



KWARA STATE UNIVERSITY, MALETE, NIGERIA
SCHOOL OF POSTGRADUATE STUDIES (SPGS)

**COMMUNICATION, HUMAN RELATIONS AND LEADERSHIP SKILLS NEEDED BY
SECRETARIES FOR EFFECTIVE JOB PERFORMANCE IN POLYTECHNICS**

Grace Olufunke FADARE

15/27/PBE004

JULY, 2022



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**A PH.D THESIS SUBMITTED TO THE DEPARTMENT OF BUSINESS AND
ENTERPRENEURSHIP EDUCATION, FACULTY OF EDUCATION, KWARA STATE
UNIVERSITY, MALETE, IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF DOCTOR OF PHILOSOPHY (PH.D) IN BUSINESS
EDUCATION**

JULY, 2022

CERTIFICATION

This dissertation has been read and approved for the award of Doctor of Philosophy (Ph.D), Business Education by the Department of Business and Entrepreneurship Education, Faculty of Education, Kwara State University, Malete.

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DECLARATION

It is hereby declared that the research study reported in this dissertation is the original work of Grace Olufunke FADARE (15/27/PBE004) and references to existing studies were duly acknowledged. To the best of the researcher's knowledge, the study has not been submitted in part or full for any diploma or degree of Kwara State University, Malete or any other institution of higher learning.

Grace Olufunke FADARE

Researcher

.....

Date

DEDICATION

This research work is specially dedicated to Almighty God, the beginning and the end, the author and finisher of my faith who has made it possible for me to start and complete the programme. Glory be to His name.

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ABSTRACT

This study investigated communication, human relations and leadership skills needed by secretaries for effective job performance in public polytechnics in South-west Geo-political Zone of Nigeria. The study adopted descriptive survey design. The population of the study comprised 724 secretaries and 724 supervisors in the seventeen polytechnics (state and federal polytechnics) out of which 577 were selected for the study using simple random sampling technique. Six research questions guided the study and six null hypotheses were tested at 0.05 level of significance. The instrument used was a structured questionnaire. The instrument was subjected to face and content validity by experts from the Department of Business and Entrepreneurship Education, Faculty of Education, Kwara State University, Malete. The reliability of the instrument was determined using Pearson Correlation Co-efficient formula which yielded a result of 0.90. Frequency counts, percentages and mean ratings were used to analyse the data to answer the research questions. Independent Samples T-test and Analysis of Variance (ANOVA) were used to test the hypotheses of the study at 0.05 level of significance. The findings revealed that there is no significant difference between the mean ratings of male and female respondents on oral communication skills ($t_{18} = 1.096$; $p = 0.287$) and written communication skills ($t_{18} = 1.802$; $p = 0.433$) needed by secretaries for effective job performance in public polytechnics. The findings also revealed among others, that there is no significant difference between the mean ratings of respondents on interpersonal relationship skills ($F_{3,548} = 1.997$; $p = 0.132$) needed for effective job performance in public polytechnics based on qualification. It was recommended that for secretaries to succeed and retain their jobs, communication, human relations, problem solving, organisation and time management, decision making and leadership skills are the most critical soft skills needed for efficient and effective service delivery in this technological era. Based on the findings, it was recommended among others that the secretaries need to be trained in the area of communication, interpersonal relationship skills, problems solving skills, organisational skills, decision making skills and time management skills for efficient and effective service delivery.

CHAPTER ONE

INTRODUCTION

Background to the Study

Individuals in Nigerian society are recognised by their vocations; therefore, having a work has always been a critical aspect. The nature of a person's interactions with others is influenced by their work, which shows their personality. It has a significant impact on a person's social position, affinities, and self-concept. As a result, work provides several benefits to individuals, organisations, and society as a whole. Following the acquisition of a job, the manner in which an individual performs their duties is critical to both the individual and the organisation.

Job performance is a measure of how well an employee meets the job's requirements. It determines whether or not a person does a good job. It is the entire amount of time an employee spent on a specified assignment. Job performance can also be defined as an employee's ability to do work-related tasks and how successfully those tasks were completed. In essence, job performance evaluation is a critical factor for determining the outcome and success of an organisation. Many organisations, on the other hand, evaluate each employee's work performance on an annual or quarterly basis in order to assist them find potential areas for growth. Effective job performance evaluation benefits both the organisation and its employees in achieving the organisation's objectives. It is a mechanism for the organisation to assure productivity, economic growth, and survival. Employees obtain economic rewards, social status, medical benefits, and recreational and educational opportunities as a result of effective job performance review (Amusan, 2010). Employees, especially secretaries, are expected to perform successfully and efficiently in order to increase the production of the company.

Nigeria's universities, polytechnics, and colleges of education produce secretaries. Though it is a support job, the secretarial function demands a lot of initiative, subtlety, and

creativity to succeed. Regardless of their training, background, qualifications, or educational attainment, secretaries must be equipped with the ability to perform effectively in the workplace – willing to be lifelong learners, creating ways to improve the methods they use, and incorporating diversity and the need for collaboration with others. According to Onamade and Adedayo (2012). A secretary is a member of any organisation's staff who has been trained in secretarial skills and is capable of doing their duties efficiently and successfully. According to Fadare (2014), a secretary is a person engaged in an office to handle correspondence, keep records, and schedule appointments for a specific member of staff or for an organisation. According to Buhari (2014), the secretary is a warm, endlessly helpful, and understanding individual whose main purpose is to relieve, solve, avert, or soften the executive's difficult job load. The secretary is the person who helps the executive start, manage, and finish a project. According to Buhari (2014), the secretary is a sort of all-purpose sentry, a diplomat, a psychologist, a business lawyer, a researcher, a writer, and a shock absorber, with administrative ability to keep an office running smoothly, assign priorities and judgment, know when to issue orders, and save the boss's time by screening phone calls, visitors, and mails. As a result of all of this, there is no doubt that the secretary is a crucial member of an organisation who must possess secretarial abilities in order for the company to run smoothly.

The capacity to do something successfully as a result of acquired information or training is referred to as a skill (Huse, 2010). Omowumi (2014) defined skill as the ability and capacity to carry out complicated actions or job functions involving ideas (cognitive skills), things (technical skills), and people in a seamless and adaptive manner through deliberate, methodical, and persistent effort (interpersonal skills). In the context of this study, skill refers to soft skills that are essential for a professional secretary's efficient and successful work in a commercial organisation. Character qualities, attitudes, and behaviour, rather than technical aptitude or

knowledge, are considered soft skills. Soft skills are intangible, non-technical, personality-specific abilities that determine a leader's, facilitator's, mediator's, and negotiator's strengths. Character attributes that improve a person's interactions, job performance, and career prospects are known as soft skills. The greatest advantage of soft talents is that they may be applied outside of one's work. Soft skills were required by almost all professionals, including secretaries, for good job performance.

Communication, human relations, and leadership abilities are all important soft skills for a secretary to have in order to perform well on the job. The process of conveying information from one person or location to another is known as communication. According to Agboola and Ademiluyi (2011), communication, entails more than just transferring information to a recipient and also includes dialogue and social interchange. According to Ezenwafor (2013), communication plays an important role both inside and outside the business in achieving or furthering an organisation's goals. Oral and written communication are two types of communication. It also includes non-verbal expressions including facial expressions, gesticulations, eye use, body movement, head, shaking, smiling, and frowning. All of these communication tools are accepted and useful in today's atmosphere. Only when the intended message is received, correctly translated and understood, accepted and appropriately acted upon by the receiver, and reinforced by feedback, can communication be effective. The ability to understand the official language, the ability to effectively use oral communication, the ability to effectively use written communication, the ability to spell words correctly in written communication, the ability to pronounce words correctly and clearly in oral communication, the ability to communicate with appropriate gestures, and the ability to communicate with facial expressions are all communication competencies required of a secretary for efficient and effective job performance. There are signs that the secretarial staff at the Polytechnic lacks

necessary communication skills. Employers are widely complaining about the continuous decline in the quality and communication skills of secretarial graduates. Ezenwafor and Okeke (2011) further stated that the country's educational system (with the university at its pinnacle) has failed to sufficiently prepare graduates for today's demanding work environment. Communication is one of the most important duties of secretaries in organisations. Secretaries receive information from the boss, co-workers, clients, guests, and other organisations, as well as passing it on.

As a result, secretaries are required to develop human relations abilities, regardless of how good their communication within the organisation is. Human relations are the interactions that occur among people in a given setting, regardless of whether they are in conflict or cooperating. Human relations, as described by Umoru (2010), are the measures of a person's ability to work inside a corporate organisation through a variety of communication and interactions. According to Ezenwafor (2013), human relations is the process of dealing with individuals in order to help them achieve their common goals. Human relations focuses on human interaction in the workplace with them and adapting to new surroundings or situations as they develop in order to help individual employees and the organisation achieve their goals. In the organisation, the secretary performs a critical function in human interactions. In discussing the secretary's human relations job, Idele and Mgbonyebi (2014) claimed that no matter how hard a secretary works or how many creative ideas she has, her personal life and career will suffer if she cannot connect with the people she works with. The ability to apply professional workplace behaviour, to be patient in the workplace to tolerate misconduct from stakeholders, to exhibit team spirit, to delegate work to team members, to plan daily office activities, and to prioritise tasks in order of importance are all essential sub-skills for an effective secretary.

Despite effective development of human relations skills by secretaries, it is critical for secretaries to gain relevant leadership abilities in order to be productive on the job. According to Szu-Fang (2013), leadership is the act or process of persuading individuals to work together to achieve a common goal. According to Aggarwa (2011), leadership could be expanded to include not only a willingness to work, but also a readiness to work zealously and confidently. According to Aggarwa, leadership is a call to duty, as well as a position of power, authority, and influence. Secretaries lead subordinates' efforts toward the attainment of the organisation's goals and objectives. Leadership is an important aspect of management tasks. According to Adesanya and Sotayo (2015), modern-day secretary jobs have progressed to managerial levels, including social duties of management order. These include supervisory, organising, managing, counselling, supportive, public relations, planning, and managerial responsibilities such as time management and decision-making. All of these positions are secondary to production, yet they are critical for any organisation's long-term growth and survival. Every leader in the organisation, including the secretary, is expected to develop skills in order to fulfil these responsibilities. Organisational skills are collection of abilities that enable a secretary to achieve greater success in life.

These abilities assist the secretary in focusing on the proper duties, setting priorities, and giving her the assurance that she is on the right track to her intended objective (Ali & Baba, 2015). For managing her time, resources, relationships, information, environment, pressure, and behaviour, she has to be well-organised. Secretaries are expected to develop interpersonal and organisational abilities, as well as other human relations skills that may be required for effective and efficient job performance.

To manage office routine complexity, such as managing both the immediate boss, colleagues, and external callers, handling mails, writing routine correspondence, booking appointments, supervising subordinates, making hotel reservations, and travelling arrangements, among others, the secretary requires decision-making skills. All of this poses major obstacles for the secretary, which can be overcome if one has good decision-making skills. Secretaries should be able to make speedy judgments, especially in an emergency scenario, if they have accurate and timely materials. Secretaries who improve their decision-making abilities may be better able to manage their time in the office. Planning, budgeting, goal setting, delegation, monitoring and analysing time spent on tasks, organising, scheduling, and prioritising are all examples of effective time management (Ali & Baba, 2015). Time management is the capacity to regularly use time effectively to perform immediate activities and work toward long-term organisational goals. Leadership responsibilities in the office are likely to improve the job performance of secretaries in the company. A circumstance in which secretaries lack appropriate communication, human relations, and leadership abilities may obstruct secretaries' ability to do their jobs effectively in the organisation.

Meanwhile, secretaries' effective development of communication, human relations, and leadership abilities are predicted indications of work effectiveness, which may be affected by other factors such as the secretary's gender (male and female). Although the secretarial industry was once thought to be dominated by women, men are now employed as secretaries in both the corporate and non-profit sectors. In the public sector nowadays, both men and women work as secretaries in federal and state institutions or establishments. Males have been stereotyped as being competent, forceful, autonomous, and goal-oriented. Females are stereotyped as warm, friendly, interdependent, and relationship-oriented when it comes to interpersonal relationships. Gender has an impact on how male and female secretaries are expected to behave, as well as how

their actions are viewed (Isiaku, 2013). Gender, when viewed as a personal trait, can have an impact on a secretary's perceptions of the workplace and their attitudes toward others in the organisation. Gender may also influence how secretaries connect and relate to co-workers who provide various types of information, social support, and opportunities. Secretaries' gender may have a favourable or bad impact on their job performance.

According to Aromolaran (2010), a professional secretary in Nigeria must have a qualification from the West African School Certificate Examinations, Pitman Institute of London, or the Royal Society of Arts (RSA) London. National Diploma (ND) and Higher National Diploma (HND) in Office Technology and Management or/Secretarial Management/Studies from any recognized polytechnic; and a minimum of Bachelor of Science (Education) Degree in Business Education (Office Technology and Management Option) from a recognised university are now required certificates due to professionalism and automation.

Some individuals believe that a secretary's qualifications will affect how effective they are at their job. Secretaries with National Diploma (ND) and Higher National Diploma (HND) diplomas, according to some, are more likely to do well than secretaries with a Bachelor's degree in Office Technology and Management. In comparison to Bachelor of Science (Education) graduates, National Diploma and Higher National Diploma graduates have more practical experience and facilities in the school. Others believe that secretaries with a Bachelor of Science (Education) Certificate will perform better than graduates with a National Diploma or Higher National Diploma because universities have more qualified staff or instructors than polytechnics. As a result, a secretary's qualifications may have a favourable or bad impact on their job performance.

People believe that secretaries working in federally owned polytechnics are exposed to more on-the-job and off-the-job training and retraining than their counterparts working in state-owned polytechnics. If this is true, secretaries working in federal polytechnics are more likely than their counterparts in state polytechnics to develop the necessary skills for effective job performance. Thus, the ownership of polytechnics (federal or state) may have an impact on the effectiveness of a secretary's job performance on a day-to-day basis.

Thus, secretaries are expected to gain essential skills that will likely boost their job performance, such as communication skills, human relations skills, and leadership abilities, in order to be efficient and effective in their chosen vocation and satisfy current office demand. As a result, the researcher intends to explore the communication, human relations, and leadership abilities required of secretaries in public polytechnics in the South West of Nigeria for effective work performance.

Statement of the Problem

Every company is seeking for a specific set of talents in order to efficiently perform a specific position in the office. Employers typically seek secretaries who are conscientious, dependable, trustworthy, self-motivated, team players, and have a positive attitude about their profession and the people they work with. Secretaries are expected to exhibit technical and soft skills required for efficient and effective job performance in the twenty-first century e-office (Hansen & Hansen, 2015). The lack of soft skills such as communication, human relations, and leadership abilities required for good secretarial job performance has grown concerning to stakeholders, as it appears that secretaries' job performance has deteriorated in recent years.

Cephas and Hauwa (2013) believed that in order for secretaries to develop, retain, and competently demonstrate positive work behaviour, attitude, and sellable skills that will

contribute to self-confidence, satisfaction, improved and increased organisational productivity, and quality products and service delivery, they must be up to date on current skills that align with employer demand. The amount of skill that secretaries possess is a crucial aspect in determining performance and increasing productivity. It was also discovered that secretaries with the necessary abilities, knowledge, attitude, and competences for employment in a modern workplace are in short supply and difficult to find nowadays. Employers desire the best and are not willing to hire secretaries who may not be able to fulfil their duties as expected or who lack the necessary abilities to perform their jobs effectively. According to Adejumo (2012), the function of secretaries has evolved dramatically in recent years. Nowadays, the job requires advanced research and communication skills, as well as human relations and leadership abilities. According to Igbiniedion (2010), the problem most organisations are facing today is secretaries' inability to perform their duties effectively and efficiently due to a lack of poor communication skills, errors in typing important documents and the poor image they convey, inability to correctly interpret issues in correspondence, lack of prompt initiative, misplacing important documents due to poor work organisation leading to unnecessary delay, and inability to interpret issues in correspondence correctly.

According to Idele & Mgbonyebi (2014), some secretaries lack human relations skills and find it difficult to interact with co-workers. In order to meet the organisation's corporate objectives, the secretary must communicate with people both inside and outside the workplace. This could be done over the phone, in person, or by letters written and mailed by the secretary. The first impression a secretary makes on the public has an impact on public perceptions of the company. A secretary who lacks good manners, decency, friendliness, and concern for others has failed in his or her duty (Idele & Mgbonyebi, 2014). It will be impossible for the secretary to fulfil the organisation's objectives and succeed in his or her career no matter how hard he or she

works or how smart his or her ideas are if he or she cannot engage with the individuals with whom he or she works. The inability to get along with others as a result of workplace tension or conflict between co-workers and superiors is costly since it reduces productivity and increases operating costs. The inability to communicate with clients can cause the company to lose millions of naira in revenue. Any technical flaw can be addressed, but a secretary who lacks human relations skills and sensitivity is a burden to the organisation rather than a benefit (Marcel, 2018).

According to Ezeani and Ewulonu (2011), only a few Nigerian secretaries make a concerted effort to create healthy human interactions in their offices. It was discovered that the terrible working environment in some secretaries' workplaces was caused by their behaviour. Other elements that contributed to bad human relations were the transfer of aggressiveness to visitors, bosses, and co-workers, even the use of harsh words, a lack of team spirit, a lack of sympathy, favouritism, and discrimination by secretaries (Idele & Mgbonyebi) (2014). It is no surprise that Nigerian Office Technology and Management graduates are out on the streets looking for work, not because they don't have the right résumé, but because businesses believe their expertise is paper-based rather than skill-based. Students' inability to find work after graduation is hampered by a lack of competency-based abilities (which include soft skills) (Ann-Marie, 2015).

Some secretaries lack leadership abilities and appear to struggle with delegating authority or acting on behalf of their bosses in the office. Similarly, it appears that some secretaries lack the ability to prioritise their activities in the workplace, with some wasting a significant amount of time conversing on the phone while on duty and neglecting their obligations. As new businesses and career opportunities emerge on a daily basis, the professional secretary must

identify the abilities required to meet the various problems in the modern office in order to be marketable after graduation. There is no evidence that secretaries working in public polytechnics in Nigeria's south-west zone have the communication, human relations, or leadership abilities required to execute their jobs effectively. In light of this, the researcher set out to investigate the communication, human relations, and leadership abilities required of secretaries for effective job performance in public polytechnics in the southwest, with the goal of closing skill gaps.

Purpose of the Study

The major purpose of this study was to examine communication, human relations and leadership skills needed by secretaries for effective job performance in public polytechnics. Specifically, the study sought to:

1. determine the oral communication skills needed by secretaries for effective job performance in public polytechnics.
2. ascertain the written communication skills needed by secretaries for effective job performance in public polytechnics
3. ascertain the interpersonal skills needed by secretaries for effective job performance in public polytechnics.
4. determine the organisational skills needed by secretaries for effective job performance in public polytechnics.
5. examine the decision-making skills needed by secretaries for effective job performance in public polytechnics.
6. determine the time management skills needed by secretaries for effective job performance in public polytechnics.

Research Questions

The following research questions were answered in the study:

1. What are the oral communication skills needed by secretaries for effective job performance in public polytechnics?
2. What are the written communication skills needed by secretaries for effective job performance in public polytechnics?
3. What are the interpersonal relationship skills needed by secretaries for effective job performance in public polytechnics?
4. What are the organisational skills needed by secretaries for effective job performance in public polytechnics?
5. What are the decision-making skills needed by secretaries for effective job performance in public polytechnics?
6. What are the time management skills needed by secretaries for effective job performance in public polytechnics?

Hypotheses

The following null hypotheses have been drawn to guide the study and were tested at 0.05 level of significance.

Ho₁: There is no significant difference between the mean ratings of male and female respondents on oral communication skills needed for effective job performance in public polytechnics.

Ho₂: There is no significant difference between the mean ratings of male and female respondents on written communication skills needed for effective job performance in public polytechnics.

- Ho₃: There is no significant difference in the mean ratings of respondents on interpersonal relationship skills needed for effective job performance in public polytechnics based on their qualifications.
- Ho₄: There is no significant difference between the mean ratings of respondents on organisational skills needed for effective job performance in public polytechnics based on their qualifications.
- Ho₅: There is no significant difference between the mean ratings of respondents on decision-making skills needed for effective job performance in public polytechnics based on their years of experience.
- Ho₆: There is no significant difference between the mean ratings of respondents on time management skills needed for effective job performance of secretaries in public polytechnics based on their years of experience.

Significance of the Study

The findings of this study are expected to be of tremendous benefit to secretaries, polytechnic lecturers, polytechnic management, employers of labour, government, Office Technology and Management students and researchers when published in reputable journals, conference proceedings, research related reports, and presented in national and international conferences.

The study's findings will help tertiary institutions and other organizations hire qualified and competent secretaries who can demonstrate oral and written communication skills, interpersonal interaction skills, organisational skills, decision-making abilities, and time management skills. It would also allow labour employers to see that employment should not be based on 'godfatherism,' 'who you know,' or 'connection,' but rather on quality and competency,

recognising that employability is determined by the knowledge, skills, and abilities (KSA) they possess.

If applied, the conclusions of this study will serve to guide policy-making and what to look for when hiring secretaries or evaluating their job performance for promotions or appointments.

The outcomes of the study will assist aspiring secretaries to gain the necessary communication, human relations, and leadership abilities to make them relevant in their area from the start of their education. This would be accomplished through training and retraining, counselling, teaching, and informing them that these critical abilities must be obtained in order for them to flourish in any industry.

