation. It also includes supervision of junior staff and ensuring that schedules of work are being accomplished, directives and assigned tasks completed within the time span, and ensuring that all the materials needed for performing any particular job are available at the right time. It is

affirmed that a secretary must perform a variety of secretarial and office management duties, composes, types and files letters and inter-office memos, receives calls and interviews persons calling in office and makes referrals, prepares departmental records and disciplinary notices. Performing any or all of the mentioned duties depicts that a secretary is involved in an administrative function<sup>45</sup>.

It is surmised that some duties like maintaining files and personal records, reviews, organizes and maintains files, monitors attendance including sick leave, annual leave and vacation leave, compiles and records data for computer files, develops and implements new departmental forms, recommends and implements changes in correspondence sent to public. All these as identified, save time for the executive/boss and make job easier. For a secretary to perform these duties effectively, she must be conversant with the policy of the organisation. The personnel roles of a secretary include membership of interview panels for junior staff and assigning job schedules to staff. It also involves receiving, sorting and distributing mails within the organisation, composing replies to correspondences on behalf of the executive, identifying and solving routine and non-routine problems by applying professional skills and techniques in order to develop the variety of ideas and modify situations<sup>46</sup>.

A secretary relieves her employer the task of determining the organisational staff strength due to the fact that he controls skills inventory, he does manpower forecasting (junior staff) and arrange for the staff selection and assign job schedules. Scholar stated that skill inventory by a secretary are the assessment of personnel currently within the organisation by using skill inventory data card. This determines the staff strengths or otherwise of the organisation. On the other hand, he states that manpower forecasting by a secretary is

concerned with the determination of manpower needs of the organisation. The secretary through this process, estimates the number and types of junior staff currently on the payroll who will be available in the future (that is taking note of retirement, possible death and other opportunities in the environment); and determining the number of staff that would be recruited externally<sup>47</sup>. A mail service in form of incoming and outgoing mails is another important personnel role of a secretary. It is opined that secretary must be conversant with the rules of incoming mails/correspondences, rules/procedures for outgoing mails and ability to compose replies on behalf of their executives on any matter. This office function saves the executive/boss time and lifts the goodwill of the organisation.

Another fundamental role of a secretary is records keeping. Records of staff, assets, impress among others must be properly kept for future references or until when they are needed. It is maintained that a secretary is responsible for establishing and maintaining her organisational records and documents including meeting minutes, reports and other important documents. Where necessary, she must create appropriate and logical filing systems to ensure that organisation's needs are easily accessible by the relevant staff and/or members<sup>48</sup>. Proper filing of documents constitutes other record keeping roles of a secretary. A popular adage states that "we file to find and not to file away" should always be the genesis of a secretary. It is stated that the position of a secretary is key to an organisation's success. The role of filing document requires commitment, abilities and enthusiasm. The secretary has the primary responsibility of maintaining good filing system capable of providing an accurate data/information needed at any point in time.

In present day office works, records could be maintained manually, that is in a file folder and stored in file cabinets, or computerized system, where records of the organisations are stored in computers and flash drives. Secretaries in modern offices even maintain web sites for the organisation. Moreover, a secretary maintains organisational history and procedures. It is stated that secretary serve as the central repository of information for his respective organisation, given their exposure to and attendance at, most if not all of the meetings held. A secretary must be conversant and apply human relations in carrying out his duties due to its importance as advocated that human relations promotes team spirit and serves as an important tool for harmony and a great source of strength to the organisation. It enhances staff motivation resulting in high productivity. It also creates and sustains job satisfaction thereby reducing absenteeism, truancy and inefficiency and promotes discipline among staff and checks conflicts. Secretary must maintain good human relations with his executive/boss, with other executives, with colleagues and with other employees<sup>49</sup>.

Employee participation in decision making is sometimes referred to as participative decision-making is concerned with shared decision making in the work situation. It is a special form of delegation in which the subordinate gain greater control, greater freedom of choice with respect to bridging the communication gap between the management and the workers. It refers to the degree of employee's involvement in a firm's strategic planning activities. An organisation can have a high or low degree of employee involvement. A high degree of involvement (deep employee involvement in decision making) means that all categories of employees are involved in the planning process. Conversely, a low degree of involvement (shallow employee involvement in decision

making) indicates a fairly exclusive planning process which involves the top management only<sup>50</sup>. A deep employee involvement in decision making allows the influence of the frontline employees in the planning process. These are the people who are closest to the customer and who can facilitate new product and service recognition, a central element in the entrepreneurial process. This means that employee participation in the planning process surrounding the potential innovations may facilitate opportunity recognition throughout the organisation. The attitudes that organisational results come from the top, that effective cultures are derived from the upper echelon, often tend to ignore the power and the contributions of those at lower levels, thus, ignoring the importance of employee involvement in decision making<sup>51</sup>.

Employee involvement is neither the goal nor a tool, as practised in many organisations. Rather, it is a management and leadership philosophy regarding how employees are most enabled to contribute to continuous improvement and on-going success of their work. It is a process which allows employees to exert some influence over their work and the conditions under which they work. Employee involvement is a means to examine the operation of democratisation in the organisation, which not only diminishes the obstacles to the operating system, but is also the way to gain a common consensus and pursue the goal of providing benefits to most people. It is special form of delegation in which the subordinate gain greater control and greater freedom of choice with respect to bringing the communication gap between the management and the workers<sup>52</sup>.

There is an assumption held by many scholars and managers that if employees are adequately informed about matters concerning them and are afforded the opportunity to make decisions relevant to their work, then there will be benefits for both the

organisation and the individual. Hence, the following are the benefits of employee involvement in decision making: It increases employee's morale or job satisfaction and enhances productive efficiency<sup>53</sup>. It provides employees the opportunity to use their private information, which can lead to better decisions for the organisation. As a result of the incorporation of the ideas and information from employees, organisational flexibility, product quality, and productivity may improve. It contributes to greater trust and a sense of control on the part of the employees. Through employee involvement, resources required to monitor employee compliance (for example, supervision and work rules) can be minimized, hence reducing costs. When employees are given the opportunities of contributing their ideas and suggestions in decision making, increased firms' performance may result since deep employee involvement in decision making maximizes viewpoints and a diversity of perspectives<sup>54</sup>.

It has been affirmed that four corresponding outcomes of employees' involvement or participation in decision making which include; quality improvement, which means that better information flow and use can clarify tasks goals, and bring about qualitatively better decisions. Increase in employees' commitment and acceptance of decisions through a sense of "ownership" (having been involved in decision-making). This outcome increases the likelihood that goals will be effectively implemented. Support of the participative approach and continuance of its effects overtime, due to learning through behavioural practice; this represents the behavioural process effect. Increase adaptive capacity of the organisation. Development of shared norms and values may result into more effective use of inter-dependency relations among organisation members,

through an organisational process based on collaboration, as opposed to win-lose conflict<sup>55</sup>.

Employee transparency is a philosophy of employees sharing information freely in an effort to benefit the organisation and its people. Organisations benefit from practicing transparency when revealing policies and procedures. Revealing such policies and procedures through media could enhance political transparency and could convince the voices calling for more transparency in these administrative and financial areas. Transparency ensures all parties have access to information about the organisation. Transparent employees are accountable for their actions, words, and decisions, because these are available for others to see and evaluate. Types of this information mainly depend on the activities of the organisation. The importance of employing transparency surfaced as a result of increased competition between multinational companies which led to increased corruption<sup>56</sup>. Three types of transparency were identified, and identifying the dimensions of transparency that make up this complex construct. It affirmed that transparency efforts of organisations need all three qualities (i.e., substantial information, participation, and accountability) in order to build, maintain, and restore trust with stakeholders. It is affirmed that the purpose of transparency is to increase trust. He adds that transparency is a mean to an end, a method and a guiding principle.

It has been established that transparency contributes to productivity of the organisation through increasing the employees' faithfulness to the organisation. Managerial transparency has been proved as a contributing factor of successful organisational change management; because, when future plans of the organisation are transparent employees voluntarily get adapted to the change. It is also said that transparency is an appropriate

means of building trust and loyalty of stakeholders. It is observed that “internal” transparency which is “an outcome of communication behaviours within an organisation that reflects the degree to which employees have access to the information requisite for their responsibilities” is of paramount importance<sup>57</sup>.

### **2.1.3 Concept of Organisational Culture**

Organisational culture is a widely used term but one that seems to give rise to a degree of ambiguity. It is emphasised that the concept of culture originally derived from a metaphor of the organisation as ‘something cultivated. For the past number of decades, most academics and practitioners studying organisations suggest the concept of culture is the climate and practices that organisations develop around their handling of people, or to the promoted values and statement of beliefs of an organisation<sup>58</sup>. It is highlighted that ‘the only thing of real importance that leaders do is to create and manage culture; that the unique talent of leaders is their ability to understand and work with culture; and that it is an ultimate act of leadership to destroy culture when it is viewed as dysfunctional<sup>59,60</sup>.

Culture therefore gives organisations a sense of identity and determines, through the organisation’s legends, rituals, beliefs, meanings, values, norms and language, the way in which ‘things are done around here’<sup>61</sup>. An organisations’ culture encapsulates what it has been good at and what has worked in the past. These practices can often be accepted without question by long-serving members of an organisation and become part of the established way of doing things<sup>62</sup>. Over time the organisation will develop ‘norms’ i.e. established (normal) expected behaviour patterns within the organisation. A norm is defined as an established behaviour pattern that is part of a culture<sup>63</sup>.

The concept of culture is what distinguishes an organisation in terms of originality, change management, risk taking, consistency and assertiveness from other organisations. The culture of every organisation is represented by the values, beliefs, customs and traditions of its members. This culture articulates the core values which are collectively shared by the same organisation's members<sup>64</sup>. Organisational culture is literally described by many researchers in diverse studies for various measures. It is asserted that culture is critical to understanding any society or group. Through the process of socialization individuals bring into groups. Groups have the capacity to shape, influence, and determine group members' outlooks, viewpoints, outputs, attitudes and indeed behaviours. Organisations are created to solve societal problems. So that organisations employ individuals to assist them in the task of solving their assigned societal problems.

However the behavioural border among organisational members creates a pattern of behaviours, values and attitudes that can be distinguished, isolated and identified as strange organisational culture. And the researcher measured organisational culture the in term of involvement, consistency, adaptability, and mission and employee performance measured in profitability, productivity, and employee motivation. On other hand, it is stated that today cultural clashes in any international project organisation have led to an increased emphasis on preparedness on possible conflicts existing in cross-cultural cooperation. Cultural differences often result in varying degrees of conflict and require careful consideration<sup>65</sup>.

It is emphasised that perhaps the most intriguing aspect of culture as a concept is that it points us to phenomena that are below the surface, that are powerful in their impact but

invisible and to a considerable degree unconscious. An analogy was used that culture is to a group what personality or character is to an individual. One can see the behaviour that results, but often we cannot see the forces underneath that cause certain kinds of behaviour. Yet, just as our personality and character guide and constrain our behaviour, so does culture guide and constrain the behaviour of members of a group through the shared norms that are held in that group. It is affirmed that there are visible and invisible levels of corporate culture (the 'culture iceberg' analogy the visible levels (surface manifestations) of the 'culture iceberg' incorporate observable symbols, ceremonies, stories, slogans, behaviours, dress and physical settings. The invisible levels of the 'culture iceberg' include underlying values, assumptions, beliefs, attitudes and feelings. Often, change strategies focus on the visible levels<sup>66</sup>.

It is emphasised the more visible levels of culture (heroes, rites, rituals, legends and ceremonies) because it is these attributes they believe shape behaviour. But it is the invisible levels that may be of more interest to public sector organisations in terms of their influence in progressing or impeding organisational change. A critique of researchers who concentrate on one or a few attributes, proposes a multi-layered model which he structured as a ring. Rousseau's rings are 'organised from readily accessible (outer layers) too difficult to access (inner layers)'. Rousseau's model appears to capture all the key elements of culture: 'a continuum from unconscious to conscious, from interpretative to behaviour, from inaccessible to accessible<sup>67</sup>.

Organisational culture is a widely used term but one that seems to give rise to a degree of ambiguity in terms of assessing its effectiveness on change variables in an organisation. For the past number of decades, most academics and practitioners studying organisations

suggest the concept of culture is the climate and practices that organisations develop around their handling of people. Organisational culture, then, is made up of more ‘superficial’ aspects such as patterns of behaviour and observable symbols and ceremonies, and more deep seated and underlying values, assumptions and beliefs. Some proponents argue that organisational culture can be changed by focusing on the more visible aspects such as rites and rituals, as these help shape behaviour. However, others argue that this is a misunderstanding of culture and that the ‘deeper’ aspects of culture such as beliefs and feelings must be taken into account when considering organisational culture and potential changes to culture<sup>68</sup>.

Organisational culture is either a force for change or a definite barrier to it; hence managers are increasingly challenged with changing an organisation’s culture to support new ways of accomplishing work. It is pointed out that organisational culture performs four functions: gives members a sense of identity, increases their commitment, reinforces organisational value and serves as a control mechanism for shaping behaviour. It is important to note that leaders shape and reinforce culture by what they pay attention to, how they behave, how they allocate rewards and how they hire and fire individuals<sup>69</sup>. Organisational culture could also be seen as an effective means of sharing values, managing dispersed work units and increasing workforce. It is posited that organisational culture is even more important today with the information age which has arrived in full force and technology along with all of its advancements than it was in the past. An organisation’s customs, traditions, and general way of doing things are largely influenced by the common perception held by the organisation’s members. Organisational culture

has been perceived as blueprint of shared values which helps to increase the consistency of employee behaviour and beliefs<sup>70</sup>.

Organisational culture has reflected in the customs, beliefs, norms, morals, ethics and core values of its members and thereby helps in increasing competitive advantage and in turn serves as an avenue for managing strategic capabilities and achievement of corporate goal. Organisational culture has played prominent roles in adapting to external and internal changes; maximizing the value of employees through organisational learning, knowledge management and creativity; and also the willingness to share knowledge and undertake risks<sup>71</sup>. Inversely, it is explained the nature of cultural influences and management of the environment through strong and weak cultures. An organisation's success can be determined not just to adapt to general way of doing things but to take several requisites that help to influence and manage the environment. In view of this, a framework has been developed that commonly differentiates between strong and weak cultures. A strong culture is endowed with the organisation's shared values which are more directly related to reduce turnover and promote job satisfaction<sup>72</sup>. It is also added that a strong culture is a means to the actualization of the strategic intent, mission and vision statement of the organisation. However, it is evident that the culture of the organisation influences the style of management and the performance of the employees in the workplace<sup>73</sup>.

Since culture has a greater influence on the behaviour and performance, every organisation through the managers must therefore have a numerous channels of transmitting their cultural values to the employees. Some of the several ways of learning the culture of the organisation were highlighted. This includes; stories, rituals, material

symbols and languages<sup>74</sup>. A descriptive explanation was provided about the past, give insight into the present and anticipate for future occurrences. This enlightenment focuses on the rationale behind the establishment of the organisation, the core values, actions and reactions to past mistakes, and organisational coping strategies. The values are the actions that articulate and strengthen the key values of the organisation, management style, the strategic intent and objectives as well as the resourcing strategies of the organisation. The material symbols serve as a means to spread messages like values of sincerity, risk taking, honesty, equality, resourcefulness, inventiveness, and discipline to the employees<sup>75</sup>.

It is surmised that an organisation's culture can be a combination of three categories bureaucratic, innovative, or supportive. A bureaucratic culture is hierarchical, compartmentalized, organized, systematic, and has clear lines of responsibility and authority. An innovative culture refers to a creative, results-oriented, challenging work environment<sup>76</sup>. A supportive culture exhibits teamwork and a people-oriented, encouraging, trusting work environment. Organisational culture could be build up by two essentials factors of social group; structural stability of a group and integration of single item in superior standard. It is stated that organisation's norms and values have a strong effect on all of those who are attached with the organisation. It is considered by him that norms are invisible but if the organisations want to improve the performance of the employees and profitability, norms are places first to look<sup>77</sup>.

It has also been identified that other examples of material symbols which include the structures, composition of employees, size of offices, trademarks, logo, and so on. Organisation adopts and uses different languages as a way to identify members who shared common values and with relatively stable characteristics. To the new employees,

they are frequently overwhelmed with acronyms and jargon that, after six months on the job, have become fully part of their language. Organisational members are able to understand how their communicative actions and interactions contribute to the increased performance and organisation's mission and philosophy. It is adduced that effective performance cannot be attained without a formidable cultural values<sup>78</sup>. It could be contended that the relationship between organisational culture and employees' performance cannot be quantified since both variables depend on each other for success. Since culture is what distinguishes an organisation from another, therefore the strategies and practices put in place will be quite different as well. It is believed that formidable cultural values and diversity have a significant influence on the performance, commitment, morale and motivations of an employee in the banking sectors<sup>79</sup>.

Organisational culture is a dynamic aspect that creates peculiarity and distinction between one organisation and others. This culture serves as an integrative way of embracing the organisation together by providing principles that guides the attitude, thoughts and behaviour of the employees<sup>79</sup>. Due to the diverse nature of workforce, it becomes important for organisations to draw a blueprint of culture that moulds employees in the way management desires. However, one of the management prerequisites for new employees is their willingness and acceptance of the organisation's core cultural values. At the same time, management seeks ways of recognizing and harmonizing the gender, religion, race, ethnic, and other differences that these employees bring to the workplace.

The culture of every organisation is particularly resistant to change and even when a culture needs to be changed, the management has little or no influence because the

employees must have been committed to them. Organisations also tend to be efficient because they have shared values that are consistently reliable, harmonized, and integrated. Above all, management at all levels must create a culture that promotes the attainment of corporate goals and increased employees' performance. In addition, employees' performance through competitive competence of organisation can be improved by building strong people and effectively managing their differences and integrating them to the shared values<sup>80</sup>.

It is important to note that there is no just one organisational culture. It is widely recognised by the academic literature that different organisations have distinctive cultures. Also, there may be more than one culture within an organisation. One classification of culture types that is proposed is Competing Values Framework (CVF). The CVF has been used in a number of studies to investigate organisational culture<sup>81</sup>. The CVF examines the competing demands within organisations between their internal and external environments on the one hand and between control and flexibility on the other. These conflicting demands constitute the two axes of the competing values model. Organisations with an internal focus emphasise integration, information management and communication, whereas organisations with an external focus emphasise growth, resource acquisition and interaction with the external environment<sup>82</sup>. On the second dimension of conflicting demands, organisations with a focus on control emphasise stability and cohesion while organisations with a focus on flexibility emphasise adaptability and spontaneity. Combined, these two dimensions of competing values map out four major 'types' of organisational culture revealed in theoretical analyses of organisations<sup>83</sup>.

The internal process model involves a control/internal focus in which information management and communication are utilised in order to achieve stability and control. This model has also been referred to as a 'hierarchical culture' because it involves the enforcement of rules, conformity, and attention to technical matters. The internal process model most clearly reflects the traditional theoretical model of bureaucracy and public administration that relies on formal rules and procedures as control mechanisms<sup>84</sup>. The open systems model involves a flexibility/external focus in which readiness and adaptability are utilised in order to achieve growth, resource acquisition and external support. This model has also been referred to as a 'developmental culture' because it is associated with innovative leaders with vision who also maintain a focus on the external environment. These organisations are dynamic and entrepreneurial, their leaders are risk-takers, and organisational rewards are linked to individual initiative<sup>85</sup>.

The human relations model involves a flexibility/internal focus in which training and the broader development of human resources are utilised to achieve cohesion and employee morale. This model of organisational culture has also been referred to as 'group culture' because it is associated with trust and participation through teamwork. Managers in organisations of this type seek to encourage and mentor employees.

The rational goal model involves a control/external focus in which planning and goal setting are utilised to achieve productivity and efficiency. This model of organisational culture is referred to as a rational culture because of its emphasis on outcomes and goal fulfilment. Organisations of this type are production oriented, and managers organise employees in the pursuit of designated goals and objectives, and rewards are linked to outcomes. The importance of this academic understanding of types of culture is not that

the types exist in any pure form in organisations. It is possible for organisations to display several cultural types. Rather, it is that such typologies help in our understanding of predominant cultures and thinking as to what re-balancing is needed if culture is to be shifted to support new practices and values<sup>86</sup>.

Understanding of organisational culture and cultural types also helps our understanding of why managerial reforms may impact differently within and between organisations. An organisation with a predominantly internal process culture, for example, may be more resistant to reforms aimed at promoting innovation. One would also expect staff in high uncertainty avoidance cultures to be more concerned with rule-following and more reluctant to risk changing jobs – both factors of some importance for those reformers who want to deregulate bureaucracies and encourage more rapid job change in the public service'. Practitioners in both the private and public sectors have come to realise that organisational change often requires changing the organisation's culture and learning<sup>87</sup>. A good example is improving career progression arrangements in the organisation. It is affirmed that there is a need for a change in organisational culture in many areas of a department. In particular, it is affirmed that 'developing a culture in which career progression and development of staff is prioritised represents an important retention and motivation tool<sup>88</sup>. It is surmised that culture can either facilitate or inhibit institutional transformation depending on whether or not the existing culture is aligned with the goals of the proposed change. This is also in terms of culture facilitating innovative initiatives in the public sector and providing a supportive environment for developing 'enterprising leaders<sup>88</sup>.

If culture is important, is it possible to manage culture change? Culture change involves moving an organisation on from one form of culture to another, often through a culture change programme. Managing this cultural change programme requires that attention be paid to a range of issues. A number of key factors are elucidated<sup>89</sup>: which include creating a receptive climate for change, top leadership drive – coherent and cohesive, requiring an articulate and precise vision from the top, discrepant action to increase tension, use of deviants and heretics, new avenues for articulating problems, reinforcing structural change and rewards, use of role models, deep socialisation, training and development, new communication mechanisms to transmit new values and beliefs, integrated selection criteria and removal of deviants, luck, persistence and patience.

It is however, suggested that it is important to manage with cultural awareness rather than to directly manage the culture. A metaphor of ‘riding a wave’ was used to explain managing culture. ‘The best the surf-rider can do is to understand the pattern of currents and winds that shape and direct the waves<sup>90</sup>. He/she may then use them to stay afloat and steer in the desired path. But this is not the same as changing the basic rhythms of the ocean’. There are, therefore, competing views in the literature as to the degree to which it is possible to manage culture. Some argue that culture can be directed and controlled, particularly by influential leaders. Others argue that directive, top down change is unlikely to be successful in the long run, and that managing culture is either not possible or only possible if the complexity of reality is understood and change is progressed in a consensual and longer-term manner<sup>91</sup>.

It takes effort for an organisation to establish an explicit, highly distinctive culture that stands out from the crowd. It was affirmed that a unique corporate culture provides value

to the organisation and, therefore, hard to duplicate or imitate. In this regard, it helps to build and sustain an organisation competitive advantage. For this to happen, the organisation has to have a mission statement and values that have meaning; a statement that people will take seriously; a set of overarching beliefs that serve as powerful guides for everyday action and that are reinforced in a hundred different ways, both symbolic and substantive. Organisations that value innovation encourage high employee job performance because by so doing, it promotes competition among the employees. This will make every other employee in that organisation to bring out their best in order to stand out and receive rewards and recognition<sup>92</sup>.

An organisational mission is an organisation's reason for existence. It is sometimes referred to as a creed, purpose, or statement of corporate philosophy and values<sup>77</sup>. The mission of an organisation is aligned to the expectations of its targeted customers, so as to achieve its ultimate returns<sup>93</sup>. It often reflects the values and beliefs of top managers in an organisation. It therefore, all starts with the organisations leaders to define these values and then help the employees discover how their personal values are validated when they perform their jobs in accordance with the organisational values. This will make personal and corporate values increase staff engagement. Therefore, employees gain more fulfilments from their job and are motivated to work harder, bringing their best to their work.

It was also added that a high-performing organisation has a committed workforce that is aligned with mission, vision and values and is motivated to achieve organisational objectives. It was affirmed that culture offers a shared understanding about the identity of an organisation. The right culture can make employees feel that they are valued

participants and, as such, become self-motivated to take on the challenge of realizing the organisation's mission and work together as a team. It can transform an organisation's workforce into a source of creativity and innovative solutions<sup>94</sup>. The involvement of culture has a great influence on employee performance in an organisation.

Involvement in this context is to be understood as a regular participation of employees in deciding how their work is done, making suggestions for improvement, goal-setting, planning, and monitoring of their performance. A performance culture is built around shared desire to exceed expectations and achieve remarkable results. However, this starts with individuals. Organisations with high performing cultures see their employees as their number one asset. They treat employees with dignity and respect, grant them greater autonomy, involve them in decision-making, celebrate individual and team achievements, and use a full range of rewards and punishment to enforce high performance standards<sup>95</sup>. Also, organisations that uphold an involvement culture emphasize the input and participation of its members. These organisations, therefore, make their members become highly concerned about organisational immediate interests and increase the cohesion, so they can easily reach agreement in existing challenges<sup>96</sup>.

One way of enhancing employee job performance is by involving them in the organisation's decision-making at least to a level that they are allowed. There are decisions that require secrecy due to their nature, and this is understandable, but there are others that should involve employees in an organisation. These decisions should be made with the participation of the people they affect; this means consulting them or having a discussion in order to get their views and generate new ideas<sup>97</sup>. An organisation with a culture of involving its employees will tend to perform well because the employees will

own the decision, and, therefore, hold themselves responsible in case of any failure. It is easy to get so swept away thinking of solutions in board meetings that managers forget to consult the people who matter: the employees<sup>98</sup>.

Employee empowerment can be an integral element of organisational culture change in that it embodies the concepts of intrinsic motivation, internal justification for decision-making, shared responsibilities, and integration for problem solving. As employees mature in an organisation, they gain more knowledge, internalize justification for the actions they take, and become more intrinsically motivated. Alongside this internalization process, employees tend to take a more active role in intervening in the actions of newer employees and offering feedback regarding culture-consistent behaviours. When employees are empowered, they feel motivated to work because then nothing holds them back as they know what is expected of them and are competent in their duties<sup>99</sup>.

More open forms of participative management give workers decision-making authority regarding their domains of responsibility. When companies shift to the more open forms of participative management, they begin the process of empowering their employees. It could be asserted that an organisation's level of empowerment is related to its culture. A strong culture supports the empowerment process in many ways<sup>100</sup>. First, companies with strong cultures provide continuity and clarity with respect to their missions. Second, companies with strong cultures minimize mixed signals because they have reduced ambivalence in their communications, and management tends to speak with one voice.

Third, companies with strong cultures have a central core of consistency that drives the basic decision-making processes throughout the organisation. This central core promotes

consistency regarding basic values and beliefs, yet allows for individual interpretations and responses for items outside the central core. Fourth, strong culture firms help employees build social currency based on track record, reputation, knowledge, and network of relationships. This social currency builds communication and trust and provides the power to get things done independent of formal titles and authority<sup>101</sup>.

It could be emphasized that an organisation that effectively communicates information to its employees and makes it accessible to its employees makes them feel part of the organisation. This makes employees want to do their best not just for their pay cheque, but for the organisation. The kinds of information that can be transmitted to employees include: the long-term plans of the organisation and new developments such as opportunities or problems faced by organisations<sup>102</sup>. Another way of establishing a culture of involvement in an organisation is by incentivizing employees so as to increase their performance. This can be by informing them of the financial position of the organisation and, when possible, sharing with them the profits.

Most employers believe that offering additional money will draw more production from their employees. Many times this is not true. What employees most often want is to know that they matter to the company or organisation. Adding to their salaries does show them they are important, but normally this is the least effective means of increasing employee performance. It is also the most expensive<sup>103</sup>. Some little gestures of recognition employed by an organisation increase employee job performance. Multinational organisations for example put up a map on the wall of the staff canteen. When people join the company, they put a pin on the country they are from. This makes the new employee feel welcome to the team, and is good for communication. Organisations that

have a culture of celebrating birthdays, organizing get-togethers, whether it's paintballing sessions or a small glass of wine in the staff room at the end of an afternoon, helping a charity is another way to give workers a common purpose and a feel-good factor<sup>104</sup>.

It could also be asserted that organisations that have a culture of recognizing for a job well done boost morale and offer a greater sense of achievement. The moment employees understand that they are appreciated and that their efforts matter beyond earning a pay check, performance will normally increase. Regular times of recognition in small or simple ways can help employees know their value and increase their performance. Another strong trait of organisational culture that enhances high performance among employees in an organisation is team work<sup>105</sup>. It was surmised that organisational norms that encourage cooperation, teamwork, and participation are related to performance because they facilitate group coordination and synergy of divergent organisational resources. It could be added that moreover, self-actualization and employee development are the basis of creating a large pool of organisational resources that reflect the human capital within organisations and lead to organisational efficiency<sup>106</sup>. Consistency in an organisation is very pertinent for its growth.