The findings will also make secretaries more aware of the government reform process and its ramifications for their organisations. It will also reveal the extent to which secretarial tasks and responsibilities have altered as a result of technological advancements.

Furthermore, the findings will be used by curriculum planners and the National Board for Technical Education (NBTE) to revise the curriculum to reflect current challenges in the Office Technology and Management programme.

Finally, the findings of this study should serve as a basis for future researchers to critically analyse other skills or variables that employers of labour may need to consider during recruitment exercises, as well as a source of reference for other researchers undertaking research on comparable issues.

Delimitation of the Study

The research was limited to the communication, human relations, and leadership skills required of secretaries in public polytechnics in Nigeria's South-West Zone for effective work performance. The study was also limited to the oral and writing communication, interpersonal, organisational, decision-making, and time management abilities required of Secretaries in public polytechnics in Nigeria's South-West Zone for effective job performance. All secretaries working in public polytechnics in Nigeria's south west were included in the study. Because the researcher had easy access to polytechnics in Nigeria's south-western region, the study was conducted there.

Operational Definition of Terms

The following terms are defined within the context of this study. It includes:

Secretary – can be defined as an executive assistant who possesses a mastery of the office skills, who demonstrates the ability to assume responsibility, and make decision, within the scope of assigned authority.

Communication - Communication can be defined as the process by which information is passed between individuals and organisations by means of previously agreed symbols. It is also the creation or exchange of thoughts, ideas, emotions and understanding between sender(s) and receiver(s).

Human Relations - applies broadly to the interaction of people in all types of endeavour in business, government, social clubs, schools and homes.

Leadership - is the process of influencing people so that they will move enthusiastically towards the achievement of group goals.

Skills: is the art of possessing the ability to power, authority or competency etc. to do the task required of an individual on the job.

Organisation - This is a corporate business setting with collection of workers that are arranged in a bureaucratic manner with every employee, given assigned role to play in their areas of specialisation.

Job Performance - Job performance can be referred to as work-related activities expected of an employee and how well those activities were executed. It is the sum total of the employee's execution of an assigned task.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter presents the review of the existing literature which are related to this study.

The review is done under the following sub-headings:

- Theoretical Framework
 - Human Relations Theory by Elton Mayo
- Conceptual Framework
- Concept of Secretary
- Concept of Communication
- Concept of Human Relations
- Concept of Leadership
- Oral Communication skills needed by Secretaries
- Written Communication skills needed by Secretaries
- Interpersonal Skills needed by Secretaries
- Organisational Skills Needed by Secretaries
- Decision making Skills Needed by Secretaries
- Time Management Skills Needed by Secretaries
- Review of Related Empirical Studies
- Appraisal of Literature Reviewed

Theoretical Framework

This research is based on the Human Relations Theory (HRT), which has its origins in the Hawthorne Studies, which were done at the Western Electric Company's Hawthorne plant near Chicago in the 1920s and 1930s. In the 1940s and early 1950s, the human relations method gained prominent. It brought to managers' notice the critical role that individuals play in deciding an organisation's success or failure. The father of human relations theory is largely regarded as

Elton Mayo. He discussed the necessity of communication between workers and management, as well as the function of human behaviour in production. Elton Mayo in his studies concentrated on fatigue, accidents, production levels, rest periods, working, etc., of industrial workers in factories. His two among many important researches were:

1) Research in a textile mill near Philadelphia, and 2) Research in a Chicago-based power company (Hawthorne studies) Professor Elton Mayo established the Human Relations theory with the goal of demonstrating the importance of employees for productivity rather than machinery (Perry, 2017). It was also created in response to a difficulty with Taylor's scientific management philosophy. Employees, according to Human Relations theory, are human beings who should be treated as such, not as machines (Chand, 2017). Individual employees, informal organisations, and participative management are all characteristics of Human Relations theory. Individual employee recognition and appreciation is the practice of recognising and appreciating individual employees in the workplace. Employees are regarded as the organisation's most valuable asset in terms of their abilities. As a result, human relations theory says that each employee should be valued and treated properly, which is linked to good organisational efficiency. Another part of human relations theory is informal organisations, which focuses on "informal social features of workers whose dominant demand is understood as a need to belong, to be accepted by his/her work group" (Chand, 2017). This means that the manager should support the establishment of groups as a supplement to the formal organisation, as well as establish a communication channel with group members, both formal and informal, and then lead in a relational rather than task-oriented manner (Banerjee). Participative management is the final feature of human relations theory. Individual employees were allowed to participate in the decision-making process. The involvement of individual employees and their leaders in decision-making is critical in human relations theory because it leads to decisions that are acceptable to

both the employees and their leaders (Chand, 2017). As a result, Mayo developed the 'Human Relations Theory,' which promotes the idea that employees are human beings who should be treated as such, as well as teamwork.

Human relations is a term that is frequently used to describe how managers engage with their subordinates. When management and employees encourage more and better work conditions, the organisation's human relations improve. When morale and productivity suffer, it indicates a problem with the organisation's human interactions. Managers must understand why employees act the way they do and what social and psychological variables inspire them in order to build strong human interactions (Stoner, 1978). The importance of 'the human dimension' in organisations has been identified by Elton Mayo. This means that workers are now recognised as having social wants and interests, and can no longer be considered the economically motivated automatons that favouritisms envisions. Relationships between employees and supervisors become the most important part of management under the human relations approach. It promotes behavioural science training, including as clinical and social psychology, to highlight the development of collaborative and cooperative relationships between supervisors and employees. Employee motivation and leadership style are two important parts of the human relations strategy (Gomez & David, 2002).

Elton Mayo - Hawthorne Experiments

Elton Mayo was a fundamental contributor to the human relations approach (1880-1949). He and his Harvard University colleagues pioneered the use of the scientific method in their research of people in the workplace. Mayo and his friends popularised the concept of the "social man," a person who seeks to make bonds with others. Mayo's work was summarized by Hampton (1986) as follows: The Hawthorne trials were carried out by Mayo and his colleagues

between 1927 and 1932. Western Electric contacted Mayo after other researchers who were experimenting with work area illumination reported some unusual outcomes. They had separated the personnel into two groups: a 'test group' that was subjected to planned lightening changes and a 'control group' that had continuous lightening throughout the experiment. When the lighting conditions in the test group improved, productivity increased, as expected. However, the researchers were startled to see a similar increase in output when lightening was reduced. To add to the puzzle, the control group's output increased with each change in the test group's lighting conditions, despite the fact that the control groups had no such changes. Mayo ushered in a new age of human connections in his endeavour to answer this puzzle.

Mayo and his colleagues conducted a new study in which they divided two groups of women into two rooms, each with six women. The conditions in one chamber were different from those in the other. Salary was increased, coffee breaks of various lengths were introduced, the workday and workweek were shortened, and the researchers acting as supervisors let the groups to choose their own rest hours and have a say in other suggested modifications. The output in both the test and control rooms increased once more. Because the control group was kept on the same payment schedule, the researchers believed they could rule out financial incentives as a factor. Mayo came to the conclusion that the productivity boosts were caused by a complex emotional chain reaction. The test and control groups generated a sense of group pride as a result of being picked out for extra attention, which drove them to enhance their work performance. Their enhanced drive had been strengthened by the compassionate supervision they had received.

Mayor's first key discovery came as a result of this experiment, which showed that when management pays extra attention to employees, productivity rises regardless of actual

improvements in working conditions. The Hawthorne effect was named after these phenomena. According to human relations academics, if management exhibited greater concern for their employees, employee happiness would rise, resulting in increased productivity. They advocated for the employment of human relations approaches such as better supervision, employee counselling, and more opportunities for workers to speak on the job.

Five things were proven by these experiments. First, job happiness and hence performance are mostly non-economic, relying instead on factors such as working conditions and attitudes, communication, good management reaction and encouragement, and the working environment. Second, it rejected Taylorism's focus on employee self-interest and the ostensibly overriding motive of monetary rewards. Third, large-scale experiments involving over 20,000 employees revealed overwhelmingly positive responses to changes in working environments (e.g., improved lighting, new welfare/rest facilities), as well as expressions of gratitude and encouragement from managers and supervisors, as opposed to coercion. Fourth, peer groups have a lot of power, which is why informal groups in the workplace are so important. Finally, it slammed "rabble ideas" that society is a swarm of disorganized individuals (acting) in a way that ensures their own survival or self-interest.

These findings demonstrated that an organisation's group dynamics and social make-up were a powerful driver for or against increased productivity. As a result of this consequence, workers have called for more participation, more trust and openness in the workplace, and more attention to teams and groups in the workplace. Finally, while Taylor's contributions included the formation of industrial engineering, quality control, and personnel departments, the human relations movement had the largest impact on the organisation's leadership and people

department. Mayo's study in the mid-1920s gave birth to the seemingly new notions of "group dynamics," "teamwork," and organisational "social systems."

Assumptions and Guiding Principles

People don't want to change; they don't want to be transformed. Every job has the potential to be bettered. Every employee has the fundamental ability to better his or her position. People want to better their work and find significance in it. People enjoy being a part of organisations because they provide them with a sense of belonging and security. The best people to make improvements are those who do the work. Employees should be given the basic skills they need to advance in their jobs through an educational programme. The supervisor's job is that of an adviser, consultant, and coordinator. In his own area of job responsibility, the employee plays the role of a manager. Money isn't the only, or even the best, or even the most essential motivator for performance and productivity.

Guiding Principles

People achieve more when they regard their occupations as engaging, worthwhile, and demanding; when they see the outcomes of their efforts and their impact on group goals; and when their jobs lead to progress, personal growth, and self-respect.

When people are involved in creating their own goals, accountable for their actions, and share in the duties and rewards of achieving organizational goals, they act more responsibly. People work better when there is mutual trust, respect, concern, regardless of their job level.

When people are given opportunities to work, they do better. For error repair and self-evaluation, constructive criticism delivered in a helpful manner is critical. In this situation, peer and management recognition is the most essential source of incentive (Ouchi, 1981).

Relevance of Mayo's Human Relations Theory to the Study

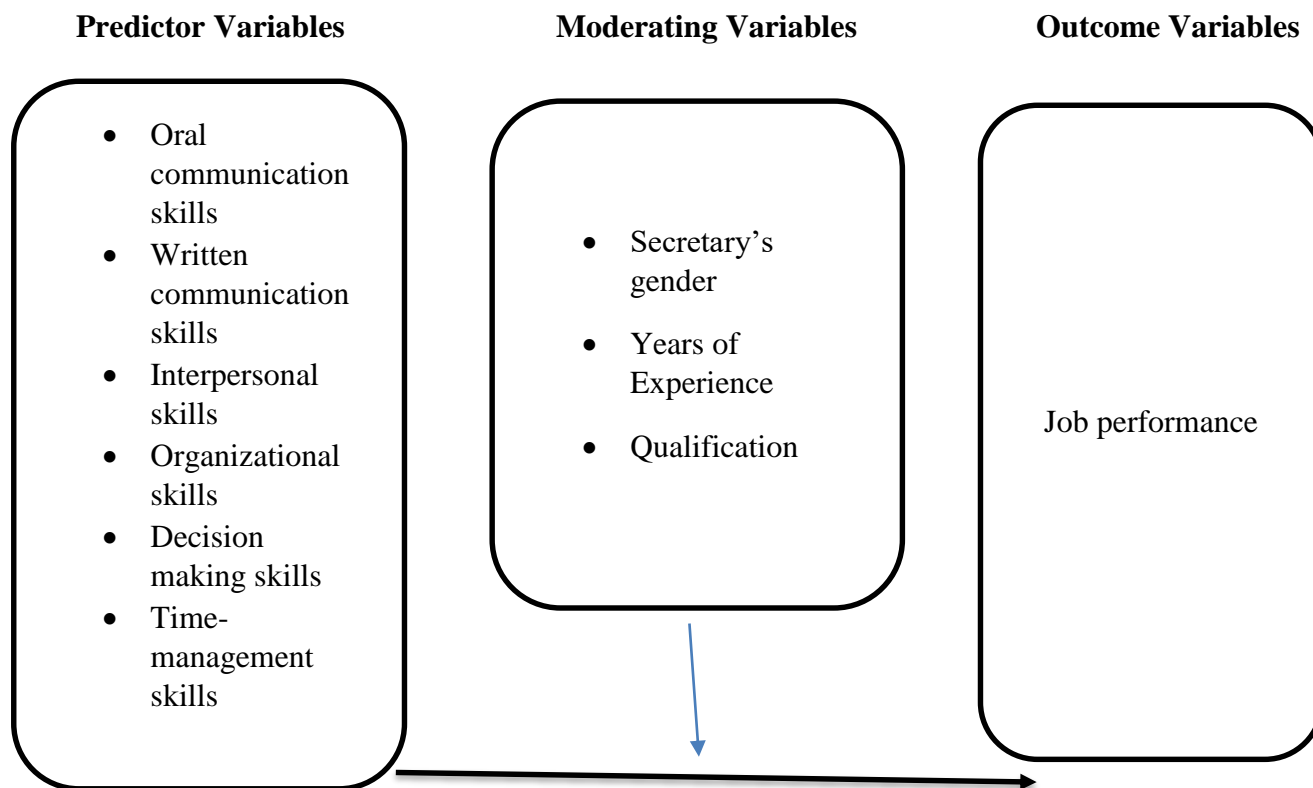
- 1) The human relations theory focused on the individual as well as the social relationships between persons. People in organisations were no longer considered solely – or even mostly – as logical beings pursuing the organisation's objectives. They were discovered to be driven just as much by feelings, sentiments, and their own specific interests — which could be quite different from what classical theory assumed. Human relations theory is crucial to this subject in that the secretary, as a leader to his or her subordinates (clerical officer, messenger, cleaner, and so on), should have a tight and pleasant relationship with them and treat them as colleagues rather than as mistreated junior staff. Good interpersonal relations, effective communication, and proper behaviour are all important.
- 2) Human relations theorists have long advocated for organisational reform; that is, organisations should be perceived as more humane places to work, and that the less formal, more participatory organisations will be the most effective. Human relations theory is applicable to this subject in the sense that when a secretary develops excellent communication skills, she is able to transfer information to a subordinate by using the appropriate communication method at the appropriate moment. Also, when dealing with subordinates, the secretary should adopt a democratic leadership style or combine relevant multiple leadership styles; this will make the organisation appear less formal and more participative, potentially leading to increased productivity.
- 3) It is argued that if workers are denied autonomy on the job, or if they are reduced to acting as mere extensions of the machinery they operate, or if they are assigned work that limits their ability to create and think, they will invariably find ways to subvert the control mechanisms that enforce these conditions. According to this viewpoint,

- management's primary responsibility is to manipulate workplace interactions in such a way that employees feel personally satisfied with their involvement with the organisation. To that end, businesses that operate on this model are required to respect employees' right to have a vote in how they are governed. Secretaries will be able to grasp the relevant leadership style(s) to adopt at the right time if they effectively apply appropriate leadership skills. Secretaries will be able to involve subordinates in decision-making if they embrace a democratic leadership style. When subordinates are involved in decision-making, they are more likely to be satisfied with their jobs, which will help them to strive toward achieving organisational goals and, as a result, the secretaries' job performance will likely improve.
- 4) A happy work atmosphere is ensured by a strong employee interaction, which also aids employees in achieving their goals at a faster rate. Workers will be able to concentrate better in their duties if they are more focused, and hence output will increase. When employees aren't constantly fighting, are willing to support one another, and don't see work as a chore. They make the most of every time at work and don't take vacations very often. Secretaries who use their human relations skills effectively will be able to maintain cordial relationships with executives, co-workers, subordinates, and other stakeholders. There would be closeness and cordial relationships among employees if secretaries have cordial relationships with all stakeholders. When employees are close and work together as friends, they will be willing to support one another, which will likely lead to increased productivity among the employees, which will likely improve the secretaries' job performance.
 - 5) Employees with open channels of communication with their supervisors are more likely to create effective working relationships with them, to boost their

organisational identification and performance, and to contribute to organisational productivity. Different characteristics of successful management communication, such as frequency, openness, and correctness, performance feedback, and adequacy of knowledge regarding organisational procedures, have been shown to be positively associated to employee performance. Secretaries who use their communication skills effectively will be able to communicate information to their subordinates in an understandable manner. When this is completed, subordinates will be able to complete jobs or assignments as planned and will receive suitable feedback. Secretaries' work performance will improve as a result, and organisational productivity will rise (Armstrong, 2009).

Conceptual Framework

Figure 1 shows the conceptual framework of the flow chart of the variables of this study.



In every organisation, the secretary is a crucial officer whose contributions and effectiveness improve the organisation's efficiency. In order to fulfil her responsibilities as a secretary in an organisation, she must interact with others. She cannot operate in a vacuum or work in isolation because she is an executive assistant and a member of the organisational team tasked with attaining the organisation's overall objectives. For effective job performance, she must possess particular skills such as spoken communication, written communication, interpersonal, organisational, decision-making, and time management (Hurrel, 2016).

All of these elements might have a favourable or negative impact on secretaries' work performance in an organisation. Secretaries must be able to speak, connect, and relate to their co-workers, visitors, clients, and, most importantly, their bosses. Khaled and Maysoon rated her ability to organise her work, set priorities, make rapid judgments, and handle both her direct supervisor, colleagues, and external callers as essential soft skills (2018). A circumstance in which secretaries lack adequate communication, human relations, and leadership abilities may obstruct secretaries' ability to execute their jobs effectively.

According to Ikelegbe (2009), communication is the flow of information from the sender to the receiver via information that is received and understood by the receiver. The vehicle through which the basic management and administrative activities are carried out is communication. Any organisation's nerve centre is the modern-day office. The office is where information goes in and out of the organisation. The secretary is in charge of receiving and disseminating both verbal and written information. Obi (2012) saw communication skills as a vital tool for job acquisition and maintenance as well as an indicative of a strong educational background. Ability to speak fluently, address callers politely, present points logically, relate well with clients, be a good listener, choose the right media for sending information, display

good listening skill, proofread and apply good spelling skill, write good English, effect correction on papers/machines, and interpret messages correctly are all communication skills that may have a positive impact on secretaries' job performance. According to Hafeez and Waziri (2012), human relations are the interactions between individuals and groups of humans. Because man is a social being, the professional secretary must learn and develop social skills in order to function effectively in the office. She must interact well with people such as her boss, co-workers, other supervisors, subordinates, and the general public, all of whom can help her perform better. A professional secretary must be able to comprehend the nature of human behaviour, as well as develop appropriate social and professional behaviour and abilities that will enable her to deal with people and work-related issues. If the secretary has a good human relationship with the people with whom he or she works, that relationship will very certainly influence how the secretary leads the company.

According to Igbaekemen (2014), leadership is the process of persuading others to work voluntarily and confidently toward an organisational goal. Professional secretaries' tasks have progressed to managerial levels, and they now encompass social responsibilities as well. These include supervisory, organising, managing, counselling, supporting, public relation, planning and managerial duties such as problem solving and analytic, organisation and time management, decision making, and so on, whether or not the boss is present. All of these responsibilities are critical for any organisation's long-term success and survival. Every leader in the organisation, including the secretary, is expected to develop skills in order to fulfil these responsibilities. These talents appear to be more important than ever before in terms of knowledge and application. None of the writers did a poll to see if secretaries are well-versed in these abilities. In a circumstance where secretaries lack appropriate leadership abilities, the secretaries are unlikely to be able to fulfil their duties quickly and successfully. The purpose of this study was to

determine the communication, human relations, and leadership abilities required of secretaries in public polytechnics for optimal work performance.

In terms of gender, it's worth noting that secretarial work has traditionally been dominated by women. However, currently there is no gender bias in the workplace, and both men and women work as secretaries. According to Isiaku (2013), one of the unethical activities in the secretary profession is the erroneous belief that the secretary's job is just for women. Many businesses disagreed over whether to hire male or female secretaries. According to Adebayo and Adegbenjo (2011). In Australia, for example, 86.8% of employers agree that there should be more male secretaries in the workplace. According to Adebayo and Adebayo (2011), who cite a poll performed by PKL, a renowned recruitment agency specializing in office support employment, having a male secretary appears to be the new 'in thing' with the rise of female bosses. According to the report, 59.3 percent of Australians have worked with male secretaries in their present or former jobs. Male secretaries, executive, and personal assistants make up 27.8% of the banking and financial workforce. With 17.8%, the media, advertising, and entertainment industry comes in second, followed by the IT and human resource sectors. The automotive and trade sectors, on the other hand, desired female secretaries to hold the position of strength and balance the gender ratio in their workplaces. Since the job of secretaries has changed dramatically in the last 10 years, male secretaries, executives, and personal assistants are becoming more frequent. They no longer prepare tea, pick up dry laundry, or accept phone calls on their own. Nowadays, the job requires advanced research and communication skills, as well as extensive problem-solving, decision-making, and time-management abilities. According to Adebayo and Adegbenjo (2011), 96 percent of respondents stated that men and women are completely equal in terms of ability to perform the work. The researcher wants to see if there is

any correlation between male and female respondents' mean scores on oral communication, which is a skill required for good work performance in public polytechnics.

A professional secretary's experience may have a good or negative impact on her ability to do her tasks effectively. He/she must not grow higher than the staff to whom he/she will be or is attached since he/she must be attached to other staff within the same organisation. As a result, the standing of a boss in the office was a necessary determinant for determining the secretary's promotion development. In the past, the highest grade for the most experienced and longest-serving secretary was CONTEDISS 14, but the new structure is CONTEDISS 13, with the strict requirement that such a secretary be connected to a Grade 15/16 officer. This research also wants to know if a professional secretary's experience influences her job performance in terms of the abilities required for effective job performance in public polytechnics. Another issue that may influence the secretary's successful job performance is the secretary's qualification. Secretaries with National Diploma (ND) and Higher National Diploma (HND) certifications are thought to perform better than those with a Bachelor's Degree in Office Technology and Management. Others believed that secretaries with a Bachelor of Science (Education) Certificate would perform better than those with a National or Higher National Diploma because universities have more qualified personnel/lecturers than polytechnics. As a result, the secretary's qualification may have a negative or good impact on the secretary's job performance.

Concept of Secretary

The word 'secretary' comes from the Latin word 'secretarius,' which means 'keeper of secrets.' Secretaries have been characterized in a variety of ways by various authors. According to Olayanju (2015), a secretary is an executive assistant who has mastered a set of skills, can accept responsibilities without direct supervision, exercise initiative and judgment, and make

decisions within the boundaries of their authority. A secretary, according to Buhari (2014), is someone who has a good general education and has completed a regulated program of secretarial training with the necessary skills, attitudes, and competences to assume the tasks and responsibilities in an organization. A secretary is a confidential assistant to an executive who meticulously carries out his responsibilities, acts as a barrier between the executive and those who would rob him of his time and opportunity for constructive thinking, and generally assists him with the handling of important matters under consideration. The secretary is in charge of all office activities, including material and human resource management.

Ananthram and Nankervis (2013) defined business skills as "the skills, knowledge, and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with changes, secure job if he or she so wishes or has been laid off, and enter more easily into the labour market at different stages of the life cycle." As a result, talents are defined as a person's underlying traits that lead to successful or exceptional performance. They are the abilities and behaviour's that employers are expected to demonstrate in their work. They are a way of conveying expected results (Onyesom, 2019).

Skills

The capacity to do something successfully as a result of acquired information, practice, or training is referred to as a skill (Huse, 2010). Skill is described as the ability and capability to carry out complicated activities or job functions involving ideas (cognitive skills), technology (technical skills), and people in a seamless and adaptive manner through deliberate, methodical, and persistent effort (interpersonal skills). In the context of this study, skill refers to soft skills that are essential for a professional secretary's efficient and successful work in a commercial organisation. Character qualities, attitudes, and behaviour, rather than technical aptitude or

knowledge, are considered soft skills. Soft skills are intangible, non-technical, personality-specific abilities that define a leader's, facilitator's, mediator's, and negotiator's effectiveness. Character attributes that improve a person's interactions, job performance, and career prospects are known as soft skills. The greatest advantage of soft talents is that they may be applied outside of one's work. Soft skills were required by almost all professionals, including secretaries, for good job performance. Ezenwafor (2013) defines competence as the ability to effectively finish a task, locate and apply solutions to issues. According to Olaitan, Alaribe, and Eze (2010), skill refers to the successful completion of a task through the application of knowledge, skill, attitude, and judgment. This means that a secretary should not only have a theoretical understanding of his job, but also be able to carry out his responsibilities in a practical, efficient, and effective manner in order to achieve the organisation's goals. The secretary should have the necessary skills for job dexterity. Communication, human relations, and leadership skills are only a few of them.

Job Performance

Job performance is a measure of how well an employee meets the job's requirements. It determines whether or not a person does a good job. It is the entire amount of time an employee spent on a specified assignment. Job performance can also be defined as an employee's ability to do work-related tasks and how successfully those tasks were completed. In essence, it is a crucial condition for the success and outcome of an organisation. Many organisations, on the other hand, evaluate each employee's work performance on an annual or quarterly basis in order to assist them find potential areas for growth. Job performance that is effective has a favourable impact on both the organisation and its personnel. It is a mechanism for the organisation to assure productivity, economic growth, and survival. Similarly, good job performance brings financial

perks, social standing, medical benefits, and recreational and educational opportunities to employees (Amusan. 2010). Employees, especially secretaries, are expected to execute efficiently and successfully in order to increase the production of the company.

Concept of Communication

Haimann (2010) defines communication as "the process of transmitting knowledge and understanding from one person to another." As a result, communication can be defined as the process of transmitting properly conceived and encoded facts, ideas, views, thoughts, opinions, messages, feelings, or information among individuals, organisations, or systems via appropriate means such as face-to-face conversation, telephone, letters, reports, memoranda, drawings, designs, or posters, among others, that can be easily encoded, understood, and responded to or acted upon with the aid of appropriate feedback knowledge (Ikelegbe, 2009). As the coordinator of an office's daily routines and organiser of office schedules and paper work, the secretary must be able to communicate effectively. According to Adebayo and Akinyele (2012), a secretary's responsibilities include assisting the executive in managing his calendar, dealing with visitors and calls, and producing documents and communications. He or she is in charge of the day-to-day operations of an office, ensuring that activities are planned, controlled, and carried out in accordance with the organisation's goals. His responsibilities include communicating with others so that they might generate positive ideas about the company. In addition, the secretary offers information that allows top management to make choices. This data must be in the correct format, delivered on time, and at a minimal cost.

It is equally important for the Secretary to remember that efficient communication is the life blood of any organisation. Through effective communication, many organisations have been floated and managed to become giants. Contracts have been successfully completed, high

patronage has been achieved, positive public opinion has been gained, low labour discontent, low labour turnover, and harmonious co-existence between internal and external surroundings are all hallmarks of excellent communication in organisations (Zakka and Bewaran, 2009).

The secretary's grasp of how communication accomplishes core functions must be well-understood and controlled. Basic purposes include the need to provide information for decision-making and control, the desire to influence and motivate people in order to bring individual behaviour more in line with the overall needs of the organisation, the determination of employee performance and achievement, the presentation of ideological information to aid in the inculcation of goals and the identification of unresolved problems and issues, and so on. The relevance of communication and the secretary was discussed by Hick and Gutler (2005). They said that communication is essential to a company's success, and that every secretary spends up to 95%, of her time communicating. The secretary's ability to organize human and physical factors in the workplace into an efficient and productive work unit is aided by good communication.

Concept of Human Relations

The importance of human connections in any work environment cannot be overstated, as the workplace is made up of a diverse group of people who interact on a daily basis. Employers, employees, visitors, contractors, and other individuals fall under this category. As described by Umoru (2010), human relations are interpersonal relationships that allude to a person's ability to work inside a corporate organisation through a variety of communication and interactions. As a result, the secretary must be able to answer phones, handle mail, and greet guests, as well as interact with the public, superiors, equals, subordinates, and co-workers in general. These competencies include the ability to understand and treat other people as important members of

the organisation, being a member of the organisation, being a member of a team, protecting the supervisor's interests, showing respect to the supervisor at all times, getting along with others, being open and sociable, being selfless, and listening and hearing other people's points of view.

According to Maxwell (2010), human relations is a management practice concerned with how to integrate people into work situations, which includes motivating employees and ensuring that they work together cooperatively and productively. When employees have solid interpersonal relationships, their morale is high, and they put more effort into their work, which leads to higher productivity. This suggests that the quality of each relationship has an impact on each person's productivity. Good human interpersonal relations boost public patronage, thus the good word spreads like wildfire, and before anyone realizes what's going on, the organisation has developed a highly positive image. Good interpersonal relationships support the organisation's long-term survival, as well as the survival of its employees. The frequency with which employees transfer from one company's job to another is referred to as labour turnover. Interpersonal relationships help to prevent employee turnover. When people are forced to fit into a system, they tend to float and sink with it. Reduced labour turnover might also help to improve the company's image.

A good human interpersonal relationship is a contributing component in earning the support, collaboration, and sympathy of other members of staff as well as the general public who may have been served in the past. Human relations in an organisation. According to Babalola and Folorunso (2011), human relations in an organisation can be separated into two categories: person to person and non-person to basic. Employees' relationships with their juniors, superiors' relationships, and employees' relationships with customers and the general public are all examples of person to person relationships.

The secretary is deeply involved in the creation of non-personal relationships through the use of telephone and written communication. The goal of the above is to help the secretary develop a greater sensitivity to other people, a greater understanding of how attitude and behaviour play a bigger role in everything, and a better understanding of the difficulties of reconciling his interests and capabilities with the needs and goals of the organization. Age, sex, appearance, health, emotion, education, economics, faiths, and politics, to name a few, can all influence a person's behaviour or attitude. These characteristics also have an impact on how individuals react both inside and outside the company. In most cases, a drained relationship may be traced back to poor interpersonal human relations.

Concept of Leadership

According to Igbaekemen (2014), leadership is the process of persuading others to work voluntarily and confidently toward a common objective. According to Shadare (2009), leadership is the process of influencing, guiding, and co-ordinating an organised group's activities toward goal setting, goal achievement, and problem solving. Because it works so extensively with people, leadership is the most visible of the management functions. Direct, commanding, directing, motivating, initiating, and activating are some of the terms used to describe it. Leadership is a relational term that involves both the influencing agent and the person being influenced, implying that there can be no leader without followers. According to Ohunakin (2012), factors that interact to make an effective leader include not only the abilities and features of the group he leads, but also the characteristics of the circumstance in which he leads.

According to Onifade (2010), a secretary's responsibilities include coordinating office operations, keeping the organization's secrets confidential, supervising younger colleagues, and fulfilling delegated managerial activities such as responding to engagements and applications. To

be able to supervise junior co-workers, a secretary must have the necessary abilities. Problem-solving and analytic, decision-making, organisational, and time management abilities are among the sub-skills of management/supervisory skills that a secretary must possess.

Communication Skills Needed by Secretaries

Scholars and academics have recognized communication as the lifeblood of an organization because it is required for exchanging information, exchanging opinions, formulating plans and proposals, reaching agreements, carrying out decisions, sending and fulfilling orders, and conducting sales (Shonubi and Akintaro) (2016). When communication breaks down, organized activity in an organization vanishes, and individual uncoordinated behaviour's resurface.

The word "communication" comes from the Latin word "communis," which meaning "common understanding." As a result, communication refers to the exchange of ideas, facts, opinions, information, and comprehension. It refers to the exchange of knowledge and understanding from one person to another. Despite the fact that the term "communication" is frequently used, communication specialists cannot agree on what it means. According to Haimann (2010), communication is the process of conveying knowledge and understanding from one person to another. It is the process of communicating one's thoughts and making oneself understandable to others. Communication, he believes, is essential to all managerial functions. According to Kalla (2015), communication is described as a technique of informing subordinates about the task and resources required to complete an assignment, as well as the roles and responsibilities and expected outcomes. Communication is defined as the transmission of information (a message) from one person to another. According to Keyton (2011), communication is the process by which information is transferred between individuals and organisations using previously agreed-

upon symbols. To achieve the intended feedback, everyone involved in the communication process must understand the agreed-upon symbols. As a result, communication is more than just passing on information. It must be comprehended. No matter how brilliant an idea is, it is useless until it is communicated and comprehended by others. Between sender(s) and receiver(s), it is the creation or exchange of thoughts, ideas, emotions, and understanding (s). It is necessary for establishing and keeping relationships at work.

According to Shonubi and Akintaro (2016), communication is the process of delivering messages to channels that link people to the languages and symbolism... that are used to transmit such messages." It is also the method for receiving and storing such communications. It encompasses the norms, customs, and conventions that define and govern human interactions and occurrences."

Communication, in its most basic form, is the transmission of a message from a sender to a receiver... or the process of generating shared meaning. It has been demonstrated that there are as many definitions for communication as there are disciplines. Some definitions are centered on humans, while others are not. Computers, as well as less sophisticated reproducing equipment like photocopiers, may be included in a communication system. As a result, there is no universally accepted definition of communication among academics. Psychologists, sociologists, medical practitioners, ideologies, and communication specialists all define communication in terms of orientations and perspectives.

Communication is defined by psychologists as the process through which one person (the communicator) conveys stimuli (typically linguistic symbols) to influence the behaviour of others (communicates). This concept encapsulates the goals of many extension workers and change agents. "Communication is the method through which human relations exist and grow,"

sociologists say. Some people define communication as "the process by which one person tells another something through the written or spoken word," while others define it as "the method by which one person tells another something through the written or spoken word." For those in the field, this definition from a book published by a journalist appears reasonable. As a result, there are as many different definitions of communication as there are different fields.

Communication is a managerial talent that is necessary for leading and encouraging workers. A manager spends more than 60% of his time speaking with people, such as at conferences or meetings, giving direction, and receiving information, which can be written or spoken. A manager with good communication can readily enlist the help of his or her subordinates in reaching the organisation's goals. Haimann (2010) considered communication as vital to all managerial functions. The process of conveying knowledge and understanding from one person to another is known as communication. It is the process of communicating one's thoughts and making oneself understandable to others. In its broadest definition, communication refers to both the act of communicating something and the way in which it is communicated, such as letter, notice, or circular. As a result, the preceding discussion clearly demonstrates the value of business communication in any organisation. According to Olubato (2013), Administrative Communication is a process that entails the transmission and exact replication of ideas aided by feedback in order to elicit actions that would help the organization achieve its goals.

Communication is a very vital tool of any given organisation because every activity of an organisation starts with communication and for organisation to achieve effectiveness, the management through the secretary at times, must communicate what to do and how to do it in such a way that employees understand what they are expected to do. Secretaries deal with their managers, co-workers, and clients on a daily basis. As a result, interpersonal and communication

skills are critical. Every organisation, whether public or private, is created to provide or render a specific service. The feasibility of such an organisation in terms of service delivery is totally dependent on the employee's overall job performance. Any organisation that wants to be more productive must analyse its employees' overall performance on a regular basis.

As part of an organisation's workforce, the secretary performs a variety of tasks, including maintaining relevant documents, producing memorandums, assisting clients, and assisting with the day-to-day operations of the company. The secretary's job performance must be at its best at all times, because the secretary is the organisation's heartbeat, and its viability will determine the organization's efficiency and effectiveness. For a secretary to be able to accomplish the varied responsibilities that lie ahead of him or her, he or she must develop particular technological and communication abilities. The secretary's functions and success in every business organisation are highly dependent on his or her communication abilities and competences. Managers dictated memos and letters in the past, and secretaries typed them. In an effort to reduce the need for secretarial support and make the secretary more productive, firms have recently built word processing centres and depended on personal computers and even electronic mail.

She is in charge of the office's day-to-day operations. She ensures that the office's activities are planned, controlled, and carried out in accordance with the organisation's goals. Her responsibilities include communicating with people in order to help them generate positive opinions about the company. In addition, the Secretary offers information that allows top management to make choices. This data must be concise, accurate, in the correct format, and delivered on time and at a cheap cost. Secretaries meet and discuss with various groups of people in the office. Visitors with a variety of temperaments, arrogant and nasty visitors, and those who

never take no for an answer. All of these types of visitors can be tough to deal with, but the secretary's ability to manage them effectively makes her a better secretary, and this is primarily dependent on the secretary's communication abilities.

Today's business environment is difficult all over the world. All components of production, including persons, machines, method, market, money, and material, must be economy. Human resource management, more than any other aspect of production, poses the greatest difficulty since, unlike other inputs, it necessitates expert managing of thoughts, sentiments, and emotions in order to ensure improved output. In this challenge, effective organisational communication is critical (Shonubi and Akintaro, 2016). Inability of an organization's leader or management to coordinate a perfect and seamless flow of communication interaction between employees and the outside business environment is likely to result in low productivity and a high degree of worker boredom and disarray. People, on the other hand, perceive and understand messages in different ways. Many undesired interferences can distort a message in communication, and they are always a possible threat to good communication since they can interfere with the correctness of a message being sent (Asamu, 2014).

In the workplace, effective communication is critical. Employees rarely operate in complete isolation; rather, they deal with customers, co-workers, and management on a regular basis, making interpersonal communication a necessary ability for today's secretary. Employers today look for interpersonal communication, critical thinking, and problem-solving abilities in addition to the competence to perform work duties (Hassan, Golamreza, Fateme & Ali, 2010). Interpersonal communication skills are critical for social engagement as well as the development and maintenance of all relationships. Relationships can be irreversibly harmed by poor

communication skills, which can influence productivity, satisfaction, performance, morale, trust, respect, self-confidence, and even physical health. In any organization, the secretary's communication and skills are critical to attaining organizational goals (Magnus 2009). It is critical to recognize that communicating is a complex process in order to communicate effectively. According to Oluga (2002), each sort of communication is distinct and necessitates a distinct response. This is why it's critical to have a firm grasp on the fundamentals and tools of communication. This aids individuals in developing optimal responses to satisfy the diverse needs of each day.

According to Ikelegbe (2009), effective communication is communication that accomplishes exactly what the transmitter intended. This entails communicating meaningful and understandable information, idea(s), message(s), thought(s), and feelings through a conduit between the communicating parties. Effective communication is defined as an individual's or a group's ability to express meaningful and intelligible ideas and sentiments to another group or individual, and to elicit a desired or discerning reaction as necessary. Written or oral communication might be effective. Nonverbal expressions such as facial expressions, gesticulations, eye use, body movement, shaking of the head, smiling or frowning are also included. All of these communication strategies are acceptable and useful in today's workplace. They are methods for establishing cooperation and getting a group to work together. As a result, secretaries should build and manage a communication system that will assist organizations greatly and encourage a two-way process/channel in which one communicates with people rather than to people. The secretary should also keep in mind that good communication is the lifeblood of any company. Many organizations have been established and grown into behemoths thanks to efficient communication. Contracts have been successfully completed, high patronage has been achieved, positive public opinion has been gained, low labour discontent, low labour turnover,

and harmonious coexistence between internal and external surroundings are all hallmarks of excellent communication in organizations.

Organizational communication is the process by which employees in a company exchange information about how the company operates. A communication network is made up of a series of channels through which communications pass. The knowledge that communication provides in an organisation must be thoroughly understood and managed by the secretaries. Basic purposes include the need to provide information for decision-making and control, the desire to influence and motivate people in order to bring individual behaviour more in line with the overall needs of the organization, determining employee performance and achievement, presenting ideological information, assisting in the inculcation of goals, and identifying unresolved problems and issues faced by employees, among others.

The secretaries claimed that communication is essential to an organization's existence, and Doyle (2016) focused on the necessity of communication. A secretary spent the majority of her time communicating in some way (face-to-face, discussion, memoranda, notice boards, mass meetings, employee handbooks, public lectures, and so on). In today's world, the secretary is at the heart of communication. Communication, which is the reciprocal exchange of understanding that begins with the receiver and leads to productive and efficient work performance in an organization, is an important component of their work. Secretaries benefit from good communication since it allows them to coordinate human and physical factors in the workplace to create an efficient and productive work unit. Without good communication, the essential responsibilities of management (planning, organizing, staffing, directing, and controlling) cannot be conducted well. In an organization, several units exist, and interaction occurs through communication in order to achieve organisational goals.

Organisational communication is a medium for the movement of information, resources, and even policies, so it has a significant impact on work groups. In the context of an organisation, organisational communication can be broadly characterized as communication with one another. Sending and receiving messages through several tiers of authority, utilising various message systems, and discussing numerous topics of interest to the group we belong to or the organisation we work for are all examples of this form of communication (Shonubi and Akintaro, 2016). Organisational communication can also be defined as the process by which members gather information about their organisations and the changes that are taking place within them. Organisational communication is also defined as the dissemination of information about the organisation's work to and through personnel. Asamu (2014) defined organisational communication as the degree to which an organisation communicates job-related information to its members and among members. To define and distribute the enterprise's aims, he noticed that communication is required. This is because the abilities and skills they have will allow them to demonstrate work behaviour's that are suitable and relevant to the job. According to the expectation hypothesis, employees are more likely to be productive if their performance is rewarded, provided that the incentive received is valuable to them (Victor Vroom, 1964). Asamu (2014) said that communication plays a critical part in the success or failure of any organization since it is utilized to resolve contradictions in work organizations so that they can progress. People must work together, think together, learn together, and progress together. Men can forge new frontiers and explore new possibilities through human interaction. As a result, by meeting new individuals, they will be able to speak in their own language. The type and range of communication aids/techniques employed in an organisation is determined by the nature of the organization, the type and range of individuals most suited to the management, and the workplace's location.

Organisational communication, in general, has two goals. The major goal is to educate the staff about their responsibilities and the company's policies. The second purpose of organisational communication is to create a sense of belonging within the company. Sending and receiving messages through multiple levels of authority, using various message systems, and discussing numerous topics of interest to the group we belong to or the organization we work for are all examples of this form of communication.

Organisational communication study has primarily been carried out in the fields of corporate management and communication; however, public administration academics have supplied little understanding about organisational communication and its functions and impacts. Several studies have found that excellent communication can help organisations achieve better results (Shonubi and Akintaro, 2016). Communication has an impact on people's perceptions and attitudes of themselves, their communities, their organisations, their governments, and even society. Communication is widely used as a management technique to convey information with employees, coordinate activities, remove superfluous managerial tasks and restrictions, and, ultimately, increase organisational performance.

In contrast, the importance of communication in all human organisations cannot be overstated; it is the means through which people communicate and collaborate. Communication, like blood streams in humans, is the lifeblood of an organisation. This suggests that in an organisation, nothing can be accomplished without excellent communication. Communication skills are crucial in many aspects of life, including business. Despite the fact that communication skills are so vital in the workplace, many people find that they have reached a limit in their communication abilities and have hit a stumbling block in their career. They may find it

challenging to accurately communicate their views and ideas at times, making it difficult to attain their full potential as a communicator, manager, and leader of others.

Elements of Communication

The transmitter and the receiver are two essential components of any communication transaction. Figure 2 illustrates the definition and highlights the key components of the communication process (McShare & Von Glinow, 2003).