Consistency implies the extent to which the values, beliefs and standards of behaviour are acquired and shared among employees in an organisation. Organisational culture defines a normative order that serves as a source of consistent behaviour inside an organisation. Consistency culture, in fact, is a theory of strong culture. Consistency culture in an organisation is manifested by widely shared beliefs and values that help organisational members to reach consensus and take concerted action, so as to have a positive impact on

performance. Such a high degree of unity within an organisation can save on manpower, materials, financial and other resources, whilst boosting performance<sup>107</sup>.

An organisation will operate more productively as a whole when key values are shared among the majority of its members. To this end, employees need to be comfortable with the behaviours encouraged by the organisation so that individual motivation and group productivity remain high. High functioning organisations comprised individuals whose overt behaviours are consistent with their covert values. All of this is of crucial importance to managers. Senior executives usually set the tone by exerting core values that form the overall dominant culture shared by the majority of an organisation's members. So, if management does not take the time to understand the culture that motivates an organisation, problems are inevitable. New procedures and activities will be very difficult to implement if they do not mesh with the organisation's culture<sup>108</sup>.

A culture of consistency is created by leaders in the organisation who are meant to be role models. The stories leaders tell, the decisions they make, and the actions they take reveal an implicit cultural expectation for followers. Employees learn what is valued most in an organisation by watching what attitudes and behaviours leaders pay attention to and whether the leaders own behaviour is consistent with organisational values. Again, as leaders who have the voice of the organisation, they must be sure to communicate clear expectations for every member of the organisation. These expectations should be supported by the words and actions of managers who regularly let people know how their work is important to the organisation<sup>109</sup>.

Another technique of creating a consistent culture in an organisation lies with the top management. In order to promote a culture of consistency, leaders can design the physical work environment to reflect the values they want to promote within the organisation. The authors give an example of having common eating facilities for all employees, no special parking areas and similar offices is consistent with the value of equality; an open office layout with fewer walls separating employees is consistent with the value for open communication<sup>110</sup>. In designing its headquarters, Google provided open workspaces and an environment that provided co-worker contact and interaction. By providing a clear sense of place and purpose for its employees, Google succeeded in communicating an employee-friendly culture through its facility design, with the architecture and comfort of the setting reinforced by the cultural and aesthetic elements in the building. This, in turn, improved employee job performance<sup>111</sup>.

Leaders who plan most of the work should give individuals assignments that are consistent with their strengths and interests and opportunities for continued learning and growth<sup>112</sup>. It was asserted that organisational values, which form part of the corporate culture, greatly aid to facilitate the recruiting process. Serious organisations have a particular way of recruiting; this depends on their kind of business. At recruiting, there is a particular trait organisations are looking for. For an organisation to maintain its high performance culture, it has to be consistent in how it recruits hiring only the best with specific qualifications. Consistency can also be looked at from the point of view of the organisation and employee as far as values and purpose are concerned. If there is consistency in values between the two, then there is a match. It was also affirmed that the degree to which an organisation's values match the values of an individual who works for

the company determines whether a person is a good match for a particular organisation. It is affirmed that it is important for individual values to match organisation culture because a culture of shared purpose results in actions that help the organisation achieve a common or collective goal<sup>113</sup>.

Consistency, as an element of organisational culture cements positive aspects in an organisation hence helps establish a strong culture which, by extension, leads to a high performance organisation. There is no doubt that organisations with a strong corporate culture have an almost unfair competitive head start. Employees in such organisations have reasons to care about how they perform. Even the challenges presented by mind-bending change whether imposed by the marketplace or necessitated by internal growth are easier to handle because a stable culture begets a fast-moving, flexible organisation<sup>114</sup>.

#### **2.1.4 Concept of Emotional Intelligence**

Emotions not only give colour but also meaning to our lives and experiences. The crimes and even inhuman acts are all because of emotions. Emotions play a very important role in human behaviour and life. In fact, even moral behaviour is based on emotion to some extent. The emotion is defined as ‘a strong mental or instinctive feeling such as love or fear involving many bodily processes, and mental states. An emotion combines cognition, bodily arousal and behaviour in a readymade formula for responding in line with the way the situation has been interpreted. There is a huge difference in the ways of feeling emotions by human beings and animals although both of them experience anger, fear, sadness, and joy. Emotion can be defined as the “feeling” aspect of consciousness, characterised by certain physical arousal, a certain behaviour that reveals the feeling to the outside world, and an inner awareness of feelings. Emotion is associated with mood,

temperament, personality and disposition and motivation. The English word 'emotion' is derived from the French word 'emouvoir'<sup>115</sup>.

Energy in motion is an emotion and is a way of expressing oneself in life. Emotions cannot be considered as good and bad as each emotion has a specific role to play in colouring our life. Emotions expressed by humans can be divided into two broad categories and are called as positive and negative emotions. In positive emotions an attempt or an intention to include is expressed. They are fuelled by an underlying desire for enjoyment and unity. Interest, enthusiasm, boredom, laughter, empathy, action, curiosity are the examples of positive emotions. In negative emotions an attempt or intention to exclude is expressed. They are fuelled by an underlying fear of the unknown, a fear of the actions of others, and a need to control them or stop them to avoid being harassed. Apathy, grief, fear, hatred, shame, blame, regret, resentment, anger, hostility are examples of negative emotions. The negative emotions are helpful and act as a motive in moving away from what one doesn't want and positive emotions are useful for moving towards what one wants<sup>116</sup>.

There are hundreds of emotions along with their blends. The basic members and families of emotions, though not all agree on them, which are proposed by some theorists are as follows: The basic families of emotions are: Fear (safety) which involves anxiety, apprehension, nervousness, concern, consternation, misgiving, wariness, qualm, edginess, dread, fright, terror and in the extreme cases phobia and panic. Anger (justice) reflects fury, outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility, and perhaps these are manifest in the extreme as hatred and violence<sup>143</sup>. Sadness has some features as (loss) grief, sorrow, cheerlessness,

gloom, melancholy, self-pity, loneliness, dejection, despair, and depression in the extreme case. Enjoyment (gain) shows happiness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, whimsy, ecstasy, and at the far edge, mania. Love (attraction) means acceptance, friendliness, trust, kindness, affinity, devotion, adoration, infatuation, and agape. Disgust (repulsion) reveals contempt, disdain, scorn, abhorrence, aversion, distaste, and revulsion. Surprise (attention) includes shock, astonishment, amazement, and wonder. Shame (self-control) means guilt, embarrassment, chagrin, remorse, humiliation, regret, mortification, and contrition<sup>116</sup>.

There are some general characteristics of emotions. All emotions have certain definite characteristics. Different emotions also have their own characteristics and behavioural patterns. Some of the general characteristics of emotions are as follows:

Emotions and biological drives mean that emotion mostly occurs when any basic need is thwarted or challenged or when such a need is satisfied. Emotion is said to occur as a reaction when some basic drive is frustrated or properly satisfied. For example, fear is a response associated with expected danger<sup>117</sup>. Anger is a response when some activity is blocked. Similarly joy is felt when the need is satisfied. The other way in which emotions are related to biological needs is that they not only occur as a reaction to the thwarting of a need, but also, as experiences that help and direct the organism towards the satisfaction of the needs. To cite an example, in anger one could be able to use more energy in fighting the obstructing situation. Thus emotions serve the organism in a helpful manner in the satisfaction of basic needs.

Emotions and reasoning reveals that emotion does not surge up in the most challenging or disturbing situation in facing the problem by reasoning and thinking. An emotional response is always weakened by the application of our reasoning process<sup>117</sup>. Logical reasoning locks emotions and strong emotions block logical thinking. These two phenomena seem to be opposed to each other. It is known that emotion is a primitive form of reaction than reasoning. Emotions have their own biological value in helping the organism to meet an emergency situation. In critical situations immediate and vigorous action is called for and there may not be much time for thinking and reasoning.

Emotion and overt behaviour shows that each emotion has certain definite muscular and overt behaviour<sup>118</sup>. Generally, each emotion is said to have its own expressive behaviour. But many emotions have common expressive signs. Certain strong emotions have their own characteristic behaviour patterns. For instance in anger, there is typical behaviour of attacking and all activities connected with it. In fear, there is the activity of fight or escape. Several other forms of overt behaviours such as smiling, laughing and crying are also expressions of emotions. Emotions and internal response affirms that when one experiences emotions there are certain internal activities and disturbances in the autonomic nervous system, ductless glands and visceral organs<sup>118</sup>.

Emotions and mood reflects that unlike feelings emotions are very strong in intensity. So any emotional experience even after it ceases, leaves behind a kind of 'after feeling' called as mood. We all might have had experienced these moods at some point of time or the other in our lives. For example, after we had an outburst of anger, for a much longer time we would be in an angry mood. When we are in this mood we are liable to become angry even with a slight provocation. After an experience of intense fear, we would be in

a frightened mood for much longer time and unexpected sound or event will make us afraid again<sup>119</sup>.

There are some physiological changes in emotions that the human behaviour, these are include; facial expressions which are various muscles of the face including the eye, the lips, the nose and the forehead undergo changes by way of twisting and taking different poses. Most of the emotions have their facial expressions but it may not always be easy to judge the emotion from these expressions. Some facial expressions are universal<sup>119</sup>.

Muscular adjustment shows that Sometimes the entire muscular system of the body undergoes contraction and adjustments. For example, the bodily changes that take place in “startle reaction” when there is quick, unexpected and strong stimulus. The startle response consists of sudden movement of the head, blinking of the eyes, a characteristic facial expression, raising and drawing forward of the shoulders, turning inward of the upper arms, bending of the elbows, turning downward of the forearms, flexion of the fingers, forward movement of the trunk, contraction of the abdomen and bending of the knees. Some have questioned considering ‘startle reaction’ as an emotion as they consider startle reaction as one of the basic reflexes. There is some truth in this claim as the same type of bodily changes also appears in cases of fear response<sup>120</sup>.

Gestures and movement of the hands reflect that gestures may sometimes involve the movements of the whole body. Change in voice could be noticed when the voice gets affected in an emotion. When excited the voice becomes loud and high pitched. Under fear the voice takes a sinking and low tone. There are other changes of a miscellaneous nature associated with emotions such as the hair standing on end, stimulation of sweat glands, drying of the tongue among others. Another change that takes place under

emotions is the fact that we have unusual amount of energy at our disposal<sup>121</sup>. For example, when one is fighting a fire, one seems to have strength and energy beyond ordinary limit. When one is running away from danger, one is able to run much faster and the energy at one's disposal seems to be much more than what is ordinarily available for us (some of us who may never win a prize at running a race may perhaps even beat a champion if we were chased by a cobra or a tiger). One could even notice a comparatively weaker person when under strong anger overcoming a much stronger man in a fight. All these are due to release of abnormal amount of energy helping people to meet the critical situation and thus preserve our well-being<sup>121</sup>.

Intelligence has been defined in many different ways such as in terms of one's capacity for logic, abstract thought, understanding, self-awareness, communication, learning, emotional knowledge, memory, planning, creativity and problem solving. Intelligence is most widely studied in humans, but has also been observed in animals and in plants. Artificial intelligence is the simulation of intelligence in machines. Intelligence derives from the Latin verb *intelligere*, to comprehend or perceive. A form of this verb, *intellectus*, became the medieval technical term for understanding, and a translation for the Greek philosophical term *nous*. This term was however strongly linked to the metaphysical and cosmological theories of teleological scholasticism, including theories of the immortality of the soul, and the concept of the Active Intellect (also known as the Active Intelligence)<sup>122</sup>.

Intelligence is defined as mental capability that involves the ability to reason, to plan, to solve problems, to think abstractly, to comprehend complex ideas, to learn quickly and to learn from experience. It is not merely book learning, a narrow academic skill, or test-

taking smartness. A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings "catching on," "making sense" of things, or "figuring out" what to do<sup>123</sup>.

There are some nature and characteristics of intelligence and its development in humans which differentiate one individual from the other. Intelligence is not acquired after sustained labour. It is a gift from nature. Intelligence is not memory. An intelligent person may have poor memory. Intelligence is not a skill which a worker acquires after planned practice. Intelligence is not a guarantee of a good behaviour of the individual. To understand the nature of intelligence one needs to know the classification intelligence<sup>124</sup>.

Concrete Intelligence is the ability of an individual to comprehend actual situations and to react to them adequately. The concrete intelligence is evident from various activities of daily life. This type of intelligence is applicable when the individual is handling concrete objects or medicines. Engineers, mechanics and architects have this type of intelligence. Abstract Intelligence is the ability to respond to words, numbers and symbols. Abstract intelligence is required in the ordinary academic subjects in the school. This is acquired after an intensive study of books and literature. Good teachers, lawyers, doctors, philosophers etc. have this type of intelligence<sup>125</sup>.

Thus one sees the nature of intelligence as the ability for adjustment to environment, ability to perceive relationship between various objects and methods, ability to solve

problems, ability to think independently, ability to learn maximum in minimum period of time, ability to benefit from one's own experience and the experience of others. Therefore, intelligence is an inborn ability of an individual, the distribution of intelligence is not equal among all human beings. There is wide individual difference that exists among individuals with regard to intelligence<sup>126</sup>. The main features of intelligence are the following: Intelligence is an innate natural endowment of the child, it helps the individual in maximum learning in minimum period of time, the individual is able to foresee the future and plan accordingly, the individual is able to take advantage of his previous experiences, the child faces the future with compliance, he develops a sense of discrimination between right or wrong. It also includes; the developmental period of intelligence is from birth to adolescence, there is a minor difference in the development of intelligence between boys and girls, there are individual differences with regard to the intelligence between boys and girls, intelligence is mostly determined by heredity but a suitable environment necessary to improve it.

It is generally agreed upon by almost all psychologists that intelligence increases up to adolescence and declines in old age. According to Pinter, the development of intelligence takes place at a rapid space up to the age of 14 years, and then it stops at any stage in between the ages of 14 – 22 years. It is opined that students and adults reach the limit of their intelligence growth at the age of 16 years. This limit is reached at the age of 15 years. Intelligence grows up to the age of 18 years. The researchers of Thorndike reveal that the power to learn in a person develops up to the age of 22 years and this power continues to work up to the age of 45 years<sup>127</sup>. According to some psychologists, the intelligence of dull children grows only up to the age of 14 years and those of normal

ones up to the age of 16 years. In the case of children of genius category, it continues to grow up to the age of twenty years. However, the definite age till when intelligence grows has not been determined. This problem remains even today as it was earlier<sup>128</sup>.

The roots of emotional intelligence concept can be traced back to the work of Charles Darwin and his belief that emotional expression has a vital role to play in survival and adaptation<sup>129</sup>. Throughout the 1900's several intelligence researchers theorised that non-cognitive aspects were hugely important in constructing a comprehensive model of intelligence. An idea of multiple intelligences was introduced which include, Interpersonal Intelligence, the ability to understand other people's desires, intentions and motivations and Intrapersonal Intelligence, the ability to understand one's own feelings, motivations and fears. Emotional intelligence represents a set of competencies that perceive, understand and regulate emotions in one-selves and in others. These emotional competencies are learned capabilities based on the level of emotional intelligence that lead to superior efficiency in performance. Emotional intelligence could be defined as "the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and use this information to guide one's thinking and actions<sup>130</sup>. The framework developed by them is built around emotion related cognitive abilities and their ability model divides the skills and abilities of emotional intelligence in to four branches, which are: Perceive emotions, use emotions to facilitate thought, understand emotions and manage emotions.

Emotional intelligence is an important factor that provides improved capabilities for achieving organisational goals and job objectives, inducing better teamwork through cooperation and trust. Emotionally intelligent employees tend to have a positive mindset,

appear more contented, dedicated and loyal to their profession and organisation, which in turn creates a conducive environment that effectuates improved job performances<sup>131</sup>. Burnout at the workplace can be decreased with the ability to manage and regulate one's emotions. Employees with high EI levels have been found to have a lower burnout rate in performing tasks. The absence of employee burnout while performing a task encourages employee engagement, allowing for consistent focus on the task at hand, thus contributing to a higher level of motivation in performances<sup>132</sup>.

The leaders in public management and administration should consider traits of EI as important elements in the characteristics of personnel recruited into the public sector, mainly in terms of self-awareness and regulation. The perceived influence of EI indicates its inclusion in training and development initiatives, which would help organisations to enhance the level of commitment by means of the improved individual behaviour and team performance of emotionally strong and consistently motivated team members. EI determines the performance of employees; a high EI level produces high performances, while a lower level of EI breeds low performers<sup>133</sup>.

Literature has theorized that job performance is influenced by employees' ability to use emotions to facilitate performance one of the four defining dimensions of EI. Employees could use both positive and negative emotions to their advantage to improve performance. For example, positive emotions, such as excitement or enthusiasm, could stimulate employees to provide better customer service, complete their work assignments, or contribute to the organisation. Conversely, negative emotions, such as anxiety, could facilitate employees' ability to focus on their work tasks. Employees with high emotional intelligence should be more proficient at regulating their own emotions and managing

others' emotions to foster more positive interactions, which could lead to more organisational citizenship behaviours that contribute to performance<sup>134</sup>. Organisations are the best settings that require interpersonal interaction. Most of these interactions are related to the performance of job duties, for example, serving customers, receiving instructions and reporting to supervisors, or cooperating and coordinating with colleagues among others. Employees with high levels of EI are those who can make use of the predecessor- and response-focused emotional regulation effectively, and master their interactions with others in a more effective manner<sup>135</sup>.

Emotional intelligence is a set of competencies where personal competence and social competence plays a vital role in directing and controlling one's feelings towards work and efficiency at work. These competencies are the major factors and his ability to control and manage his moods and impulses on the job. To understand one's emotions and feelings as they occur, and tuning one's self to the changed situation, requires the emotional competency, emotional maturity and emotional sensitivity that are demanded on the job.

In a work situation, performance of the employees depends on working with group of people with different ideas, suggestions, and opinions. Effective use of emotional intelligence gives better team harmony<sup>136</sup>. Leaders, in particular, need high emotional intelligence, because they represent the organisation to the customers, they interact with the highest number of people within and outside the organisation and they set the tone for employee morale. Leaders with high emotional intelligence are able to understand their employee's needs and provide them with constructive feedback<sup>137</sup>. It has been widely hypothesised that individuals who have a high level of Emotional Intelligence (EI) are expected to accomplish higher levels of achievements both in their personal life and their

work place and that they contribute significantly to the performance of the organisations within which they work.

Emotional intelligence may contribute to work performance (as reflected in salary, salary increase, and company rank) by enabling people to nurture positive relationships at work, work effectively in teams, and build social capital. Work performance often depends on the support, advice, and other resources provided by others. Emotional intelligence may also contribute to work performance by enabling people to regulate their emotions so as to cope effectively with stress, perform well under pressure, and adjust to organisational change<sup>138</sup>.

Emotional intelligence has become of widespread interest to psychological research in recent years. It has been claimed that emotional intelligence is one of the important factors that determine success in life and job effectiveness. Research has provided an evidence for a direct link between emotional intelligence and job performance. It was indicated that EI may be an important adaptive mechanism for helping individuals to interact with their environment; including work environment<sup>139</sup>. It was reported that EI is twice as important as technical skills and more important than IQ for success in jobs at all levels. It was also suggested that EI is related to success at work and plays a significant role in a certain aspects of effective team leadership and team effectiveness. It should be, however, stressed that studies exploring the relationship between EI and experienced job stress and its outcomes are rather scanty<sup>140</sup>.

The two types of models are best reflected by the two main approaches to the measurement of EI. Authors categorised instruments according to their measurement

approaches. That is, trait EI measures (also known as self-report measures of EI) and effectiveness-based (objective) measures (also known as ability-EI). The former category concerns models of EI that are intended to measure an individual's belief about emotional abilities, rather than his/her actual ability. Mixed models employ a self-report approach. The Bar-On EQ-I and the Swinburne University Emotional Intelligence Test (SUEIT) are examples of self-report measures. The latter category (effectiveness-based measures) pertains to ability models that include a series of emotion-related questions for which there are more or less correct answers. The only set of effectiveness based measures available is the Multi-Factor Emotional Intelligence Scale (MEIS), and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)<sup>141,142</sup>.

It is affirmed that emotional intelligence is equal to, if not more valuable than, IQ as an important indicator of one's professional and life success. Emotional intelligence is conceived and composed of four dimensions, namely<sup>142</sup>: perception and appraisal of emotion, facilitation of thought using emotion, understanding emotional knowledge, regulating emotional thought and display toward goals. Emotional intelligence is conceptualized in terms of a five-step process. The first step is self-awareness which has to do with the individual's ability to recognise a feeling as they occur in real-life situations. This awareness enables a person to have a better understanding of his or her own feelings and thought that empowers a person to make well informed choices not only for themselves but also staff and their employing organisation. This attributes help individual to make effective decisions<sup>143</sup>.

The second aspect of emotional intelligence as identified in Goleman's theory is the management and self-regulation of emotion. Once individuals are aware of their emotion,

they would have the capacity to put such emotion under proper control so that they are not unnecessarily handicapped by it. The next aspect is self-motivation and effectiveness. It is characterised by goal orientedness and channelisation of emotion toward desired outcomes. The fourth dimension is empathy and perspective taking. It involves capacity to recognise emotion in others as well as understanding other's point of view. The criticality of this in work setting could be understood from the perspective that in work situations, team spirit is required to get work executed and except there is better understanding of other's feeling, effectiveness will be impaired. The fifth and the final aspect of the model is social skills. With these social competences, it is easier for people to handle interpersonal relationship effectively<sup>143</sup>.

It is suggested that EQ is more critical than IQ in determining the success of individuals. An individual's mood or emotions, and the way that they are managed are postulated to have an influence on their creative and intellectual competencies and on their ability to form and maintain healthy interpersonal relations. Contrary to traditional beliefs regarding emotion, they do not suppress the ability to engage in effective cognitive processing: rather they serve as a filter that places a person in touch with critical emotive dimensions. Being in touch with these emotions in turn could enhance the individual's ability to better analyse and understand problems (technical) more comprehensively, thus positively impacting their intellectual abilities<sup>144</sup>.

The idea of developing individual's emotional intelligence to support and foster both cognitive and social competencies is related to Vygotsky's zone of proximal development scheme. Within this theoretical framework, Scholar proposed that a child's cognitive potential and growth is not limited by fixed parameters. Rather there is a zone for which

further cognitive development can occur. This zone of potential development is affected by outside influences such as strategic educational programmes that systematically integrate both cognitive and emotional skills within their structure. Indeed scholar has argued that social relations (which constitute a primary dimension of emotional intelligence) are the primary functions for cognitive development. He stated thus: Emotional intelligence arises from a productive union of the productive and emotion systems. The cognitive system carries out abstract reasoning about emotions, while the emotion system enhances cognitive capacity. More specifically, individuals high in emotional intelligence have the ability to perceive, understand and manage emotions, on the one hand, and to allow emotions to facilitate their thought, on the other. Four facets of emotional intelligence have been identified in the literature. They are: self-awareness, empathy, relationship management and emotion management. However, only two of these facets, that is, self-awareness and relationship management would be examined in this study.

Self-awareness is the cognitive ability to accurately appraise one's own emotions, feelings and behaviours. It also pertains to expressing one's feelings. In short, this dimension references an individual's ability to self-reflect and understand their emotions. Reflection facilitates the use of emotional information for making judgements and decisions<sup>144</sup>. The understanding of feelings will impact the accuracy of communicating emotions which in turn should enhance communication with others in terms of facilitating the understanding of others' needs, goals and objectives. This concept allows the individual to make conscious choices regarding major and minor life decisions. Self-awareness is key to realize one's own strengths and weaknesses. Individuals who score high in accurate

self-assessment are aware of their abilities and limitations, seek out feedback and learn from their mistakes, and know where they need to improve and when to work with others who have complementary strengths. Another component of self-awareness is self-confidence which is a belief in one's own capability to accomplish a task and select an effective approach to a task or problem<sup>145</sup>. This definition includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decisions or opinions.

Relationship management is the ability to perceive and understand the emotions and behaviours of others and to modify one's own emotional response to such an understanding. It is the recursive interpretation of self and other's emotions.<sup>146</sup> An individual who is intelligent in this dimension would be able to effectively handle conflict and to affect the behaviour of others in positive ways. Developing others means to understand peoples' developmental needs and help in building their abilities. Although this ability is crucial for those who manage the leading work, it has also emerged as a vital skill for effective leadership at high levels<sup>147</sup>.

Emotional intelligence of employees could be high or low. It could be stated that employees with high emotional intelligence tend to label his/her feelings, rather than label people or situations, distinguish between thoughts and feelings, take responsibility for his/her feelings. Also, such an employee could use his/her feelings to help him/her make decisions, show respect for other people's feelings, feel energised, not angry, and validate other people's feelings<sup>148</sup>. Furthermore, an employee with high emotional intelligence could also practice getting a positive value from his/her negative emotions; avoid advising, commanding, controlling, criticizing, judging or lecturing others; and finally avoid people

who invalidate them, or do not respect other people's feelings. Employee with low emotional intelligence tends not to understand the feelings of other employees, inability to manage stress, poor sense of judgment among others all these could inhibit the quality of service delivery by employ<sup>149</sup>.

The most popular ability models of emotional intelligence in relationship to the manager's performance in the organisation as a set of four exact cognitive natural forces that enhance his/her capability to recognise, cause with and utilise strong sentiments effectively<sup>150</sup>. Specifically, he/she must possess the proficiencies to; perceive emotion, integrate emotion to facilitate thought, understand emotions, and manage emotions of his subordinates and clients so as to enhance his productivity in the organisation<sup>151</sup>. This view is in line with that of the authors who noted that emotional intelligence is a basic ability for learning and a key feature for efficient leadership. Managing emotions by skills of controlling motions has relationship with managing through emotions.

Managing emotions practically is related to how individuals behave with each other especially in the workplace or in the entire human society; therefore, in educational organisations such as the university management, secretaries' roles in processing and disseminating relevant information to the information seekers are considered important. This skill helps individuals in self-regulation, being responsible to others, respecting others' views and articulating feelings. Managing emotions is a skill, which approves the importance of leadership status in determining educational tasks, performing educational process sufficiently and self-esteem<sup>149</sup>.

Individuals differ in the degree to which they are aware of their emotions (appraisal) and the degree to which the latter are verbally and non-verbally being expressed. Individuals

who accurately appraise and express (perceive and respond to) their emotions are likely to be better understood by the people they work with, and they also have the potential to better lead and manage people when they are able to perceive the emotions of the people around them and to develop empathy the ability to comprehend another's feelings and to re-experience them oneself<sup>143</sup>.

Regulating emotion in the self and others means that people differ in their ability to manage (monitor, evaluate, and adjust to changing moods) their emotions as well as in their ability to regulate and alter the affective reactions of others<sup>152</sup>. Regulation of one's own emotions and moods results in positive and negative affective states. Emotionally, intelligent individuals are adept at placing themselves in positive affective states, and are able to experience negative affective states that have insignificant destructive consequences. Emotionally astute people can induce a positive effect in others that results in a powerful social influence (charisma), an important component of leadership. Using emotions in adaptive ways means that individuals also differ in the ways (functional vs. dysfunctional) in which they utilize their emotions.

Emotions can: help in generating multiple future plans (exiled planning); improve the decision-making process due to a better understanding of one's emotional reaction (creative thinking); facilitate cognitive processes such as creativity on the one hand and punctuality on the other hand (mood redirected attention); and enhance persistence regarding challenging tasks (motivating emotions). Research has been conducted on the significance of the construct<sup>149</sup>. Their pure theory of emotional intelligence integrates key ideas from the fields of intelligence and emotion. From intelligence theory comes the idea that intelligence involves the capacity to carry out abstract reasoning.

From emotion research comes the notion that emotions are signals that convey regular and discernable meanings about relationships and that a number of basic emotions are universal. It is affirmed that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. They then posit that this ability is seen to manifest itself in certain adaptive behaviours. The conception of emotional intelligence is based within a model of intelligence, that is, it strives to define emotional intelligence within the confines of the standard criteria for a new intelligence<sup>152</sup>. It proposes that emotional intelligence comprised two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them)<sup>151</sup>.

Each area is further divided into two branches that range from basic psychological processes to more complex processes integrating emotion and cognition. The first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expressions of emotion. The second branch, emotional assimilation, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes. The third branch, emotional understanding, is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other<sup>152</sup>.

The director of the Institute of Applied Intelligences in Denmark and consultant for a variety of institutions and organisations in Israel, Reuven Bar-On developed one of the

first measures of emotional intelligence that used the term "Emotion Quotient". Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented. It focuses on an array of emotional and social abilities, including the ability to be aware of, understand, and express oneself, the ability to be aware of, understand, and relate to others, the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature. In his model, Bar-On outlines 5 components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management, and general mood. It is posited that emotional intelligence develops over time and that it can be improved through training, programming and therapy<sup>152</sup>.