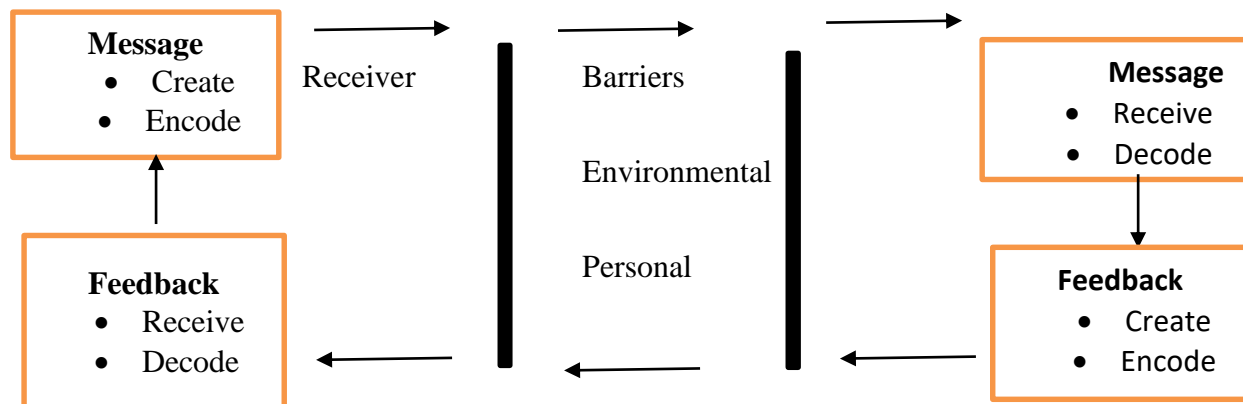


Figure 2 illustrates the communication process.

Source: Mcshare & Von Glinow, 2003)

The communication is started by the sender. A sender utilizes words and symbols to convey information to the receiver, the person(s) who will receive the message. The sender is a person, department, or unit of an organisation or system who originates the message in the workplace, and the sender is a person, department, or unit of an organisation or system who has a need or desire to express an idea or concept to others. The sender encodes the message by using vocal, nonverbal, or written language to convey the message. The receiver is the person to whom the message is transmitted, and it is the receiver's job to decode the message and turn it into useful information. Effective communication necessitates the receiver's accurate decoding of the

message. The more closely the deciphered message matches the sender's goal, the more effective the communication becomes. However, communication might be hampered by environmental and human impediments. Anything that distorts the message is a barrier. Obstacles include different interpretations of the message, linguistic barriers, interruptions, emotions, and attitudes.

Finally, when the receiver reacts to the sender's message and sends it back to the sender, this is known as feedback. The sender can get feedback to see if their communication was received and understood. The destination's response to a message is known as feedback. It is a crucial component of communication because it allows information to be shared in a two-way communication between the receiver and the sender. The quality of communication is determined by the elements in the communication process. Any one of these elements can have a negative impact on communication efficacy (Keyton, 2011).

Communication Skills and Uses in the Office

Every conversation is different, but the secretary must choose and employ the proper abilities for each one. Communication offers fresh personal problems and new experiences, and the secretary must be aware of this at all times. Every communication must include the need that the receiver comprehends the sender's concepts. While there is no one right or wrong method to communicate, the secretary must understand and apply the following communication skills on a regular basis. Oral communication skills, writing skills, listening skills, body language skills, and communication technology skills are among these talents.

Spoken or Oral Communication Skills: The importance of a secretary's ability to communicate cannot be overstated. Another key communication skill is the use of human vocal organs (tongue, lips, teeth, and roof of mouth), as well as language and body actions (smiling, frowning, nodding, shoulder, shrugging, and so on) to make utterances and adjust them to the

circumstances of the discourse (Zakka & Bewaran, 2009). If the secretary wants to communicate effectively with people both inside and outside the business, she must be able to speak. Secretary is expected to be cautious in her use of the spoken word when conversing with visitors, subordinates, co-workers, and executives, whether in direct person-to-person communication, indirect person-to-person communication such as telephone conversations, or when conveying messages to groups or large audiences.

Secretary is to develop strategies for conveying spoken words into powerful ally by considering the following steps:

1. Always begin a conversation with a well-considered goal in mind. This implies that the secretary should have a clear idea of what she wants to accomplish in every oral communication. Making a major commercial agreement, building a relationship, or simply having a good time with friends can all be goals.
2. Make sure the message is presented in easy-to-understand terms. Conversations tend to flow so quickly that the mind may not be able to properly interpret the message or store it for future use. Secretaries should avoid using terms with various meanings when speaking. To ensure complete comprehension of the debate, it is advisable to employ deftly phrased leading questions.
3. Pay attention to both the intent and the words. This is significant because people frequently employ oblique reasoning or phrases to support their points. This is something that the Secretary should be aware of. It is preferable to get right to the point than to say what one wants to say in vague language.
4. Avoid conflicts or confrontations: In the office, if the secretary believes that the other person in a discussion is adamantly opposed to her opinion, he or she will never address

the topic from that party's perspective. First, try to comprehend the problem from the perspective of the other party. Explore areas of agreement with the listener and create a relationship from there. Refer the opposite party to a superior officer for additional discussion if the disagreement persists on official grounds.

5. The secretary should be conscientious and trustworthy. This means the secretary will be able to form personal connections. From these relationships, add small personal touches whenever possible, and use spoken words appropriately and reasonably.
6. Turn the spoken word into a trustworthy servant. The number of people who can pronounce the spoken word is practically limitless. Secretary may learn more about this, comprehend the ideas, and use the power of the spoken word to achieve personal and organisational goals. Avoid using words that are misused, sloppy, or ambiguous since poor word usage tarnishes the spoken word communication medium.

The spoken word is ranked low or ineffective because of how the words are utilized and understood, not because of the words themselves. People may, for example, hear only what they want to hear and ignore the rest, misinterpreting the word to fit their various objectives or goals. Allow emotions to influence their interpretation of what they hear, recall only parts of communications, particularly those that attract them, or carry conflicting or inaccurate information in their heads and/or communicate it to others.

Written Communication Skills: Written communication is a powerful tool that must be handled with caution. Written communication, according to Oluga (2002), entails the creation of messages in a predetermined structure and their transmission from one person to another. It could be in the form of a letter, an e-mail, a telegram, a memo, or a text message.

Written communication is defined by Adewusi and Oluga (2007) as all forms of letters or as an important form of correspondence that involves the use of letters to express ideas, opinions, and feelings or to transmit vital requests, messages, or information from one person, group, department, establishment, or organisation to another.

When communicating with people, the secretary must be aware of and adhere to the essential principles of successful written communication in order to promote the image of her organization. The principles of simplicity, semantic clarity, syntactic correctness, logical correctness, completeness, conciseness, logical sequence, consistency in language style, arrangement in use, and concern for the receiver are all included (Fadare, 2013).

When communicating in writing, the secretary must take extreme caution. The communication is entirely impersonal and takes place between her and the receiver. The secretary is in charge of the message at the time of writing, as revisions might be made until the very last moment. The receiver has entire control over the message once it has been written down and delivered, and the message will be susceptible to the receiver's interpretation. The easier communication flow will be the better the secretary can create a friendly relationship on paper.

Importance of written business communication

Written business communication provides a consistent thread for management in the planning, organising, leading, and controlling processes, as well as in policy and procedures. Written business communication is dependable and difficult to dismiss. It's also where records and materials go to be saved for future use. All methods of communication, including written business communication, are used by management and policymakers in all sorts of businesses.

With the particular consequences of written business communication, any organisation whose secretary's dish out written business communication that is full of errors and blunders would face endless legal wrangling's, negative public opinion, poor image, failure to reach targets, and eventual collapse. The secretary spends a lot of time writing letters. As a result, she is required to be a good correspondent who understands how to compose and send letters and other forms of written documents in such a way that the correspondence is not only meaningful to the receivers or intended readers, but also attracts the desired or expected answers (Little 1977, Oluga,2002). To do this and contribute positively to the organisation's existence, conscious attempts to use the principles of successful written business communication must be made.

The principle of simplicity requires secretaries to always use words and expressions that are easily understood by the intended receiver of a communication. While writing, there is no room for a show of lexical proficiency through the use of unusual and obscure jargon. The use of a large vocabulary hampers efficient communication since it is difficult to grasp, and the message recipient may not be able to reply correctly as a result. Using flowery language to give the impression that the secretary is fluent in English might lead to confusion and misunderstanding. Oluga (2002) emphasised the use of simple phrases such as "timid" instead of "pusillanimous," "desk" instead of "escritiores," "surname" instead of "cognomen," "insolvent" instead of "contumelious," and "lots of, plenty, many" instead of "deluge"

Principle of Clarity: The idea emphasizes the importance of saying what one wishes to communicate in a straightforward and clear manner. The principle opposes the use of confusing words and statements that can have many meanings. Ambiguity is a linguistic condition in which a unit of communication (either a sentence or a word) can be interpreted in more than one way, which might make it difficult for the receiver to understand the unit. The Oxford Advanced

Dictionary (2012) described ambiguity as something that is unclear because it has multiple possible meanings or demonstrates a lack of clarity and precision in the use of words. Any written business communication should generate a sentence with only one meaning, leaving no space for situations in which the writer's intended meaning differs from the one assumed by the recipient.

Principle of grammatical correctness: When writing, the secretary should make sure that expressions are constructed according to the grammatical rules of the communication language. The secretary should keep in mind that writing in a corporate setting typically necessitates a more formal tone than writing to friends and relatives.

Principle of lexical correctness: This principle disallows incorrect word spelling. The secretary must be able to spell, understand the meaning of words, and use them correctly. At all costs, spelling errors must be avoided. Any organisation's image, name, and goodwill will suffer if any of its written business communications contains spelling errors. It is absurd and a disservice to any organisation for a modern-day office manager to spell terms that are similar in pronunciation but have different meanings in lieu of one another. As he or she learns the meanings and applications of words, an office manager should make an effort to learn the correct spelling of such words.

Principle of Completeness: Written correspondence is supposed to convey all vital information or facts intended for the intended recipient of the document, without omitting any component of the message, according to this idea. Because an incomplete message cannot elicit an accurate or complete response from the recipient, it is only marginally better than an uncommunicated message.

Principle of logical sequence: The secretary should follow the logical sequence principle, which states that points or topics of conversation should be marshalled and organised rationally, with one naturally leading to the next. Logical reasoning and comprehension are difficult to achieve when written business communication is delivered in a disconnected or formal manner.

For proper and logical arrangement of written correspondence, the complete materials/messages must be broken up into logical divisions so that the message can be conveyed to the reader in instalments. These divides may be expressed by paragraphs in a piece of writing; nonetheless, the overall piece of writing should command cohesiveness, with one section organically leading to the next; the reader should perceive the entire piece of writing as a single entity, not a collection of ideas.

Consistency in the style of language and layout used: The usage of distinct variants of the English language is not permitted under this concept. There is an American version of English as well as a British version of English. Differences in spelling, such as labor/labour, organization/organisation, program/programme, favorite/favourite, humor/humour, traveling/travelling, defence/defense, and sentence form, result from these varied variants. The notion of consistency in English language usage suggests that the office manager should utilise a style that is widely recognised in the context in which her company operates. This ensures that messages, ideas, and information are all interpreted consistently, eliciting the intended response. The appearance of business documents is a strong non-verbal cue, and layout patterns influence the reader's first impression of the author and the company. An envelope is more than just a container for a letter or other written material, it should be noted. It is an essential component of the message. The message may never reach its intended recipient if the address is wrong or unreadable. The

receiver may assume that the sender is sloppy, uneducated, or inefficient if the format differs from standard business practice.

Principle of courtesy: The idea of civility emphasises that the secretary's wording in all written documents should be always pleasant and courteous. Even if the situation necessitates annoyance, the use of abusive or obscene words/language should be avoided at all costs. When writing correspondence such as questions, complaints, or disciplinary letters, the content should be conveyed as politely and tactfully as feasible.

Written communication is an essential component of any organisation's survival in today's fast-paced corporate world. A secretary who wants to write successfully and efficiently for his organisation and contribute to the fulfilment of corporate goals has to know more than just the basics, such as what the content should be, when it should be produced, and where it should be sent.

The secretary must know and understand how to choose words for clarity, conciseness, and accuracy since words are primary tools for forming business messages. Effective and efficient written business communication necessitates a thorough understanding of how such communication should be written, as well as a thorough understanding of and application of the underlying principles of effective written business communication. Only then can written business communications serve as good ambassadors for the writer or companies from whom they originate, ultimately contributing favourably to the organization's corporate goal.

Listening Skills: The capacity to listen attentively to others and convey their thoughts is referred to as listening skills. Listening, according to Zakka and Bewaran (2009), is the selected process of hearing, comprehending, and remembering aural symbols. Because hearing is the primary source of language for office workers, the capacity to listen is crucial. It serves as the foundation

for the development of other language abilities such as speaking, reading, and writing. Both the listener and the speaker must actively participate in effective verbal communication. One of the most undervalued communication skills is good listening. Despite the fact that secretaries spend a lot of time listening, effective listening is a rare ability.

According to Ikelegbe (2009), there are essentially two forms of listening: passive and active listening. Passive listening is the form of hearing that is done in social situations or when one is around friends or family. Active listening, on the other hand, is more challenging and necessitates the listener's active concentration and participation. This is the type of secretary who is supposed to be active at work. Listening effectively needs a lot more effort and concentration than talking. In order to listen effectively, the mind, body, and heart all play important roles. When active listening is required, the secretary is expected to participate in the hearing process, to be aware, receptive, and understand, to accept the message and give it appropriate meaning (interpretations). As a result, effective or active listening entails not only taking in the speaker's words but also attempting to comprehend the facts and sentiments behind them.

The secretary should have clear objectives in every conversation; he should know what he intends to achieve. The next step is to listen to the opposing party's goals and develop tactics to help both sides achieve their goals or make a concession. As a result, the secretary should work on improving her listening abilities.

Body Language Skills: Any face-to-face communication begins with the ability to read body language. It is a basic communication ability that is employed in many everyday interactions. The secretary meets and greets guests and co-workers on a daily basis at the office. The message sent by body language creates a first impression. In the mind of the other individual, this rapidly forms an opinion such as dislike or neutrality. A positive first impression, without a doubt, opens

the door to future dialogue, whereas a negative first impression may put an end to any communication.

According to Ikelegbe (2009), first impressions must be carefully considered. The secretary must be aware of when to use first impressions and when to give the other party a break, as well as have an open mind. A warm full-body grin is required for a good first impression. It is the key to winning conversions, forming friendships, and maintaining long-term relationships. A grin requires the complete support of the entire body to be successful. Direct eye contact with friendly facial expressions, the hand and arms must project openness, the body must reflect operation rather than sloppy inattention, and a positive energy smile that displays a willingness to continue talking are all examples of support. Secretary must never make a thoughtless, improper body action that turns the other party off or negates the messages.

Barriers to Effective Communication

According to Pauley (2010), an administrator's primary role is to develop good communication. As a result, why does communication breakdown: On the surface, the answer appears to be straightforward. The sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback have all been identified as communication elements. If there are any impediments in these elements, perfect clarity of meaning and understanding will not be achieved. The greatest challenge with communication, according to Shaw (2011), is the delusion that it has been accomplished. Several types of barriers can obstruct the communication process, as shown in Figure 2, pg. 46. Environmental and human barriers to communication can be divided into two groups. Both barriers have the ability to block, filter, or distort messages as they are encoded and transmitted, as well as when they are decoded and received (Adu-Oppong & Agyin-Birikorang, 2014).

The following among others are some of the factors that affect effective communication.

- (1) **Environmental Barriers:** Environmental barriers are a feature of the organisation and its surrounding environment. Competition for attention and time between senders and recipients are examples of environmental obstacles. Messages are erroneously decoded as a result of several and simultaneous demands. The recipient hears the message but is unable to comprehend it. The recipient is not truly "listening" since he or she is not paying attention to the message. Listening is a process that combines physical, emotional, and cognitive stimuli in the search for meaning and comprehension. Only when the recipient gets the sender's message is listening effective. As a result, the receiver fails to comprehend the message if he or she does not engage in active listening.
- (2) **Time:** is another barrier. Due to a lack of time, the sender is unable to properly consider and structure the message accordingly, and the receiver's capacity to comprehend and discern the message's meaning is limited. The organisation's management philosophy, various levels of hierarchy, and power or status relationships between sender and receivers are all examples of environmental barriers.
- (3) **Managerial Philosophy can promote or inhibit effective communication:** Managers who are interested in promoting intra-organizational communication upward or disseminating information downward will establish procedural and organisational blockages. By requiring that all communication follow the chain of command, lack of attention and concern toward employees is a sign of a managerial philosophy that restricts communication flows. Furthermore, when subordinates encounter administrators who fail to act, they are unwilling to communicate upward in the future, because communications are not taken seriously. Managerial philosophy not only affects

communication within the organisation, but also impacts the organisation's communications with external stakeholders.

- (4) **Lack of Proper Planning:** Inadequate preparation affects effectiveness of presenting and transmitting information. Lack of planning arises from inadequate thinking, lack of sound objectives, vague words, selecting inappropriate media, etc.
- (5) **Power or Status relationships:** can also affect transmission of a message. An inharmonious supervisor-subordinate relationship can interfere with the flow and content of information. Moreover, a staff member's previous experiences in the workplace may prevent open communication due to fear of negative sanctions as a result. For instance, a poor supervisor-subordinate relationship inhibits the subordinate from reporting that the project is not working as planned. Fear of the power and status of the administrator is a common barrier to communication.
- (6) **Language barrier/Technical Jargons:** Another environmental barrier that may inhibit effective communication is the use of specific terminology unfamiliar to the receiver or when messages are especially complex. Communication between people who use different terminology can be unproductive simply because people attach different meanings to the same words. Thus, misunderstanding can occur due to unfamiliar terminology. Today's complex organisational systems are highly specialised, organisations have staff and technical experts developing and using specialised terminology that only other similar staff and technical experts can understand, and if people do not understand the words, they cannot understand the message.
- (7) **Personal barriers:** personal barriers arise due to an individual's frame of reference or beliefs and values. They are based on one's socio-economic background and prior

experiences and shape how messages are encoded and decoded. One may also consciously or unconsciously engage in selective perception or be influenced by fear or jealousy. For example, some cultures believe in “do not speak unless spoken to” or “never question elders”. These inhibit communication. Others accept all communication at face value without filtering out erroneous information. Still others provide self-promotion information, intentionally transmitting and distorting messages for personal gain. Unless one has had the same experience as others, it is difficult to completely understand their message. In addition, to frame of reference, one’s beliefs, values, and prejudices also can alter and block messages. Preconceived opinions and prejudices are formed based on varying personalities and backgrounds.

- (a) **Information Overload:** When too much information is given to a receiver at a time, he may find it difficult to cope. For instance, he can muddle up the information, his brain may block out that he is just stand there lost.
- (b) **Poorly Expressed Messages:** Sender using too many assumptions and wrong encoding of messages do not aid effective understanding.
- (c) **Poor Listening:** Listening require full attention and self-discipline. Without this, the encoded messages will be decoded wrongly.
- (d) **Semantic Barriers:** These occur when words are understood and interpreted differently by sender and receiver. This affects the achievement of commonness of thought in communication.

- (e) **Distrust:** Believability and acceptability of messages to a large extent is determined by credibility of the sender. Messages from manager that behaves inconsistently may be given different interpretations by different receivers,

Remedies for Communication Barriers

Asubiojo, Adewusi and Oyediran (2005) stated that various factors have been identified as the causes of impediments, barriers, obstacles or hindrances to effective communication, the absence of these factors will promote effective communication experience, hence reduce or eliminate all forms of barriers. To achieve this, the following suggestions are necessary: An organisation must create the communication channels and networks that most effectively enable it to achieve its business objectives. Both downwards and upwards communication must be encouraged. For example, allowing people at the base of an organisation to freely communicate upward, enables good ideas to bubble up. People at the base after all, are used to making all sorts of responsible decisions in their daily lives, hence they should be encouraged to come up with ideas which could be useful to the organisation. Effective communication skills should be developed, for example, skills in listening, speaking, questioning, sharing feedback, writing etc. Also, meeting management skills go a long way towards ensuring effective communication too. Secretaries should have clear knowledge of their job description, all personnel policies, the organisation's mission, vision and goals. Secretaries should have clear knowledge of their job description, all personnel policies, the organisation's mission, vision and goals. Environmental barriers are reduced if receivers and senders ensure that attention is given to their messages and that adequate time is devoted to listening to what is being communicated. Reduce the number of links (levels in the organisational hierarchy or steps between the sender and the receiver reduces opportunities for distortion. The power/status barrier can be removed by consciously tailoring

words and symbols so that messages are understandable, reinforcing words with actions significantly improves communication among different power/status levels. Where written communication is used, efforts must be made to present the content in clear, unambiguous, grammatical language to avoid misunderstanding and misinterpreting the message. Superior should develop good interpersonal relationships with subordinates, and encourage them to report problems so as to avoid the problem of distrust. Information must be accurate, and relayed at the most appropriate time, using the most appropriate medium so that the purpose for it is achieved, especially when sensitive issues in an organisation are involved. Necessary documentation should be done in organisations. Storage of data, writing reports and all necessary correspondence are all indispensable to effective organisation communication. Personal barriers to effective communication are reduced by conscious efforts of senders and receivers to understand each other's values and beliefs. One must recognize that people engage in selective perception and are prone to jealousy and fear. Sharing empathy with those to whom messages are directed is the best way to increase effective communication. Use techniques that extend beyond traditional organisational lines to facilitate communication. For instance, the use of diagonal communication that flows through task forces or committee enhances communication throughout the organisation. Use management processes that are cross-organisational rather than confined to functional or department procedures. Implementing management process in the areas of planning, controlling, and managing information systems facilitate communication. Use human resources policies and procedures (job training and job rotation) to enhance co-operation among members in organisation. Use management processes to resolve conflicts in an equitable manner to produce effective communication.