It hypothesizes that those individuals with higher than average E.Q.'s are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. Problems in coping with one's environment is thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, it is considered emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life<sup>153</sup>.

## **2.2 Theoretical Framework**

The following theories were used to support the study:

### **2.2.1 Campbell's Theory of Job Performance**

The author described the general latent structure of job performance in terms of eight distinct dimensions. The job performance theory was propounded by Campbell in 1990. The eight factors are: job specific task proficiency, non-job-specific task proficiency, written and oral communication, demonstrating effort, maintaining personal discipline, facilitating peer and team performance, supervision, and management or administration. Job-specific task proficiency is defined as the degree to which the individual can perform the core substantive or technical tasks that are central to a job and distinguish one job from another<sup>173</sup>. Non-job-specific task proficiency, on the other hand, is used to refer to tasks not specific to a particular job, but is expected of all members of the organisation. Demonstrating effort captures the consistency or perseverance and intensity of the individuals to complete the task, whereas maintenance of personal discipline refers to the eschewing of negative behaviours (such as rule infractions) at work.

Management or administration differs from supervision in that the former includes performance behaviours directed at managing the organisation that are distinct from supervisory or leadership roles. Written and oral communications reflect that component of the job performance that refers to the proficiency of an incumbent to communicate (written or oral) independent of the correctness of the subject matter. These eight dimensions are sufficient to describe the latent structure of performance at a general level which could be high of low<sup>174</sup>. It could be pointed out that the salience or importance of these eight dimensions differs across occupational groups. Further, each of the eight

factors are proposed to have sub-factors that will also vary in their degree of salience across occupations. The true score correlations between these eight dimensions can be assumed to be small enough to consider them distinct. Each dimension is likely to produce rank ordering of employees that is different<sup>175</sup>.

The author anticipated this possibility, predicting that future empirical tests would reveal the need for modification of their theory. Campbell did not specifically mention examples of behavioural episodes with varying levels of expected organisational value. It is not difficult, however, to imagine what they might be from the definitions he provided for the behavioural categories. For example, in the first dimension (job-specific task proficiency), behaviours that represent quick, error-free task execution would carry positive expected value, and at the other end behaviours that represent very slow or incomplete task execution would carry negative expected value. Similarly, in the sixth dimension (facilitating peer and team performance), behaviours that represent generous help and support for coworkers in need would carry positive expected value and behaviours that represent indifference toward coworkers in need, or hostile and hurtful acts toward coworkers would carry negative expected value<sup>175</sup>.

Thus, performance in each of the behavioural areas described in Campbell's model can be defined according to the expected values of all the behaviours that fall under the same behavioural category. For example, performance on the factor job-specific task proficiency can be defined as the sum of the expected values of all behaviours related to job-specific task proficiency that an individual carries out over some standard period of time.<sup>175</sup>

Campbell presented a theory of performance that formalized relations and found a relationship between ability, job knowledge, skill, and job performance. They argued that there are three direct determinants of job performance: declarative knowledge, procedural knowledge and skill, and motivation. Declarative knowledge is knowledge of facts, principles, and procedures knowledge that might be measured by paper-and-pencil tests, for example. Procedural knowledge and skill is facility in actually doing what should be done; it is the combination of knowing what to do and actually being able to do it. It includes skills such as cognitive skill, psychomotor skill, physical skill, self-management skill, and interpersonal skill and might be measured by simulations and job sample tests<sup>176</sup>.

In conclusion, theory of job performance is perhaps the most central construct in work psychology.<sup>177</sup> Explanation of this construct is important for many functions that one engages in one's profession. Explaining the content domain of the construct of job performance is a critical component of our job performance as industrial and organisational psychologists. This theory is relevant to this study because it emphasizes those components in an organisation that could enhance the productivity of employees as it goes a long way in making organisations to meet its goals and objectives.

### **2.2.2 The Network Theory**

The network theory could be traced back to the work of James Coleman. Network theory provides a framework and tools for studying structures of interpersonal and inter-group interactions. Structural analysts follow different approaches. There are the formalists whose main foci are on the form rather than the substances of a network; the formalists are of the opinion that uniform shapes of relationship may have uniform behavioural outcomes separate of the substantive context. On the other hand, we have the structuralists,

who focus on the substantive questions related to both the pattern and the type of links between the nodes<sup>154</sup>. Evaluating the structure of organisation can take both inter and intra organisational shapes that discuss the relevance and challenges of cooperation. At the inter-organisational level, the focus is primarily on the relationship of two or more organisations; while the internal relationship within a particular organisation is what matters at the intra-organisation level.

It has also being argued that social networks are often described via a critical analysis of the patterns of social networks as well as an analysis of positional and cohesive structures within the networks. Social network gives a better understanding to organisational behaviour<sup>155</sup>. Coordination has been linked to trust, because coordination creates the network via which organisational performance is understood. Performance in an organisation is most often unrealizable when the instrument to keep the differentiated functions and structures in line with overall purpose is missing. From the perspective, the main enhancer of organisational competitiveness and performance is trust that is ushered in by coordination. It is true that a number of factors influence the growing flexibility of the work place and the work schedule, but it is coordination that plays the role of a balancer in this flexibility<sup>156</sup>.

Social networks have also been used to examine how employees interact with each other, characterizing the many informal connections that link executives together, as well as associations and connections between individual employees at different companies. These networks provide ways for companies to gather information, deter competition, and even plan in setting prices or policies. Power within organisations, for example, has been found to come more from the degree to which an individual within a network is at the center of

many relationships than actual job title. Social networks also play a key role in hiring, in organisational success for firms, and in job performance. Organisations form social ties with the others by supplier relationships, resource flow, and membership to trade unions, employees who are acquainted with the others working in different organisations, interlocking directorates and strategic cooperation<sup>157</sup>.

One of the strengths of network theory is that it helps in understanding the responsibility and role dynamics and how they relate to achieving organisational performance via intra- and inter-relationships. Roles are created and responsibility defined as models of re-establishing obligation in our modern society where the need for everyday advancement has become imperative. Responsibility attributes action to an agent; it does so in push of natural structures of obligation. Responsibility tries to make up for the space by evaluating the scope of accountability and obligation within the boundary of law and common culture.

The theory is used to explain employee coordination practice and it is relevant to this study because when secretaries identify and perform their roles and responsibilities in an institution, they tend to be more productive as this could make the institution to achieve its goals and objectives. In addition, making secretaries to partake in the decision of the organisation tend to also make them to be more committed to the organisation as this could in turn enhance their performance.

### **2.2.3 Generic Model of Organisational Culture**

The generic configuration model of organisational culture is based on different research disciplines and draws on several concepts, e.g. organisational learning, strategy research and organisational behaviour. The internal environment consists of four fundamental domains, which reflect an organisation's culture, strategy, structure and operations. These

domains are linked to each other via forward processes (guidance, operationalization and patterns of behaviour) and three learning processes (adjustment, single and double-loop learning)<sup>158</sup>. While the basic assumptions about elements of the internal environment of an organisation, it is only through agency approaches like that of knowledge cybernetics that it has been possible to develop a coherent model, with clearly defined domains and processes. The generic configuration model affirmed that every organisation is known for its rules, values, rituals, symbols among other. These features distinguish one organisation from the other. The model deduced that for every organisation to achieve its acme, its employees have to abide by its rules, values and ways of doing things which would make it stand out from other organisations<sup>158</sup>.

Behaviour/Performance unfolds as observable manifestations (phenomena) of pre-defined strategies as regulated by organisational structures. This domain puts into effect patterns of behaviour, derived from strategies and structures. It makes an organisation's existence as a market player visible. Successful operations lead to profits, thus constitute economic survivability of an organisation. In contrast, unsuccessful behaviour would require adjustment of behaviour and in most cases adjustment of structures to allow for the emergence of new patterns of behaviour. Structures are the manifestation of strategic orientations and regulate information flows, decision-making and patterns of behaviour, i.e. the 'internal allocation of tasks, decisions, rules, and procedures for appraisal and reward, selected for the best pursuit of strategy'<sup>159</sup>.

Strategies are commonly defined as the overall orientation of an organisation for reaching pre-set goals and objectives, i.e. a long-term plan for maximizing profits or covering costs, in case of non-profit organisations. Furthermore, organisational strategy 'is an

organisation process, in many ways inseparable from the structure, behaviour and culture of the company in which it takes place'. The relationship between strategy and structure has engaged scholars since several years and is commonly known as the 'strategy-structure-fit' debate<sup>160</sup>.

With the help of the generic model of organisational culture it was possible to show effects deriving from partial acculturation, that is, integration, assimilation, separation and marginalization. While assimilation or integration of structures and strategies seemed to be a rather easy task for the acquirer, the harmonization of conflicting values and beliefs caused considerable misbehaviour, which most frequently became manifest in various forms of resistance by the target companies' employees. Thus, the lack of organisational culture change caused considerable financial losses by the companies involved, although, formally, target companies were appropriately 'integrated' with respect to their strategy, structure and operations. Considering the generic configuration model of organisational culture it became clear that in almost all three case studies sense-making processes were strongly shaped by pre-existing corporate values, building a barrier to mutually learn from each other. Consequently, adjustment processes were successful, but learning processes were not<sup>161</sup>.

Employees were able to behave in the pre-defined way and in line with newly imposed structures; however, they did not fully understand why they are expected to adjust their working style. While existing research mainly looked at the degree of cultural differences, the generic model of organisational culture offered several new explanatory layers of interpretation, supported by the collected interview data. Not only the degree of organisational culture differences did play a role, but also the degree to which an

organisation is assimilated to another one, moderated by organisational learning patterns predominant in the companies involved. These new insights advocate the consideration of different facets of organisational change processes related to each domain<sup>162</sup>.

The construct of organisational culture has been subject to research for some decades. Various models can be found across different disciplines of research. Generally, approaches to organisational culture can be classified into two categories: dimensions approach, interrelated structure approach<sup>163</sup>. *The dimensions approach* is one of the most prominent approaches to cultural constructs, in particular for quantitative research. Classic anthropological research designs have partly lost ground due to the paradigm of cultural dimensions and paved the way for new research contexts that required the quantitative measurement of cultures. It is emphasized that organisational culture dimensions considerably differ from national culture dimensions. Nevertheless they are related to each other. It is affirmed that organisations operate under pressure of societal values. A generic model of organisational culture needs to illustrate these findings by the interrelated structure approach. The *interrelated structure approach* of organisational culture is characterised by bidirectional links indicating interdependence, i.e. linear or recursive processes that illustrate certain relationships between domains of a model. There exists a great variety of heavily cited models that a combination of both models provides richer insights in culture dynamics in organisations. In addition, the model consists of domains and relationships that are rooted in culture and organisation research and establishes a more comprehensive link<sup>164</sup>.

This theory is related to this study because an organisation with stated rules and values tend to make employees to abide by those rules which could in turn enhance their

performance<sup>165</sup>. However, when employees default some of these rule and act contrary to the values of the organisation, it tend to dent the image of such organisation which could in turn make such organisation not to meet its objectives<sup>166</sup>.

#### **2.2.4 Goleman's Five Elements of Emotional Quotient Theory**

Different theories attempt to understand and explain the skills, traits, and abilities associated with emotional intelligence. While some might argue that the goal of research should be to identify and define a singular theoretical framework to be labelled as the correct version of emotional intelligence, another approach would be to acknowledge that having multiple theories can often serve to elucidate additional aspects of complex psychological constructs. Goleman proposes that there are four dimensions of emotional intelligence which are: social awareness, self-awareness, self-management and relationship management. All of the theories and models in the conceptualization of EI are under the umbrella of three main lines of thought which are trait approach, ability approach and mixed approach; these are the models proposed<sup>167</sup>.

Each of their theoretical framework conceptualize emotional intelligence from one of two perspectives: as a form of pure intelligence consisting of mental ability only, or as a mixed intelligence consisting of both mental ability and personality characteristics like optimism, adaptability and well-being. Till now, the only ability model of emotional intelligence is that proposed by Mayer and Salovey. They considered EI as a form of pure intelligence consisting of cognitive ability only. The two mixed models distinguish from each other; the differences in which are attributed to the varying beliefs of what constitutes emotional intelligence.

Reuven Bar-On conceptualized a model with personality dimensions, emphasizing the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to well-being. On the other hand, a mixed model in terms of performance by combining an individual's abilities and personality implementing their corresponding effects in the workplace was proposed<sup>168</sup>.

Self-awareness is the ability to identify one's emotions and recognize their impact while using gut feelings to guide decisions. Self-management, involves controlling one's emotions and impulses and thereby adapting to changing circumstances. Social awareness consists of the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management entails the ability to inspire, influence, and develop others while managing conflict. Goleman's model includes a set of emotional competencies within each construct of emotional intelligence, he opined that emotional competencies are not innate talents, rather learned capabilities that must be worked on and developed to achieve outstanding performance<sup>171</sup>.

Furthermore, Peter Salovey and John Mayer first coined the term "emotional intelligence" and have continued to conduct research on the significance of the construct. They conceptualized Ability-Based Emotional Intelligence Model which was based on the work of Gardner and his view on personal intelligence<sup>45</sup>. Their model entails five broad areas: knowing one's own emotions, managing one's own emotions, self-motivation, recognizing emotions of others and handling relationships with others.

Emotional intelligence had four branches; the first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to self and others. It also includes the ability to distinguish between accurate

and inaccurate or honest and tricky emotional expressions. The second aspect which is emotional assimilation is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes by directing attention to important information. Just like emotional mood swings change the individual's thinking pattern from optimistic to pessimistic, encouraging consideration of multiple points of view<sup>169</sup>.

Emotional states distinctively encourage specific problem-solving approaches such as happiness state facilitates inductive reasoning and creativity. The third part is emotional understanding, which is the ability to understand complex emotions and the ability to identify transitions from one emotion to the other such as the transition from anger to satisfaction or from anger to shame. Lastly, the fourth branch, emotion management, is the ability to stay open to both pleasant and unpleasant feelings, the ability to reflectively connect or detach from an emotion depending upon it being judged to be informative or utility and regulate emotions in oneself and in others. The four branches function hierarchically with the perception of emotions acting as the most basic or bottom branch, and emotional management as the most complex or top branch<sup>170</sup>.

Bar-On introduced the term Emotional Quotient (EQ) in his doctoral dissertation as an analogue to Intelligent Quotient (IQ). His model of emotional intelligence can be viewed as a mixed intelligence, also consisting of cognitive ability and aspects of personality, health and well-being. It relates to the potential for performance and success and is considered process-oriented rather than outcome-oriented. He defined emotional intelligence as an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping and adapting with environmental demands and

pressures<sup>172</sup>. The definition encompasses a number of areas like emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationship, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness and optimism. Insufficient emotional intelligence can mean a lack of success and the existence of emotional problems. Bar-On, considers that emotional intelligence and cognitive intelligence contribute equally to a person's general intelligence, which eventually indicates potential success in one's life<sup>168</sup>.

This theory is related to this work because it is affirmed that an individual who is aware of him/herself and who does a thorough personality check-up of him/herself tend to have a high emotional intelligence which could in turn enhance one's performance. Also, an employee who is socially aware of his/her environment and his/her colleagues in the organisation tend to have high emotional intelligence which could also heighten his/her performance.

## **2.3 Review of Empirical Studies**

### **2.3.1 Employee coordination practices and job performance**

Limited studies have been conducted on the relationship between employee coordination practices and job performance. However, majority of these studies are foreign based. A study investigated the influence of employee coordination practices on job performance among employees in Germany adopting descriptive survey and stratified random sampling technique was used in selecting 132 employees. Questionnaire was the instrument used in the collection of data and data was analysed using the descriptive and inferential statistics. Result revealed that there was a significant influence of employee coordination practices

on job performance. The author concluded that the ability of employees to comport and coordinate oneself in the office would enhance effective job performance<sup>178</sup>.

Another similar study was conducted on the impact of employee coordination practices on job performance and its relationship with organisational process using the descriptive design and purposive technique in selecting 85 employees. Result showed that employee coordination practices had positive significant impact on job performance. In order for employees to function properly, they must be given all the authority to carry out the tasks. Each member of the organisation must be familiar with the job description and the department regulations as this would make them to be well coordinated and increase job performance<sup>179</sup>.

Another study examined the influence of employee coordination practices on job performance among employees in US using the cross-sectional design and convenient sampling. The instrument that was used in the collection of data was the questionnaire and data was analysed using the descriptive statistics of mean and standard deviation and inferential statistics of PPMC. Results showed that there was a significant relationship between employee coordination practices and job performance<sup>180</sup>. Another study examined the effects of employee coordination practices on organisational performance among employees in Finland using the descriptive survey design and convenient sampling. The instrument that was used in the collection of data was the questionnaire and data was analysed using the inferential statistics. Findings revealed that there was a significant positive effect of employee coordination practices on job performance among employees in Finland. The author concluded that an organisation goes with different things that make

it broad and complex. Therefore, understanding coordination as an essential for achieving a balanced organisational performance is ideal<sup>181</sup>.

Also, another study was conducted on the influence of employee coordination practices on employees' performance in Netherlands using the cross-sectional design and stratified random sampling technique. Questionnaire was used in the collection of data and data was analysed using the descriptive and inferential statistics. Findings revealed that employee coordination practices influenced employees' performance. The author concluded that the ability of employees to coordinate their self without any distraction tend to improve their performance. It was recommended that employers of labour should make sure that they motivate their employees as this would make them to concentrate and also put their best in meeting the organisational goals<sup>182</sup>.

A study investigated the influence of employee coordination practices on employee performance and found that there was a significant relationship between employee coordination practices and employee performance. The author concluded that when individuals in the team collectively combine their strengths, they will develop team work engagement and generate increased team performance. Engaged teams show positive affective state, have sufficient conflict management and confidence, spend their time and effort in planning and goal setting, coordinate work activities and assist team members to accomplish their tasks. Such collective actions will increase the effectiveness and efficiency of task execution<sup>183</sup>.

A study was conducted on the influence of employee coordination practices on employee job performance using the survey design and purposive sampling technique and the study employed the use of questionnaire in the collection of data and data was analysed using

the inferential statistics. It was found that there was a positive association between employee coordination practices and team performance<sup>184</sup>. In another similar study conducted on the impact of employee coordination practices on job performance among employees in US using the descriptive survey and purposive sampling. The author found that there are some example behaviours that represent team work engagement in daily work activities; team members who enthusiastically encourage their mates to face the task problems and eagerness to continue working (team vigour), team members who talk to others about the importance of their work (team dedication) and team members who pay full attention to their works and restrain themselves from engaging in destructive behaviours at work (team absorption). Such cooperative behaviours will lead to team effectiveness<sup>185</sup>.

Another similar study examined the impact of employee coordination practices on job performance adopting the survey design and simple random sampling technique. A total of 127 employees were used in the study and questionnaire was used in the collection of data and data was analysed using descriptive and inferential statistics. Finding revealed that there was a significant impact of employee coordination practices on job performance. The author concluded that employee with collective engagement will display emotional attachment to one another, to the team tasks, and feel greater responsible for the team success<sup>186</sup>.

A study investigated the influence of employee coordination practices on job performance among employees in Holland and found that there was a significant relationship between employee coordination practices and job performance. The authors also affirmed that strengths use at work would encourage employees to invest effort and

energy (vigour), feel proud and inspired by their work (dedication) and be engrossed in their task (absorption). In other words, strengths coordination promotes team members to implement the three characteristics of team work engagement<sup>187</sup>. A research was conducted to examine the influence of employee coordination practices on job performance among hotel employees in France using the survey design and simple random sampling technique. Questionnaire was used in the collection of data and data was analysed using descriptive and inferential statistics. Result revealed that there was a significant influence of employee coordination practices on job performance among employees. The authors concluded that coordination between team members in task execution also determines team success and job performance<sup>188</sup>. A study was conducted to examine the impact of employee coordination practices on job performance among staff in two selected organisations in US and reported that there was a positive significant relationship between employee coordination practices and job performance<sup>189</sup>.

A similar study investigated the impact of employee coordination practices on job performance among staff of two organisations in US adopting the survey design and purposive sampling technique. The instrument used in the collection of data was the questionnaire. Data was analysed using the descriptive and inferential statistics. The findings revealed that there was a significant relationship between employee coordination practices and job performance<sup>190</sup>. A study was conducted and it was concluded that changing trends and the nature of the work force dictated increased personal responsibility by employees and expanded use of self- management practices and the organisations also felt the need to maintain external control. The study also inferred that the success of accountability forces is determined primarily by the relationship between

the principal delegator and the employee. The employee's felt responsibility is enhanced to the extent that accountability leads to the structuring of expectations; its perceptions of the task or activity as significant, and the employee's perception of control describes the levels of responsibility on personal level, over the situation<sup>191</sup>.

Another study examined the effect of employee empowerment on team performance in the context of municipal work teams on four identified different dimensions of employee empowerment including autonomy, responsibility, information, and creativity and the results suggest that autonomy, responsibility, information, and creativity each have positive and significant effects on team performance<sup>192</sup>. It is also stated that employee responsibility or empowerment is significantly related to employee involvement and engagement, and is further prominently associated to employee satisfaction. The study also determines that employee satisfaction is positively related to the intent to remain with the company. He compared the our job-types of hourly salary, non-management, engineers, and managers to each other and found significant difference in their attitudes concerning employee responsibility or empowerment and employee satisfaction with managers being the most satisfied in all three categories<sup>193</sup>.

Another study examined the impact of employee's responsibility on organisational culture in Indian organisations adopting the descriptive design. One hundred and thirty employees were selected for the study and questionnaire was the instrument used in the collection of data. Result revealed that aspect of employee's responsibility is positively associated with employeeship culture. The outcomes also reveal that delegation of responsibility to employees and the sense of accountability exhibited by the employees

towards the organisation play a critical role in establishing the employeeship culture towards achieving organisational excellence<sup>194</sup>.

Scholars have argued that employee involvement contributes to organisational efficiency because it has the capacity to enhance the quality of decision making by increasing the inputs and promotes commitment to the outcomes of the decision making process in the workplace. It is affirmed that workers who have greater choice concerning how to do their own work have been found to have high job satisfaction and consequently high performance. A significant relationship between frequency of employee's consultation and organisation commitment has also been established<sup>195</sup>. While employee involvement may reside at the core of many contemporary practices and research, the extent to which organisational-level performance gains are actually achieved through decentralising decision-making authority to lower level employee remains unclear. It is contended that there is much less research evidence for the value of employee involvement on quality decision making. Scholars have also argued that employees' involvement in decision making may primarily serve to make them feel good about their jobs and organisations but do little to increase firm's performance<sup>196</sup>.

A study was conducted on employee involvement in decision making and performance of firms in the manufacturing sector in Nigeria adopting descriptive survey and simple random sampling. Questionnaire was the instrument used in the collection of data and data were analysed using the descriptive and inferential statistics. The results of the study indicate a statistically significant relationship between employee involvement in decision making and firms' performance as well as reveal a significant difference between the performance of firms whose employee involvement in decision making are deep and the

performance of firms whose employee involvement in decision making are shallow. The findings also reveal the involvement of participating firms in employee involvement in decision making. The implications of this study include the need for manufacturing firms to demonstrate high level of commitment to employee involvement in decision making for performance enhancement<sup>197</sup>.

In his study to find the relationship between transparency and trust, the author demonstrates that there is a constructive and positive relationship between employee transparency and job performance. Organisations should develop a trusting relationship with stakeholders and share information that is substantial and useful to the stakeholders which could enhance the productivity of such organisation<sup>198</sup>. In the research conducted it was identified that employee relations practices followed in the organisation had a direct effect on the performance of workers in the organisation. Employees with higher level of satisfaction with the existing organisation practices are more productive and resistive towards changing the current organisation. The study also revealed that improving the employee relations practices of an organisation can improve the performance of employees and thereby the overall productivity of the organisation<sup>199</sup>.

In similar way the research conducted revealed that there is strong relationship between employee relations and employee performances<sup>200</sup>. Another study revealed that employees didn't contribute all what they have when they are not happy with the management, government or even with their workmates. The poor employee relationship results labour strike and uprising which directs to deterioration of the productivity of the organisation<sup>201</sup>.

### 2.3.2 Organisational Culture and Job Performance

It is stated that strong culture in an organisation is very helpful in enhancing the performance of employees; this leads to goal achievement and increases the overall performance of the organisation. It could be noted that while performance is a multi-dimensional construct, it may be defined as the record of an individual's accomplishment, and employee performance therefore is the job-related activities expected of an employee and how those activities are executed. A research was carried out on the study of organisational culture on employee performance and asserts that the job performance of an organisation has a strong impact on strong organisation culture as it leads to enhanced productivity. They however recommend that the strong culture of an organisation based upon managers and leaders helps in improving levels of performance. Managers relate organisational performance and culture to each other as they help in providing competitive advantage to organisation. This corroborates the finding of other researchers who found that organisational culture has a positive impact on employees' job performance<sup>202</sup>.

It was also found that a strong culture could be linked with high growth performance. They also found that the intensity of the organisation's culture is positively correlated with its relative growth. It was also claimed that organisational culture is attached to performance are initiated on the apparent role that culture can play in competitive advantage. It was also posited that organisational culture has assumed considerable importance in the 21st century, because of its impact on employee performance. It is imperative for every organisation to understand its dynamic culture so that managers can capitalize on the insights generated by the cultural perspective, in order to wield greater

control over their organisations. Hence, the culture of an organisation has an important impact on its performance. A study was carried out on “leadership style, organisational culture, and performance: empirical evidence from UK companies,” and they conclude that competitive and innovative cultures which are sensitive to external conditions have a strong and positive impact on organisational performance<sup>203</sup>.

A study examined the impact of organisational culture on job performance in Gombe State Nigeria using the descriptive survey and stratified random sampling technique. Questionnaire was used in the collection of data and data was analysed using the descriptive and inferential statistics and result revealed that there was a significant positive relationship between organisational culture and job performance. It was suggested that every organisation should carry out regular appraisals to determine the performance of its employees; and the organisation can take the said opportunity to address the shortfalls and help the employees unleash their full potentials. The full responsibility of strengthening organisational culture lies entirely with the management and it is therefore recommended that the organisation invests in training and development of its employees to improve their human capability at all levels<sup>204</sup>.

A study investigated the relationship between organisational culture and performance and stated that organisational culture is the set of shared values, beliefs, and norms that influence the way employees think, feel, and behave in the workplace. An organisation’s culture can have an impact on organisational effectiveness. The author concluded knowing the culture of an organisation allows employees to understand both the organisation’s history and current methods of operation. Second, organisational culture can foster commitment to the organisation’s philosophy and values. Organisational

culture, through its norms, serves as a control mechanism to channel behaviours toward desired behaviours and away from undesired behaviours. Also, certain types of organisational cultures may be related directly to greater effectiveness and productivity than others<sup>205</sup>.

A more recent study was conducted on the influence of organisational culture and job performance: Proposing and Testing a Model concerning how an organisation's culture affects organisational performance. And demonstrate the application of LISREL modeling methodology to estimate and test this model. And hypothesized three interrelated dimensions: a socio-cultural system of the perceived functioning of the organisation's strategies and practices, an organisational value system, and the collective beliefs of the individuals working within the organisation. The researcher measured organisational culture by several latent variables which are: organisational structure and purpose, organisational values, task organisation, climate, and individual values and beliefs. The result revealed there was a significant relationship between organisational culture and job performance<sup>206</sup>. A study examined various concepts on organisational culture and strives to ascertain the importance of relationship between organisational culture and corporate performance in business context. The study adopted survey research design and simple random sampling technique. The researcher chose Nigerian employees in commercial banking industry as population of his study. The researcher's findings drawn that organisational culture plays a vital role in an organisation's general performance<sup>207</sup>.

A study also examined the impact of organisational culture on job performance among employees and found that there was a significantly positive relationship between

organisational culture and employee's performance, and found that an organisations and its employees were not performing and working together very well because of weak culture. The organisation's weak culture may cause lack of involvement, consistency, adaptability, and mission<sup>208</sup>. A study was conducted to examine the effect of organisational culture on job performance of employees in Singapore telecommunication using a descriptive research design and simple random sampling technique was used in selecting 100 employees. A structured questionnaire was developed using the past literature as the bases, followed by a pilot test to check its validity and reliability as well as normality. Data was analysed using the descriptive and inferential statistics and findings revealed that organisational culture such as ritual, value and heroes has a huge and significant impact on employee's performance and through this research which shows that symbols has little or no impact on employee's performance<sup>209</sup>.

Another study investigated the influence of organisational culture on job performance of employees in Nigerian banking sectors. The survey descriptive research design was adopted for the study and empirical data for the study were collected through a well-structured questionnaire, which was prepared and distributed among the staff and management in Abeokuta Metropolis, Ogun State, South-west, Nigeria. Ninety-seven (97) questionnaires were duly filled and returned. Stratified and simple random sampling methods were adopted in selecting the participants for this study. The inferential statistics was adopted through SSPS. The findings revealed that it is evident that strong relationship exists between organisational culture and employee performance, suggesting organisation material such as equipment handling; social behaviour and symbolic elements have positive and large influences the performance of employees. It was also

evident that there was a significant relationship between employees' attitudinal behaviours and management style; while relative relationship exists between learning new culture and cooperation among employees<sup>210</sup>.

The authors concluded that an organisation with a culture that encourages employee participation, commitment, team work, which is characterised by team work and harmony, and which give room for employee self-development and improvement will attract highly attract, retain and motivate highly skilful individuals. No doubt, this will result in a high performing organisation evident in its profitability and turnover rate. The authors recommended that selected banks should ensure that the employees are frequently informed on the company's values and beliefs: what they stand for, their mission and vision. The work environment and atmosphere should be modified in a way that employee feel the urgent need to achieve, thereby channelling their efforts to the attainment of the organisational goals and objectives<sup>211</sup>.

A similar study was conducted to examine the impact of organisational culture on employees' job performance in Pakistan using the survey design and simple random sampling was used in selecting 110 employees. Questionnaire was used in the collection of data and data was analysed using the descriptive and inferential statistics. Results revealed that there was a significant relationship between organisational culture and job performance. It was also shown that organisational culture had relative influence on job performance. The author concluded that strong culture in the organisation is very helpful to enhance the performance of the employees that leads to the goal achievement and increases the overall performance of the organisation<sup>238</sup>. A study was investigated in Somalia to examine the impact of organisational culture on job performance of

employees in Somalia University using the correlation design and convenient sampling was adopted in selecting 90 employees. Questionnaire was the instrument used in the collection of data and data was analysed using descriptive and inferential statistics. Result revealed that there was a significant positive influence of organisational culture on job performance. It was concluded that employees' ability to be innovative, creative, and independent of macro management, cohesion with fellow colleagues among others would enhance job performance<sup>212</sup>.

Another study was held to assess the correlation between the type of work culture and various variables of impact of culture on performance. The data was analysed by using Microsoft Excel and the Statistical Package for Social Sciences (SPSS). In order to conduct the study, a structured questionnaire was used. The results of the regression show that various types of culture impact on the motivation level and job performance, therefore, the organisation needs to nurture and develop the right type of culture in the organisation to foster the motivation level of the employees working in the organisation. The goal is not just to survive, but also to prevail, prosper, and achieve something much broader and bigger than mere survival<sup>213</sup>. A study was conducted to examine the impact of organisational culture on employee performance and productivity from the perspectives of multinational companies operating especially under the telecommunication sector of Bangladesh in South Asia. The study has applied qualitative methodology focusing on a case study of Gramophone (GP) (a subsidiary of Teleron in Norway), the leading telecommunication based subsidiary in Bangladesh. The paper argues that organisational culture significantly influences employee performance and productivity in the dynamic emerging context<sup>214</sup>.

A study examined the influence of consensual culture on performance in Non-Governmental Organisations, and finally to identify the preferred cultural integrations in Non-Governmental Organisations in Kenya. Data was analysed qualitatively and quantitatively and through use of Statistical Package for Social Sciences (SPSS). The study concluded that organisation culture has a great influence on performance as it dictates how things are done, organisation's philosophy, work environment, performance targets and organisations stability. At World Vision Kenya there is an integration of cultures ranging from competitive culture, entrepreneurial culture, bureaucratic culture and consensual culture. Of the four cultures, employees prefer integration to consensual and entrepreneurial or competitive and entrepreneurial cultures<sup>215</sup>. Another assesses empirically the impact of corporate culture on employee job performance as well as organisational productivity using Nigerian banking industry as the case study. The study uses survey research method. The case study companies were selected using stratified and simple random sampling techniques; while our respondents were selected using simple random sampling technique. The findings of this study are that a large number of respondents strongly agree that corporate culture has effect on employee job performance<sup>216</sup>.

Another study investigated the impact of organisational culture on employee performance, and the author affirmed that it is vital to understand the organisational culture and different aspects of employee performance. Though there are varying perspectives on organisational culture resulting into different model, there is no unanimity about what constitutes an organisational culture. It was found that researchers have considered varying dimensions of culture on one hand and different criteria to assess employees'

performance. The result revealed that there was a significant relationship between organisational culture and employee performance<sup>217</sup>. A study was investigated on the impact of moderating effects of organisational culture on HRM and employee's performance in an attempt to contribute to the pool of knowledge and practice. This is empirically proven through quantitative and qualitative approach in nongovernmental organisation in Nigeria. The study finding suggested certain factors influence the moderating effects of organisational culture; they have positive influence on increasing employee's performance and human resource management. This was indicated in the mean value of ten items where eight has significant relationship<sup>218</sup>.

A study was investigated on the relationship that exists between organisational culture, employee motivation and performance. The domains of organisational culture (organisational values, individual beliefs, working environment, and employee relationships) and employee motivation and performance were investigated. In order to find the culture and motivation link, mixed method approach for data collection and analysis has been used. By using Pearson's and Spearman's Correlation methods, a positive correlation has been found between the two variables. The study revealed that organisational culture has a direct impact on employee motivation and indirectly on organisational performance as well<sup>219</sup>. Another study conducted in India investigated the effect of the employee's personality and organisational culture toward the employee's performance through the BPR OCB throughout the Gianyar district of Bali province. This study used a quantitative approach to test the hypotheses by the sampling technique proportional simple random sampling of the 105 respondents who are employees not the leader of BPR in Gianyar Bali, the data collecting used in this study is a questionnaire.

The data analysis technique used SEM analysis. The results showed that the employee's personality and organisational culture have an indirect effect on employee performance through OCB of all of BPR in Gianyar Bali<sup>220</sup>.

A study was conducted to assess the influence of organisational culture and market orientation on Performance. The study used descriptive cross-sectional survey design. A structured questionnaire was used in the collection of data. The partial mediation effect of market orientation on the relationship between organisational culture and performance was confirmed. The complimentary effect of organisational culture on market orientation implies that organisations need to spend more resources in nurturing market orientation to create sustainable competitive advantage through delivery of superior customer experience<sup>221</sup>. Another study explored the effect of human resource management (HRM) practices and organisational culture on employee performance. The data collected through questionnaires from 479 employees from 5 different manufacturing firms operating in Turkey. The result indicated that there is positive relationship between organisational culture and employee performance<sup>222</sup>.

A study was conducted to test the hypothesis that suggested that there is a relationship between employee's job performance behaviour and the culture which is cultivating in the organisation and its collaborative impact on organisational productivity. Using stratified and simple random sampling technique and survey questionnaire, results were derived that were tested against the two possible hypotheses; (a) organisational culture has no impact on employee's job performance and organisational productivity, (b) organisational culture has strong impact on employee job performance. The findings suggested the contrary and thus alternative hypothesis were selected, and null hypothesis

was rejected. Ninety per cent (90%) of the employees strongly agreed with the findings and accepted that there is impact of organisational culture on employee's performance and organisational outcome<sup>223</sup>. A study investigated the general cultural features of major banks operating in Vlorë Region, and their impact on the performance of these banks. This research paper aimed to analyse whether these cultural profiles are similar to the cultural profile that contributes to the organisation high-performance. The paper methodology is based on the combination between primary and secondary research. The findings showed positive relationship between organisational culture and employee performance<sup>224</sup>.

A study examined the impact of CSR activities and employee performance in presence of organisational culture. This was an exploratory research based on primary and secondary data. The primary data of employees of banks collected while secondary data were collected from articles, reports and website of the corporation. The data were analysed using correlation, regression and analysis of variance by SPSS version 16. The study found relationship between awareness of corporate social responsibility activities and organisational performance. In addition, the study found relationship between organisational culture and organisational performance for the banking sector of Pakistan<sup>225</sup>. Another study examined how much influence organisational culture, job satisfaction, organisational commitment and organisational citizenship behaviour (OCB) to employee performance. The study population was employees of small and medium enterprises (SMEs) in East Java Province shoe-ranking supervisor to manager. The sampling technique used is a collection of sample (stratified cluster sampling) samples totalling 174 respondents. Selection of sample areas is based on the areas that have the

potential for industrial development (industrial district). Results of this study indicate that organisational culture and job satisfaction and organisational commitment affect Organisational citizenship behaviour (OCB). Organisational commitment and Organisational Citizenship Behaviour (OCB) effect on employee performance. Simultaneously, organisational culture, job satisfaction, organisational commitment and organisational citizenship behaviour (OCB) affect employee performance<sup>226</sup>.

A similar study examined the impact of organisational culture on job performance among employees in Malaysia. Literature review is adopted as methodology to assess the culture of an organisation impacts upon process, employees and systems. It was found that certain dimensions of culture have been identified so far and research shows that value and norms of an organisation were based upon employee relationship. The goal of an organisation is to increase level of performance by designing strategies. The performance management system has been measured by balance scorecard and by understanding nature and ability of system culture of an organisation have been identified. It was recommended that strong culture of an organisation based upon managers and leaders help in improving level of performance. Managers relate organisation performance and culture to each other as they help in providing competitive advantage to firms<sup>227</sup>. Another study investigated the impact of organisational culture on job performance among staff in Libya using the survey design and purposive sampling technique. Questionnaire was the instrument used in the collection of data and data was analysed using the descriptive and inferential statistics. The finding showed that there was a significant relationship between organisational culture and job performance<sup>228</sup>.

### 2.3.3 Emotional Intelligence and Job Performance

Managers' emotional intelligence had a stronger positive correlation with job performance of employees. According to the authors, some managers who are technically and academically brilliant but deficient in emotional intelligence may fail woefully to handle stress and manage feelings of success or failures. Therefore, emotionally intelligent managers and heads of university libraries should be able to recognize negative dysfunctional emotions when they occur and be able to replace them with positive and functionally useful ones, thereby turning workers' sadness to happiness, anxiety to acceptance, and fear to comfort<sup>229</sup>. Thus, a university worker that is lucky to have a high level emotionally intelligent university management may certainly experience improved collegiality and communication among the workforce, less workplace conflict, a better work environment, happier and committed university employees, and happier and more satisfied students. In this scenario, the university management will be in a vantage position to boost the webometric ranking of the parent institution thus helping the university to rank high among the world universities ranking<sup>230</sup>.

A study was examined on the influence of emotional intelligence and gender on job performance and job satisfaction among Nigerian police officers, and they find that those who are of high emotional intelligence are more satisfied and perform better than police officers who are of low emotional intelligence<sup>230</sup>. It is opined that universities are in a period of rapid organisational change, which can be engaging and stimulating and can also arouse strong emotions as a result of perceived losses and conflicting values; secretaries are experiencing a range of emotions including optimism, cynicism, anxiety,

and apathy. He adds that on university campuses library have traditionally been highly valued, but the changes occurring in academic libraries now may question the role of libraries. Individuals facing reorganisations, budget cuts, and altered job duties as well as anticipating or experiencing change, especially change that is outside their control, will likely have feelings of wariness, anxiety, or concern variations of fear. Unmanaged emotions can be contagious to others and detrimental to the change process and to the individual, hence the need for emotional intelligence among employee in tertiary institutions<sup>231</sup>.

In a study conducted on the influence of emotional intelligence on job performance among library personnel in Edo State Nigeria using survey research design and total enumeration technique was adopted in selecting 181 library personnel. Questionnaire was the instrument used in the collection of data and data was analysed using the descriptive and inferential statistics. The finding revealed that there was a high level of emotional intelligence among the personnel. There was a significant positive correlation between emotional intelligence and job performance. The authors recommended that at the level of personnel recruitment, management of academic libraries should give preference to individuals with high emotional intelligence who have traits of self-awareness, self-management, self-motivation, empathy, and social skills so as to recruit personnel who are well able to handle their emotions and those of others for high job performance. It was also affirmed that Personnel in academic libraries should carry out self-development on themselves in aspects of emotional intelligence, communication, interpersonal relations, and so on rather than wait for the library to train or develop them. They must be

proactive in taking up training and any such programmes that can improve their job performance<sup>232</sup>.

A similar study was conducted to examine the effect of emotional intelligence on job performance of IT employees in India using the descriptive survey and simple random sampling technique. The instrument that was used in the collection of data was the questionnaire and data was analysed using the descriptive and inferential statistics. Result revealed that there was a positive significant relationship between emotional intelligence and job performance of IT employees. The authors recommended that organisations should consolidate EI as a part of recruitment and selection to employ individuals with high EI as it predicts better job performance, they ought to likewise incorporate EI as a part of training and development to improve the EI of the current employees to additionally enhance their individual performance which would lead to the growth of the organisation<sup>233</sup>. A study was conducted on the impact of emotional intelligence on job performance among bank managers India adopting the descriptive survey design and stratified sampling technique was used in selecting 600 managers. Questionnaire was used in the collection of data and data was analysed using the descriptive of mean and standard deviation and inferential statistics of correlation, linear regression, and T-test. Result revealed that there was a positive and significant relationship between emotional intelligence and the job performance of bank managers. The authors concluded that emotional intelligence is considered as an important attribute which is intangible in nature but controls an individual (employee). So, higher the emotional intelligence of the bank employees, higher is their job performance<sup>234</sup>.

Another research was conducted to examine how the emotional intelligence and cognitive intelligence were associated with job performance. They developed and tested a compensatory model that posited that as the cognitive intelligence decreased, the association between emotional intelligence and job performance increased<sup>235</sup>. A study was conducted in US on the impact of emotional intelligence on job performance of staff using the descriptive design and purposive sampling technique was used in selecting 90 respondents. Finding revealed that emotional intelligence had positive significant relationship with job performance. The findings of the study revealed that although organisational commitment had major effects on physical and psychological ill-health, it only moderated the effect of one occupational stressor, namely, job insecurity, on physical and psychological health of educators<sup>236</sup>. Another research was conducted to examine the moderating and direct effects of an ability based emotional intelligence measure on individual performance. The sample of the study included employees in selected organisations. The results of the study revealed that emotional intelligence had direct effects on job performance than the indirect effects. So, it was concluded that the individuals that possess emotional intelligence must be motivated to use the intelligence<sup>237</sup>.

A study examined the mediating effect of emotional intelligence on the relationship between organisational commitment and job satisfaction. A sample of two hundred and forty employees was drawn using simple random sampling from five parastatals in Oyo State. The questionnaire method was used as tool for the data collection. The data was analysed using descriptive statistics, Pearson product moment correlation and hierarchical regression analysis. The findings of the study revealed that job satisfaction had a

significant impact on organisational commitment, and, also the emotional intelligence mediated the relationship between job satisfaction and organisational commitment. The author concluded that emotional intelligence could be used to enhance the organisational commitment among employees<sup>238</sup>. In another research work, on the mediating effect of job performance between emotional intelligence and organisational commitment of Nurses and result revealed that job performance was a mediator between emotional intelligence and organisational commitment<sup>239</sup>.

Another study aimed to explore the development of trust for relationships between staff and customers in the banking sector and also to investigate the possible links between financial performance or relationship manager and their levels of emotional intelligence and trust. Exploratory and confirmatory factor analysis and correlation were used as a tool for data analysis. The results of the study revealed that the trust comprised up of three components: knowledge, dependability, and expectations. Moreover, a significant correlation was found between trust and Emotional intelligence, when compared to the financial performance of a relationship manager<sup>240</sup>. Another study explored the relationship among occupational self-efficacy, emotional intelligence and organisational commitment. The data of the study was collected from 120 employees working in various organisations in India. The results of the study revealed that there was a positive and significant correlation between EI and occupational self- efficacy ( $p < 0.01$ ), whereas a positive but insignificant relationship was observed between emotional intelligence and organisational commitment. Also, a low but positive association was found between occupational self- efficacy and organisational commitment. The findings of the study

implied that emotional intelligence and occupational self-efficacy were related with a variety of organisationally desirable outcomes<sup>241</sup>.

A meta-analysis was conducted to examine the relationships among personality variables and for cognitive ability and job performance. Their meta-analysis was based on previous meta-analytical studies. The researchers used statistical procedures such as dominance analysis and testing for publication bias to perform tests for differences among streams of EI researches and their relationships with personality and cognitive intelligence. The three streams of EI (ability based model, self-report measures and mixed model) had corrected correlations ranging from 0.24 to 0.30 with the job performance. Dominance analysis demonstrated that all three streams of EI exhibited substantial relative importance in the presence of FFM (five factor model) and intelligence when predicting job performance. Publication bias had negligible influence on observed effect sizes. The results supported the overall validity of EI<sup>242</sup>.

Another study explored the relationship between emotional intelligence and job performance. A total of 310 police officers working within the Abu Dhabi Police were taken as a sample for the study. The results of the study revealed a significant correlation between EI and job performance among the police officers. Also, the study showed that after controlling for general mental abilities and personality traits, emotional intelligence explained additional incremental variance in predicting job performance among the police officers<sup>243</sup>. Another research conducted aimed to assess the relationship between emotional intelligence and organisational commitment among officers of tax in Ardabil province. 320 questionnaires were distributed among officers selected using simple random sampling in order to collect the data. Pearson correlation analysis was used to

analyse the data using SPSS 18 software. The results of the study showed a significant relationship between emotional intelligence and organisational commitment. The intensity of relationship between different dimensions of emotional intelligence and organisational commitment was found to be different<sup>244</sup>.

A research was conducted to investigate the effect of employees' emotional intelligence on job performance, job satisfaction and commitment among the employees in Fars Province industries in Iran. The data from a total of 289 filled questionnaires was used for the analysis. Questionnaire method was used as the tool to gather information about employees' emotional intelligence, job satisfaction and organisational commitment. The results of the study revealed that employees' emotional intelligence was positively correlated with their job satisfaction; also, there was a significant relationship between employees' emotional intelligence and their job performance. However, no relationship was found between employees' emotional intelligence and their commitment<sup>245</sup>.

A study was conducted among 90 academic staff of a technical university in Brunei Darussalam on the impact of emotional intelligence on job performance. The study used survey method that aimed not only to establish empirical evidence of examining academics' relationship between emotional intelligence and job performance but also to find out their level of job performance was high. The findings of the study suggested that EI and job performance would be recognized as an important factor in understanding and predicting the academic job satisfaction. The productivity of the institution could also be increased, if this ideal combination would be taken into consideration, also it would foster the staff turnover and satisfaction which is a necessary tool to deal with the issue of under staffing in the newly established technical university<sup>246</sup>.

In another study that investigated the relationship between emotional intelligence and job performance among 118 agents of two call centres located at Kuala Lumpur. Emotional intelligence scale and job performance scale were used as tool for data collection. The results from the correlation analysis revealed a significant relationship between emotional intelligence and job performance. Also, the findings revealed that regulation appraisal emotion (RAE) and use of emotions (UOE), two EI dimensions contributed to job performance. Moreover, from the analysis of the moderator variable, it was found that the gender did not affect the relationship between emotional intelligence and job performance<sup>247</sup>.

Another study aimed to investigate the relationship between emotional intelligence and the organisational commitment of the employees of municipality. The elements of emotional intelligence were self-awareness, self-control, self-motivation, social consciousness and social skills. The research was descriptive. Simple random method of sampling was used to select a sample of 287 people from the list of municipality employees. Questionnaire method was used to collect the data. The Spearman correlation coefficient was used to analyse the collected data. The results of the study confirmed the relationship between the components of emotional intelligence and organisational commitment<sup>248</sup>.

Another study examined the relationship between emotional intelligence with organisational commitment and job satisfaction among managers. The study had descriptive correlational design. The sample of 50 managers of different organisations of Samirom was selected using relative random method. Questionnaire method was used to gather the data. To analyse the data Pearson's correlation coefficient was used. The

results of the study showed that a significant relationship existed between organisational commitment and emotional intelligence among the managers. Amongst the dimensions of organisational commitment, continuous organisational commitment had a positive significant relationship with emotional intelligence ( $r = 0.137$ ). Organisational commitment and its components (affective commitment and normative commitment) had positive relationship with job satisfaction and its dimensions (nature of work, recognition, success and responsibility) and were significant at the level of 0. 01. Therefore, it was concluded that individuals with high emotional intelligence had the ability to manage the pleasant mood, mental state and stress control. They also had high motivation and hope to achieve their aims at the failure<sup>249</sup>.

Another study examined the relationship between emotional intelligence and job performance among school teachers. A total of 192 school teachers from the primary and secondary schools of Peninsular Malaysia were taken as a sample for the study. The Wong and Law Emotional Intelligence scale and Williams and Anderson in-role job performance scale were used as a tool for collection of the data.

The results of the study showed that emotional intelligence as well as its all four dimensions were significantly correlated with the job performance<sup>250</sup>. Another study investigated the relationship between emotional intelligence and organisational commitment of college teachers in the Pakistani context. The data was collected from 494 college teachers in Pakistan using questionnaire method. The Pearson Product Moment Correlation and regression analysis were used as tools for data analysis. The findings of the study revealed a significant relationship of emotional intelligence to organisational commitment. Emotional intelligence showed significant positive relationships with three

components of organisational commitment (affective, continuance and normative commitment)<sup>251</sup>.

A study was conducted on EI ability on job performance of the Jordanian nurses. The descriptive, cross-sectional, correlation design was used. A sample from 6 hospitals from Jordanian was included. A total of 250 questionnaires were distributed but only 194 full-filled questionnaires were collected showing a response rate of 78%. The findings of the study revealed a significant and positive relationship between emotional intelligence and job performance, confirming the correlation between nurse EI ability and clinical performance<sup>252</sup>.

Another study examined the influence of emotional intelligence on job performance among employees in banking sector in India using the cross sectional design and stratified sampling technique in selecting 87 employees. Questionnaire was the instrument used in the collection of data and data was analysed using the descriptive and inferential statistics. Result revealed that there was a significant influence of emotional intelligence on job performance. It was recommended that the bank's management can take measures to improve emotional intelligence of the employees by giving employee focused training and other supportive activities. Also, self-rated job performance methodology can be introduced among the employees that will enable them to rate their performance by themselves with emotional intelligence in consideration. Psychologists can be appointed in the organisation, who can be approached in case of emotional instability during working hours<sup>253</sup>.

A study investigated the effects of emotional intelligence on job performance among employees in private sector in India adopting the descriptive survey and simple random sampling. The instrument that was used in the collection of data was the questionnaire and data was analysed using the descriptive and inferential statistics. Result showed that emotional intelligence has impact on emotional intelligence. It was recommended that employees should be made to undergo organisational socialization programmes which should include aspects of emotional intelligence training and exercises to perform better. The author concluded that people with emotional intelligence are the performers with adaptable, empathetic, self-awareness, self-confident, inspirational leadership qualities and decision makers in different workplace<sup>254</sup>. Another study examined the effect of emotional intelligence on employees' performance using the descriptive survey and simple random sampling technique was adopted in selecting 120 employees. Data was collected using a well-structured questionnaire and data was analysed using descriptive and inferential statistics. Finding revealed that there was a significant relationship between emotional intelligence and job performance of employees. It was concluded that employees react positively and take a devoted importance to contribute and ready to search capabilities and efficient learning for personal emotional intelligence<sup>255</sup>.

A study examined the impact of emotional intelligence on performance of employees in software industry in Pakistan using the survey design and simple ransom sampling technique was adopted in selecting 100 employees. A well-structured questionnaire was adopted in gathering data from the respondents. It was revealed that there was a significant relationship between emotional intelligence and job performance among the employees. The authors concluded that if employees understand, control, and use their

emotions effectively, they will create positive working environments and significantly improve organisational outcomes such as increased job performance<sup>256</sup>. A research was conducted on the influence of emotional intelligence on employee performance in commercial banks in Anambra State, Nigeria adopting the correlation research design and simple random sampling technique. Questionnaire was used in the collection of data and data was analysed using the descriptive and inferential statistics. Finding revealed that there was a significant relationship between emotional intelligence and employee performance. It was recommended that management should institute policies that will ensure employment of emotionally intelligent workers as well as create avenues within the organisation that will enhance the inter-personal relationship of employees towards reducing employee turnover<sup>257</sup>.

A research was conducted among 300 employees selected from different organisations in the Telecommunication Industry in order to establish a link between emotional intelligence and intelligent quotient and their effect on employee's performance. A simple random technique was used in selecting the firms and data was collected using questionnaire. Analysis was carried out with simple regression analysis and correlation analysis. Their findings revealed that IQ alone is not sufficient for the success of employees. Emotional Intelligence is found to have significant relationship with employees' performance signifying that emotional intelligence is more important than Intelligence quotient at workplace<sup>258</sup>.

Another study assessed 44 analysts and clerical staff from the finance department of Fortune 400 Insurance Company in the United States, in a bid to acquire evidence that EI has a relationship with the performance of employees. Data was collected using

questionnaire and the analysis was carried out using Pearson's moment correlation. They concluded their studies by saying that emotionally intelligent individuals received greater merit increases and held higher company rank than their counterparts. They also received better peer and/or supervisor ratings of interpersonal facilitation and stress tolerance than their counterparts<sup>259</sup>. A study was conducted on the influence of emotional intelligence on job performance among Ondo Civil Service using the survey design and purposive sampling technique and it was found that there was a significant influence of emotional intelligence on job performance. It was also found that experience was positively correlated with three of the four emotional intelligence scales, as measured by the Mayer Salovey-Caruso Emotional Intelligence Test<sup>260</sup>. Another study examined the role of EI on job performance among selected manufacturing companies in Malaysia. The population was 187 while the sample size which was determined using a simple random sampling was 108. Data was elicited using questionnaire; hypotheses were formulated and tested using correlation coefficient. The findings showed that EI plays a significant role on the relationship at work and so determines the frequency of personal and industrial conflicts in the organisation<sup>261</sup>.

## 2.4 Conceptual Model

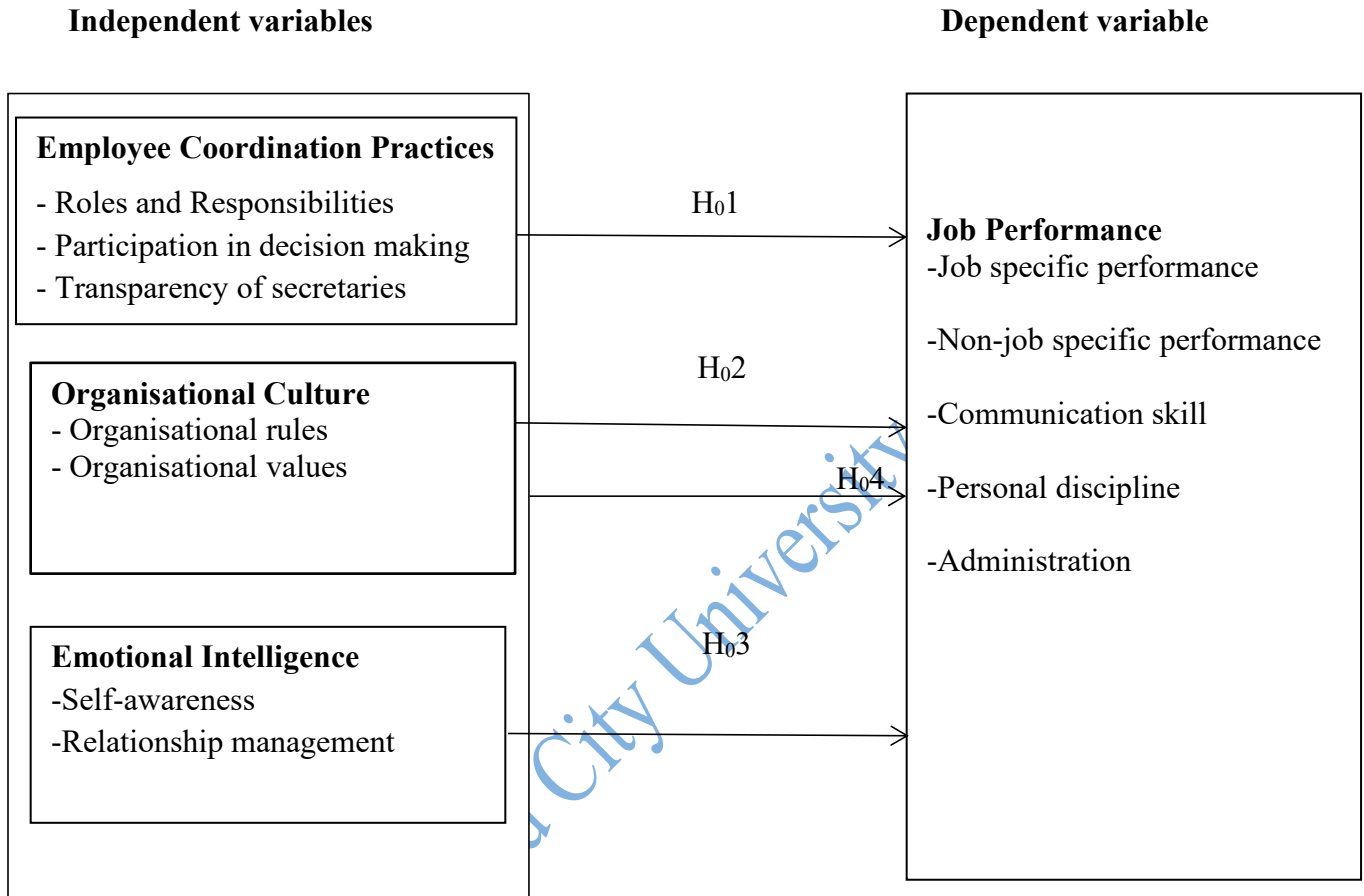


Fig. 2.1: Conceptual model showing the relationship and interaction of the independent variables on the dependent variable.