Human Relation Skills

Human relations skills are one of the most crucial abilities that a professional secretary must possess and enhance. Good human interactions have a huge impact on achieving organisational goals, and efficient professional secretaries know how to use this tool to their advantage. A number of secretaries are technically proficient but lack understanding of human connections, and they fail to recognise that knowledge and competence alone do not guarantee success. When it comes to achieving results, a lot depends on how well one interacts with people, and these interactions are shaped by the acquisition and practice of human relations skills (Tanimu, 2014).

Umoru (2010) defined human relations as interpersonal relations and refers to the measures of a person's ability to operate within business organisation through several communication and interactions. Ezeani and Ewulomo (2011) define human relations as the interaction of people in all types of endeavours in business, government, social clubs, schools and homes. Much of the interactions is in work organisation where people are bounded together in some sort of formal structure to achieve an objective. The employer may be government, cooperative, or private employers. Where there is a work-related relationship, a formal structure consisting of managers and employees should exist. Ezenwafor (2013) also posited that human relations is the process of dealing with people in such a way as to assist in accomplishing their collective goals. Human relations focus attention mostly with human interaction in the work environment with the hope of understanding fellow workers and clients, relating and dealing harmoniously with them and adapting to environments or situation as they come so as to facilitate the achievement of the goals of individual employees and the organisation.

According to Pyikl, Oluchi, Sambo, and Mohammed (2014), human relations is the integration of individuals in the workplace that inspires them to collaborate effectively, cooperatively, and with economic, psychological, and social contact. Human relations have three goals: to motivate people to produce, to cooperate based on mutual interests, and to obtain happiness from their relationships. According to Anderson and Neistadt (2012), human interactions are the actions of two or more people toward one another in any setting. He goes on to define it as the methods in which individuals connect within a company. Human relations, he believes, is the ability to collaborate with others and function as part of a team. It involves the creation of an environment in which people feel secured and free to express their opinions.

Human relations is the interaction which occur among people in an environment in spite of conflicts or cooperative behaviour. Ezenwafor (2013) posited that human relations is the process of dealing with people in such a way as to assist in accomplishing their collective goals. He defined human relation as a strategic communication process that builds mutually beneficial relationships between individuals within an organisation and the public. The purpose is to identify secretary roles and responsibilities, build effective work habit in them, impact in secretaries a better way of relating with their bosses, superiors, colleagues, subordinates and different categories of people that patronize them. And mostly, building in secretary a better way of relating with the outside (external) factors, members of the public and the world at large to put or invoke good impression on them as they (secretaries) are regarded as the image of the organisation which makes it an obligatory on them to exhibit a good act and show a reliable true colour of the organisation.

Human relations also focus attention mostly with human interaction in the work environment with the hope of understanding fellow workers and clients, relating and dealing

harmoniously with them and adapting to environments or situations as they come so as to facilitate the achievement of the goals of individual employees and the organisation. Secretarial functions of answering calls, treating mail and attending to visitors, relating with the public, relating with superiors, equals, subordinates and colleagues in general etc. require human relations skills. For polytechnic secretarial staff, needed human relations competencies for enhanced performance include ability to understand other people, ability to treat students as important members of the polytechnic community or system, ability to protect the interest of the superiors, ability to show respect to the supervisor at all times, ability to get along with others, ability to open and sociable, ability to be selfless, ability to listen and hear other people's point of view, etc.

One of the most significant developments in recent years is the increase in the importance attached to the development of effective interpersonal skills in almost every type of work settings. Most employers have come to realize that good human relation on the part of their secretaries goes a long way in achieving the goals of the organisation, let alone their technical abilities. Human relations skills have therefore become an important category of basic skills which every worker especially secretaries are expected to possess and display on the job. Quite often, it has been discovered that knowing how to do a job is no longer enough to achieve success at work, but how well one relates with people in and outside the organisation. It is extremely of no doubt that human relation skills is inevitable for a secretary to possess in order to go far in his or her career in life, thus exploring and dealing with all kinds of situations and consequences that can bring filthiness to a free flow and balanced relationship between the organisation and the outside world.

For secretaries to be successful, they need to maintain good relationships with their bosses, clients, members of the organisation and most especially the public and all visitors to the organisation. Forgetting about the level of competency, countless of certificates held, measure of works done or performed, level of commitment or sacrifice offered by a secretary all for the sake of his or her job without a good public relation skills such a secretary is rendered a fake golden filter because he or she lacks good human relation skills which will always draw him/her back down the ladder of success and also in most ways bring all his/her effort of raising the organisation he/she works for to the best standard into a mere dream without establishment. It is therefore essential for secretaries to have effective and good human relation skills to afford a good image for them in particular and also importantly, for the organisation they work for.

Interpersonal relationship refers to a strong association among individuals working together in the same organisation (Kane, 2009). He further stated that employee working together ought to share a special bond so as to deliver their best. Buzzle (2011) sees Interpersonal relationship as the nature of interaction that occurs between two or more people. He stated that people in an interpersonal relationship may interact overtly, covertly, face-to-face or even anonymously. Interpersonal relationships occur between people who feel each other's explicit or implicit physical or emotional needs in some ways. Interpersonal relationships may occur with friends, family, co-workers, strangers, chat room participants, doctors or clients.

Many variables affect interpersonal relationships in the office. These according to Ugwuanyi and Eneche (2013) include self-disclosure, feedback, non-verbal behaviour and interpersonal attraction. They noted that success or failure in handling the variables will determine how satisfying the interpersonal relationship will be in an office. Self-disclosure is a way of gaining information about another person. It is one way to learn about how another

person thinks and feels. Self-disclosure helps to reduce anxiety, increase comfort, and intensify interpersonal attractions.

Non-verbal behaviours play one important roles in interpersonal communication. A smile, a hug, a pat and a firm handshake can achieve much more than words in certain situations. Eye contact, gestures, posture and facial expressions are also important elements of non-verbal behaviours. Interpersonal attraction is the ability to draw others towards oneself. Some people are said to have magnetic personalities as people are drawn to them easily (Ugwuanyi and Eneche, 2013).

Everything at work, to a significant extent, is dependent on excellent connections between employees and management (Anderson and Neistadt, 2012). They claimed that the main benefit is working as part of a team, and that in order to achieve career success, one must work as part of a team. When team members have healthy interpersonal ties, they are more likely to work together toward a common goal. There are fewer risks of workplace conflict if employees have a common understanding with one another.

Building strong relationships through effective communication is the primary work of any leader. Secretaries play administrative support roles in the office and they are leaders in their own capacity. An important element of the secretary's success and value to the executive lies in the skills of dealing with people and in creating an impression which will enhance the organisation's reputation.

The responsibilities are enormous, since the secretary is the executive's personal organiser, deciding whom to see and whom to speak to, what matters receive urgent personal attention and what can be redirected to others. Secretaries cannot play these roles effectively without interpersonal skills. Interpersonal skills for secretaries involve establishing and

maintaining effective working relationships with their boss professional colleagues, other co-workers and business associates. The building block of successful career development is comprised four components which are skill, values, interests and personality traits (Denham, 2010). Secretaries need the four components to have successful career. Denham define personality traits as the distinguishing qualities or characteristics that are the embodiment of an individual. Secretaries by the nature of their work need to inculcate interpersonal skill and qualities to have a healthy relationship with their bosses and co-workers. Ability to relate well with co-workers in the office may depend on one's educational background. Well trained secretaries will have a better healthy relationship in the office. Similarly, male and female secretaries may have different approaches to maintaining healthy relationships in the office. More so, females are involved in conflicts in the office than males (Smith, 2011).

Interpersonal skills are described as working well with others (superiors, subordinates, and peers), understanding their needs, and being sympathetic to them (Ikelegbe, 2009). He listed three examples of interpersonal skills, which were to (1) maintain good work relations (2) work in a team (3) discuss workplace issues and problems. Olaniyi and Adebisi (2009) proposed that possessing interpersonal influence skills as being able to achieve personal goals, as well as influence others and the large organisation, know how organisation is structured, how it works, and why it works the way it does; know how, why, when, and by whom decisions are really made.

Interpersonal skills are often used synonymously with teamwork skills. Teamwork is becoming increasingly important within higher education, not only because of employer demands but also as a consequence of pragmatic requirements for change due to the increase in intake of students. Secretaries are instrumental in integrating workplace learning on the job. The

necessity of supervision is accepted in practice, and although challenged from time to time, it continues to be an integral part of professional preparation and practice. The secretary is to work with the subordinates and mentor them through the early years on the job. Olaniyi and Adebisi (2009) stated that secretaries are teachers of ethical values and decision-making. She added that secretaries need to be empathetic and caring towards their supervisees. In addition, they need to provide a climate which is conducive to elicit the supervisee's true feelings. Specifically, subordinates appreciate a secretary who delegates work so they know exactly what has to be done, when it has to be done, how much authority they have and why the job is important.

The importance of Interpersonal/human relations in any work environment cannot be over-emphasized, as such work place environment is a collection of different kinds of people who interact on daily basis. These groups of people include, the employers, employees, visitors, contractors etc. How a staff is perceived by the employer and co-workers and even visitors of the office plays a large role as minor as your day to day happiness at the office and as major as the future of your career. No matter how hard you work or how many brilliant ideas you may have, if you can't connect with the people who work around you, your personal life will suffer. The secretarial staff personal appearance is very important. She must put on a friendly smile, tidy, smartly dressed, well-manicured and polished with light fragrance. She must be dependable, exercise good judgment, no gossiping, knows how to tactfully and respectfully dismiss callers who the boss does not want to see.

The views of Spencer and Pruss (2010) do not differ in the appearance of a secretary and good character traits. She must be smartly dressed as her personal appearance makes a favourable impression upon her employer, her associates, clients and office workers. She maintains good health, feed well, and look good with carriage of self-esteem and good

comportment. They emphasized that physical appearance is very important, facial expressions, gestures, hesitations and eye contact. Every individual has several selves such as the self-esteem, the arrogant self, the most self, and the lazy self, the gentle and meek self, irritable self and so on. The secretary should display the modest self with self-confidence. They noted that from time immemorial, a woman much more than a man has been judged by her personal appearance, which must be pleasing. Onifade (2010) agreed with the authors that a secretary needs to be skilled, intelligent, honest, smart and fluent in communication.

Abosede and Akintola (2015) expressed concern that there is a gap between students' actual performance and the performance required to succeed in occupations of their choice. He stated that the area which is lacking is students' willingness to perform on the job and his inability to get along with fellow men both at work and in his everyday life. The inability to get along with other people as a result of tension or conflict in the office between co-workers, superiors is expensive because it cuts down on productivity and adds to operating costs. The inability to interact with clients can make the organisation loose business amounting to millions of naira. He opined that any deficiency in technical skills can be remedied but an employee who lacks affective work skills and sensitivity is a liability rather than asset to the organisation. Onifade (2010) stated that an ideal secretary needs to have among others certain character and personal traits dependability, loyalty, vigour, initiative, courtesy, judgment, honesty, resourcefulness, adaptability, tact and common sense.

Robles (2012) maintained that the secretary's role is both technical and psychosocial in nature and that the psycho-social skill has assumed significant height in recent times. The technical can be learnt in school while the psycho-social skills are acquired from working experience and innate abilities. For example, a girl who is an introvert and does not like meeting

people would not be successful sales girl or public relations officer. Also, if a girl is inhuman or does not have feelings for people or has no milk of kindness in her, she would not be a good nurse – no matter the technical training. These psycho skills are affective work skills, which would help the secretary, function efficiently and effectively. She believed the duties might extend beyond the office to the homes, families and friends of the boss. For example, sending Christmas, birthday, invitation and anniversary cards to family members, friends, colleagues and acquaintances. The secretarial staff needs to keep the list of names, addresses and dates of such persons to constantly remind the boss. Choosing, buying and wrapping presents for these people, arranging social gatherings, cocktails, send-forth and dinner. Onuegbu (2015) emphasised that the most distinctive element of a secretary is the ATTITUDE. He suggested that secretarial trainers need to develop psychological modules of affective work skills, which will help the secretaries for job success. Buzzle (2011) strongly emphasised that the secretary needs to have a good sense of humour, which makes things happen positively in the office. He further stated that the people with sense of humour embrace new ideas, and they can cope with the stress of work – which results in productivity.

Obadaikiki and Abba (2010) pointed out that for any secretary to cope effectively with today business environment would depend greatly on the type of education and training, secondly the utilisation of the secretary, thirdly the secretary as a social being, her motivational needs and the whole gamut of her relationship with people with different background. He affirmed that the last point is the most important as the secretary must understand the nature of human behaviour and people-related problems. Similarly, Iredia (2015) noted that secretary's basic academic exceeds their competence. He stated that a secretary should be* a function and a product of the highly competitive and volatile business environment. She must be result oriented, people oriented who identifies with the organisation's mission, goals and objectives.

He concluded that secretaries lacked managerial skills to enable her become a member of management team. Managerial skills require planning, organising and controlling-ability to delegate, inspire and guide subordinates to get the best out of them. The secretary in addition to managerial skills needs strategic planning skills and communication skills, which must be consciously developed and acquired. Organisation environment can become turbulent and this demands action and result-oriented leaders who can transform the task of the environment under such turbulent times. A secretary is expected to keep the secrets of the organisation secret, he is the custodian and conveyor of all confidential information which must be handled judiciously.

The Secretary and Human Relations

The majority of a professional secretary's job entails interacting with people, whether on the phone, at a meeting, or in person with customers, staff, and the general public (Buzzle, 2011). A good secretary should be able to demonstrate human relations skills and be able to develop teamwork among colleagues, respect personal dignity and value of each member of staff, and, most importantly, be able to deal with the public with tact and initiative. It is obvious that when dealing with individuals, the secretary becomes the organisation's eye, promoting the image of his boss in particular and the organisation as a whole.

According to Zakka, Banda, and Sokyis (2012), if the professional secretary is impolite, lacks etiquette, and politeness when greeting or receiving business partners, the organisation's image is jeopardised. As a result, a professional secretary must have both personal and professional qualities, which are essential in human relationships. Denham (2010) lists discretion, tact and diplomacy, and charming mannerism as business traits. He believed that a secretary should be approachable and accommodating. A good secretary should have a built-in psychological cushion that keeps her emotions in check no matter what her office work throws at

her. When dealing with co-workers and clients, entertaining visitors, entertaining official requests, and experiencing stoicisms, she should be able to make appropriate emotional changes.

According to Ugwuanyi and Pius (2013), a professional secretary can establish effective human relations by learning about the internal and external members of her organisation, taking into account their skills, personalities, and chosen roles. "Each person has distinct thoughts, motivations, expectations, perceptions, values, and attitude," they claim. This includes both her company's clients and customers. A secretary must be able to deal diplomatically with any telephone question, which is one of the aspects of secretarial activities in handling phone calls. It's also commendable of her to set a high bar for the rest of the office staff in terms of behaviour and efficiency.

Hafeez and Waziri (2012) opined that human relations refers to relationship between individuals and group of individuals. It is a total attitude and habit of mind, attentiveness to the reaction of people, a continuing awareness of their persons and concerns, a sensitive to their problems and aspirations. Since man is a social being, the professional secretary needs to acquire and develop social skills in order to be able to function properly in the office environment for she needs to interact very well with such people as her boss, colleagues, other supervisors, subordinates as well as the public. Kane (2009) said that in the relationship with senior and colleagues all senior members of staff should be treated respectfully with the full realisation that the effort of each person contributes essentially to team effort. There should be cooperation amongst the staff. If the secretary realise that her office cannot be isolated from the offices controlled by her colleagues and senior officers, sustained attention would be given to all activities that would solidify the relationships into firm and concrete teamness.

Cephas and Nwanneka (2014) said that human relations evolved as a result of early activities of behavioural scientists who carried out a number of researches in an attempt to satisfy the curiosity of man over issues in scientific management. Human relations embrace all the behavioural sciences because it revolves around human behaviours. Good human relation encourages team spirit, when good human relations principles are put in place, the workers see themselves as a team. One of the major responsibilities of professional secretaries is to accomplish objectives through the group they manage. The professional secretary in his relationship with the management team must ensure that the workers or those he/she deals with are made to feel that they are part of the system. Also, good human relation results in increase productivity. When the morale of workers is high and they believe that they are part of the establishment, there is every tendency that the productivity of the firm will increase. Although the challenges of the present-day human relations are enormous, the secretary's position to contend with the demand is not in doubt if he/she is given required training, development and the necessary motivation.

Yaro (2014) opined that human relations involve more than just getting along with others. It involves sum total of a person whereby he reaches out to others, with genuine care and understanding. Good human relations have its basic on the Biblical golden rule which says "Do unto others as you would want others do unto you". Meaningful human relations include such issues as: how a man sees himself and as others see him: the ability to get along with others, inwardly and superficially with who he lives, works or associates. He went further to say that it is only by accepting and understanding others that we could bridge the gap of imperfection thereby helping to handle situation, which might otherwise escalate into disputes in a working environment.

Human relations in the office is essentially the development of an effective working office environment through effective manipulation and persuasion of the personnel. It means getting people to want to work together to meet the set goals of the office. It involves the study of the interaction between the individuals within the office, either as a group or as individuals. Good human relations is in fact good leadership. Its main objective is the planting of stability, effective standards, simple functional and achieving systems, and efficiency by managing the diversities of interests, skills and aptitude in satisfying the goals of the office. They went further to say that relationship at work concerns relationships with people at different levels. There are mainly four types of relationships among workers in a work situation. Firstly, there is an upward relationship, which is relationships with one's senior. Thirdly, there is downward relationship, which is relationship with one's subordinates. Finally, there is open relationship, which is relationship between the people at work and the public who are either clients or customers. For professional secretary to deal effectively with the above situation he/she needs to acquire and develop his/her human relations skills.

Adebayo and Akinyele (2012), Onifade (2010), Igbiniedion (2010) and Cambridge International (2007) identified some personal and business attributes which could be described as ethical demands of a professional secretary. The attributes, apart from basic and traditional skills such as keyboarding, word-processing, computer operation and shorthand are therefore necessary by a professional secretary to render exemplary services and meet the challenges of modern-day office. They are:

1. **Appearance:** A professional secretary is expected to present attractive appearance.

By being "attractive" does not mean "beauty: or "flamboyant", but neatly dressed.

Good appearance includes secretary's finger nails and the hair which must be clean,

well-groomed. Buhari (2014) asserted that good appearance creates confidence and air of authority.

2. **Personality:** Personality is made up of individual characteristics, personal traits and mannerisms. A professional secretary needs a pleasing personality to maintain amicable relations with people such as colleagues, other staff, potential customers, clients and suppliers. Common personality traits required, however, include adaptability, a sense of humour willingness to be helpful to others, patience, tact and politeness, which together ensure a pleasant conduct (especially necessary during particularly busy or rush periods). Adesanya and Sotayo (2015) believes that a professional secretary is an epitome of politeness, respect and kindness trait persons they come in the course of duty.
3. **Loyalty:** Professional secretary's loyalty should be to both the boss and the office in helping to achieve the objectives of the organisation. This call for the sacrifice of her time whenever there is job to be done even if under stress. A loyal executive secretary should have a sense of belonging thus making herself part of the office and putting in everything she has to ensure smooth running of the organisation.
4. **Sociability:** It is universally accepted that man is a sociable animal and the professional secretary is no exception. The professional secretary is expected to mix freely in the office without losing her self-respect. She will thus know what goes on in the establishment. In the course of her official or social contacts she should however be mindful of the cliques which usually exist in various organisations. Ability to relate to all types of people will certainly help in dealing with the various sections of the organisation and outsiders or visitors.

5. **Sincerity:** In whatever situations she may find herself, she is expected to be sincere on any subject about which she has to express an opinion, where the opinion would, however, hurt other people's feelings then tact would have to be applied with sincerity still expressed.
6. **Self-Reliance:** Professional secretary should be prepared to face and deal effectively with new situations at all times. Taking decision and trusting in her own judgment will give her a feeling of satisfaction. The boss will thus be able to entrust routine work to her and confidently ask for her opinion on some delicate and sensitive matters.
7. **A high personal standard:** A professional secretary should avoid careless and irresponsible work. She would always make it her policy to check everything she types before she removes it from the computer or before she passes for signature. Accuracy in everything she submits is a hallmark of efficiency. A professional secretary is expected to develop skills acquired so that she can perform very well in the office.
8. **Adaptability:** A professional secretary must be able to adapt quickly and smoothly to the changing circumstances, such as the need to work with different executives, the need to perform different tasks, as a result of holding a number of different posts with unimpaired efficiency. A secretary must learn to adapt to bosses of varying characters, temperament and secretarial needs.
9. **Mental Agility:** Mental alertness and attentiveness allowing the professional secretary to think clearly and be receptive to new ideas, grasp quickly and react positively to new instructions and changed circumstances. Mental alertness is particularly needed to hold fort for the executive for initiatives and decisions making.

To be able to do this, the secretary needs confidence, knowledge and skills. It is important, however, that such confidence does not lead to arrogance which can easily offend others, or to “overconfidence”: which can easily result in mistakes and accidents.