*Source: The Researcher, 2023*

It is pertinent to explain the conceptual model adopted for this study so as to ensure a crystal and a precise reading that will lead to a consequent deeper comprehension of the utility of the research under study. Conceptual model is an explanation of the interrelationships among the variables or concepts that are used in the present study. Conceptual model is a set of interrelated constructs that present a systematic view of phenomena by specifying relations among independent variables and dependent variable with the purpose of explaining and predicting the phenomena for decision making. The

conceptual model in a study ensures that the results of the study are not left hanging as they explain the variables under study. Conceptual model of a research area is always constructed by the researchers by showing and linking the independent variables with the dependent variable. The model proposed links the interactions between the independent and dependent variables of the study. Employee coordination practices, organisational culture and emotional intelligence are the independent variables while job performance is the dependent variable. The model suggests that employee coordination practices, organisational culture and emotional intelligence are the key factors that could determine job performance of secretaries in federal universities in South-west, Nigeria.

The components of job performance, amongst others are – job specific performance, non-job specific performance, communication skill, personal discipline and administration. The components of employee coordination practices are roles and responsibilities, participation in decision making and transparency of secretaries. This means that secretaries who perform their roles diligently as well as partake in decision making of the organisation tend to be more productive and meet organisational goals. The components of organisational culture include rules, values and communication/symbol. The components of emotional intelligence include self-awareness and relationship management. It is important to note here that the dependent variable (job performance) and independent variables (employee coordination practices, organisational culture and emotional intelligence) used for this study are replete with several indices. However, the researcher has restricted her choice of indices to the above-mentioned ones based on their relevance to the study and the respondents (secretaries).

Inability of secretaries to coordinate themselves properly, not adhering to the culture of the organisation and low emotional intelligence could inhibit their job performance. In this case, the study reveals that there is an independent and joint relationship among the three independent variables (employee coordination practices, organisational culture and emotional intelligence) on job performance among secretaries in federal universities in South-west, Nigeria.

The conceptual model of this study was influenced by the theories which included job performance theory, network theory, Generic model of organisational culture and Goleman's 5 elements of EQ theory.

## **2.5 Summary of Gap in Literature Reviewed**

The review shows that there have been a number of studies conducted on employees' employee coordination practices, organisational culture, and emotional intelligence in the universities worldwide. Factors that hinder job performance among employees in Africa, most especially Nigeria have also received attention. Some of the literature that were reviewed revealed that some of the problems of job performance are decreased productivity, committing errors in tasks given, turnover intention among others. Similarly, some of the literature also revealed that the job performance of employees could be low if the organisations do not meet with the needs of the employees such as prompt payment of salaries, promotion as and when due, remuneration among others. It was revealed from the literature that some of the major components of employee coordination practices included roles and responsibilities, participation in decision making and transparency. It was also revealed from the literature that few secretaries who do not understand their full roles and responsibilities could experience low job performance.

Literature reviewed showed that there is limited research on how coordination practices such as communication, collaboration, and task allocation affect the job performance of secretaries. While there is some research on employee coordination practices and job performance in general, few studies have specifically focused on secretaries. Additionally, the available literature mostly focuses on coordination practices at the team or organisational level, rather than individual employees like secretaries. In addition, although secretaries play a crucial role in organisational success, there is a lack of specific focus on their job performance in relation to employee coordination practices. Most of the literature that exists on coordination practices and job performance is general and does not address the unique challenges and dynamics of the secretary role. The available literature mostly addresses coordination practices such as communication, collaboration, and task allocation at a surface level, without delving into the specific details of how these practices affect the job performance of secretaries. Employee coordination practices and their impact on job performance may vary depending on the organisational context. However, some of the literature that were reviewed did not provide a comprehensive analysis of how different organisational contexts may affect the relationship between coordination practices and job performance of secretaries.

It was also revealed that when employees understand their roles and responsibilities they tend to perform better and achieve organisational goals. Some of the findings revealed from the literature showed that inability of employees to perform their role and responsibility better tend to inhibit their performance. Also, literature showed that when employees are not being carried along in decision making process of the organisation, they tend to feel unmotivated as this could hamper their performance. Literature also

revealed that some organisation in Africa do not always make their junior staff to partake in the decision making process of the organisation, as decision is made from the top executive and it is expected that the junior employees should comply.

Some of the researchers whose works were revealed in this study also affirmed that the organisation culture of some organisation varies ranging from their rules, values and communication which could hinder the performance of their employees. It was also revealed that there is poor communication in the some organisation which could lead to poor job performance. Some of the literature on the influence of organisational culture on job performance focuses on a general employee population, without specifically considering the unique characteristics of secretaries. This is problematic because secretaries have a specific set of job requirements and responsibilities, which means that their job performance may be influenced by organisational culture differently from other employees. Therefore, there is a need for research that focuses specifically on the influence of organisational culture on the job performance of secretaries.

It was also revealed that there is a gap in the literature regarding the impact of different dimensions of organisational culture on the job performance of secretaries. Organisational culture has several dimensions, including leadership, communication, teamwork, and innovation, among others. However, most of the existing literature focuses on the impact of overall organisational culture on job performance, without specifically examining the impact of individual dimensions. Therefore, there is a need for research that explores the impact of different dimensions of organisational culture on the job performance of secretaries. Individual factors, such as personality traits and job experience, can significantly impact the relationship between organisational culture and

job performance. Similarly, organisational factors, such as organisational structure and job design, can also moderate the relationship between organisational culture and job performance. However, most of the existing literature on the influence of organisational culture on job performance of secretaries does not consider these moderating factors. Therefore, there is a need for research that explores the moderating effects of individual and organisational factors on the relationship between organisational culture and job performance of secretaries.

Literature also revealed that emotionally intelligent employees tend to have a positive mindset, appear more contented, dedicated, and loyal to their profession and organisation, which in turn creates a conducive environment that could improve job performance. From the literature revealed, it was surmised that unlike cognitive intelligence, which is easily measured using standardized tests, emotional intelligence is a more complex construct that involves multiple components, such as self-awareness, self-regulation, motivation, empathy, and social skills. This complexity makes it challenging to develop reliable and valid measures of emotional intelligence that can be used to evaluate the impact of emotional intelligence on job performance of secretaries. Despite these challenges, there is a growing recognition of the importance of emotional intelligence in the workplace, and researchers are beginning to explore its impact on job performance in various job roles. As such, there is a need for more studies that focus on the influence of emotional intelligence on the job performance of secretaries. Such studies could use a combination of qualitative and quantitative methods to examine the relationship between emotional intelligence and job performance, as well as explore the underlying mechanisms that link emotional intelligence to job performance.

The literature on the influence of emotional intelligence on job performance of secretaries is limited, despite the critical role played by secretaries in organisations. More research is needed to explore the impact of emotional intelligence on the job performance of secretaries and to develop reliable and valid measures of emotional intelligence that can be used to evaluate its impact. Such studies could provide insights into how organisations can leverage emotional intelligence to improve the performance of their secretaries and, by extension, enhance the overall productivity and effectiveness of the organisation.

Network theory, generic model of organisational culture, Goleman theory of emotional intelligence and Campbell's theory of job performance were used in the theory. The theory of job performance was used to anchor the study. However, while researchers in Office and Information Management globally, have conducted many studies on job performance among Office managers, few, in a systematic way, have investigated the impact of employee coordination practices, organisational culture, emotional intelligence among secretaries in universities in South-west, Nigeria. From the available literature, it is apparent that majority of the studies were conducted outside Africa. Very few of these studies were carried out in Nigeria. This is the gap that the study has filled.

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## **Chapter Three**

### **Methodology**

This chapter presents the methods employed to carry out the study under the following headings: research design; population; sample and sampling techniques; research instrument; validity of instruments; reliability of instruments; administration of research instruments; method of data collection and method of data analysis.

#### **3.1 Research Design**

The research design that was employed for this study is the descriptive survey research design. This design was considered suitable for the study because it provided the strategy for obtaining and describing existing phenomena that could not be directly observed with respect to employee coordination practices, organisational culture and emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria since these were already in existence. The researcher did not also manipulate the variables of the study. Quantitative approach was applied to analyse responses of selected samples from each university.

#### **3.2 Population of the Study**

The population of the study comprised 500 secretaries in the six federal universities in South-west, Nigeria. These universities are: University of Ibadan, Ibadn, Oyo State, University of Lagos, Akoka, Lagos State, Federal University of Agriculture, Abeokuta, Ogun State, Obafemi Awolowo University, Ile-Ife, Osun State, Federal University of Technology, Akure, Ondo State and Federal University, Oye-Ekiti, Ekiti State. The total number of secretaries in these universities was 500. Table 3.1 shows the total number of secretaries in these universities.

**Table 3.1: Population of Secretaries in Federal Universities in South-west, Nigeria**

S/N	Names of Institution	State	Year of Establishment	Number of Secretaries
1	University of Ibadan, Ibadan	Oyo	1948	126
2	University of Lagos, Akoka	Lagos	1962	99
3	Federal University of Agriculture, Abeokuta	Ogun	1988	93
4	Obafemi Awolowo University, Ile-Ife	Osun	1962	81
5	Federal University of Technology, Akure	Ondo	1981	62
6	Federal University Oye-Ekiti	Ekiti	2011	39
<b>Total</b>				<b>500</b>

Sources: *Universities' Establishment/Human Resource Units and Research Field data, 2022*

### 3.3 Sample and Sampling Techniques

A sample of 217 secretaries was used out of the total population of 500 for the study using Krejcie and Morgan sample size table as attached in (Table 3.2)<sup>1</sup>. The stratified proportionate sampling technique was used to determine the number of questionnaires that were distributed in each of the institution (Table 3.3). The copies of the questionnaire were randomly distributed to each institution according to the proportional number calculated.

**Table 3.2: Sample size Table**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	302
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	<b>500</b>	<b>217</b>	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Source: *Krejcie and Morgan, 1970*

**Table 3.3: Stratified Proportionate Sampling of secretaries in each institution**

S/N	Name of Institution	Number of Secretaries	Sample taken from each institution
1	University of Ibadan, Ibadan, Oyo State	126/500 x 100	25.2/100 x 217 = 55
2	University of Lagos, Akoka, Lagos	99/500 x 100	19.8/100 x 217 = 43
3	Federal University of Agriculture, Abeokuta, Ogun State	93/500 x 100	18.6/100 x 217 = 40
4	Obafemi Awolowo University, Ile-Ife, Osun State	81/500 x 100	16.2/100 x 217 = 35
5	Federal University of Technology, Akure, Ondo State	62/500 x 100	12.4/100 x 217 = 27
6	Federal University Oye-Ekiti, Ekiti State	39/500 x 100	7.8/100 x 217 = 17
<b>Total</b>			<b>217</b>

Source: *Field Survey, 2022*

**Table 3.4: Sample size from each institution**

S/N	Name of Institution	Sample size
1	University of Ibadan, Ibadan, Oyo State	55
2	University of Lagos, Akoka, Lagos	43
3	Federal University of Agriculture, Abeokuta, Ogun State	40
4	Obafemi Awolowo University, Ile-Ife, Osun State	35
5	Federal University of Technology, Akure, Ondo State	27
6	Federal University Oye-Ekiti, Ekiti State	17
<b>Total</b>		<b>217</b>

Source: *Field Survey, 2022*

### 3.4 Description of the Research Instrument

The instrument that was used for data collection in this study is the questionnaire entitled “Employee Coordination Practices, Organisational Culture and Emotional Intelligence on Job Performance of Secretaries’ Questionnaire”. The purpose of using questionnaire was because of the direct response, feedback and the literacy level of the proposed respondents. Furthermore, the questionnaire could be collected within a short period of time and with ease. For the purpose of this study, the questionnaire was divided into

seven sections namely A to F. Section A covered the demographics of the respondents such as: gender, age, religion, highest academic qualification and years in service.

Section B elicited information on job performance of secretaries using standardized scale which was adapted<sup>2,3,4</sup>. This section has five sub-scales with a total of 25 items. The first sub-scale measured job specific task proficiency by secretaries and it contains five items. The second sub-scale measured non-job specific task proficiency by secretaries and it contains five items. The third sub-scale measured communication skills of secretaries and it consists of four items. The fourth sub-scale measured personal discipline by secretaries and it comprises five items. The fifth sub-scale measured administration of secretaries and it contains six items. Two sample items include; “ability to perform office routine works and “performing work schedule on time”. Response options were structured on a four-point modified Likert rating scale of Very High (VH), High (H), Low (L) and Very Low (VL).

Section C elicited information on employee coordination practices using a standardized scale which was adapted<sup>5,6</sup>. It was rephrased by the researcher in order to suit the objective of the study. The scale was developed to measure how secretaries are able to coordinate themselves when at work which could enhance their performance and it comprised 15 items. The employee coordination practices scale has three sub-scales. The first sub-scale measured roles and responsibilities and it consists of five items. The second sub-scale measured participation in decision making and it consists of five items. The third sub-scale measured transparency which consists of five items. Two sample items include; “I always take the minutes of meetings in my department” and “I have opportunity to solve problems connected with my work”. Response options were

structured on a four-point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Section C elicited information from secretaries on organisational culture using standardised scale adapted from the Human Factors International<sup>7</sup>. The organisational culture questionnaire explores the prevailing culture within an organisation. The questionnaire was adapted and it was divided into two sub-scales with 17 items. The first sub-scale measured rules that are obtainable in the organisation. It contains six items. The second sub-scale measured values of an organisation and it consists of 11 items. Two sample items include; “The performance of secretaries is emphasised as an important goal” and “In this university, ideas are encouraged from everyone”. Response options were structured on a four-point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Section D elicited information on emotional intelligence of secretaries using standardized scale which was adapted for this study<sup>8</sup>. This section has 15 items which were adapted for the study. Emotional intelligence was measured based on two classification of emotional intelligence namely self-awareness and social awareness. This section has two sub-scales. The first sub-scale measured self-awareness and it consists of 10 items. The second sub-scale measured relationship management and it comprises five items. Two sample items include; “I perceive myself as a self-confident person” and “I can effectively persuade members of my unit/department to work towards a shared vision and goal”. Response options were structured on a four-point Likert rating scale of Strongly Agree (SA; 4 points), Agree (A; 3 points), Disagree (D; 2 points) and Strongly Disagree (SD; 1 point).

### **3.5 Validity of the Research Instrument**

To establish the validity of the instrument that was used for the study, the face and content validity of the questionnaire were established by the thesis supervisor and two other experts. Copies of the instrument were given to the thesis supervisor and two experts who are in the field of Information Management. These experts examined the instrument in order to point out the researcher's errors in the instrument. They examined the instrument for comprehensiveness, relevance of contents, clarity of instructions and statements, possible ambiguities, errors and/or omissions. The thesis supervisor and the two experts also examined the instrument to ensure that the data collected using the questionnaire would be useful in answering the research questions and in testing the hypotheses that were employed for this study. Comments and the observations of these experts in conjunction with the thesis supervisor's comments were considered in the final draft of the questionnaire.

### **3.6 Reliability of the Research Instrument**

The reliability of the measuring instrument was done through a pilot study. To ensure this, a test-re-test method was conducted among 30 respondents at the University of Ilorin, Ilorin who were not part of the respondents for this study within an interval of two weeks. After the second test, the two sets of questionnaire were subjected to reliability analysis using Cronbach Alpha test to establish the internal consistency of the items in each of the scale. The results of the test showed reliability coefficient of 0.93 for Job Performance; 0.93 for Employee Coordination Practices; 0.91 for Organisational Culture and 0.96 for Emotional Intelligence. These values indicated that the instrument was reliable.

### **3.7 Method of Data Collection**

A letter of introduction was obtained from the Department of Office and Information Management, Lead City University, Ibadan, which was used to gain permission to conduct the survey from the management of the six federal universities that were used for the study. The researcher recruited two research assistants who assisted her in the collection of data. A two-day training was conducted for the research assistants to ease the collection of data across the six federal universities in South-west, Nigeria where 217 copies of the questionnaire were administered. The researcher and her two assistants worked with the Human Resource Unit of the sampled institutions to ensure maximum cooperation. Respondents were assured of confidentiality of their responses while briefing them on the need for adequacy of responses and advantages embedded in the findings of the study. The secretaries were given ample time to complete the questionnaires. A total of 217 copies of the questionnaire were administered to the respondents while a total of 215 were retrieved from the field and this represents 99.0% of response rate. The 217 copies of the questionnaire were administered and retrieved within eight weeks and the data were later subjected to analysis.

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

The data were analysed using descriptive and inferential statistics. Descriptive statistics of frequency counts and simple percentages were used to analyse the demographic information of the respondents. Descriptive statistics of frequency counts, simple percentages, mean and standard deviation were used to analyse Research Questions 1, 2, 3 and 4. Inferential statistics (regression analysis) was used to test the hypotheses formulated at 0.05 level of significance. Hypotheses 1 to 4 were tested using simple linear regression analysis.

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#### **Endnotes**

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## Chapter Four

### Results and Discussion of Findings

This chapter presents results and discussion of findings. Section I constitutes the presentation of the descriptive analysis using frequency counts, percentage and mean. Section II presents the results to the research questions and hypotheses, which the study sets out to answer and test. Section III of this chapter presents the discussion of findings.

#### 4.1 Analysis of Demographic Data

This section is descriptive and it presents the results of demographic characteristics using frequency distribution tables. The Table is presented as follows:

**Table 4.1: Response Rate**

<b>Institutions</b>	Completed usable copies of questionnaire	Unusable copies of questionnaire	Percentage of usable questionnaire
University of Ibadan, Ibadan, Oyo State	55	-	25.3%
University of Lagos, Akoka, Lagos	42	1	19.4%
Federal University of Agriculture, Abeokuta, Ogun State	40	-	18.4%
Obafemi Awolowo University, Ile-Ife, Osun State	34	1	15.7%
Federal University of Technology, Akure, Ondo State	27	-	12.4%
Federal University Oye-Ekiti, Ekiti State	17	-	7.8%
<b>Total</b>	<b>215</b>	<b>2</b>	<b>99.0%</b>

*Source: Field Survey, 2022*

The target respondents in the study were secretaries in the six federal universities in South-west Nigeria. A total of 217 questionnaires were administered out of which 215 were filled and returned, which represent 99.0% response. The other 2 copies of questionnaire which represent 1.0% were not well filled out and were not used in the analysis.

**Table 4.2: Demographic Information of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	60	27.9
Female	155	72.1
<b>Total</b>	<b>215</b>	<b>100</b>

*Source: Field Survey, 2022*

Table 4.2 reveals that 60 (27.9%) were males and the rest 155 (72.1%) were females.

This means that females participated more in the study than their male counterparts.

**Table 4.3: Demographic Information of Respondents by Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
20-30 years	23	10.7
31-40 years	30	14.0
41-50 years	84	39.1
51-60 years	65	30.2
61 years and above	13	6.0
<b>Total</b>	<b>215</b>	<b>100</b>

*Source: Field Survey, 2022*

Table 4.3 shows that 23 (10.7%) of the respondents were between the age range of 20-30 years, 30 (14.0%) were between 31-40 years, 84 (39.1%) were between 41-50 years, 65 (30.2%) were between 51-60 years and the rest 13 (6.0%) were between 61 years and above. It could be inferred that the respondents whose age fell between 41-50 years were the majority. However, 24.7% of the respondents were 40 years and below.

**Table 4.4: Demographic Information of Respondents by Highest Educational Qualification**

Highest Educational Qualification	Frequency	Percentage
SSCE	19	8.8
OND	28	13.0
HND	38	17.7
B.Sc	80	37.2
Masters	31	14.4
Others	19	8.8
<b>Total</b>	<b>215</b>	<b>100</b>

*Source: Field Survey, 2022*

Results from Table 4.4 show that 19 (8.8%) of the respondents had SSCE and other certificates as their highest educational qualifications; 28 (13.0%) had OND, 38 (17.7%) had HND, 80 (37.2%) had B.Sc while 31 (14.4%) had Master's degree. It could be inferred that respondents who had B.Sc as their highest educational qualification participated more in the study.

**Table 4.5: Demographic Information of Respondents by Years in Service**

Years in Service	Frequency	Percentage
1-5 years	22	10.2
6-10 years	47	21.9
11-15 years	68	31.6
16-20 years	58	27.0
21-25 years	11	5.1
26 years and above	9	4.2
<b>Total</b>	<b>215</b>	<b>100</b>

*Source: Field Survey, 2022*

Table 4.5 indicates that 22 (10.2%) had been spent between 1-5 years in service, 47 (21.9%) had spent between 6-10 years in service, 68 (31.6%) had spent between 11-15 years, 58 (27.0%) had spent between 16-20 years while 11 (5.1%) had spent 21-25 years

and the rest 9 (4.2%) had spent between 26 years and above. It could be inferred that respondents who had spent 11-15 years in service were more represented in the study.

## 4.2 Presentation of Data

**Research question 1:** What is the level of job performance of secretaries in federal universities in South-west, Nigeria?

**Table 4.6: Level of Job Performance of Secretaries in Federal Universities in South-west, Nigeria**

s/n	ITEMS	VH	H	L	VL	$\bar{X}$	SD
<b>Job-specific task proficiency</b>							
1.	Ability to perform office routine works	184 (85.6%)	30 (14.0%)	-	1 (0.5%)	3.85	0.398
2.	Attending to information requests	165 (76.7%)	49 (22.8%)	1 (0.5%)	-	3.76	0.437
3.	Ability to attend promptly to requests from other staff	177 (82.3%)	36 (16.7%)	1 (0.5%)	1 (0.5%)	3.81	0.438
4.	Ability to separate official issues from side issues at work	162 (75.3%)	51 (23.7%)	2 (0.9%)	-	3.74	0.458
5.	Ability to keep my job skills up-to-date	179 (83.3%)	35 (16.3%)	1 (0.5%)	-	3.83	0.391
<b>Average mean</b>						<b>3.80</b>	
<b>Non-job specific task proficiency</b>							
6.	Management of office facilities and equipment	146 (67.9%)	67 (31.2%)	1 (0.5%)	1 (0.5%)	3.67	0.511
7.	Providing input to growth of the department	144 (67.0%)	59 (27.4%)	11 (5.1%)	1 (0.5%)	3.61	0.608
8.	Coordinating social events for the department	26 (12.1%)	105 (48.8%)	84 (39.1%)	-	2.73	0.664
9.	Exhibiting attendance at work beyond the norm	72 (33.5%)	120 (55.8%)	11 (5.1%)	12 (5.6%)	3.17	0.763
10.	Volunteering to do things not formally required by the job	127 (59.1%)	66 (30.7%)	21 (9.8%)	1 (0.5%)	3.48	0.698
<b>Average mean</b>						<b>3.33</b>	
<b>Communication Skills</b>							
11.	Using communication skill	128 (59.5%)	85 (39.5%)	1 (0.5%)	1 (0.5%)	3.58	0.531
12.	Effective use of information tools and technologies	130 (60.5%)	84 (39.1%)	-	1 (0.5%)	3.60	0.520
13.	Effective dissemination of memos within the department	118 (54.9%)	96 (44.7%)	1 (0.5%)	-	3.54	0.508
14.	Effective dissemination of information amongst colleagues	142 (66.0%)	71 (33.0%)	2 (0.9%)	-	3.64	0.497
<b>Average mean</b>						<b>3.59</b>	
<b>Personal discipline</b>							
15.	Performing work schedule on time	180 (83.7%)	32 (14.9%)	1 (0.5%)	2 (0.9%)	3.81	0.466
16.	Punctuality and regular attendance at work	168	45	1	1	3.77	0.466

17.	Exhibiting team spirit with colleagues	(78.1%) 153	(20.9%) 61	(0.5%) -	(0.5%) 1	3.70	0.487
18.	Providing assistance to other staff where necessary	(71.2%) 151	(28.4%) 62	(0.5%) 1	(0.5%) 1	3.69	0.503
19.	Ability to perform my work well with minimal time and effort	(76.3%) 164	(23.3%) 50	(0.5%) 1	(0.5%) -	3.76	0.440
<b>Average mean</b>						<b>3.75</b>	
<b>Administration</b>							
20.	Taking initiative to orientate new employees	(66.0%) 142	(32.1%) 69	(1.4%) 3	(0.5%) 1	3.64	0.537
21.	Making innovative suggestions to enhance individual performance	(62.8%) 135	(35.8%) 77	(0.9%) 2	(0.5%) 1	3.61	0.534
22.	Managing more responsibilities than typically assigned	(64.2%) 138	(27.9%) 60	(7.4%) 16	(0.5%) 1	3.56	0.652
23.	Ability to coordinate the unit/department effectively	(67.9%) 146	(30.7%) 66	(1.4%) 3	(0.5%) -	3.67	0.502
24.	Anticipating and proffering solutions to problems	(68.4%) 147	(25.6%) 55	(6.0%) 13	(0.5%) -	3.62	0.600
25.	Giving direction on specific tasks	(64.2%) 138	(35.3%) 76	(0.5%) -	(0.5%) 1	3.63	0.511
<b>Average mean</b>						<b>3.62</b>	
<b>Weighted mean:</b>						<b>3.62</b>	

Source: Field Survey, 2022 Key: VH=Very High, H=High, L=Low, VL=Very Low  $\bar{X}$  = Mean; Sd =

#### Standard deviation

Decision Rule: High =4.00-3.00, Moderate =2.99-2.00, Low =1.99-1.0, Very low:0.99-0.00

Table 4.6 reveals the level of job performance of secretaries in federal universities in South-west, Nigeria. The scales used in measuring the level of job performance of secretaries were: Very High, High, Low and Very Low. But for the purpose of reporting, Very High and High were merged to become High (H) while, Low and Very Low were to become Low (L). Result shows 214 (99.5%) stated that they have high ability to perform office routine works while 1 (0.5%) rated as low. A total of 214 (99.5%) stated that they have high attendance to information requests while 1 (0.5%) rated low response. Similarly, a total number of 213 (99.0%) stated that they have high ability to attend promptly to requests from other staff while 2 (1.0%) stated low response. Also, 213 (99.0%) stated that they have high ability to separate official issues from side issues at

work while 2 (1.0%) stated a low response rate. Furthermore, 214 (99.5%) stated that they have high ability to keep their job skills up-to-date, while 1 (0.5%) rated low response. Also, 213 (99.0%) stated that they have high ability to effectively manage office facilities and equipment while 2 (1.0%) reported low ability. Likewise, 203 (94.4%) stated that they provide high input to the growth of the department, while 12 (5.6%) rated low input. Also, 131 (60.9%) reported high ability to coordinate social events for the department while 84 (39.1%) rated low ability. A total number of 192 (89.3%) rated high attendance at work beyond the norm while 23 (10.7%) gave low rating. Finally, 193 (89.8%) stated high volunteering ability to do things not formally required by the job while 23 (10.3%) rated low ability.

Furthermore, 213 (99.0%) stated that they have high communication skill while 2 (1.0%) rated low communication skill. Also, 213 (99.5%) stated that they have high knowledge of information tools and technologies while 1 (0.5%) reported low knowledge. A total number of 214 (99.5%) stated that they have high level of dissemination of mails/memos within the department while 1 (0.5%) stated low level; 213 (99.0%) stated that they have high dissemination of information amongst colleagues while 2 (1.0%) stated low dissemination. Furthermore, 212 (98.6%) stated that they have high level of performing work schedule on time, while 3 (1.4%) reported low level. Also, 213 (99.0%) stated that they have high level of punctuality and regular attendance at work while 2 (1.0%) stated low level. Likewise, 214 (99.0%) stated that they exhibited high level of team spirit with colleagues while 1(0.5%) stated low level. Whereas, 213 (99.0%) stated that they provided high level of assistance to other staff where necessary while 2 (1.0%) stated low level. Similarly, 214 (99.5%) stated that they have high level of ability to perform their

work well with minimal time and effort while 1 (0.5%) stated low level. Lastly, 211 (98.1%) stated that they have high level of initiative to orientate new employees while 4 (1.9%) stated low level. Furthermore, 212 (98.6%) stated that they made high level of innovative suggestions to enhance individual performance, while 3 (1.9%) stated low level. Again, 198 (92.1%) stated that they have high level of managing more responsibilities than typically assigned, while 17 (7.9%) stated low level. Still, 212 (98.6%) stated that they had high ability to coordinate the unit/department effectively, while 3 (1.4%) stated low ability. A total of 202 (94.0%) stated that they have high level of anticipating and proffering solutions to problems while 13 (6.0%) stated low level. Likewise, 214 (99.5%) stated that they give high level of direction on specific tasks while 1 (0.5%) stated low level.

The weighted mean of the whole item is 3.62, thus, it could be inferred that the level of job performance of secretaries in federal universities in South-west, Nigeria is moderately high.

**Research Question Two:** What are the employee coordination practices existing among secretaries in federal universities in South-west, Nigeria?

**Table 4.7: Employee Coordination Practices that Exist among Secretaries in Federal Universities in South-west, Nigeria**

s/n	Items	SA	A	D	SD	$\bar{X}$	Sd
<b>Roles and responsibilities</b>							
1	I always take the minutes of meetings in my department	98 (45.6%)	86 (40.0%)	19 (8.8%)	12 (5.6%)	3.26	0.840
2	I retrieve and review all correspondence for my boss	67 (31.2%)	139 (64.7%)	8 (3.7%)	1 (0.5%)	3.27	0.546
3	I keep confidential files, diary or documents of future activities	136 (63.3%)	77 (35.8%)	1 (0.5%)	1 (0.5%)	3.62	0.524
4	I prepare annual reports of activities for my department	117 (54.4%)	53 (24.7%)	33 (15.3%)	12 (5.6%)	3.28	0.920
5	I am responsible to all committees' correspondence in my department	118 (54.9%)	48 (22.3%)	47 (21.9%)	2 (0.9%)	3.31	0.843
<b>Average mean</b>					<b>3.35</b>		
<b>Participation in decision making</b>							
6	I am involved in important decisions that affect the institution	94 (43.7%)	69 (32.1%)	32 (14.9%)	20 (9.3%)	3.10	0.976
7	Decisions are arrived at with consultations with members of the department	85 (39.5%)	85 (39.5%)	43 (20.0%)	2 (0.9%)	3.57	0.777
8	I have opportunity to solve problems connected with my work	110 (51.2%)	79 (36.7%)	25 (11.6%)	1 (0.5%)	3.39	0.707
9	I give critical considerations to decisions that affect the institution	89 (41.4%)	92 (42.8%)	31 (14.4%)	3 (1.4%)	3.24	0.747
10	My participation in decision making in this institution improve my performance	96 (44.7%)	84 (39.1%)	31 (14.4%)	4 (1.9%)	3.27	0.773
<b>Average mean</b>					<b>3.31</b>		
<b>Transparency</b>							
11	I am open to all members of staff of this institution	120 (55.8%)	75 (34.9%)	8 (3.7%)	12 (5.6%)	3.41	0.809
12	People in my institution should know what I do and why I do it.	121 (56.3%)	64 (29.8%)	18 (8.4%)	12 (5.6%)	3.37	0.859
13	I am accountable to people in this institution for my actions.	105 (48.8%)	79 (36.7%)	19 (8.8%)	12 (5.6%)	3.29	0.849
14	I try to understand how the institution's decisions affect people like me.	103 (47.9%)	72 (33.5%)	29 (13.5%)	11 (5.1%)	3.24	0.874
15	I provide useful information to people for making informed decisions.	122 (56.7%)	86 (40.0%)	3 (1.4%)	4 (1.9%)	3.52	0.625
<b>Average mean</b>					<b>3.37</b>		
<b>Weighted mean</b>						<b>3.34</b>	

Source: Field Survey, 2022 Key: SA=Strongly agree, A=Agree, D= Disagree, SD=Strongly disagree

$\bar{X}$  = Mean; Sd = Standard deviation

Decision rule: Existing =4.00-2.00, not existing =1.99-1.0.

Table 4.7 reveals the employee coordination practices existing among secretaries in federal universities in South-west, Nigeria. The rating scale that was adopted in

measuring employee coordination practices of secretaries were: Strongly Agree, Agree, Disagree, and Strongly Disagree. But for the purpose of reporting, Strongly Agree and Agree were merged to become Agree (A) while, Disagree and Strongly Disagree were to become Disagree (D). Results show that 184 (85.6%) respondents agreed that they always take the minutes of meetings in their department, while 31 (14.4%) disagreed. Similarly, 206 (95.9%) agreed that they retrieved and reviewed all correspondence for their boss, while 9 (4.2%) disagreed. A total of 213 (99.0%) agreed that they keep confidential files, diary or documents of future activities, while 2 (1.0%) disagreed. Furthermore, 170 (79.1%) agreed that they prepared annual reports of activities for their department, while 45 (20.9%) disagreed. Again, 166 (77.2%) agreed that they are responsible to all committees' correspondence in their department, while 49 (22.8%) disagreed.

Also, 163 (75.8%) agreed that they are involved in important decisions that affect the institution, while 52 (24.2%) disagreed. The sum of 170 (79.0%) respondents agreed that decisions are arrived at with consultations with members of the department, while 45 (20.9%) disagreed. A total number of 189 (87.9%) agreed that they have the opportunity to solve problems connected with their work, while 26 (12.1%) disagreed. Again, 181 (84.2%) agreed that they give critical considerations to decisions that affect the institution, while 34 (15.8%) disagreed. Furthermore, 180 (83.8%) agreed that their participation in decision making in this institution improve their performance, while 35 (16.3%) disagreed. In addition, 195 (90.7%) agreed that they are opened to all members of staff of their institution, while 20 (9.3%) disagreed. Whereas 185 (86.1%) agreed that people in their institution should know what they do and why they do it, 30 (14.0%) disagreed.

Again, 184 (85.5%) agreed that they are accountable to people in their institutions for their actions, while 31 (14.4%) disagreed. A total of 175 (81.4%) agreed that they try to understand how the institution's decisions affect people like them while 40 (18.6%) disagreed. Again, 208 (96.7%) agreed that they provide useful information to people for making informed decisions, while 7 (3.3%) disagreed.

The weighted mean is 3.34, thus, it could be inferred from the decision rule that, roles and responsibilities, participation in decision making and transparency are the employee coordination practices employed by secretaries in federal universities in South-west, Nigeria.

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**Research Question Three:** What organisational culture is in place among secretaries in federal universities in South-west, Nigeria?

**Table 4.8: Organisational Culture in Place Among Secretaries in Federal Universities in South-west, Nigeria**

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	Sd
<b>Rules</b>							
1	The performance of secretaries is emphasised as an important goal	156 (72.6%)	58 (27.0%)	1 (0.5%)	-	3.72	0.460
2	Actions are taken whenever individuals or procedures seem to be unproductive	105 (48.8%)	107 (49.8%)	2 (0.9%)	1 (0.5%)	3.47	0.544
3	The leadership of this university communicates clearly the goals and culture to secretaries	137 (63.7%)	70 (32.6%)	7 (3.3%)	1 (0.5%)	3.60	0.579
4	Responsibilities of secretaries are clearly defined	129 (60.0%)	85 (39.5%)	-	1 (0.5%)	3.59	0.520
5	Secretaries understand their role and the extent of their authority	168 (78.1%)	46 (21.4%)	1 (0.5%)	-	3.78	0.428
6	Secretaries are aware of the structure of the university	135 (62.8%)	67 (31.2%)	9 (4.2%)	4 (1.9%)	3.55	1.418
<b>Average mean:</b>						<b>3.62</b>	
<b>Values</b>							
7	This university respects secretaries for their expertise	116 (54.0%)	92 (42.8%)	6 (2.8%)	1 (0.5%)	3.50	0.579
8	This university encourages the growth of secretaries	128 (59.5%)	74 (34.4%)	12 (5.6%)	1 (0.5%)	3.53	0.625
9	This university is an abode for career growth and development of secretaries	95 (44.2%)	110 (51.2%)	8 (3.7%)	2 (0.9%)	3.39	0.607
10	The right secretaries are appointed to the appropriate places	119 (55.3%)	84 (39.1%)	11 (5.1%)	1 (0.5%)	3.49	0.618
11	Efforts are made to help secretaries develop their skills that would enhance job performance	101 (47.0%)	100 (46.5%)	13 (6.0%)	1 (0.5%)	3.40	0.625
12	In this university, decisions on promotion are fair	107 (49.8%)	73 (34.0%)	33 (15.3%)	2 (0.9%)	3.33	0.765
13	In this university, ideas are encouraged from everyone	87 (40.5%)	115 (53.5%)	12 (5.6%)	1 (0.5%)	3.33	0.605
14	In this university, secretaries cooperate with one another	96 (44.7%)	104 (48.4%)	15 (7.0%)	-	3.38	0.613
15	Secretaries' technical knowledge is valued	110 (51.2%)	92 (42.8%)	12 (5.6%)	1 (0.5%)	3.45	0.623
16	The overall values of this university are clearly understood by all secretaries	109 (50.7%)	87 (40.5%)	18 (5.4%)	1 (0.5%)	3.41	0.663
17	I do not allow personal feelings to interfere with my standards of excellence	129 (60.0%)	81 (37.7%)	3 (1.4%)	1 (0.5%)	3.56	0.852
<b>Average mean:</b>						<b>3.43</b>	
<b>Weighted mean:</b>						<b>3.53</b>	

Source: Field Survey, 2022 Key: SA=Strongly Agree, A=Agree, D= Disagree, SD=Strongly Disagree

**Decision rule:** In place =4.00-2.00, not in place =1.99-1.0.

$\bar{x}$  = Mean; Sd = Standard deviation

Table 4.8 reveals the organisational culture is in place among secretaries in federal universities in South-west, Nigeria. The rating scales that were adopted in measuring organisational culture of secretaries were: Strongly Agree, Agree, Disagree, and Strongly Disagree. But for the purpose of reporting, Strongly Agree and Agree were merged to become Agree (A) while, Disagree and Strongly Disagree were to become Disagree (D). Results reveal that 214 (99.5%) agreed that the performance of secretaries is emphasised as an important goal, while one (0.5%) disagreed. A total of 212 (98.6%) agreed that actions were taken whenever individuals or procedures seem to be unproductive, while three (1.4%) disagreed. Again, 207 (96.3%) agreed that the leadership of their university communicates clearly the goals and culture to secretaries, while eight (3.8%) disagreed. A total of 214 (99.5%) agreed that responsibilities of secretaries are clearly defined, while 1 (0.5%) disagreed. Furthermore, 214 (99.5%) agreed that secretaries understand their role and the extent of their authority while one (0.5%) disagreed. 202 (94.0%) agreed that secretaries are aware of the structure of the university, while 13 (6.0%) disagreed.

Also, 208 (96.8%) agreed that their university respects secretaries for their expertise, while seven (3.2%) disagreed. Furthermore, 202 (93.9%) agreed that their university encourages the growth of secretaries, while 13 (6.1%) disagreed. A total of 205 (95.4%) agreed that their university is an abode for career growth and development of secretaries, while 10 (4.6%) disagreed. A total of 203 (94.4%) agreed that the right secretaries are appointed to the appropriate places, while 12 (5.6%) disagreed. Furthermore, 201 (93.5%) agreed that efforts were made to help secretaries develop their skills that would enhance job performance, while 14 (6.5%) disagreed. A total of 180 (83.8%) agreed that in their

university, decisions on promotion are fair, while 35 (16.2%) disagreed. Similarly, 202 (94.0%) agreed that in their university, ideas are encouraged from everyone, while 13 (6.1%) disagreed. A total of 200 (93.1%) agreed that in their university, secretaries cooperate with one another, while 15 (7.0%) disagreed. Again, 202 (94.0%) agreed that secretaries' technical knowledge is valued, while 13 (6.1%) disagreed. A total of 196 (91.2%) agreed that the overall values of their university were clearly understood by all secretaries, while 19 (5.8%) disagreed. Whereas 210 (97.7%) agreed that they do not allow personal feelings to interfere with their standards of excellence, four (1.9%) disagreed.

With a weighted mean of 3.53, it could be inferred that rules and values which are the two organisational culture in place are well followed and maintained by secretaries in federal universities in South-west, Nigeria.

**Research Question Four:** What is the level of emotional intelligence of secretaries in federal universities in South-west, Nigeria?

**Table 4.9: Emotional Intelligence of Secretaries in Federal Universities in South-west, Nigeria**

s/n	Items	SA	A	D	SD	$\bar{x}$	SD
<b>Self-awareness</b>							
1	I perceive myself as a self-confident person	165 (76.7%)	49 (22.8%)	-	1 (0.5%)	3.76	0.461
2	I pay attention to the feelings of others	158 (73.5%)	56 (26.0%)	-	1 (0.5%)	3.72	0.478
3	I recognise that my feelings and emotions affect others at work	113 (52.6%)	71 (33.0%)	19 (8.8%)	12 (5.6%)	3.33	0.857
4	I understand clearly how to meet the goals of the institution	129 (60.0%)	69 (32.1%)	17 (7.9%)	-	3.52	0.640
5	I am able to motivate myself to do difficult tasks	125 (58.1%)	88 (40.9%)	2 (0.9%)	-	3.57	0.514
6	I take time to think about my emotions	135 (62.8%)	66 (30.7%)	13 (6.0%)	1 (0.5%)	3.56	0.630
7	I have a guiding awareness of my values and goals	152 (70.7%)	54 (25.1%)	7 (3.3%)	2 (0.9%)	3.66	0.590
8	I recognize how my feelings affect my job performance	156 (72.6%)	53 (24.7%)	3 (1.4%)	3 (1.4%)	3.68	0.574
9	I am aware of my strengths and weaknesses in this institution	157 (73.0%)	45(20.9%)	13 (6.0%)	-	3.67	0.586
10	I am reflective and try to learn from experience	156 (72.6%)	57 (26.5%)	2 (0.9%)	-	3.72	0.472
<b>Average mean</b>						<b>3.62</b>	
<b>Relationship Management</b>							
11	I can effectively persuade members of my unit/department to work towards a shared vision and goal	124 (57.7%)	89 (41.4%)	-	2 (0.9%)	3.56	0.551
12	I have a good relationship with the management team of my institution	140 (65.1%)	53 (24.7%)	20 (9.3%)	2 (0.9%)	3.54	0.702
13	I am able to network effectively to support the goals of my institution	135 (62.8%)	65 (30.2%)	13 (6.0%)	2 (0.9%)	3.55	0.653
14	I have good rapport with a wide circle of colleagues	116 (54.0%)	85 (39.5%)	14 (6.5%)	-	3.47	0.618
15	I have a strong expertise in building and leading teams	131 (60.9%)	70 (32.6%)	14 (6.5%)	-	3.54	0.616
<b>Average mean</b>						<b>3.53</b>	
<b>Weighted mean:</b>						<b>3.58</b>	

Source: Field Survey, 2022 Key: SA=Strongly Agree, A=Agree, D= Disagree, SD=Strongly Disagree

$\bar{x}$  = Mean; Sd = Standard deviation

Decision Rule: High =4.00-3.00, Moderate =2.99-2.00, Low =1.99-1.0

Table 4.9 reveals the level of emotional intelligence of secretaries in federal universities in South-west, Nigeria. The rating scales adopted in measuring emotional intelligence of secretaries were: Strongly Agree, Agree, Disagree and Strongly Disagree. But for the purpose of reporting, Strongly Agree and Agree were merged to become Agree (A) while, Disagree and Strongly Disagree were to become Disagree (D). Results reveal that 214 (99.5%) agreed that they perceive themselves as self-confident persons, while 1 (0.5%) disagreed. A total of 214 (99.5%) agreed that they pay attention to the feelings of others, while one (0.5%) disagreed. Again, 184 (85.6%) agreed that they recognised that their feelings and emotions affect others at work, while 31 (14.4%) disagreed. Furthermore, 198 (92.1%) agreed that they understand clearly how to meet the goals of the institution, while 17 (7.9%) disagreed. A total of 213 (99.0%) agreed that they were able to motivate themselves to do difficult tasks while two (0.9%) disagreed. Whereas, 201 (93.5%) agreed that they take time to think about their emotions, 14 (6.5%) disagreed. Also, 206 (95.8%) agreed that they have a guiding awareness of their values and goals while nine (4.2%) disagreed. A total of 209 (97.3%) agreed that they recognize how their feelings affect their job performance, while six (2.7%) disagreed. Again, 202 (93.9%) agreed that they were aware of their strengths and weaknesses in their institution, while 13 (6.0%) disagreed. Furthermore, 213 (99.1%) agreed that they were reflective and tried to learn from experience, while two (0.9%) disagreed.

Also, 213 (99.1%) agreed that they could effectively persuade members of their unit/department to work towards a shared vision and goal while two (0.9%) disagreed. A total of 193 (89.8%) agreed that they have a good relationship with the management team of their institution, while 22 (10.2%) disagreed. Again, 200 (93.0%) agreed that they

were able to network effectively to support the goals of their institution, while 15 (6.9%) disagreed. Similarly, 201 (93.5%) agreed that they have good rapport with a wide circle of colleagues, while 14 (6.5%) disagreed. A total of 201 (93.5%) agreed that they have a strong expertise in building and leading teams, while (6.5%) disagreed.

The weighted mean is 3.58 and based on the decision rule, it could be inferred that the level of emotional intelligence of secretaries in federal universities in South-west, Nigeria is moderately high.

#### 4.3 Test of Hypotheses

This section of the research reports the results of the test of the null hypotheses formulated to guide the study. The hypotheses were tested at 0.05 level of significance.

H<sub>01</sub>: There is no significant influence of employee coordination practices on job performance of secretaries in federal universities in South-west, Nigeria

**Table 4.10a: Influence of Employee Coordination Practices on Job Performance of Secretaries**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700 <sup>a</sup>	.490	.482	5.76191

Source: Field Survey, 2022

- a. Predictors: (Constant), Transparency, Roles and Responsibility, Decision making

**Table 4.10b: Influence of Employee Coordination Practices on Job Performance of Secretaries**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6720.547	3	2240.182	67.476	.000 <sup>b</sup>
	Residual	7005.109	211	33.200		
	Total	13725.656	214			

Source: Field Survey, 2022

- a. Dependent Variable: Job Performance  
 b. Predictors: (Constant), transparency, Roles and responsibility, decision making

**Table 4.10c: Influence of Employee Coordination Practices on Job Performance of Secretaries**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.890	1.346		13.290	.000
	Roles and responsibility	.763	.240	.244	3.177	.002
	Decision making	1.031	.205	.448	5.038	.000
	Transparency	.149	.201	.059	.740	.460

Source: Field Survey, 2022

a. Dependent Variable: Job Performance

Tables 4.10a, 4.10b and 4.10c show the influence of employee coordination practices on job performance of secretaries in federal universities in South-west, Nigeria. The most potent measure of employee coordination practices was decision making (Beta = .448, t= 5.038, p<0.05) followed by roles and responsibilities (Beta = .244, t= 3.177, p<0.05) while transparency (Beta = .059, t= .740, p>0.05) was not significant. This implies that decision making and roles and responsibilities tend to increase the quality of job performance of secretaries in federal universities in South-west, Nigeria by 44.8% and 24.4% respectively. It was also revealed that the three measures of employee coordination practice combined accounted for 48.2% (Adj.R<sup>2</sup>= .482) variance in the prediction of job performance. The result from the regression analysis shows that there was a significant influence of the independent variable (employee's coordination practices) on job performance,  $F_{(3, 211)} = 67.476$ ,  $P < 0.05$ . This implies that employee coordination had significant influence on job performance of secretaries in federal universities in South-west, Nigeria. Therefore,  $H_0$  is rejected.

H<sub>02</sub>: There is no significant influence of organisational culture on job performance of secretaries in federal universities in South-west, Nigeria

**Table 4.11a: Influence of Organisational Culture on Job Performance of Secretaries**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667 <sup>a</sup>	.446	.440	5.99140

a. Predictors: (Constant), values, rules

**Table 4.11b: Influence of Organisational Culture on Job Performance of Secretaries**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6115.516	2	3057.758	85.182	.000 <sup>b</sup>
	Residual	7610.140	212	35.897		
	Total	13725.656	214			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), values, rules

**Table 4.11c: Influence of Organisational Culture on Job Performance of Secretaries**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.930	1.557		9.590	.000
	Rules	1.858	.312	.446	5.955	.000
	Values	.365	.102	.269	3.589	.000

Source: Field Survey, 2022

a. Dependent Variable: Job Performance

Tables 4.11a, 4.11b and 4.11c show the influence of organisational culture on job performance of secretaries in federal universities in South-west, Nigeria. The most potent measure of organisational culture was rules (Beta = .446, t= 5.955, p<0.05) followed by values (Beta = .269, t= 3.589, p<0.05). This implies that rules and values tend to increase the quality of job performance of secretaries in federal universities in South-west, Nigeria by 44.6% and 26.9% respectively. It was also revealed that the two measures of

organisational culture combined accounted for 44.0% (Adj.R<sup>2</sup>= .440) variance in the prediction of job performance. The result from the regression analysis shows that there was a significant influence of the independent variable (organisational culture) on job performance,  $F_{(2, 212)} = 85.182$ ,  $p < 0.05$ . This implies that organisational culture had significant influence on job performance of secretaries in federal universities in South-west, Nigeria. Therefore, Ho2 is rejected.

H<sub>03</sub>: There is no significant influence of emotional intelligence (relationship management and self-awareness) on job performance of secretaries in federal universities in South-west, Nigeria

**Table: 4.12a: Influence of Emotional Intelligence on Job Performance of Secretaries**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 <sup>a</sup>	.677	.674	4.57453

a. Predictors: (Constant), Relationship management, self-awareness

**Table 4.12b: Influence of Emotional Intelligence on Job Performance of Secretaries**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9289.270	2	4644.635	221.952	.000 <sup>b</sup>
	Residual	4436.385	212	20.926		
	Total	13725.656	214			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), relationship management, self-awareness

**Table 4.12c: Influence of Emotional Intelligence on Job Performance of Secretaries**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.809	.984		17.090	.000
	Self-awareness	.123	.124	.071	.995	.321
	Relationship management	2.183	.206	.762	10.605	.000

Source: Field Survey, 2022

a. Dependent Variable: Job Performance

Tables 4.12a, 4.12b and 4.12c show the influence of emotional intelligence on job performance of secretaries in federal universities South-west, Nigeria. The most potent measure of emotional intelligence was relationship management (Beta = .762,  $t = 10.605$ ,  $p < 0.05$ ) while self-awareness was found non-significant (Beta = .071,  $t = .995$ ,  $p > 0.05$ ). This implies that relationship management tends to increase the quality of job performance of secretaries in federal universities in South-west, Nigeria by 76.2%. It was also revealed that the two measures of emotional intelligence combined accounted for 67.4% ( $\text{Adj.}R^2 = .674$ ) variance to the prediction of job performance. The result from the regression analysis shows that there was a significant influence of the independent variable (emotional intelligence) on job performance,  $F_{(2, 212)} = 221.952$ ,  $p < 0.05$ . This implies that emotional intelligence had significant influence on job performance of secretaries in federal universities in South-west, Nigeria. Therefore,  $H_03$  is rejected.

H<sub>04</sub> There is no significant combined influence of employee coordination practices, organisational culture and emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria.

**4.13a: Combined Influence of Employee Coordination Practices, Organisational Culture and Emotional Intelligence on Job Performance of Secretaries**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805 <sup>a</sup>	.647	.642	4.78978

a. Predictors: (Constant), Emotional intelligence, organisational culture, employee coordination practices

**4.13b: Combined Influence of Employee Coordination Practices, Organisational Culture and Emotional Intelligence on Job Performance of Secretaries**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8884.904	3	2961.635	129.093	.000 <sup>b</sup>
	Residual	4840.752	211	22.942		
	Total	13725.656	214			

Source: Field Survey, 2022

a. Dependent Variable: job performance

b. Predictors: (Constant), Emotional intelligence, organisational culture, employee coordination practices

**Table 4.13c: Combined Influence of Employee Coordination Practices, Organisational Culture and Emotional Intelligence on Job Performance of Secretaries**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.612	12.567		1.799	.075
	Employee coordination practices	.166	.043	.233	3.898	.005
	Organisational culture	.731	.107	.250	6.852	.000
	Emotional intelligence	.628	.102	.242	6.208	.001

Source: Field Survey, 2022

a. Dependent Variable: Job Performance

Tables 4.13a, 4.13b and 4.13c revealed the combined influence of the independent variables (employee coordination practices, organisational culture and emotional intelligence) to the prediction of job performance of secretaries in federal universities in South-west, Nigeria. It was tested using regression analysis. The result yielded a coefficient of multiple regression  $R = 0.805$  and multiple R-square = 0.647. This suggests that the three factors combined accounted for 64.2% ( $\text{Adj.}R^2 = .642$ ) variance in the prediction of job performance. The other factors accounting for the remaining variance are beyond the scope of this study. The result from the regression analysis shows that there was a significant combined influence of the independent variables (employee coordination practices, organisational culture and emotional intelligence) on job performance,  $F_{(3, 211)} = 129.093$ ,  $p < 0.05$ . This implies that employee coordination practices, organisational culture and emotional intelligence, when taken together, influenced the job performance of secretaries in federal universities in South-west, Nigeria. Therefore,  $H_04$  is rejected.

#### **4.4 Discussion of Findings**

The results from research question one showed that the level of job performance of secretaries in federal universities in South-west, Nigeria was moderately high. This means that secretaries put in their best at work to ensure that the goals of their various institutions are met. However, the result is not satisfactory as management of the institutions need to put some measures in place such as prompt payment of salary, remuneration, leave as and when due, promotion among others as all these could make the job performance of secretaries to be high. The finding goes in line with a study that

found that the responsibility of university management to provide the necessary atmosphere to increase the performance of secretaries will affect organisational performance and ultimately profitability of the firm<sup>1</sup>. The increase in secretaries' job performance will make them utilise their talents in a way that they will have fulfillment and self-actualisation which will in essence lead to the achievement of the organisation's goals. The finding also support a study job satisfaction, job involvement, and organisational commitment were positively related to job performance among employees in public sector and that it was also revealed that there was moderate job performance among employees. It was also affirmed that when job performance of employees is high, it means that the goals and objectives of the organisation could be achieved. Also, a literature affirmed the relationship between organisational culture and job performance among employees in banking industry<sup>2</sup>. It was revealed that a strong organisational culture was positively related to job performance and that there was a moderate level of job performance among employees. It was further reiterated that for employees to be in their acme of performance, management of the organisation should intensify their effort to provide a conducive environment for employees and as well give them incentives that would make them to be at their best so as to meet and achieve the goals of the organisation<sup>2</sup>.

Result from research question two study found that roles and responsibilities, participation in decision making and transparency are the employee coordination practices that exist among secretaries in federal universities in South-west, Nigeria. This means that when secretaries are given the opportunity to take part in decision making and play their roles and take their responsibilities at work, they tend to achieve the goals of

the institution. The finding lends credence to a study that found that roles and responsibilities and transparency are the employee coordination practices that are in place in an organisation. It was further found that in order for employees to function properly, they must be given all the necessary authority to carry out their tasks. Each member of the organisation must be familiar with the job description and the departmental regulations as this would make them to be well coordinated and increase their job performance<sup>3</sup>.

The finding equally supports a study that investigated the influence of employee coordination practices on employee performance and found that there was a significant relationship between employee coordination practices and employee performance. The author concluded that when individuals in the team collectively combine their strengths, they will develop team work engagement and generate increased team performance. Engaged teams show positive affective state, have sufficient conflict management and confidence, spend their time and effort in planning and goal setting, coordinate work activities and assist team members to accomplish their tasks. Such collective actions will thereupon increase the effectiveness and efficiency of task execution<sup>4</sup>.

Result from research question three showed that rules and values which are the two indices of organisational culture are in deeply entrenched, are well followed and maintained by secretaries in federal universities in South-west, Nigeria. This suggests very strongly that when secretaries follow the rules and values of the institution and abide by them strictly, there is every tendency that their job performance would be enhanced. The finding is in concomitant with a study of organisational culture on employee performance which asserts that the job performance of an organisation has a strong

impact on strong organisational culture as it leads to enhanced productivity. They however recommend that the strong culture of an organisation based upon managers and leaders helps in improving various levels of performance. Managers relate organisational performance and culture to each other as they help in providing competitive advantage to organisations. This corroborates the finding of other researchers who found that organisational culture has a positive impact on employees' job performance<sup>5</sup>. It was also found that a strong culture could be linked with high growth performance. They equally found that the intensity of the organisation's culture is positively correlated with its relative growth. It was also claimed that organisational culture is attached to performance and initiated on the apparent role that culture can play in competitive advantage.