10. **Physical Attributes:** Physical fitness contributes to mental fitness or alertness which can sustain effective job performance and increased productivity. An executive needs a secretary who works consistently well; one who will not be “away: often because of ill health as the work of the executive will suffer if he does not have the continuous support and backing of his secretary. Physical attributes include ability to see very well in order to read figures, documents, computer VDUs, etc. and good hearing especially for telephone work and for taking dictation.
11. **Communication Skills:** A secretary needs good diction – to speak clearly, in a pleasant, well-modulated and efficient sounding voice. She needs a wide vocabulary knowledge of and the ability to spell and use correctly a wide variety of words. Good and clear speech is important when using the telephone and when receiving and dealing with visitors, so that callers gain a good impression of the speaker and of the employing enterprise. A professional secretary should be able to write correctly conveying messages clearly without any flaw, punctuating very well. Ability to speak and write well in another language – to be “bilingual” secretary adds value to written skills and oral communication skills of the secretary. Language is required for effective communication hence Olubato (2013) in its survey agrees that being effective communicators is the most important quality the secretaries who are regarded as office team leaders must possess.

12. **Accuracy:** Most duties performed by secretaries require attention to “detail” and accuracy. Carelessness, lack of concentration, inaccuracies, etc. by a secretary lead to costly mistakes, delays, misunderstandings, complaints and even to losses of sales/production, money, customer’s profits and indeed goodwill. These cause problems for her boss, the organisation, and to the secretary and the profession. The secretary could lose the confidence of her colleagues, her boss and her employers, and even her job. Misfiling of a document can cause problems, waste of time and effort in locating and putting things right. The secretary needs competency and accuracy in making calculations, filling of forms and other business documents, provision of information, filing and indexing, making appointments, travel arrangements, etc. to avoid unnecessary embarrassment for self, boss and the entire business. Adesanya and Sotayo (2015) warned that professional secretary should abhor careless and irresponsible work as every job submitted must portray a hallmark of efficiency.
13. **Sense of Responsibility:** An executive need to be able to rely on his secretary, to depend upon her to provide the support and backup he needs in the efficient performance of executive’s work. He must be able to trust her to work well and thoroughly, without constant supervision. He/she must also be able to rely upon her to “deputise” for him, and to use her initiative when the necessity arises. In other words, an executive wants secretary who is reliable, dependable and trustworthy. She must be honest to the safekeeping of all valuable office resources, maintaining confidentiality of information and resist any attempt by others – (seniors, associates, subordinates) – to obtain from her confidential information which she has been entrusted with (Isineyi, 1999).

Leadership Skills Needed by Secretaries

According to Igbaekemen (2014), leadership is the process of persuading others to work voluntarily and confidently toward an organisational goal. Simply put, leadership is the process of others to direct their efforts toward the attainment of a specific objective or set of goals. Leadership is simply described as the art of persuading others to work freely toward the fulfilment of a group's objectives. Making things happen rather than letting things happen is what leadership is all about. Susan (2017) defines leadership as "the skill of persuading a group of individuals to take action toward a common objective." There must be a willingness and readiness to inspire others, whether they are individuals or members of the group. This is what the leader does by exerting both intrinsic and extrinsic influences on the group. The essence of leadership is followership because you are only seen as a leader when people are willing to follow you. Shadare and Hammed (2009) opined that leadership is a process of influencing, directing and coordinating the activities of an organised group towards goal-setting, goal-achievement and problem solving. Good leadership involves motivation and takes the welfare of the subordinates into consideration to ensure staff satisfaction. Leadership is the most visible of the management functions largely because it deals with so much with people. It has variedly been referred to as directly, commanding, guiding, inspiring, initiating, and activating.

Various authors define leadership differently. Some have defined leaders in simple terms such as influence, the art or practice of persuading people to work voluntarily and enthusiastically toward achieving group goals (Ohunakin, 2012). This definition emphasises the need of encouraging people to develop not merely a willingness to work, but also a readiness to work with zeal and confidence. Leadership has also been defined as the exercise of authority in decision-making as a personal trait, such as personal knowledge or wisdom. Leadership is

described as the use of interpersonal influence in situations and communication to achieve a specific purpose(s). Leadership is often defined as the practice of persuading others to work freely toward the fulfilment of a group's objectives. This idea encompasses not just a willingness to labour, but also zeal and confidence. Leadership is a relational term that involves both the influencing agent and the person being influenced, implying that there can be no leader without followers. He went on to say that not only the abilities and features of the group he is leading, but also the characteristics of the situation in which his leadership takes place, interact to make an effective leader. To round it up, he posited further that leadership particularly in the public sector becomes the 'cradle of influence to rule, enforcement and productivity, shoddiness and inefficiency, double standards, lack of seriousness and indiscipline.

A leader is a person who influences a group of people towards a specific result. It is not dependent on title or formal authority (Ohunakin, 2012). He defined an effective leader as an individual with the capacity to consistently succeed in a given condition and be viewed as meeting the expectations of an organisation or society. Leaders are recognised by their capacity for caring for others, clear communication, and a commitment to persist. An individual who is appointed to a managerial position has the right to command enforce obedience by virtue of the authority of their position. However, he or she must possess personal attributes to match this authority because authority is only potentially available to him/her. In the absence of sufficient personal competence, a manager may be confronted by an emergent leader who can challenge his/her role in the organisation and reduce it to that of a figurehead. However, only authority of position has the backing of formal sanctions. It follows that whoever wields personal influence and power can legitimate do this only by gaining a formal position in the hierarchy with commensurate authority. Leadership is both a research area and a practical skill encompassing the ability of an individual or organisation to "lead" or "guide" other individuals,

teams, or entire organisation. Leadership is defined as a process of social influence in which a person can enlist the aid and support of others to the accomplishment of a common task. A leader is also viewed as a person who can be moved not only by communitarian goals but also by the search for personal power. Studies of leadership have produced theories involving traits, situational interaction, function, behaviour, power, vision and values, charisma and intelligence, among others.

Leadership can be defined as one's ability to get others to willingly follow. Every organisation needs leaders at every level. Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organisation. Leadership is the art of rallying men and women together towards the attainment of goals and objectives of an organisation.

Making sound and sometimes difficult decisions, articulating a clear vision, establishing attainable goals, and providing followers with the knowledge and tools they need to achieve those goals are all part of leadership. From business to politics, region, religion, and community-based organisations, leaders are found and required in almost every aspect of society. In times of crisis, a leader rises to the occasion and is able to think and act creatively. Leadership can be learnt and improved in a variety of ways.

The art of encouraging a group of individuals to work toward a common objective is known as leadership. This concept of leadership encapsulates the essence of being able to inspire others and being ready to do so. Effective leadership is built on ideas (whether original or borrowed), but it won't happen unless those ideas can be communicated to others in a way that entices people to act in the way the leader wishes. Simply expressed, a leader is the catalyst for

change and the orchestrator of events. He or she is the one in the group who has the right mix of personality and leadership qualities to entice others to follow in his or her footsteps.

The secretary's function in the office is gradually shifting away from taking dictation and transcribing it on the machine and toward problem solving and taking on greater responsibility. She is now regarded as the boss's executive assistant. According to Adebayo and Akinyele (2012) define a secretary as “an assistant to an executive, who possesses the mastery of office skill and ability to assume responsibilities without direct supervision, one who displays initiative, exercise judgment and makes decision within the scope of his authority”. A secretary, according to Zakka, Bauda, and Sokyey (2012), is a professionally trained and qualified information technologist and psychologist with mastery of an institution's office and administrative management processes for instantaneous comprehension of ideas and issues in human and organisational behaviour. Thus, a secretary is a person with basic secretarial or business skills who deals with correspondence and does clerical and administrative work for an organisation or individual, schedules meetings for the boss, receives and makes phone calls, and also receives and directs visitors to whoever they may have come to see.

Similarly, Onifade (2010) stating the functions of a secretary stated among others coordinating office procedures, keeping the secrets of the organisation in confidence, supervision of junior colleagues, performing delegated managerial functions, like replying to engagements and applications. For a secretary to be able to supervise the junior colleague means she must possess such skills that will enable her exert that supervisory capacity. Performing managerial delegated functions means she must demonstrate some level of maturity on the job that will enable her assume such responsibility. Amiaya (20012) in his explanation stated that the functions of a secretary include amongst, provision of administrative support and secretarial help

in the entire office; supervision of secretarial staff, maintenance of the boss calendar, organising the boss in terms of meeting, filing and typing; handling incoming and out-going correspondence in proper manner. He also highlighted the functions of a secretary in cluster title as production function, preservation function, organising function, involving people, materials, task, planning etc. Among the sub-skills of management/supervisory skills that a secretary must possess includes: problem-solving and Analytic, decision making, organisation and time management and communication skills.

Here are some of the sub-skills the secretary needed to function well in an organization. The type and size of company a secretary works will often dictate the type of functions she performs and type of skills require and exhibit. Some of the sub-skills are:

Problem-Solving and Analytical Skills

Employers seek employees who can solve problems. Individuals are constantly challenged to find solutions to challenges that develop at work. Problem-solving is a skill that can be learned, and it can be applied to attain success. Some people lack the necessary skills to tackle difficulties. This could be due to the fact that they have never been successful at solving problems or that they feel intimidated when they are asked to do so. Another factor could be that such a technique of learning was never emphasised in their college courses. Solving problems necessitates higher-order thinking. Individually or in groups, it entails identifying, prioritizing, and resolving problems (Hurrell, 2016).

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Identify the problem, 2) describe and define the problem, 3) list the symptoms, 4) list the known changes, 5) analyse the problem, 6) hypothesise possible causes, 7) test possible causes, 8) take action(s) on the cause(s), 9) test and implement the solution, 10) implement appropriate controls.

Amiaya (2012) stated that problem-solving skills include the ability to recognise and define problems, to invent and implement solutions, and to track and evaluate results as unresolved problems create dysfunctional workplace relationships.

Decision Making Skills

Employers must be willing to create an environment that encourages risk-taking. Risk taking is defined as accepting reasonable job-related risks by recognizing alternatives or other ways of reaching objectives while also realising the potential for negative consequences and keeping track of progress toward the specified goals (Onyesom & Onyesom, 2015). People who are risk takers are better at coming up with fresh ideas, identifying new phenomena, and solving problems. At least once a week, everyone should be encouraged to take a risk. The best approach is to take a chance and start small. Individuals are encouraged to try a new recipe, invest in a new project, or take on a problem that is outside their area of competence. How could any fresh growth be conceivable without taking risks, Onyesom and Onyesom emphasized? It is a person's willingness to take risks that will lead them to make a critical decision. Onyesom and Onyesom described decision-making as "making decisions based on a thorough assessment of the short and

long-term impacts of decisions, recognition of the political and ethical implications, and the ability to identify people who will be affected by the decision made." According to Chan (2011), there are four types of decision-making:

Instructive decision making – the ability to decide about a decision on a moment notice, which does not require an individual to have to think about the decision being made.

- 1) The traditional approach to decision making – refers to previous experience in similar situations and circumstances where the individual relates the decision to what was done in the past.
- 2) Common sense and logic – idea with the decision maker being able to gather enough information to make a decision based on common sense or logic.
- 3) Decision-making methods – entails utilizing a formal, structured system by which to make decisions.

Organisational Skills

As the coordinator of an office's daily routines and organizer of office schedules and paper work, the secretary should be able to communicate effectively. According to Adebayo and Akinyele (2012), a secretary's responsibilities include assisting the executive in managing his schedules, dealing with visitors and calls, and producing documents and communications. The capacity to conceive, plan, coordinate, and implement projects and tasks within a certain time range is critical in various fields. Goal-setting is a topic that does not exist in isolation. The secretary should be able to create quantifiable and attainable objectives while taking into account all known and unknown constraints (Amiaya, 2012).

Time Management Skills

Time management is the capability to properly plan and organise time to maximise productivity and efficiency. It denotes the ability to use time consistently well to complete immediate tasks and to work towards long term goals. Time management is both a skill and an attitude; it requires the skill of knowing and using time management techniques, but is also dependent on being motivated and driven in order to put the plan into practice (Claessens & Rutte, 2009). In any organisation, time is rated very highly. A good secretary must be a manager of time which requires a good planner and organiser. They defined planning and organising as being able to determine the tasks needed to meet certain objectives (strategic and tactical), perhaps assigning some of the tasks to others, monitoring the progress made against the plan, and revising the plan to include new information. He stated that time management involves being able to handle multiple assignments over a period of time, as well as not lagging in highly routine activities such as attending to visitors, handling of incoming and outgoing mails, attending to the needs of the boss, answering of telephone calls and typing of official mails with utmost confidentiality. A secretary that does not work with time cannot be productive in an office. So, the secretary must know how to manage her time properly, as well as that of her boss to be able to achieve the organisational goals.

A relationship exists between time management and work performance. Possessing good time management skills suggest being focused, organized, and structured and efficient. In order for a secretary to be proficient as possible, he/she should cultivate the habit of listing what has to be done, estimating the time it will take, and in what sequence should the assignment be done. In developing time management skills, He suggested that individuals organize and execute their assignments around priorities. He developed a Time Management Matrix in order to assist

people in executing their priorities. He stated the four quadrants in the Time Management Matrix. Quadrant 1 is relegated to things that are urgent and important. It is where most people spend the majority of their time.

However, he warned that this quadrant can become a burden to people because sooner or later everything is urgent and important. Instead, He suggested that people be proactive by focusing on the items in quadrant II. Quadrant II is the heart of effective personal management. It deals with things that are not urgent, but are important. By focusing on Quadrant II, individuals will manage their time instead of having their time manage them. He also suggested that people consumed with Quadrant III (urgent, not important) and IV (not urgent, not important) these are used usually by individuals who are more irresponsible in nature.

Interpersonal Skills

Working well with others (superiors, subordinates, and peers), recognizing their needs, and being sensitive to them are all examples of interpersonal skills. Maintaining strong working relations, working as a team, and discussing workplace difficulties and challenges are three examples of interpersonal skills listed below. Secretaries deal with their managers, co-workers, and clients on a daily basis. As a result, interpersonal and communication skills are critical. Secretaries communicate using e-mail, phone, and teleconferencing system in addition to face-to-face communication. Secretaries must be able to communicate coherently and share information with customers and co-workers in a number of methods.

Tanimu (2014) defined interpersonal influence skills as the ability to achieve personal goals while also influencing others and the larger organisation; understanding how organisations are structured, how they work, and why they work the way they do; and understanding how, why, when, and by whom decisions are made. Teamwork and interpersonal skills are frequently

used interchangeably. He stated that teamwork is becoming increasingly crucial in higher education, not only as a result of employer needs, but also as a result of realistic requirements for change as a result of increased student intake. Secretaries play a critical role in integrating on-the-job learning into the workplace. In practice, the importance of supervision is understood, and while it is occasionally questioned, it remains an important aspect of professional training and practice. The Secretary's responsibility is to work with and mentor subordinates throughout their first few years on the job. Secretaries must be compassionate and empathic toward their subordinates. They must also create an environment that allows the supervisor to express his or her actual feelings. Subordinates, in particular, value a secretary who delegated work so that they understand exactly what needs to be done, when it needs to be done, how much authority they have, and why the job is vital.

Employment skills are also known by several other names, including key skills, core skills, life skill, essential skills, key competencies, necessary skills, and transferable skills. However, industry's preferred term is employability skills. Employability skills are therefore a significant subset of a broader set of generic skills. Four major conceptual elements in generic competencies are identified namely:

Are multifunctional in that they meet a variety of varied and crucial daily demands. They are required to attain a variety of objectives and to handle a variety of problems in a variety of situations. Are important in many areas, including education, the labour market, political processes, social networks, and interpersonal interactions, including family life, as well as building a feeling of social welfare. They presume a mental autonomy that involves an active and reflective approach to life, referring to a high order of mental complexity. Are multi-faceted,

consisting of knowledge, analytical, cultural, and communication skills, as well as common sense.

Review of Related Empirical Studies

Several studies have been conducted on the office work abilities required of office education graduates in order to satisfy the expectations of their employers, particularly with the arrival of information technology, which has transformed office operations from manual to electronic processing. The following are a few of these studies:

Obi (2012) did research on "Assessment of Secretaries' Service Delivery Skills in Tertiary Institutions in Nigeria's South Eastern States." The goal of the study was to see how much secretaries in tertiary institutions in Nigeria's south-eastern states use interpersonal and resource skills to improve service delivery. The research was conducted using a descriptive survey design. The study's participants were 1492 secretaries from eighteen academic institutions in Nigeria's south-eastern region. The 38 tertiary institutions were found in the Joint Admissions and Matriculations Board booklet for the 2008/2009 academic year. There are 1256 secretaries in twenty-seven postsecondary institutions that have been accredited to grant degrees, Higher National Diplomas, and Nigeria Certificates of Education to the accessible population. Universities had 756 secretaries, polytechnics had 225 secretaries, and colleges of education had 275 secretaries. The proportionate stratified random sampling technique was used to sample a total of 1256 secretaries from tertiary institutions in the study area. The overall sample consisted of 718 secretaries from universities, 214 secretaries from polytechnics, and 261 secretaries from colleges of education, for a total of 1193 secretaries. A structured questionnaire was the primary tool utilized in the research. The researcher administered the questionnaire herself, with the assistance of six research assistants who were given clear instructions by the researcher. The

study was directed by two research topics and four null hypotheses. Data was collected using a 40-item questionnaire. Validation and reliability tests were performed on the questionnaire. The instrument's reliability coefficient was determined using the split half-method, which involved 20 secretaries from the University of Lagos and Lagos State University, Lagos, who were not part of the study sample. Finally, the instrument was determined to have a reliability coefficient of 0.86 for section B and a reliability coefficient of 0.73 for alpha.

These showed that the sets of instruments were reliable and capable of testing what they were supposed to test.

However, out of the 1193 copies of the questionnaire distributed, 1108 (92.88 percent) were retrieved and used for the analysis. The study's data was compiled, organised, and analysed using arithmetic mean and Analysis of Variance. The mean rating was utilized to answer the two research questions, while the null hypotheses were tested using Analysis of Variance (ANOVA) statistics at 0.05 levels of significance. If the estimated F, - Ratio is less than or equal to the critical value of F, the null hypothesis was accepted. A null hypothesis was rejected, on the other hand, if the computed value of F is greater than F – crucial values. The outcomes of the data collection and analysis revealed that interpersonal and resource skills were heavily utilized. The study's findings revealed that secretaries in tertiary institutions in Nigeria's South Eastern States who use all of their interpersonal and resource skills in their service delivery do a better job of meeting their clients' expectations. The results of the null hypothesis test revealed a substantial difference between the secretaries' mean responses, whereas the Scheffe test statistics pinpointed the significant discrepancies. As a result, it was suggested that tertiary institution secretaries be taught and retrained to meet the expectations of global issues.

Obi (2015) did research on the secretary's use of service delivery skills in tertiary institutions in Nigeria's south-eastern states. The study's main goal was to see how much secretaries in tertiary institutions in Nigeria's south-eastern states use interpersonal and resource skills to improve service delivery, while the current study looked at Communication, Human Relations, and Leadership Skills Needed by Secretaries for Effective Job Performance in Polytechnics in the south-west. The first study was conducted at universities, polytechnics, and colleges of education in Nigeria's south-eastern states, whereas the current study was conducted in polytechnics in Nigeria's south-west. The prior study made use of a descriptive survey design, and the current study does as well. In addition, the previous study used proportionate stratified random sampling, whereas the current study used basic random sampling. Finally, the prior study utilized arithmetic mean and Analysis of Variance (ANOVA) to analyse the data gathered, whereas the current study used Independent T-test and Analysis of Variance (ANOVA).

Onamade and Adedayo (2012) conducted research on the Skills Development Needs of Secretaries Trained in Private Institutions in Nigeria's South-West Region. The study looked into the skills development needs of secretaries trained in private institutions in Nigeria's South West region. The study determined the professional competencies of secretaries trained in private institutions, employers' perceptions of the quality and efficiency of secretaries trained in private institutions, the skills required of secretaries trained in private institutions in the use of modern office technological gadgets, and the information management skills required. The research was conducted using a descriptive research approach. The study's participants included 133 privately trained secretaries and 289 senior/management personnel from selected Colleges of Education in Nigeria's South Western Region, of which 150 were responses. Purposive sampling was used to select five colleges of education in the region (Tai Solarin College of Education, Omu-Ijebu, Ogun State, Federal College of Education (Technical), Akoka, Yaba, Lagos State, Adeyemi

College of Education, Ondo State, Osun State College of Education, Ilesha, Osun State, and Oyo State College of Education, Oyo, Oyo State.

Table 1 shows the results of a simple random sample technique used to choose 30 secretaries and top senior/management employees (Deans, Heads of Departments/Units, Coordinators/Directors of Programmes) from across the Schools at the chosen institutions. After conducting an extensive literature study, the researcher created and employed a self-designed questionnaire titled "Skill Improvement Needs of Secretaries Trained in Private Institutions (QSINSP)" for data collection. There were two sections to the questionnaire. The first half requested demographic information from the respondents, while the second section featured structured elements related to the hypotheses. A tester-test reliability method was also used to obtain the co-efficient of stability, in addition to the fact that the instrument was subjected to criticism by three experts in the fields of Business Education, Psychometrics, and Statistics for scrutiny, restructuring, and approval before the final drafts were used for data collection. Within a three-week period, a co-efficient of 0.79 was found. The t-test statistic was used to examine four study hypotheses.