The finding also validates a study that investigated the relationship between organisational culture and performance and stated that organisational culture is the set of shared values, beliefs, and norms that influence the way employees think, feel, and behave in the workplace. An organisation's culture can have an impact on its effectiveness. The author concluded with the knowledge that the culture of an organisation allows employees to understand both the organisation's history and current methods of operation. Secondly, organisational culture can foster commitment to the organisation's philosophy and values. Organisational culture, through its norms, serves as a control mechanism to channel behaviours toward desired behaviours and away from undesired behaviours. Also, certain types of organisational cultures may be related directly to greater effectiveness and productivity than others<sup>6</sup>.

Result from research question four revealed that the level of emotional intelligence of secretaries in federal universities in South-west, Nigeria was moderately high. This

suggests that when secretaries are able to understand themselves and also manage a good relationship with their colleagues and other members of staff in their organisation, they tend to become more productive. The finding supports a study which examined the effect of emotional intelligence (EI) on job performance of IT employees in India and it was found that there was a positive significant relationship between emotional intelligence and job performance of IT employees. The authors recommended that organisations should consider EI as part of recruitment and selection to employ individuals with high EI as it predicts better job performance. Similarly, they authors equally suggested the incorporation of EI as part of training and development to improve the EI of the current employees to additionally enhance their individual performance which would lead to the growth of the organisation<sup>7</sup>. The finding also supports a study on the impact of emotional intelligence on job performance among managers in India and reported that there was a positive and significant relationship between emotional intelligence and the job performance of bank managers. The authors concluded in the study that emotional intelligence is considered as an important attribute which is intangible in nature but controls an individual (employee). So, they concluded that the higher the emotional intelligence of the employees, the higher their job performance<sup>8</sup>.

Result from hypothesis one showed clearly that there was a significant influence of employee coordination practices on job performance of secretaries in federal universities in South-west, Nigeria. This means that being transparent and the ability to coordinate oneself in an institution tend to have an influence on job performance. The finding corroborates a study that investigated the influence of employee coordination practices on job performance among employees in Germany and reported that there was a significant

influence of employee coordination practices on job performance. The author concluded that the ability of employees to comport and coordinate oneself in the office would enhance effective job performance<sup>3</sup>. The finding also validates a study that was conducted on the influence of employee coordination practices on employee performance in The Netherlands and reported that employee coordination practices influenced employee performance. The author concluded that the ability of employees to coordinate themselves without any distraction tends to improve their overall job performance. The authors therefore recommended that employers of labour should ensure that they motivate their employees as this would make them to concentrate and also put in their best in meeting the organisational goals<sup>9</sup>.

Result from hypothesis two showed that there was a significant influence of organisational culture on job performance of secretaries in federal universities in South-west, Nigeria. This means that the type of organisational culture put in place by the management of the institution could have influence on the job performance of secretaries. The finding substantiates a study which examined the effect of organisational culture on job performance of employees in Singapore telecommunication and reported that organisational culture such as ritual, value and heroes have a huge and significant impact on employee performance; and through this research which shows that symbols have little or no impact on employee performance<sup>10</sup>. The finding equally corroborates a study in Somalia which examined the impact of organisational culture on job performance of employees in Somalia University. The study employed the correlation design and convenient sampling was adopted in selecting 90 employees; and reported that there was a significant positive influence of organisational culture on job performance. It was

concluded that an employee's ability to be innovative, creative, and independent of macro management, cohesion with fellow colleagues among others, would enhance job performance<sup>11</sup>.

Result from hypothesis three showed that there was a significant influence of emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria. This means that secretaries who have high emotional intelligence tend to be more productive at work. The finding agrees with a study which examined the effect of emotional intelligence on job performance of IT employees in India using the descriptive survey and simple random sampling technique. It was found that there was a significant positive relationship between emotional intelligence and job performance of IT employees. The authors recommended that organisations should consolidate EI as a part of recruitment and selection to employ individuals with high EI as it predicts better job performance, they ought to likewise incorporate EI as a part of training and development to improve the EI of the current employees to additionally enhance their individual performance which would lead to the growth of the organisation<sup>12</sup>. The finding also supports a study which examined the moderating and direct effects of an ability based emotional intelligence measure on individual performance. The sample of the study included employees in selected organisations. The results of the study revealed that emotional intelligence had direct effects on job performance than the indirect effects. So, it was concluded that the individuals that possess emotional intelligence must be motivated to use the intelligence<sup>13</sup>.

Result from hypothesis four revealed that there was combined influence of employee coordination practices, organisational culture and emotional intelligence on job

performance of secretaries. The finding lends credence to a study that reported that employee relations practices followed in the organisation had a direct effect on the performance of workers in the organisation. Employees with higher level of satisfaction with the existing organisation practices are more productive and resistant towards changing the current organisation. The study also revealed that improving the employee relations practices of an organisation could improve the performance of employees and thereby the overall productivity of the organisation<sup>14</sup>. The finding also goes in line with a study that investigated the impact of organisational culture on employee performance and found that there was a significant relationship between organisational culture and employee performance<sup>15</sup>. The finding supports a study which examined the influence of emotional intelligence on job performance among staff of Ondo Civil Service using the survey design and purposive sampling technique and it was found that there was a significant influence of emotional intelligence on job performance<sup>16</sup>.

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## **Chapter Five**

### **Conclusion**

This chapter presents and discusses the summary of findings, conclusion and offers valuable recommendations. It further presents the contributions to knowledge and suggestions for further studies.

#### **5.1 Summary of Findings**

The study investigated the influence of employee coordination practices, organisational culture and emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria. The descriptive survey research design was adopted in order to achieve the purpose of the study. It was adopted mainly because it was useful in collecting data on phenomena that cannot be directly observed without any manipulation. The population of the study comprised secretaries in federal universities in South-west, Nigeria. The sample size of the study was two hundred and seventeen (217) secretaries who were selected using stratified proportionate sampling technique. The total number of respondents was two hundred and fifteen (215) which comprised 60 males and 155 females. From the interpretation of analyses of data collected and findings of the study, the following are the main findings of the study:

- i. The level of job performance of secretaries in federal universities in South-west, Nigeria is moderate.
- ii. Roles and responsibilities, participation in decision making and transparency are the employee coordination practices that exist among secretaries in federal universities in South-west, Nigeria.

- iii. Rules and values are the two organisational cultures in place and are well followed and maintained by secretaries in federal universities in South-west, Nigeria.
- iv. The level of emotional intelligence of secretaries in federal universities in South-west, Nigeria is moderate.
- v. There was a significant influence of employee coordination practices on job performance of secretaries in federal universities in South-west, Nigeria.
- vi. There was a significant influence of the organisational culture on job performance of secretaries in federal universities in South-west, Nigeria.
- vii. There was a significant influence of emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria.
- viii. Employee coordination practices, organisational culture and emotional intelligence, when taken together, influenced the job performance of secretaries in federal universities in South-west, Nigeria, and the three independent variables (employee coordination practices, organisational culture and emotional intelligence) accounted for 64.2% in the prediction of job performance of secretaries.

## **5.2 Conclusion**

Based on the findings of the study, it could be concluded that when employee coordination practices are well practiced in an organisation coupled with the fact that if the culture of the organisation suits both the secretaries and employers of labour, it is expected that the job performance of secretaries could be heightened as this would make the federal universities in South-west, Nigeria to achieve their mission and vision statements. Also, having a high emotional intelligence such as possessing good social skills, good relationship management among colleagues and visitors and the ability to be

aware of the one's needs and that of others, could enhance job performance of secretaries. It could be concluded therefore that employee coordination practices, organisational culture and emotional intelligence have significant influence on job performance of secretaries in federal universities in the South-west, Nigeria.

### **5.3 Recommendations**

The following recommendations were made based on the findings of the study:

- i. When introducing changes to the current culture in an organisation, it is important to inform the employees in good time, involve them actively throughout the process and educate them intensively on the modifications to be made. This would help minimise resistance and avoid negative effects on the overall performance of the institution since culture would influence the performance of the secretaries which has influence on the mission and vision of institutions.
- ii. Secretaries and other employees should be bounded to corporate culture of their various institutions as this would encourage consistency and thus enhance commitment through upholding of corporate values and employee performance.
- iii. Management of the institutions should allow secretaries to partake in the decision making process of such institutions as this would make them to be committed and in turn enhance their job performance.
- iv. Efforts should be made by the management of the institutions to help secretaries develop their skills, career growth and conducive work environment for secretaries as this could in turn enhance their job performance.

- v. The management of the universities should communicate clearly the goals, structure, responsibilities and culture to secretaries as this could improve their job performance.
- vi. Management of universities should strive continually to build an organisational culture that will enhance high job performance of secretaries; and put in place capacity building programmes such as workshops, seminars, and conferences to help secretaries develop a high level of emotional intelligence, a factor which is a requisite that would make them to perform their jobs optimally.
- vii. Secretaries should carry out self-development in the areas of emotional intelligence, communication, interpersonal relations, and so on, rather than wait for their employers to train or develop them. Secretaries should be proactive in taking up training and any such programmes that could improve their job performance.

#### **5.4 Contribution to Knowledge**

The findings from this study provide valuable insight into the job performance of secretaries in federal universities. This thesis has successfully developed a theoretical framework that is helpful for future research in this area. Besides, this study has provided new insight on those factors that could enhance job performance of secretaries in federal universities. The literature reviewed in this study has given a better understanding and knowledge of job performance of secretaries in federal universities. The study has further proven that job performance of secretaries is very germane if the universities are desirous of achieving their mission and vision statements. In general, the study has filled a research gap which sought for the need to adopt more of this research in job performance

studies. This study has also contributed to the existing body of knowledge on job performance of secretaries in federal universities not only in the South-west, Nigeria but on a global scale.

### **5.5 Suggestions for Further Studies**

The following suggestions are hereby made for further studies:

- i. The influence of employee coordination practices, emotional intelligence and job satisfaction on job performance of secretaries in federal universities in other geopolitical zones of Nigeria.
- ii. The influence of employee coordination practices, emotional intelligence and job satisfaction on job performance of secretaries in state and private-owned universities in South-west, Nigeria.
- iii. Demographic factors, emotional intelligence and reward system on job performance of secretaries in federal universities.
- iv. Employee coordination practices, organisational culture and emotional intelligence on job performance of secretaries in polytechnics and colleges of education in Nigeria.
- v. Influence of employee coordination practices, emotional intelligence and job satisfaction on job performance of secretaries in state universities in Nigeria.
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Do Not Copy, Lead City University, Nigeria

**Appendix I**  
**RESEARCH QUESTIONNAIRE**

**LEAD CITY UNIVERSITY, IBADAN**  
**FACULTY OF COMMUNICATION AND INFORMATION SCIENCES**  
**DEPARTMENT OF INFORMATION MANAGEMENT**

Dear Respondent,

I am a Ph.D student from the above-named university and this questionnaire is designed to elicit information on influence of **Employee Coordination Practices, Organisational Culture and Emotional Intelligence on Job Performance of Secretaries in federal universities in South-west, Nigeria**. Your timely response to issues outlined below will contribute immensely to meeting the set objectives of the research work. All information supplied will be treated with confidentiality as they will be used for academic purpose only.

Thank you.

**Virginia O. Onche**

**SECTION A: Demographic Data of Respondents**

This section intends to gather data on the respondents to assist the Researcher on the varied secretaries in federal universities in South-west, Nigeria.

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

1. Gender: a. Male (  ) b. Female (  )
2. Age: a. 20-30 years (  ) b. 31-40 years (  ) c. 41-50 years (  ) d. 51-60 years (  ) e. 61 years and above (  )
3. Highest Educational Qualification: a. SSCE (  ) b. OND (  ) c. HND (  ) d. B.Sc (  ) e. Masters (  ) f. Others (  )
4. Years in Service: a. 1-5 years (  ) b. 6-10 years (  ) c. 11-15 years (  ) d. 16-20 years (  ) e. 21-25 years (  ) f. 26 years and above (  )

## SECTION B: Job Performance Scale (JPS)

The statement in this section concerns job performance of secretaries in federal universities in South-west, Nigeria. Using the 4-point Likert-type scale provided, please indicate the level of job performance in relation to your university (answer by selecting one of the alternatives)

**NOTE:** Very High (VH) High (H) Low (L) Very Low (VL)

S/N	ITEMS	VH	H	L	VL
	<b>Job-specific task proficiency</b>				
1.	Ability to perform office routine works				
2.	Attending to information requests				
3.	Ability to attend promptly to requests from other staff				
4.	Ability to separate official issues from side issues at work				
5.	Ability to keep my job skills up-to-date				
	<b>Non-job specific task proficiency</b>				
6.	Management of office facilities and equipment				
7.	Providing input to growth of the department				
8.	Coordinating social events for the department				
9.	Exhibiting attendance at work beyond the norm				
10.	Volunteering to do things not formally required by the job				
	<b>Communication skill</b>				
11.	Using communication skills				
12.	Effective use of information tools and technologies				
13.	Effective dissemination of memos within the department				
14.	Effective dissemination of information amongst colleagues				
	<b>Personal discipline</b>				
15.	Performing work schedule on time				
16.	Punctuality and regular attendance at work				
17.	Exhibiting team spirit with colleagues				
18.	Providing assistance to other staff where necessary				
19.	Ability to perform my work well with minimal time and effort				
	<b>Administration</b>				
20.	Taking initiative to orientate new employees				
21.	Making innovative suggestions to enhance individual performance				
22.	Managing more responsibilities than typically assigned				
23.	Ability to coordinate the unit/department effectively				
24.	Anticipating and proffering solutions to problems				
25.	Giving direction on specific tasks				

**SECTION C: Employee Coordination Practices Scale (ECPS)**

The statement in this section concerns employee coordination practices which exist among secretaries in federal universities in South-west, Nigeria. Using the 4-point Likert-type scale provided, please indicate the extent to which you agree or disagree with each statement in relation to your university (answer by selecting one of the alternatives).

**NOTE:** SA = Strongly Agree, A=Agree, D = Disagree, SD = Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	<b>Roles and responsibilities</b>				
1	I always take the minutes of meetings in my department				
2	I retrieve and review all correspondence for my boss				
3	I keep confidential files, diary or documents of future activities				
4	I prepare annual reports of activities for my department				
5	I am responsible to all committees' correspondence in my department				
	<b>Participation in decision making</b>				
6	I am involved in important decisions that affect the institution				
7	Decisions are arrived at with consultations with members of the department				
8	I have opportunity to solve problems connected with my work				
9	I give critical considerations to decisions that affect the institution				
10	My participation in decision making in this institution improve my performance				
	<b>Transparency</b>				
11	I am open to all members of staff of this institution				
12	People in my institution should know what I do and why I do it.				
13	I am accountable to people in this institution for my actions.				
14	I try to understand how the institution's decisions affect people like me.				
15	I provide useful information to people for making informed decisions.				

## SECTION D: Organisational Culture Scale (OCS)

The statement in this section concerns the organisational culture which is in place among secretaries in federal universities in South-west, Nigeria. Using the 4-point Likert-type scale provided, please indicate the extent to which you agree or disagree with each statement in relation to your university (answer by selecting one of the alternatives).

**NOTE:** SA= Strongly Agree, A=Agree, D = Disagree, SD = Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	<b>Rules</b>				
1	The performance of secretaries is emphasised as an important goal				
2	Actions are taken whenever individuals or procedures seem to be unproductive				
3	The leadership of this university communicates clearly the goals and culture to secretaries				
4	Responsibilities of secretaries are clearly defined				
5	Secretaries understand their role and the extent of their authority				
6	Secretaries are aware of the structure of the university				
	<b>Values</b>				
7	This university respects secretaries for their expertise				
8	This university encourages the growth of secretaries				
9	This university is an abode for career growth and development of secretaries				
10	The right secretaries are appointed to the appropriate places				
11	Efforts are made to help secretaries develop their skills that would enhance job performance				
12	In this university, decisions on promotion are fair				
13	In this university, ideas are encouraged from everyone				
14	In this university, secretaries cooperate with one another				
15	Secretaries' technical knowledge is valued				
16	The overall values of this university are clearly understood by all secretaries				
17	I do not allow personal feelings to interfere with my standards of excellence				

**SECTION E: Emotional Intelligence Scale (EIS)**

The statement in this section concerns emotional intelligence of secretaries in federal universities in South-west, Nigeria. Using the 4-point Likert-type scale provided, please indicate the extent to which you agree or disagree with each statement in relation to your university (answer by selecting one of the alternatives).

**NOTE:** SA= Strongly Agree, A=Agree, D = Disagree, SD = Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	<b>Self-awareness</b>				
1	I perceive myself as a self-confident person				
2	I pay attention to the feelings of others				
3	I recognise that my feelings and emotions affect others at work				
4	I understand clearly how to meet the goals of the institution				
5	I am able to motivate myself to do difficult tasks				
6	I take time to think about my emotions				
7	I have a guiding awareness of my values and goals				
8	I recognize how my feelings affect my job performance				
9	I am aware of my strengths and weaknesses in this institution				
10	I am reflective and try to learn from experience				
	<b>Relationship management</b>				
11	I can effectively persuade members of my unit/department to work towards a shared vision and goal				
12	I have a good relationship with the management team of my institution				
13	I am able to network effectively to support the goals of my institution				
14	I have good rapport with a wide circle of colleagues				
15	I have a strong expertise in building and leading teams				

## Appendix II

### Sample Size Table

 [research-advisors.com/tools/SampleSize.htm](http://research-advisors.com/tools/SampleSize.htm)

### Sample Size Table\* From The Research Advisors

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*

*Source: Krejcie and Morgan, 1970 \* Copyright, 2006, The Research Advisors (<http://research-advisors.com>), All rights reserved.*

### APPENDIX III

#### Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30year	23	10.7	10.7	10.7
	31-40years	30	14.0	14.0	24.7
	41-50	84	39.1	39.1	63.7
	51-60years	65	30.2	30.2	94.0
	60yearsabove	13	6.0	6.0	100.0
	Total	215	100.0	100.0	

#### Highest Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SSCE	28	13.0	13.0	13.0
	OND	19	8.8	8.8	21.9
	HND	38	17.7	17.7	39.5
	BSc	80	37.2	37.2	76.7
	Master	31	14.4	14.4	91.2
	Other	19	8.8	8.8	100.0
	Total	215	100.0	100.0	

#### Years in Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-10years	47	21.9	21.9	21.9
	11-15years	68	31.6	31.6	53.5
	16-20years	58	27.0	27.0	80.5
	21-25years	8	3.7	3.7	84.2
	26yearsabove	34	15.8	15.8	100.0
	Total	215	100.0	100.0	

## JOB PERFORMANCE

	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22	B23	B24	B25
N	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215
Valid	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	3.85	3.7	3.8	3.7	3.8	3.6	3.6	2.7	3.1	3.48	3.58	3.60	3.54	3.6	3.8	3.7	3.7	3.6	3.76	3.6	3.61	3.561	3.6749	3.62	3.6374
Std. Deviation	.398	.43	.43	.45	.39	.51	.60	.66	.76	.689	.53	.519	.508	.49	.46	.46	.48	.50	.43	.53	.534	.652	.5018	.59783	.5114
	21	719	868	821	050	104	828	401	315	35	094	68	48	689	643	550	793	289	996	696	69	18	1		2

### B1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	184	85.6	85.6	85.6
Agree	30	14.0	14.0	99.5
Strongly Disagree	1	.5	.5	100.0
Total	215	100.0	100.0	

### B2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	165	76.7	76.7	76.7
Agree	49	22.8	22.8	99.5
Disagree	1	.5	.5	100.0
Total	215	100.0	100.0	

### B3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	177	82.3	82.3	82.3
Agree	36	16.7	16.7	99.1
Disagree	1	.5	.5	99.5
Strongly Disagree	1	.5	.5	100.0
Total	215	100.0	100.0	

**B4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	162	75.3	75.3	75.3
	Agree	51	23.7	23.7	99.1
	Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

**B5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	179	83.3	83.3	83.3
	Agree	35	16.3	16.3	99.5
	Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	146	67.9	67.9	67.9
	Agree	67	31.2	31.2	99.1
	Disagree	1	.5	.5	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	144	67.0	67.0	67.0
	Agree	59	27.4	27.4	94.4
	Disagree	11	5.1	5.1	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	26	12.1	12.1	12.1
	Agree	105	48.8	48.8	60.9
	Disagree	84	39.1	39.1	100.0
	Total	215	100.0	100.0	

**B9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	72	33.5	33.5	33.5
	Agree	120	55.8	55.8	89.3
	Disagree	11	5.1	5.1	94.4
	Strongly Disagree	12	5.6	5.6	100.0
	Total	215	100.0	100.0	

**B10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	127	59.1	59.1	59.1
	Agree	66	30.7	30.7	89.8
	Disagree	21	9.8	9.8	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	128	59.5	59.5	59.5
	Agree	85	39.5	39.5	99.1
	Disagree	1	.5	.5	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	130	60.5	60.5	60.5
	Agree	84	39.1	39.1	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	118	54.9	54.9	54.9
	Agree	96	44.7	44.7	99.5
	Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	142	66.0	66.0	66.0
	Agree	71	33.0	33.0	99.1
	Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

**B15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	180	83.7	83.7	83.7
	Agree	32	14.9	14.9	98.6
	Disagree	1	.5	.5	99.1
	Strongly Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

**B16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	168	78.1	78.1	78.1
	Agree	45	20.9	20.9	99.1
	Disagree	1	.5	.5	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	153	71.2	71.2	71.2
	Agree	61	28.4	28.4	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	151	70.2	70.2	70.2
	Agree	62	28.8	28.8	99.1
	Disagree	1	.5	.5	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	164	76.3	76.3	76.3
	Agree	50	23.3	23.3	99.5
	Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	142	66.0	66.0	66.0
	Agree	69	32.1	32.1	98.1
	Disagree	3	1.4	1.4	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B21**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	135	62.8	62.8	62.8
	Agree	77	35.8	35.8	98.6
	Disagree	2	.9	.9	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B22**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	138	64.2	64.2	64.2
	Agree	60	27.9	27.9	92.1
	Disagree	16	7.4	7.4	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**B23**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	146	67.9	67.9	67.9
	Agree	66	30.7	30.7	98.6
	Disagree	3	1.4	1.4	100.0
	Total	215	100.0	100.0	

**B24**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	147	68.4	68.4	68.4
	Agree	55	25.6	25.6	94.0
	Disagree	13	6.0	6.0	100.0
	Total	215	100.0	100.0	

**B25**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	138	64.2	64.2	64.2
	Agree	76	35.3	35.3	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

## EMPLOYEE COORDINATION PRACTICES

**Statistics**

		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15
N	Valid	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.2601	3.2140	3.6211	3.2809	3.31184	3.10177	3.57123	3.3911	3.24151	3.27349	3.4107	3.3726	3.29116	3.24581	3.5237
Std. Deviation		.83981	1.61615	.52385	.92032	.84312	.97575	.77726	.70697	.74703	.77305	.80878	.85918	.84864	.87388	.62537

**C1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	98	45.6	45.6	45.6
	Agree	86	40.0	40.0	85.6
	Disagree	19	8.8	8.8	94.4
	Strongly Disagree	12	5.6	5.6	100.0
	Total	215	100.0	100.0	

**C2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	61	28.4	28.4	28.4
	Agree	139	64.7	64.7	93.0
	Disagree	8	3.7	3.7	96.7
	Strongly Disagree	1	.5	.5	97.2
	11.00	6	2.8	2.8	100.0
	Total	215	100.0	100.0	

C3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	136	63.3	63.3	63.3
	Agree	77	35.8	35.8	99.1
	Disagree	1	.5	.5	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

C4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	117	54.4	54.4	54.4
	Agree	53	24.7	24.7	79.1
	Disagree	33	15.3	15.3	94.4
	Strongly Disagree	12	5.6	5.6	100.0
	Total	215	100.0	100.0	

C5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	118	54.9	54.9	54.9
	Agree	48	22.3	22.3	77.2
	Disagree	47	21.9	21.9	99.1
	Strongly Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

C6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	94	43.7	43.7	43.7
	Agree	69	32.1	32.1	75.8
	Disagree	32	14.9	14.9	90.7
	Strongly Disagree	20	9.3	9.3	100.0
	Total	215	100.0	100.0	

C7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	85	39.5	39.5	39.5
	Agree	85	39.5	39.5	79.1
	Disagree	43	20.0	20.0	99.1
	Strongly Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

C8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	110	51.2	51.2	51.2
	Agree	79	36.7	36.7	87.9
	Disagree	25	11.6	11.6	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

C9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	89	41.4	41.4	41.4
	Agree	92	42.8	42.8	84.2
	Disagree	31	14.4	14.4	98.6
	Strongly Disagree	3	1.4	1.4	100.0
	Total	215	100.0	100.0	

C10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	96	44.7	44.7	44.7
	Agree	84	39.1	39.1	83.7
	Disagree	31	14.4	14.4	98.1
	Strongly Disagree	4	1.9	1.9	100.0
	Total	215	100.0	100.0	

**C11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	120	55.8	55.8	55.8
	Agree	75	34.9	34.9	90.7
	Disagree	8	3.7	3.7	94.4
	Strongly Disagree	12	5.6	5.6	100.0
	Total	215	100.0	100.0	

**C12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	121	56.3	56.3	56.3
	Agree	64	29.8	29.8	86.0
	Disagree	18	8.4	8.4	94.4
	Strongly Disagree	12	5.6	5.6	100.0
	Total	215	100.0	100.0	

**C13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	105	48.8	48.8	48.8
	Agree	79	36.7	36.7	85.6
	Disagree	19	8.8	8.8	94.4
	Strongly Disagree	12	5.6	5.6	100.0
	Total	215	100.0	100.0	

C14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	103	47.9	47.9	47.9
	Agree	72	33.5	33.5	81.4
	Disagree	29	13.5	13.5	94.9
	Strongly Disagree	11	5.1	5.1	100.0
	Total	215	100.0	100.0	

C15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	122	56.7	56.7	56.7
	Agree	86	40.0	40.0	96.7
	Disagree	3	1.4	1.4	98.1
	Strongly Disagree	4	1.9	1.9	100.0
	Total	215	100.0	100.0	

## ORGANISATIONAL CULTURE

Statistics

		D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D17
N	Valid	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.7211	3.4702	3.6047	3.59093	3.7833	3.5514	3.5077	3.5318	3.39140	3.49070	3.4060	3.3344	3.3305	3.38233	3.4535	3.41360	3.5611
Std. Deviation		.45986	.54496	.57922	.52052	.42845	1.41805	.57903	.62485	.60742	.61803	.62502	.76491	.60455	.61326	.62328	.66332	.85240

**D1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	156	72.6	72.6	72.6
	Agree	58	27.0	27.0	99.5
	Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	105	48.8	48.8	48.8
	Agree	107	49.8	49.8	98.6
	Disagree	2	.9	.9	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	137	63.7	63.7	63.7
	Agree	70	32.6	32.6	96.3
	Disagree	7	3.3	3.3	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	129	60.0	60.0	60.0
	Agree	85	39.5	39.5	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	168	78.1	78.1	78.1
	Agree	46	21.4	21.4	99.5
	Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	135	62.8	62.8	62.8
	Agree	67	31.2	31.2	94.0
	Disagree	9	4.2	4.2	98.1
	11.00	4	1.9	1.9	100.0
	Total	215	100.0	100.0	

**D7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	116	54.0	54.0	54.0
	Agree	92	42.8	42.8	96.7
	Disagree	6	2.8	2.8	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	128	59.5	59.5	59.5
	Agree	74	34.4	34.4	94.0
	Disagree	12	5.6	5.6	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	95	44.2	44.2	44.2
	Agree	110	51.2	51.2	95.3
	Disagree	8	3.7	3.7	99.1
	Strongly Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

**D10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	119	55.3	55.3	55.3
	Agree	84	39.1	39.1	94.4
	Disagree	11	5.1	5.1	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	101	47.0	47.0	47.0
	Agree	100	46.5	46.5	93.5
	Disagree	13	6.0	6.0	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	107	49.8	49.8	49.8
	Agree	73	34.0	34.0	83.7
	Disagree	33	15.3	15.3	99.1
	Strongly Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

**D13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	87	40.5	40.5	40.5
	Agree	115	53.5	53.5	94.0
	Disagree	12	5.6	5.6	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	96	44.7	44.7	44.7
	Agree	104	48.4	48.4	93.0
	Disagree	15	7.0	7.0	100.0
	Total	215	100.0	100.0	

**D15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	110	51.2	51.2	51.2
	Agree	92	42.8	42.8	94.0
	Disagree	12	5.6	5.6	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	109	50.7	50.7	50.7
	Agree	87	40.5	40.5	91.2
	Disagree	18	8.4	8.4	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**D17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	129	60.0	60.0	60.0
	Agree	81	37.7	37.7	97.7
	Disagree	3	1.4	1.4	99.1
	Strongly Disagree	1	.5	.5	99.5
	11.00	1	.5	.5	100.0
	Total	215	100.0	100.0	

## EMOTIONAL INTELLIGENCE

### Statistics

		E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15
N	Valid	215	215	215	215	215	215	215	215	215	215	215	215	215	215	215
	Mis sing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.76 19 4	3.724	3.3344	3.52 11	3.57 29	3.561 9	3.664 2	3.6831	3.670 2	3.7198	3.561 9	3.540 5	3.551 2	3.4706	3.5481
Std. Deviation		.460 71	.477 58	.85710	.640 01	.514 43	.6303 2	.5901 5	.57394	.5862 7	1.3968 5	.5512 2	.7018 5	.6529 5	.61754	.61648

### E1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	165	76.7	76.7	76.7
	Agree	49	22.8	22.8	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

### E2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	158	73.5	73.5	73.5
	Agree	56	26.0	26.0	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**E3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	113	52.6	52.6	52.6
	Agree	71	33.0	33.0	85.6
	Disagree	19	8.8	8.8	94.4
	Strongly Disagree	12	5.6	5.6	100.0
	Total	215	100.0	100.0	

**E4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	129	60.0	60.0	60.0
	Agree	69	32.1	32.1	92.1
	Disagree	17	7.9	7.9	100.0
	Total	215	100.0	100.0	

**E5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	125	58.1	58.1	58.1
	Agree	88	40.9	40.9	99.1
	Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

**E6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	135	62.8	62.8	62.8
	Agree	66	30.7	30.7	93.5
	Disagree	13	6.0	6.0	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	215	100.0	100.0	

**E7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	152	70.7	70.7	70.7
	Agree	54	25.1	25.1	95.8
	Disagree	7	3.3	3.3	99.1
	Strongly Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

**E8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	156	72.6	72.6	72.6
	Agree	53	24.7	24.7	97.2
	Disagree	3	1.4	1.4	98.6
	Strongly Disagree	3	1.4	1.4	100.0
	Total	215	100.0	100.0	

**E9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	157	73.0	73.0	73.0
	Agree	45	20.9	20.9	94.0
	Disagree	13	6.0	6.0	100.0
	Total	215	100.0	100.0	

**E10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	152	70.7	70.7	70.7
	Agree	57	26.5	26.5	97.2
	Disagree	2	.9	.9	98.1
	11.00	4	1.9	1.9	100.0
	Total	215	100.0	100.0	

**E11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	124	57.7	57.7	57.7
	Agree	89	41.4	41.4	99.1
	Strongly Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

**E12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	140	65.1	65.1	65.1
	Agree	53	24.7	24.7	89.8
	Disagree	20	9.3	9.3	99.1
	Strongly Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

**E13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	135	62.8	62.8	62.8
	Agree	65	30.2	30.2	93.0
	Disagree	13	6.0	6.0	99.1
	Strongly Disagree	2	.9	.9	100.0
	Total	215	100.0	100.0	

**E14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	116	54.0	54.0	54.0
	Agree	85	39.5	39.5	93.5
	Disagree	14	6.5	6.5	100.0
	Total	215	100.0	100.0	

**E15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	131	60.9	60.9	60.9
	Agree	70	32.6	32.6	93.5
	Disagree	14	6.5	6.5	100.0
	Total	215	100.0	100.0	

**Hypotheses**

H0<sub>1</sub>: There will be no significant influence of employee’s coordination practices on job performance of secretaries in federal universities in South-west, Nigeria .

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700 <sup>a</sup>	.490	.482	5.76191

a. Predictors: (Constant), transparency, Roles\_responsibility, decision\_making

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6720.547	3	2240.182	67.476	.000 <sup>b</sup>
	Residual	7005.109	211	33.200		
	Total	13725.656	214			

a. Dependent Variable: Job\_Performance

b. Predictors: (Constant), transparency, Roles\_responsibility, decision\_making

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.890	1.346		13.290	.000
	Roles_responsibility	.763	.240	.244	3.177	.002
	decision_making	1.031	.205	.448	5.038	.000
	Transparency	.149	.201	.059	.740	.460

a. Dependent Variable: Job\_Performance

H02: There will be no significant influence of organisational culture on job performance of secretaries in federal universities in South-west, Nigeria .

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667 <sup>a</sup>	.446	.440	5.99140

a. Predictors: (Constant), values, rules

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6115.516	2	3057.758	85.182	.000 <sup>b</sup>
	Residual	7610.140	212	35.897		
	Total	13725.656	214			

a. Dependent Variable: Job\_Performance

b. Predictors: (Constant), values, rules

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.930	1.557		9.590	.000
	rules	1.858	.312	.446	5.955	.000
	values	.365	.102	.269	3.589	.000

a. Dependent Variable: Job\_Performance

H0<sub>3</sub>: There will be no significant influence of emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 <sup>a</sup>	.677	.674	4.57453

a. Predictors: (Constant), relationship\_management, self\_awareness

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9289.270	2	4644.635	221.952	.000 <sup>b</sup>
	Residual	4436.385	212	20.926		
	Total	13725.656	214			

a. Dependent Variable: Job\_Performance

b. Predictors: (Constant), relationship\_management, self\_awareness

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.809	.984		17.090	.000
	self_awareness	.123	.124	.071	.995	.321
	relationship_management	2.183	.206	.762	10.605	.000

a. Dependent Variable: Job\_Performance

H0<sub>4</sub> There will be no significant combined influence of employee coordination practices, organisational culture and emotional intelligence on job performance of secretaries in federal universities in South-west, Nigeria.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805 <sup>a</sup>	.647	.642	4.78978

a. Predictors: (Constant), Emotional\_intelligence, Org\_Culture, Employee\_coordination

ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8884.904	3	2961.635	129.093	.000 <sup>b</sup>
	Residual	4840.752	211	22.942		
	Total	13725.656	214			

a. Dependent Variable: job\_performance

b. Predictors: (Constant), Emotional\_intelligence, Org\_Culture, Employee\_coordination

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Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.917	1.225		10.541	.000
	Employee_coordination	.005	.079	.006	.067	.947
	Org_Culture	.257	.071	.238	3.617	.000
	Emotional_intelligence	.703	.075	.628	9.424	.000

a. Dependent Variable: job\_performance

Do Not Copy, Lead City



DIRECTOR OF ACADEMIC AFFAIRS  
UNIVERSITY OF LAGOS

# Lead City University, Ibadan

Motto: Knowledge for Self-reliance

Beside Methodist High School, Oba Otudeko Avenue Toll Gate

PO Box 30678, Secretariat Ibadan. Tel: 08153318702

E-mail: leadcity@lcu.edu.ng www.lcu.edu.ng

RECEIVED

6th October, 2022

The Registrar,  
University of Lagos,  
Akoka, Lagos State.

UNIVERSITY OF LAGOS  
REGISTRAR'S OFFICE  
18419  
07 NOV 2022  
RECEIVED

Dear Sir / Madam

### LETTER OF INTRODUCTION

I write to introduce Virginia Ochanya ONCHE, a Ph.D. student of the Department of Information Management who is currently working on her Thesis. She is in the process of gathering data for her Doctoral Degree thesis entitled "Employee Coordination Practices, Organizational Culture and Emotional Intelligence as determinants of Job Performance among Secretaries in Federal Universities in South West, Nigeria".

We hereby appeal for your cooperation in this regard. Kindly note that the information collected is strictly for research purpose.

Thank you in anticipation of your kind consideration.

① DAA  
FYA  
②  
DAA, Acad  
Pls. to  
08/11/2022  
07/11/22

③ ARC (Sopade)  
Ms. Aded  
Aggr  
9/11/22

Yours faithfully,  
LEAD CITY UNIVERSITY, IBADAN.  
HEAD OF DEPARTMENT -  
DEPARTMENT OF INFORMATION  
MANAGEMENT  
Dr. Sophia Adeyeye  
Head of Department

Phone number of Researcher:  
0802 3337899



# Lead City University, Ibadan

Motto: Knowledge for Self-reliance

Beside Methodist High School, Oba Otudeko Avenue Toll Gate

PO Box 30678, Secretariat Ibadan. Tel: 08153318702

E-mail: leadcity@lcu.edu.ng www.lcu.edu.ng

6th October, 2022

The Vice-Chancellor,  
University of Lagos,  
Akoka, Lagos State

OFFICE OF THE VICE CHANCELLOR  
**RECEIVED**  
Time 5:38:30  
UNIVERSITY OF LAGOS

2 DAA  
FIA  
10 NOV 2022

DIRECTORATE OF ACADEMIC AFFAIRS  
UNIVERSITY OF LAGOS

**RECEIVED**

Dear Sir / Madam

### LETTER OF INTRODUCTION

I write to introduce Virginia Ochanya ONCHE, a Ph.D. student of the Department of Information Management who is currently working on her Thesis. She is in the process of gathering data for her Doctoral Degree thesis entitled "Employee Coordination Practices, Organizational Culture and Emotional Intelligence as determinants of Job Performance among Secretaries in Federal Universities in South West, Nigeria".

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Yours faithfully,  
LEAD CITY UNIVERSITY, IBADAN.  
HEAD OF DEPARTMENT -  
DEPARTMENT OF INFORMATION  
MANAGEMENT  
Dr. Sophia Adeyeye  
Head of Department

UNIVERSITY OF LAGOS  
REGISTRAR'S OFFICE  
18433  
10 NOV 2022  
**RECEIVED**

1 Registrar  
Do treat.  
Chukwura  
2/11/22

3 ARLAYAJI  
No discuss  
10/11/22

2 PAR, Acad  
Pls treat  
10/11/2022

Phone number of Researcher:  
08023337899



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

Dear Sir/Madam,

**Research Project Attestation Form**

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

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

Thanks for your anticipated assistance.

**LEAD CITY UNIVERSITY, IBADAN.**  
**HEAD OF DEPARTMENT**  
**DEPARTMENT OF INFORMATION**  
**MANAGEMENT**  
**Head of Department (Signature, Date and Stamp)**  
**SIGNATURE**

**Student's (Researcher) Surname** ONCHE **Other Names** Ochanya Virginia  
**Matriculation Number:** LCU/PG/001428 **Programme:** Information Management (OIM)  
**Title of Thesis:** Employee Coordination Practices, Organisational Culture and Emotional Intelligence as determinants of Job Performance among Secretaries in Federal Universities in South West, Nigeria

**Attestation Section**

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

Date(s) (Days) the Research was Conducted: NOV-11, 2022  
Names of Attester: Mrs. Nneka Ugochukwu Designation: PAR  
Name and Address of the Institution: University of Lagos  
Phone No: 08033552022 E-mail Address: Ugochukwu@unilag.edu

Head of Department (Signature)

**UNIVERSITY OF LAGOS**  
**REGISTRAR'S OFFICE**  
**18419**  
**07 NOV 2022**

**Signature, Date and Stamp**

Student's (Researcher) Surname: Onche  
Matriculation Number: LCU/PG/001428 Programme: Information Management (OIM)  
Title of Thesis: Employee Coordination Practices, Organisational Culture and Emotional Intelligence as determinants of Job Performance among Secretaries in Federal Universities in South West, Nigeria  
Attestation Section



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

Dear Sir/Madam,

**Research Project Attestation Form**

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

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

Thanks for your anticipated assistance.

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

**Student's (Researcher) Surname** ONCHE **Other Names** Ochanya Virginia  
**Matriculation Number:** LCU/PG/001428 **Programme:** Information Management (OIM)  
**Title of Thesis:** Employee Coordination Practices, Organisational Culture and Emotional Intelligence as determinants of Job Performance among Secretaries in Federal Universities in South West, Nigeria


**Attestation Section**

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

Date(s) (Days) the Research was Conducted..... 9th December, 2022  
Names of Attester..... D. S. Daramola..... Designation..... Deputy Registrar  
Name and Address of the Institution..... FUTA.....  
Phone No. 08033919484..... E-mail Address: ds.daramola@futa.edu.ng

Signature, Date and Stamp  
Student's (Researcher) Surname  
Matriculation Number  
Title of Thesis  
Attestation Section

*[Handwritten Signature]* 09/12/2022





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

Dear Sir/Madam,

**Research Project Attestation Form**

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

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

Thanks for your anticipated assistance.

LEAD CITY UNIVERSITY, IBADAN.  
HEAD OF DEPARTMENT  
DEPARTMENT OF INFORMATION  
MANAGEMENT  
Head of Department (Signature, Date and Stamp)  
SIGNATURE: [Signature] DATE: [Date]

**Student's (Researcher) Surname** ONCHE **Other Names** Ochanya Virginia  
**Matriculation Number:** LCU/PG/001428 **Programme:** Information Management (OIM)  
**Title of Thesis:** Employee Coordination Practices, Organisational Culture and Emotional Intelligence as determinants of Job Performance among Secretaries in Federal Universities in South West, Nigeria

**Attestation Section**

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

Date(s) (Days) the Research was Conducted.....

Names of Attester: A. O. Salasam Designation: Deputy Registrar

Name and Address of the Institution: Federal Univ. of Agriculture, Abeokuta

Phone No. 08038058700 E-mail Address: Salasam.a@funaas.edu.ng

[Signature] 21/11/2022  
Signature, Date and Stamp  
UNIVERSITY OF AGRICULTURE  
EXAMINATIONS AND RECORDS UNIT  
ABEOKUTA

Student's (Researcher) Surname ONCHE Other Names Ochanya Virginia  
Matriculation Number: 001428 Programme: Information Management (OIM)  
Title of Thesis: Employee Coordination Practices, Organisational Culture and Emotional Intelligence as determinants of Job Performance among Secretaries in Federal Universities in South West, Nigeria  
Attestation Section:



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

Dear Sir/Madam,

**Research Project Attestation Form**

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

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

Thank for your anticipated assistance,  
**LEAD CITY UNIVERSITY, IBADAN**  
**HEAD OF DEPARTMENT**  
**DEPARTMENT OF INFORMATION MANAGEMENT**  
 Head of Department (Signature, Date and Stamp)  
 SIGNATURE: *[Signature]* DATE: *[Date]*

**Student's (Researcher) Surname** ONCHE **Other Names** Ochanya Virginia  
**Matriculation Number:** LCU/PG/001428 **Programme:** Information Management (OIM)  
**Title of Thesis:** Employee Coordination Practices, Organizational Culture and Emotional Intelligence as determinants of Job Performance among Secretaries in Federal Universities in South West, Nigeria

**Attestation Section**

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

Date(s) (Days) the Research was Conducted... *24th November — 18th December, 2022*

Names of Attester... *Olamide Jimoh* Designation... *P.A.R., Registrar's Office*

Name and Address of the Institution... *Obafemi Awolowo University, Ile-Ife*

Phone No... *0803 390 6356* E-mail Address: *registrars@oauife.edu.ng*

*[Signature]* *19/12/2022* **PRINCIPAL ASSISTANT REGISTRAR**  
**REGISTRAR'S OFFICE**

Signature, Date and Stamp **Obafemi Awolowo University, Ile-Ife**

*[Faint copy of the form text]*



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

Dear Sir/Madam,

**Research Project Attestation Form**

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

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

Thanks for your anticipated assistance.

**LEAD CITY UNIVERSITY, IBADAN.**  
**HEAD OF DEPARTMENT**  
**DEPARTMENT OF INFORMATION**  
**MANAGEMENT**  
Head of Department (Signature, Date and Stamp)  
**SIGNATURE: [Signature]**

**Student's (Researcher) Surname** ONCHE **Other Names** Ochanya Virginia  
**Matriculation Number:** LCU/PG/001428 **Programme:** Information Management (OIM)  
**Title of Thesis:** Employee Coordination Practices; Organisational Culture and Emotional Intelligence as determinants of Job Performance among Secretaries in Federal Universities in South West, Nigeria

**Attestation Section**

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

Date(s) (Days) the Research was Conducted..... 3 weeks  
Names of Attester Babalope Adeniyi..... Designation... PAR  
Name and Address of the Institution... FED UNIVERSITY ONE EKITI  
Phone No. 08035769697..... E-mail Address:.....

**Signature, Date and Stamp**  
[Signature] 08/12/22  
[Stamp: FEDERAL UNIVERSITY ONE EKITI]

## Bio-data

---

**Name:** Virginia Ochanya ONCHE  
**E-mail:** vidogwu39@yahoo.com  
**Tel:** 0802-333-7899 and 07034951445  
**Date of Birth:** 28 November, 1975  
**Marital Status:** Married  
**State of Origin:** Benue  
**L.G.A.:** Ogbadibo  
**Nationality:** Nigerian  
**Current Mailing Address:** Office of the Registrar, Central Administrative Building, University of Ibadan, Ibadan.

### Educational Institutions Attended (with dates):

- |   |             |
|---|-------------|
| a) Lead City University, Ibadan           | 2017 - date |
| b) Olabisi Onabanjo University, Ago-Iwoye | 2014 - 2017 |
| c) Lead City University, Ibadan           | 2009 - 2011 |
| d) Apapa Odan Comm. High Sch., Ibadan     | 2006 - 2006 |
| e) Lamathy Computer Institute, Abuja      | 2002 - 2002 |
| f) Kaduna Polytechnic, Kaduna             | 1999 - 2001 |
| g) Itabono Community Secondary School     | 1988 - 1993 |
| h) Roman Catholic Primary School          | 1981 - 1987 |

### Qualifications Obtained (with dates):

- |  |        |
|--|--------|
| a) PhD in Office and Information Management, Lead City University, Ibadan (In view )-2019-date |        |
| b) M.Ed in Business Education, Olabisi Onabanjo University, Ago-Iwoye                          | - 2017 |
| c) B.Sc in Office Technology and Management, Lead City University, Ibadan                      | - 2011 |
| d) NECO (External), Apapa Odan Comm. High Sch., Ibadan   | - 2006 |
| e) Diploma in Computer Studies, Lamathy Computer Institute, Abuja                              | - 2002 |
| f) HND in Secretarial Studies, Kaduna Polytechnic, Kaduna                                      | - 2001 |
| g) OND in Secretarial Studies, Kaduna Polytechnic, Kaduna                                      | - 1997 |
| h) SSCE, Itabono Community Secondary School  | - 1993 |
| i) FSLC, Roman Catholic Primary School   | - 1987 |

### Membership of Professional and Learned Societies:

- Fellow, National Institute of Administrators and Information Managers (FNIOAIM)
- Fellow, Nigeria Institute of Professional Secretaries (FIPS)
- Member, Educational Assessment and Research Network in Africa (MEARNiA)
- Member, Nigeria Institute of Management (MNIM)
- Member, Chartered Institute of Professional Secretariat Staff Association of Nigeria (CIPSSAN)

- f) Member, Association of Business Educators of Nigeria (ABEN)
- g) Member, Higher Education Research and Policy Network (HERPNET)

### **Workshops/Seminars and Conferences attended:**

- a) Office Procedures and Administration, held from 24-25 June, 2011 in Ibadan, Oyo State.
- b) Annual National Secretarial Conference on **“The Strategic Secretarial Administration of Human Resources, Knowledge and Change”** held from 17-20 October, 2012 in Abuja.
- c) The International Conference on Business Tourism and Applied Sciences, held from 8-10 August, 2013 in London, United Kingdom.
- d) In-House Workshop for Secretarial Cadre, held on 13 August, 2013 at the University of Ibadan, Ibadan.
- e) The Nigerian Institute of Professional Secretaries yearly Mandatory Continuing Professional Development Programmes (**Theme: Advanced Secretarial and Basic Office Management Development Skills**), held in Lagos from 25-29 November, 2013.
- f) The Nigerian Institute of Management yearly Mandatory Continuing Professional Education Programme (MCPEP), (**Theme: Keys to Unlocking Employees Potential**), held in Ibadan from 27-28 February, 2014.
- g) Capacity Enhancement Training for Secretaries held on Tuesday 6 June, 2017 at the University of Ibadan, Ibadan.
- h) Annual National Conference of the National Institute of Management with the (**Theme: Re-Engineering Leadership for National Transformation**), held in Kano State, Nigeria from 16 to Tuesday, 18 September, 2018
- i) A one-day seminar organized by the College of Medicine CICS on the topic titled *“The Cooperator – An Entrepreneur, held on 27 March, 2021 at the College of Medicine, Ibadan, Oyo State.*
- j) 7<sup>th</sup> International Conference of Educational Assessment and Research Network in Africa (EARNiA ) titled *“Role of Technology in Educational Assessment and Research in Africa”*, held from 12-17 September, 2021 at the University of Yaounde 1, Cameroon.
- k) National Conference of the National Institute of Office Administrators and Information Managers (NIOAIM), titled *“Repositioning Office Administration and Information Management for Innovation, Sustainable Development and Global Competitiveness”* held from 8-10 February, 2022 at Lead City University, Ibadan, Oyo State.
- l) Training titled *“Upskilling for Professionalism in the Information Age “by Liprorich Consulting in February, 2022.*
- m) *ERASMUS+ Staff Mobility Training visit to Vytautas Magnus University, Kaunas, Lithuania from 23-29 June, 2022. It was aimed at developing competencies and to promote closer cooperation between UI, VMU and the global world.*
- n) Annual National Secretarial Conference of the Nigerian Institute of Professional Secretaries (NIPS), entitled *“The Challenges and Prospects of the Secretarial Profession in this Modern*

Technological Era”, held from 25-28 October, 2022 at the Bible Guest House, Samonda, Ibadan.

- o) *ERASMUS+ Staff Mobility Training visit* to Vytautas Magnus University, Kaunas, Lithuania from 24-28 April, 2023. It was aimed at developing competencies and to promote closer cooperation between universities in the global world.

### **Work Experience:**

<b>Organisations</b>	<b>Positions Held</b>	<b>Dates</b>
<b>University of Ibadan, Ibadan:</b>	Senior Personal Secretary II (Secretary to the Registrar)	2023 – till Date

#### **Duties:**

- Works as a Client Relations’ Officer
- Keeps itineraries of the Registrar
- Proper coordination of the Office and delegates duties appropriately to my subordinates
- Prepares official documents and handles other duties as may be assigned by the Registrar

<b>University of Ibadan, Ibadan:</b>	Senior Personal Secretary II (Programme Development Officer) at Office of International Programmes (OIP), 2021 – 2023
--------------------------------------	---

#### **Duties:**

- Operated a searchable database on MOUs and agreements and advised staff and students on requirements
- Updated data on international activities
- Followed up on recommendations and decisions relating to international programmes
- Monitored the progress of all MoUs for University of Ibadan and gave periodic reports to the Director of OIP
- Liaised with relevant departments, visitors, develop international programmes, and also executed and submitted reports on activities.
- Prepared letters of recommendation and requests for travel visas for outbound and inbound students on mobility programmes.

<b>University of Ibadan, Ibadan:</b>	Senior Personal Secretary II at Department of Religious Studies 2017 – 2021
--------------------------------------	--

#### **Duties:**

- Oversaw general administrative activities of the department
- Organized departmental meetings
- Handled Local Purchase Orders (LPO), handled departmental Petty Cash and prepared reports.
- Supervised other administrative members of staff at the Department and assisted the Head of Department with other assigned duties.

**University of Ibadan, Ibadan**

Personal Secretary II  
at UI Research Foundation (UI-RF)

2014 – 2017

**Duties:**

- Handled incoming and outgoing correspondences
- Typed official documents and ensured timely service delivery within and outside UI-RF
- Kept records of activities in the Director's office
- Assisted in proposal writing, provided research investigators with useful information on grants
- Attended to Research Investigators and scheduled meetings for the Director with the Research investigators
- Made travel arrangements for the Director, UI-RF
- Organised links with the UI-Research Foundation Office in London and also carried out other jobs assigned by the Director

**University of Ibadan, Ibadan:**

Secretary I, Registrar's Office

2012 – 2014

**Duties:**

- I received the Registrar's visitors
- Kept and updated itineraries of the Registrar
- Ensured proper coordination of the Office of the Registrar

**International Institute of Tropical Agriculture (IITA):**

Administrative Secretary

March - June, 2012

**Duties:**

- Engaged in project development
- Handled both local and international travel arrangements for the Head of Unit
- Sorted relevant news and prepared quarterly news magazines
- Scheduled meetings with international partners of the Unit
- Prepared requisitions and record keeping.

**Lead City University, Ibadan:**

Administrative Officer/

Personal Assistant to the Registrar – March, 2007-Jan.,  
2012

**Duties:**

- Handled incoming and outgoing correspondences
- Kept and updated itineraries of the Registrar
- Managed administrative affairs of the Office of the Registrar
- Received visitors and assisted with relevant information.

**Canadian International Development Agency (CIDA-PSU), Abuja:**

Front Desk/Admin Officer

Nov.2003-Dec.2004

**Duties:**

- Receptionist/Secretarial duties, received all CIDA-PSU local and international visitors
- Assistant Account Officer with preparation of monthly accounts and reports

- Procurement of Office needs and management of the Store records

**Central Bank of Nigeria, Abuja:** Secretary, Recruitment Officer (NYSC) Jan-Dec. 2002

**Duties:**

- Secretarial Assistant
- Processed official letters
- Assisted with recruitment processes.

**Lamathy Global Resource, Nyanya, Abuja:** Computer Operator/Supervisor Aug-Dec 2001

**Duties:**

- Oversaw the general activities of the Computer Training Unit
- Kept financial records and reported appropriately to the Managing Director.

**Publications:**

1. **Onche, Virginia O.** (2013). “A place of ICT in Secretarial Profession today” A paper presented at the International Conference on Business Tourism and Applied Sciences held in the University of London, London, United Kingdom from 8 – 10 August, 2013: (Unpublished).
2. **Onche, Virginia O.** (2020) “Exploring the Office and Information Management towards Effective Documentations of Index of Church Growth” Published in a Festschrift titled “Christian Education and Church Growth in Nigeria” in honour of Pastor and Associate Professor Stephen Oluwatoyin Ajayi.
3. **Onche, Virginia O;** Adenekan, E. Tolulope and Sabboh, Godwin Matthew (2021). “Influence of Personal and Professional Attributes of Secretaries on Organisational Success of Universities in Oyo State, Nigeria” published in International Journal of Science Academic Research (IJSAR) Volume 2 ISSN: 2582-6425
4. **Onche, Virginia O.** (2021) “Contemporary Office Management at the University of Ibadan, Ibadan, Oyo State Nigeria.” African Journal of Social Sciences and Humanities Research ISSN: 2689 - 5129, Volume 4, Issue 2, (pp 1- 9) March, 2021
5. **Onche, Virginia O.** (2021) “Availability, Adequacy and Suitability of Resources for Teaching and Learning of Business Studies in Selected Polytechnics in Ibadan, Oyo State, Nigeria”. A paper presented at the International Conference of Educational Assessment and Research Network in Africa (EARNiA) held from 1<sup>st</sup> to 6<sup>th</sup> November, 2021 in Yaounde, Cameroon.
6. **Onche, Virginia O.** and Emmanuel Isah (2022) “Professional Ethics and Moral Standard of female Secretaries at the University of Ibadan”. A paper presented at the Annual

conference of National Institute of Office Administrators and Information Managers” (NIOAIM), held from Monday 7<sup>th</sup> to Thursday 10<sup>th</sup> February, 2022 in Ibadan.

7. **Onche, Virginia O.** and Emunemu, B. O. (2023) The Challenges and Prospects of the Secretarial Profession in this Modern Technological Era. In *African Journal of Educational Management*; Department of Educational Management, University of Ibadan, Ibadan (In Press)

**Hobbies:** Cooking, singing and travelling

**Referees:**

- (1) **Professor K.A. Adeyemo**  
Vice Chancellor  
Lead City University  
Ibadan, Oyo State.  
Tel: 0803-406-9337  
Email: remadeyemo2003@yahoo.com
- (2) **Professor Very Rev. Fr. Anthony Akinwale**  
Former Vice Chancellor  
Dominican University  
Ibadan, Oyo State.  
Tel: 0803-408-8925  
Email: anthony.akinwale@gmail.com
- (3) **Professor B.O. Emunemu**  
Department of Educational Management  
University of Ibadan  
Ibadan.  
Tel: 0803-324-2980  
Email: doriben7701@gmail.com

-----  
**Signature**

-----  
**Date**

## The University Compliance Certification

This is to certify that this thesis written by **Virginia Ochanya Onche** with Matriculation No. **LCU/PG/001428** in the Department of Information Management of the Faculty of Communication and Information Sciences, Lead City University, Ibadan is in full compliance with the approved University format and style.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

*Do Not Copy, Lead City University, Nigeria*