The findings revealed that there is no significant difference between the mean of male and female respondents on employers' perceptions of professional competencies of secretaries trained in public and private institutions; there is no significant difference between the mean of male and female respondents on employers' perceptions of quality and efficiency of secretaries trained in public and private institutions; and there is no significant difference between the mean of male and female respondents on the perceptions of employers on the quality and efficiency of secretaries trained in public and private institutions. To improve the ability of secretaries produced in private institutions, the study recommended that curriculum planners and the

National Board for Technical Education not only regulate the operations of these private institutions, but also ensure that they employ competent human capital to train secretaries and that their curriculum is updated/upgraded in line with current trends and employer demands to make their graduates more professional in nature.

Onamade and Adedayo's study is similar to this one in that both looked at the necessity for secretaries to improve their competences and skills. The prior study employed a purposive sample technique, whereas the current study employed a basic random sampling technique. T-tests were used in the prior study to analyse the data, while Independent T-tests and Analysis of Variance were used in the current investigation (ANOVA). However, the study's population and sample size, as well as the study's topic, are different (respondents). Secretaries trained at private institutions in the South West Zone of Nigeria made up the population of the previous study, while secretaries and supervisors in public polytechnics in the South West Zone of Nigeria made up the population of the present study.

In Lagos State, Nigeria, Asamu (2014) conducted a study on the impact of communication on worker performance in chosen organisations. In several selected organisations in Lagos State, Nigeria, the study investigates the substantial relationship between communication and worker performance. The study's data was gathered by a questionnaire with a sample size of 120 people. The study was led by four research questions and three hypotheses. This study used a descriptive survey method as its research strategy. Andos, Water, Hans Finest Solution, Mickleyn Petroleum, and Soyebode Engineering Resource Limited were all involved in the research. Due to the large population, the researcher was limited to a subset of the population that represents the entire population. The stratified sampling technique and the ransom sampling technique were used to select a fair sample from which valid conclusions could be drawn. A

sample size of 120 employees was used for this study, which included some private organisations in Lagos State. The administration of a well-structured questionnaire is the research instrument used to collect data. There are two sections to the questionnaire. Section A contains information about the respondent's socio-demographic factors, whereas section B contains questions about the respondent's interpretation and assessment of the impact of communication on the performance of their co-workers.

Statistical techniques were used to analyse the data, including descriptive and inferential statistics. The frequency and percentage table were used for the descriptive statistics while the use of non-parametric test of chi-square also known as the goodness of fit test was employed for the inferential statistical analyses in order to confirm the hypotheses formulated for the course of the study and measure the reliability and significance of data to see whether or not deviation of the actual observer leads to the acceptance or rejection of the null hypotheses. It is worth noting that the null hypothesis statements of the three hypotheses were all rejected out of a total of three hypotheses investigated. Effective communication has been discovered to have an impact on worker performance. This assertiveness might be linked to Ayatse (2005), who stated in his study that "communication is required to develop and promote the enterprise's goals." This was due to the fact that the abilities and skills they possessed would allow them to demonstrate work behaviour's that were suitable and relevant to the job's performance.

According to the findings, efficient communication fosters mutual understanding between management and employees, which aids in the development of true relationships between the two parties in the workplace. The study also discovered that poor communication can have an impact on employee performance. As a result, in order to boost work performance, organisations should communicate their policies, goals, and objectives to their employees on a frequent basis.

Managers must also engage with employees on a regular basis to obtain feedback and provide ideas in order to avoid misunderstandings regarding future job assignments, which will increase employee performance and organisational productivity. According to the findings of this study, there is a link between efficient communication and worker performance, productivity, and dedication. The study recommended that managers will need to communicate with employees regularly, improve worker's commitment and performance.

Asamu's research is relevant to the current investigation since the findings demonstrated a link between effective communication and worker performance, productivity, and dedication. Without good communication, the essential functions of management (planning, organising, staffing, directing, and controlling) cannot be conducted well. In an organisation, several units exist, and interaction occurs through communication in order to achieve organisational goals. The secretary must have communication, human relations, organisational, decision-making, and time management abilities in order to be a strong performer once employed. The two studies differ in the study area, subject of the study and method of data analysis. The subjects of the former study (respondents) were the workers in private organisations while the subject of the current study were secretaries in public polytechnics in South-West of Nigeria.

Hassan, Jandaghi, Karimi, and Hamidizadeh (2010) looked into the link between interpersonal communication abilities and organisational commitment (case study: Jahad Keshavarzi and the University of Qom in Iran). The study's goal is to find interpersonal communication techniques that help organisations commit more effectively. The study's participants were governmental officials in Qom, with two Jahad Keshavarzi offices and Qom University being chosen at random. 102 employers were chosen at random and their responses to the questionnaires were analysed. The office of Jahad Keshavarzi had 52 respondents, while

Qom University had 50. The models supplied by Robbins and Hunsaker and Allen and Meyer were utilised to measure interpersonal communication skills and organisational commitment, respectively, in a descriptive survey. The tool that was employed was a questionnaire. The questionnaire had 39 items and used a Likert scale with a five-degree range. Split-half and Chronbach-alpha procedures were employed to test the questionnaire's dependability. The reliability from split-half is 0.93, and the alpha co-efficient is 0.96. The research findings are divided into two categories. The results of descriptive statistics are presented in the first section, while the results of deductive statistics are presented in the second. "Sending message" ($M = 3.7$) has the greatest mean and "offering feedback" ($M = 2.01$) has the lowest mean among interpersonal communication skill components.

In examining the dimension of interpersonal communication skills, there is no significant difference between means. The means of motivation is 3.42, communication process is 3.4 and leadership is 3.39. Finally, interpersonal communication skill variable ($M = 3.39$) has higher mean than organisational commitment variable ($M = 3.9$). In examining the relationship between components of interpersonal communication skill and organisational commitment, since there is a high correlation between the components of interpersonal communication skills, the correlation among each components and organisational commitment is calculated by using partial correlations, provided the other components are stable. The results showed that among various components, only team building has a significant relationship with organisation commitment. The achieved significance level for this component is 0.043. The achieved significance level for the relations of other components and organisational commitment is more than 0.05 which shows that there is no significant relationship. In reviewing between two variables of interpersonal communication skills and employees' organisational commitment. Pearson Correlation Co-

efficient was used. Its amount is 0.304 ($p - \text{value} = 0.011$) which shows a direct and significant relationship between these two variables.

The previous study is related to the present study because interpersonal communication is one of the variables of the previous study that today's employees must possess in any organisation in order to achieve the goals and objectives of the organisation was discussed extensively. The current study confirmed that effective interpersonal communication skills are essential to social interaction, and to the building and maintenance of all relationships. Employees cannot work in absolute isolation, instead, workers interact with consumers, peers, and management on a daily basis; this makes interpersonal communication an essential skill for today's employees.

A study by Solaja, Faremi, and Adesina (2016) looked into the link between leadership communication style, personality trait, and organisational productivity. The goal of the research was to see how leaders may develop distinct communication styles and personality qualities that influence employee performance in order to boost productivity in today's businesses. The study made use of an exploratory research design, which allows researchers to investigate several facets of a problem under investigation. The method was chosen for its adaptability in generating fresh ideas and insights on the relationship between the variables under investigation. Participants were 112 academic staff members from the University of Lagos in Nigeria, who were chosen using multi-stage selection procedures such as purposive, stratified, simple random, and quota sampling. The total number of academic personnel in the selected nine departments was 157, out of which a sample of 212 was drawn for the study. Five (5) of the institution's ten (10) faculties were chosen using a purposive sampling method. The analysis is based on the fact that the University of Lagos in Nigeria is a multi-campus university with campuses located

throughout Lagos State. Meanwhile, the research planned to use the main campus in Akoka, Lagos State, Nigeria, which is home to the five selected faculties. Nine (9) of the seventy-six (76) departments in the designated faculties were chosen using stratified and simple random sampling procedures. Following that, quota sampling was used to choose respondents from the nine (9) departments, with specific attention paid to the size of the staff, the element chosen within the strata, and the characteristics of the respondents to be sampled. This was done to ensure proper representation and the capacity to acquire vital information from the subject by including all of the characteristics that make up the population. Three hypotheses have been proposed. Structured questionnaires and personal observations were used to collect data. The researcher devised the instrument utilized in this study, which is a closed-ended questionnaire. The questionnaire was divided into four sections, with section "A" containing eight (8) items that sought demographic information such as age, gender, marital status, degree of education, and so on. Section "B" contains ten (20) items that were designed to gather data on the association between communication style and personality attribute in the workplace. Ten (10) items in Section "C" deal with the relationship between leadership personality traits and productivity. Section "D," on the other hand, contains ten (10) items that explain how communication style and personality factors affect organizational productivity. Above all, it is a questionnaire that is based on a 5-point Likert scale, with Strongly Agree to Strongly Disagree being the extremes. There is a link between leadership communication style and personality attribute, according to the findings.

According to the findings of the study, there is a link between leadership communication style and organisational productivity. This finding is consistent with the findings of Osemeke (2008), Weihrich and Koontz (1993), who found that communication is an important component of collective activities and group efforts aimed at achieving a common goal. Work activities can

be efficiently assigned, performed, and supervised using effective communication styles. It was determined that effective communication styles are required at various levels of management in order to stabilize a wide range of personalities, values, and attitudes among employees, all of which are critical components for developing strategic management tactics and maintaining a competitive advantage over competitors. It was also discovered that there is a combined effect.

Solaja, Faremi, and Adesina's research is relevant to the current study because it focuses on the ability to interact successfully with others (co-workers), create support, negotiate, and talk effectively both inside and outside the organisation using suitable communication styles. The present research also looks at the communication skills that a professional secretary needs to be able to do her job efficiently and successfully. No matter how smart or experienced a secretary is, if he or she lacks excellent communication skills, he or she will fail miserably in the management component of coordinating, organising, planning, and supervising the work/work force to meet the goals. The prior study differed from the current study in that it used an exploratory research methodology, which allows researchers to investigate several facets of an issue under investigation. In addition, academic staff from the University of Lagos were used in the previous study. The researcher also devised the research instrument, which was a closed ended questionnaire. A structured questionnaire was employed to obtain responses from the participants in this study. Secretaries and supervisors from public polytechnics in Nigeria's South West Zone participated in the current study.

Robles (2012) conducted a study on executives' perceptions of the top ten soft skills required in today's workplace. The goal of the study was to identify the important soft skills that companies seek in employees so that business educators can incorporate these abilities into their curriculum to improve the employability of business education graduates. To elicit responses

from the respondents, a structured questionnaire was created. A list of 517 soft skills was created (with repetition). Because some executives listed more than ten soft abilities, over 490 items were collected. After coding the talents with similar phrases and topics, a total of 26 soft skills emerged. The 10 soft skills that were listed most often by the executives were then included in a questionnaire to be rated by importance. The researcher asked the executive to rate the level of importance of each of the 10 soft skills attributes. The range of extremely important (5), very important (4), somewhat important (3), not very important (2) and not important (1) was used. Mean and standard deviation of each of the soft skill attributes related to its perceived level of importance were integrity ($M = 4.93$; $S.D. 0.26$), Communication ($M = 4.91$; $S.D. 0.28$), Courtesy ($M = 4.81$; $S.D. 0.48$), Responsibility ($M = 4.63$; $S.D. 0.64$), Interpersonal skills ($M = 4.46$; $S.D. 0.75$), Positive attitude ($M = 4.35$; $S.D. 0.66$), Professionalism ($M = 4.35$; $S.D. 0.69$), Flexibility ($M = 4.18$; $S.D. 0.82$), Teamwork skills ($M = 4.12$; $S.D. 0.88$) and Work ethic ($M = 4.12$; $S.D. 0.77$).

Soft skills are crucial for productive performance in today's workplace, according to the findings, and current and future corporate leaders are prioritising their development. While technical skills are emphasised in many outstanding educational curricula, soft skills require more focus in tertiary institutions' curriculum so that students understand the importance of soft skills early in their academic careers before entering the workforce.

The prior study was similar to the current study in that the previous study identified ten soft skills required in the workplace, but the current study focused on three soft skills: communication, human relations, and communication skills required of polytechnic secretaries. The two studies, however, differ in the following ways: geographical coverage, study design, study subjects (respondents), and data collection tool. The research involved 45 junior-level

business communication students and 90 corporate executives in the United States.

Claessens, Wendelien, Rutte, and Roe (2007) conducted a review of the literature on time management. The goal of this essay was to give readers an overview of the current state of the art in time management research. There are various flaws in the research that has been reviewed. To begin with, time management has been defined and operationalized in numerous ways. Some instruments were not dependable or genuine, which could explain the inconsistency of the results. Second, several of the research relied solely on self-reports and were based on cross-sectional surveys. Third, job and organisational issues received relatively little attention. More research into the mechanisms of time management and the elements that influence their efficiency is required. The ways in which stable time management behaviour can be established also deserve further investigation. Empirical studies on time management published between 1954 (when the management was introduced) and 2005 were found through PsycInfo, Sociofile, and references of past studies. This review of time management studies has shown that time management is not a well-defined construct. Also, the quality of measurement instruments was shown to be questionable. The effect of time management on outcomes such as job performance was not clearly established, but the results on proximal and stress-related outcomes were generally positive. Most of the past studies were field studies and used questionnaires. The internal consistency of the scales differed somewhat over studies and was in some cases below the generally accepted level of 0.70. Planning was part of all three mostly used time management questionnaires (TMBS, TSQ, TMQ, suggesting that planning is an important time management component. A large number of past studies used student samples.

It can be questioned whether the results for students also hold for employees, because students deal with different kinds of tasks than employee, and it has not been demonstrated that the processes involved are comparable. One of the differences was that students were able to

postpone activities and decided not to study for an examination, while employees have less possibility to do so and may face more negative outcomes of not doing certain things on time. This review of time management literature demonstrates that there is still a lot of work to be done on the subject of time management. Past studies have covered only parts of the conceptual spectrum and did not always demonstrate which consideration led to their point of view on time management behaviour and to the selection of outcome variables. This study is related to the current study in that time management is one of the sub-skills that a secretary required in order to perform her duties efficiently and effectively. There is need for further studies on time management skills that a secretary must possess such as how secretaries plan and prioritise their work activities, whether and how they perform their planned actions, and how they implement management techniques. The differences in the study was that most studies have dealt with student samples, further research on time management at work could focus on employees in their work situation, preferably from different organisations in order to ensure sufficient variation in contextual factors. To be able to show the differences in decision making and strategy between individual's research group could be divided into persons that are good or average time managers.

The impact of self-organisation and time management on staff performance and service delivery was explored by Yakubu and Edna (2015). The study's goal is to look into the effects of self-organisation and time management on employee performance in the workplace. The study's population consisted of 196 respondents who work in various departments at the four universities investigated: The Federal Polytechnic, Idah, Federal University Lokoja, Kogi State University, and Kogi State Polytechnic, Lokoja. The survey design was chosen. Because of its manageable size, the complete community was researched, hence there was no population sample for the study. Data was collected using a standardised questionnaire. In the prior study, mean and

standard deviation were employed to examine research issues. A pilot research on a sample population of 20 secretaries from Idah Secondary Commercial College, St. Peter's College Idah, Dickson Memorial College, Idah, and St. Kizito Seminary College Idah was used to establish the instrument's reliability. A pilot study on a sample population of 20 secretaries from secondary schools and banks in Idah was used to determine the study's reliability. The reliability co-efficient to test the internal consistency of the instrument was determined by the use of Cronbach Alpha which gave a reliability co-efficient of 0.83.

The research findings showed that self-organisation improved efficiency of workers in the office environment, improves output quality, enhance and facilitate productivity of secretaries. The results of this study also indicated that time management impact on the work performance of employees in office environment. This was further demonstrated in the following areas: time management eliminates idle gossip and promotes staff productivity; adoption and utilisation of an itinerary by secretaries improves time management and ensures productivity; time management has a positive impact on staff productivity and organisational output; ensures intelligent choice of what to do at what time; eliminates staff redundancy and truancy in the office; improves records creation, retention, and disposal by secretaries; time management has a positive impact on staff productivity and organisational output; time management has a positive impact. The previous study by Yakubu and Edna relates to the current study in that it looked at the impact of self-organisation and time management on staff performance and service delivery, which is related to the current study on organisational skills as one of the sub-skills a professional secretary must have, such as the ability to prioritize, plan, manage information, implement procedures, monitor growth, and ultimately achieve the set goals. The prior research was conducted in universities and polytechnics in Idah, Kogi State, while the current research was conducted in polytechnics in Nigeria's south-west. The

administration of a well-structured questionnaire is the research instrument used to collect data. The respondents in this study were also polled using a standardized questionnaire. The earlier study focused on two universities and two polytechnics in Idah, Kogi State, whereas the present study included all public polytechnics in Nigeria's south-west. However, this study differs from the current study in that it looked at universities and polytechnics, whereas the current study looks at communication, human relations, and leadership abilities in a few selected polytechnics in Nigeria's South-West. The earlier study was conducted in Idah, Kogi State, while the present study was conducted in Nigeria's South-West zone.

Appraisal of Literature Reviewed

Human Relations Theory served as the study's theoretical basis (1964). The theoretical framework of the study guided the research in identifying the professional skills required of secretaries and developing the skills required in today's office.

The literature was reviewed on the skills required of secretaries for effective job performance in Polytechnics in the South-West of Nigeria, such as communication skills, human relations skills, and leadership skills, which may determine how effective and efficient secretaries perform and whether these skills are required for them to be retained in the organization and to achieve career success. The literature review also aided the researcher in developing relevant item statements for the data collection questionnaire in order to discover the talents necessary of secretaries, which may determine how effective and efficient they are in their various offices.

A survey of the literature on related empirical investigations was conducted. The researcher was guided in determining the study's goal by a review of related empirical investigations. It also offered data that was used in the fourth chapter's examination of the study's

findings. As a result, the study identified communication, human interaction, and leadership skills that, if adequately developed and employed by secretaries, may likely boost their efficiency in their day-to-day performance of their jobs.

There is always an office, no matter how technological an organization is or appears to be, and once an office is established, some level of employees is required to manage the office activities on a daily basis. One of the employees required to run the office is the secretary. The arrival of computers, which have now supplanted the old typewriters that dominated office operations previously, has seen enormous innovation in information and communication technology in office activities. The acquisition of computer skills, as well as communication, human relations, and leadership abilities, will result in a reduction in the time it takes to complete a task, increased accuracy and efficiency, and standardisation of work, among other benefits.

The following are the missing links or gaps between previous studies and this one: To begin, a review of the literature revealed that no previous researchers had combined the three variables of this study, namely, communication skills, human relation skills, and communication skills required for effective job performance in polytechnics in Nigeria's South West. According to the literature, prior researchers looked at each variable that affects successful job performance of secretaries separately, however the current study looked at all of them at once. Furthermore, none of the prior researchers looked at any of the three independent variables to see how effective secretaries are at their jobs. Finally, none of the research connected to the current study looked at communication, human relations, or leadership abilities in Nigerian polytechnics in the South-Western region of the country. These are the holes that the current study aims to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the procedures that was adopted in carrying out the study under the following sub-headings: design of the study, population for the study, sample and sampling technique, instrumentation, establishment of validity of the instrument, reliability of the instrument, method of data collection and methods of data analysis.

Research Design

This research used a descriptive survey research approach. The researcher thought this design was appropriate for the study because it involves using questionnaires to explore people's opinions (Nworgu, 2015). Because the study focused on the respondents' thoughts and perceptions of what should be the communication, human relations, and leadership abilities used by professional secretaries in public polytechnics in Nigeria's South West Zone, this design was chosen.

Population for the Study

The population of this study consisted of 724 secretaries and 724 supervisors (Rectors, Registrar, Deputy Rector(s), Bursar, Librarian, Deans, HODs, Directors, Deputy Registrars etc.) from all public polytechnics of both states and federal institutions all over the South West Zone of Nigeria as shown in Table 1 (see Appendix A)

Sample and Sampling Techniques

The sample for this study comprised 289 secretaries and 288 supervisors (see Appendix B, page). All the public polytechnics in south west zone of Nigeria consists of Federal and State polytechnics. Due to the large population, samples were selected using simple random sampling

technique. Meanwhile, in other states with only one Polytechnic; either State or Federal Polytechnic, any available Polytechnic in that particular State was selected as sample for the study.

Research Instrument

A standardized questionnaire titled "Communication, Human Relations, and Leadership Skills Questionnaire" was the primary data collection tool (CHRLSQ). The researcher was the one who came up with the instrument. The questionnaire has sixty items that were based on the study's goals and research topics. Sections A through D were used to divide the instrument into four sections. Section A was designed to collect data on the secretaries' and supervisors' demographic information, such as the name of the school, the institution's ownership, designation, gender, age, academic credentials, and years of experience. Section B - This section was designed to elicit information about respondents' communication skills (secretaries and supervisors). Section C - This section was designed to obtain information about secretaries' human relations skills. Part D - The purpose of this section was to extract information about leadership abilities. The components in Sections B through D were scored on a four-point scale, with four being Very Highly Needed (VHN), three being Highly Needed (HN), two being Needed (N), and one being Not Needed (NN).

Validation of the Instrument

Three experts from the Faculty of Education, Department of Business and Entrepreneurship Education, Kwara State University, Malete, tested the data collection instrument for face validity. Before administering the instrument to the respondents, it was validated to ensure that the items answered the relevant research questions as well as the study's objectives. The researcher integrated the expert suggestions and necessary modifications into the

final design of the instrument after evaluating the draft copy of the questionnaire. Appendices D, E, and F provide drafts of expert confirmation of face and content validation.

Reliability of the Instrument

The internal consistency of the items was measured to determine the instrument's reliability. The test-retest approach was used to determine the instrument's level of reliability over a four-week period. The instrument (Communication, Human Relations, and Leadership Skills Questionnaire (CHRLSQ)) was given to 20 secretaries and supervisors who were chosen at random from Federal Polytechnic, Offa, Kwara State, which was not part of the study population but had similar characteristics to polytechnics in Nigeria's South West Zone. Following that, the data was examined using the Cronbach alpha coefficient calculation, which returned a result of 0.90. The outcome showed a very high co-efficient, indicating that the instrument was trustworthy in obtaining data for the study.

Procedure for Data Collection

A letter of introduction was collected from the researcher's Head of Department, Department of Business and Entrepreneurship Education, Kwara State University, Malete to the institutions where the research was to be conducted. This letter was presented to the Heads of sections or units of each institution where the study was conducted with the help of eight research assistants. This was done through the Heads of Office Technology and Management Department of each institution via the President, Association of Professional Secretarial Staff of Nigeria (APSSON).

The administration of the questionnaire was undertaken personally by the researcher with the help of eight research assistants who were duly informed of what to do by the researcher.

This personal contact minimised losses arising from delays and carelessness on the part of handlers. The research assistants were briefed on their roles in the conduct of the research, purpose of the study, questionnaire distribution, collection and that the information collected was strictly for research and would be kept confidential. The respondents were given two weeks to fill the questionnaire after which the researcher assistants went back to the institutions to collect the questionnaires. Completed copies of the questionnaire were checked in order to ensure their level of completeness by the respondents. The collected questionnaire was used to generate the study data that was used for data analysis. A total number of five hundred and seventy-seven (577) copies of questionnaire were administered out of which five hundred and fifty-two (552) were retrieved making 95.7 per cent return rate.

Method of Data Analysis

Demographic information was analysed with frequency counts, simple percentages and mean rating to answer the research questions, while Independent T-test and Analysis of Variance (ANOVA) were used to test the null hypotheses. Hypotheses 1 and 2 were tested using Independent T-test while hypotheses 3 –6 were tested using Analysis of Variance (ANOVA). The null hypotheses were not rejected when the p-value is greater than 0.05 (5% level of significance), otherwise the null hypotheses were rejected.

Decisions were made using the lower and upper limits of the scale values 1 to 4 on a four-point scale as follows: Very Highly Needed (VN) – 3.50 – 4.00, Highly Needed (HN) – 2.50 - 3.49, Needed (N) – 1.50 – 2.49, Not Needed (NN) – 0.50 – 1.49.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents analysis of data collected and discussion of findings under the following sub-headings: Analysis of demographic data, analysis of data to answer research questions, test of hypotheses, summary of findings and discussion of findings. 577 copies of the questionnaire were administered to the secretaries and supervisors in all the 17 selected polytechnics considered, out of which 552 copies were returned. This gave a return rate of 95.7%. Frequency counts, percentages and mean rating were used to answer the research questions, while Independent Samples T-test and One-way Analysis of Variance (ANOVA) were used to test the hypotheses that guided the study.

Analysis of demographic data

The data collected from the field were analysed and presented as follows:

Table 4 **Percentage Distribution of respondents based on their Demographic Variables**

Variables	Items	Frequency (%)
Gender	Male	300(54.3)
	Female	252(45.7)
	Total	552 (100.0)
	ND	24 (4.3)
Academic	HND	217 (39.3)
Qualification	B.Sc.	218 (39.5)
	M.Sc./M.Ed and others	93 (16.8)
	Total	552 (100)
Work Experience	1 – 10 years	183 (33.2)
	11 – 20 years	261 (47.3)
	21 – 30 years	88 (15.9)
	31 years and above	20 (3.6)
	Total	552 (100)

Source: Field survey, 2021

Table 4 shows that out of 552 respondents that participated in the survey, 270 (48.9%) were supervisors, while 282 (51.1%) were secretaries. 300 (54.3%) were male, while 252 (45.7%) were female. 97 (17.6%) respondents have age range between 25 to 55 years; 137 (24.8%) respondents have age range between 36 to 45 years, while 254 (46.0%) respondents have age range between 46 to 55 years; 64 (11.6%) respondents have age range between 56 years and above. In respect of the qualifications, 24 (4.3%) respondents were ND holder; 217 (39.3%) respondents were HND holder; 218 (60.9%) respondents were BSc holders, while 93 (16.8%) are Master's Degree holders. Pertaining to work experience, 183 (33.2%) have between 1 to 10 years work experience; 261 (47.3%) respondents have between 11 – 20 years of work

experience; 88 (15.9%) respondents have between 21 – 30 years of work experience, while 20 (3.6%) respondents have 31 years and above work experience. The respondents were from 17 polytechnics considered in this study

Analysis of data to answer research questions

Research question One: What are the oral communication skills needed by secretaries for effective job performance in public polytechnics?

Table 5: Percentage and mean responses of Oral Communication Skills Needed by Secretaries for effective job performance

Items Statement	VHN (%)	HN (%)	N (%)	NN (%)	Mean	Remark
Ability to speak fluently	422 (76.4)	118 (21.4)	9 (1.6)	3 (0.5)	3.74	Very Highly Needed
Ability to receive telephone calls politely	308 (55.8)	203 (36.8)	31 (5.6)	10 (1.8)	3.47	Highly Needed
Ability to use the right stress when speaking	235 (42.6)	231 (41.8)	76 (13.8)	10 (1.8)	3.25	Highly Needed
Ability to capture the attention of audience	244 (44.2)	250 (45.3)	50 (9.1)	8 (1.4)	3.32	Highly Needed
Ability to present points logically	231 (41.8)	254 (46.0)	62 (11.2)	5 (0.9)	3.29	Highly Needed
Ability to draw an outline of speech	214 (38.8)	261 (47.3)	60 (10.9)	17 (3.1)	3.22	Highly Needed
Ability to avoid barriers to effective listening	225 (40.8)	255 (46.2)	66 (12.0)	6 (1.1)	3.27	Highly Needed
Ability to analyse audience	222 (40.2)	256 (46.4)	61 (11.1)	13 (2.4)	3.24	Highly Needed
Ability to relate very well with clients	315 (57.1)	206 (37.3)	31 (5.6)	0 (0)	3.51	Highly Needed
Ability to be a good listener	302 (54.7)	215 (38.9)	34 (6.2)	1 (0.2)	3.48	Highly Needed
Weighted Mean					3.38	Highly Needed

Source: Field survey, 2021

Table 5 reveals that ability to speak fluently (mean = 3.74) and Ability to relate very well with clients (mean = 3.51) were rated as very highly oral communication skills needed by secretaries. Ability to receive telephone calls politely (mean = 3.47), ability to use the right stress when speaking (mean = 3.25), ability to capture the attention of audience (mean = 3.32), ability to present points logically (mean = 3.29), ability to draw an outline of speech (mean = 3.22), ability to avoid barriers to effective listening (mean = 3.27), Ability to analyse audience (mean = 3.24), and ability to be a good listener (mean = 3.48) were rated as highly needed communication skills for secretaries in public polytechnics. From the aforementioned, it can be deduced that ability to speak fluently and ability to relate very well with clients are cogent oral communication skills needed by secretaries for better job performance in public polytechnics. Other important oral communication skills include ability to receive telephone calls politely, ability to use the right stress when speaking, ability to capture the attention of audience, ability to present points logically, ability to draw an outline of speech, ability to avoid barriers to effective listening, ability to analyse audience, and ability to be a good listener are the oral communication skills needed by secretaries for effective job performance in public polytechnics. Summarily, it could be seen that oral communication skills are needed by secretaries for effective job performance (mean = 3.38}.

Research question 2: What are the written communication skills needed by secretaries for effective job performance in public polytechnics?

Table 6: Percentage and mean responses of written Communication Skills Needed by Secretaries for effective job performance

Items Statement	VHN (%)	HN (%)	N (%)	NN (%)	Mean	Remark
Ability to compose business correspondence	324 (58.7)	189 (34.2)	37 (6.7)	2 (0.4)	3.51	Very Highly Needed
Ability to edit drafts of executive's correspondence	263 (47.6)	238 (43.1)	43 (7.8)	8 (1.4)	3.37	Highly Needed
Ability to convey essential facts in correspondences to the boss	278 (50.4)	219 (39.7)	41 (7.4)	14 (2.5)	3.38	Highly Needed
Ability to give timely response to correspondence	236 (42.8)	253 (45.8)	63 (11.4)	0 (0)	3.31	Highly Needed
Ability to edit typed materials by another junior worker before the executive signature	252 (45.7)	236 (42.8)	56 (10.1)	8 (1.4)	3.33	Highly Needed
Ability to prepare notice of meetings, agenda and write minutes of meetings	277 (50.2)	208 (37.7)	55 (10.0)	12 (2.2)	3.36	Highly Needed
Ability to use information to support idea	250 (45.3)	205 (37.1)	89 (16.1)	8 (1.4)	3.26	Highly Needed
Ability to make sure that there is effective flow of communication through established channels within the office	241 (43.7)	244 (44.2)	64 (11.6)	3 (0.5)	3.31	Highly Needed
Being economical in sending messages	215 (38.9)	243 (44.0)	80 (14.5)	14 (2.5)	3.19	Highly Needed
Ability to address people courteously.	282 (51.1)	205 (37.1)	56 (10.1)	9 (1.6)	3.38	Highly Needed
Weighted Mean					3.34	Highly Needed

Source: Field survey, 2021

Table 6 reveals that ability to compose business correspondence (mean = 3.51) was rated as very highly needed skill by secretaries. Ability to edit drafts of executive's correspondence (mean = 3.37), ability to convey essential facts in correspondences to the boss (mean = 3.38), ability to give timely response to correspondence (mean = 3.31), ability to edit typed materials by other junior worker before the executive signature (mean = 3.33), ability to prepare notice of meetings, agenda and write minutes of meetings (mean = 3.36), ability to use information to support idea (mean = 3.26), ability to make sure that there is effective flow of communication through established channels within the office (mean = 3.31), being economical in sending message (mean = 3.19), and ability to address people courteously (mean = 3.38) were rated as highly needed skills by secretaries in public polytechnics.

These results indicated that ability to compose business correspondence is an important written communication skill that a secretary needed for effective job performance. Other written communication skills needed are ability to edit drafts of executive's correspondence, ability to convey essential facts in correspondences to the boss, ability to give timely response to correspondence, ability to edit typed materials by other junior worker before the executive signature, ability to prepare notice of meetings, agenda and write minutes of meetings, ability to use information to support idea, ability to make sure that there is effective flow of communication through established channels within the office, being economical in sending message, and ability to address people courteously are great written communication skills needed by secretaries to perform well in their job in public polytechnics. The weighted mean in Table 6 shows that written communication skills are highly needed by secretaries for effective job performance (mean = 3.34).

Research question 3: What are the interpersonal relationship skills needed by secretaries for effective job performance in public polytechnics?

Table 7: Percentage and mean responses of Interpersonal Relationship Skills Needed by Secretaries for effective job performance

Items Statement	VHN (%)	HN (%)	N (%)	NN (%)	Mean	Remark
Ability to apply professional workplace behaviour	356 (64.5)	166 (30.1)	29 (5.3)	1 (0.2)	3.59	Very Highly Needed
Ability to tolerate misconduct from stakeholders	264 (47.8)	258 (46.7)	25 (4.5)	5 (0.9)	3.41	Highly Needed
Ability to be patient in the work place	321 (58.2)	192 (34.8)	28 (5.1)	11 (2.0)	3.49	Highly Needed
Ability to avoid transfer of aggression to stakeholders in the office	228 (41.3)	253 (45.8)	56 (10.1)	15 (2.7)	3.26	Highly Needed
Ability to be always prepared for the unexpected	215 (38.9)	269 (48.7)	66 (12.0)	2 (0.4)	3.26	Highly Needed
Ability to be always aware that office secrets should not be discussed with friends or the general public	306 (55.4)	189 (34.2)	48 (8.7)	9 (1.6)	3.43	Highly Needed
Ability to meet customer's need through affectionate relationship	228 (41.3)	250 (45.3)	69 (12.5)	5 (0.9)	3.27	Highly Needed
Ability to deal with problems that arise in the office in the absence of the boss	270 (48.9)	213 (38.6)	68 (12.3)	1 (0.2)	3.36	Highly Needed
Ability to make stakeholders feel important when attending to their needs in the office	313 (56.7)	187 (33.9)	46 (8.3)	6 (1.1)	3.46	Highly Needed
Ability to show signs of respects when dealing with customers	245 (44.4)	253 (45.8)	53 (9.6)	1 (0.2)	3.34	Highly Needed
Weighted Mean					3.39	Highly Needed

Source: Field survey, 2021

As shown in Table 7, ability to apply professional workplace behavior (mean = 3.59) was ranked as very highly needed interpersonal relationship skill by secretaries. Ability to tolerate misconduct from stakeholders (mean = 3.41), ability to be patient in the work place (mean = 3.49), ability to avoid transfer of aggression to stakeholders in the office (mean = 3.26), ability to be always prepared for the unexpected (mean = 3.26), ability to be always aware that office secrets should not be discussed with friends or the general public (mean = 3.43), ability to meet customer's need through affectionate relationship (mean = 3.27), ability to deal with problems that arise in the office in the absence of the boss (mean = 3.36), ability to make stakeholders feel important when attending to their needs in the office (mean = 3.46), and ability to show signs of respects when dealing with customers (mean = 3.34) are rated as highly needed interpersonal relationship skills.

It was deduced that ability to apply professional workplace behaviour is a major interpersonal relationship skill that is very highly needed by secretaries in public polytechnics. Other interpersonal relationship skills needed by secretaries are ability to tolerate misconduct from stakeholders, ability to be patient in the work place, ability to avoid transfer of aggression to stakeholders in the office, ability to be always prepared for the unexpected, ability to be always aware that office secrets should not be discussed with friends or the general public, ability to meet customer's need through affectionate relationship, ability to deal with problems that arise in the office in the absence of the boss, ability to make stakeholders feel important when attending to their needs in the office, and ability to show signs of respects when dealing with customers, among others. The weighted mean in Table 7 shows that interpersonal relationship skills are highly needed by secretaries for effective job performance (mean = 3.39).

Research question 4: What are the organisational skills needed by secretaries for effective job performance in public polytechnics?

Table 8: Percentage and mean responses of Organisational Skills Needed by Secretaries for effective job performance

Items Statement	VHN (%)	HN (%)	N (%)	NN (%)	Mean	Remark
Ability to exhibit team spirit	270 (48.9)	228 (41.3)	44 (8.0)	10 (1.8)	3.37	Highly Needed
Ability to delegate work to team members	268 (48.6)	221 (40.0)	59 (10.7)	4 (0.7)	3.36	Highly Needed
Ability to plan daily office activities	299 (54.2)	218 (39.5)	32 (5.8)	3 (0.5)	3.47	Highly Needed
Ability to prioritise tasks in the order of importance	245 (44.4)	235 (42.6)	69 (12.5)	3 (0.5)	3.31	Highly Needed
Ability to plan office tasks ahead of time	263 (47.6)	233 (42.2)	44 (8.0)	12 (2.2)	3.36	Highly Needed
Ability to challenge existing procedures	204 (37.0)	257 (46.6)	72 (13.0)	19 (3.4)	3.17	Highly Needed
Ability to motivate others to perform in dangerous situations requiring team work	226 (40.9)	257 (46.6)	61 (11.1)	8 (1.4)	3.27	Highly Needed
Ability to undertake key responsibilities or activities as directed by the supervisor	229 (41.5)	261 (47.3)	58 (10.5)	4 (0.7)	3.30	Highly Needed
Ability to be effective in-service delivery	242 (43.8)	253 (45.8)	49 (8.9)	8 (1.4)	3.32	Highly Needed
Ability to solve problems with stakeholders	282 (51.1)	213 (38.6)	50 (9.1)	7 (1.3)	3.39	Highly Needed
Weighted Mean					3.33	Highly Needed

Source: Field survey, 2021

The results in Table 8 showed that ability to exhibit team spirit (mean = 3.37), ability to delegate work to team members (mean = 3.36), ability to plan daily office activities (mean =

3.47), ability to prioritise tasks in the order of importance (mean = 3.31), ability to plan office tasks ahead of time (mean = 3.36), ability to challenge existing procedures (mean = 3.17), ability to motivate others to perform in dangerous situations requiring team work (mean = 3.27), ability to undertake key responsibilities or activities as directed by the supervisor (mean = 3.30), ability to be effective in-service delivery (mean = 3.32), and ability to solve problems with stakeholders (mean = 3.39) are rate as highly needed organisational skills by secretaries in public polytechnics.

Based on the information in Table 8, it can be deduced that ability to exhibit team spirit, ability to delegate work to team members, ability to plan daily office activities, ability to prioritise tasks in the order of importance, ability to plan office tasks ahead of time, ability to challenge existing procedures, ability to motivate others to perform in dangerous situations requiring team work, ability to undertake key responsibilities or activities as directed by the supervisor among others are organizational skills needed by secretaries for effective job performance in public polytechnics. The weighted mean in Table 8 shows that organisational skills highly needed by secretaries for effective job performance (mean = 3.33).

Research question 5: What are the decisions making skills needed by secretaries for effective job performance in public polytechnics?

Table 9: Percentage and mean responses of Decision-Making Skills Needed by Secretaries for effective job performance

Item	VHN (%)	HN (%)	N (%)	NN (%)	Mean	Remark
Ability to identify problems	337 (61.1)	176 (31.9)	37 (6.7)	2 (0.4)	3.54	Very Highly Needed
Ability to prioritise problems	242 (43.8)	241 (43.7)	60 (10.9)	9 (1.6)	3.30	Highly Needed
Ability to sort the relevant data needed in problem solving	264 (47.8)	245 (44.4)	40 (7.2)	3 (0.5)	3.39	Highly Needed
Ability to solve problems	233 (42.2)	256 (46.4)	52 (9.4)	11 (2.0)	3.29	Highly Needed
Ability to make decisions in a short time	233 (42.2)	243 (44.0)	76 (13.8)	0 (0)	3.28	Highly Needed
Ability to assess long-term effects of decisions	195 (35.3)	272 (49.3)	75 (13.6)	10 (1.8)	3.18	Highly Needed
Ability to make decisions on the basis of thorough analysis	226 (40.9)	247 (44.7)	71 (12.9)	8 (1.4)	3.52	Highly Needed
Ability to identify political implications of the decisions to be made	206 (37.3)	225 (40.8)	109 (19.7)	12 (2.2)	3.13	Highly Needed
Ability to know ethical implications of decisions	228 (41.3)	239 (43.3)	84 (15.2)	1 (0.2)	3.26	Highly Needed
Ability to recognise the effects of decisions made	242 (43.8)	246 (44.6)	61 (11.1)	3 (0.5)	3.32	Highly Needed
Weighted Mean					3.32	Highly Needed

Source: Field survey, 2021

As presented in Table 9, ability to identify problems (mean = 3.54) and ability to make decisions on the basis of thorough analysis (mean = 3.52) are rated as very highly needed

decision-making skills for secretaries in public polytechnics. Ability to prioritize problems (mean = 3.30), ability to sort the relevant data needed in problem solving (mean = 3.39), ability to solve problems (mean = 3.29), ability to make decisions in a short time (mean = 3.28), ability to assess long-term effects of decisions (mean = 3.18), ability to identify political implications of the decisions to be made (mean = 3.13), ability to know ethical implications of decisions (mean = 3.26), and ability to recognize the effects of decisions made (mean = 3.32) are rated as highly needed decision making skills for secretaries in public polytechnics.

Based on the information in Table 9, it can be deduced that ability to identify problems and to make decisions on the basis of thorough analysis are very important decision-making skills that secretaries in the polytechnics should possess for better job performance. Among other needed decision-making skills are ability to prioritize problems, ability to sort the relevant data needed in problem solving, ability to solve problems to make decisions in a short time and ability to think critically. The weighted mean in Table 9 shows that organisational skills highly needed by secretaries for effective job performance (mean = 3.32).

Research question 6: What are the time management skills needed by secretaries for effective job performance in public polytechnics?

Table 10: Percentage and mean responses of Time Management Skills Needed by Secretaries for effective job performance

Item	VHN (%)	HN (%)	N (%)	NN (%)	Mean	Remark
Ability to identify important tasks to ensure quick completion	315 (57.1)	205 (37.1)	27 (4.9)	5 (0.9)	3.50	Very Highly Needed
Ability to seek for proper clarification on tasks to avoid repetition	218 (39.5)	266 (48.2)	58 (10.5)	10 (1.8)	3.25	Highly Needed
Ability to allocate time efficiently	280 (50.7)	204 (37.0)	59 (10.7)	9 (1.6)	3.37	Highly Needed
Ability to avoid procrastination	260 (47.1)	225 (40.8)	64 (11.6)	3 (0.5)	3.34	Highly Needed
Ability to maintain well organised work area	319 (57.8)	194 (35.1)	38 (6.9)	1 (0.2)	3.51	Highly Needed
Ability to engage subordinates in office tasks	261 (47.3)	232 (42.0)	50 (9.1)	9 (1.8)	3.35	Highly Needed
Ability to revise plans to include new information	193 (35.0)	259 (46.9)	87 (15.8)	13 (2.4)	3.14	Highly Needed
Ability to apply work simplification techniques like the use of appropriate office machines	249 (45.1)	243 (44.0)	53 (9.6)	7 (1.3)	3.33	Highly Needed
Ability to communicate tactfully to time wasters	246 (44.6)	243 (44.0)	57 (10.3)	6 (1.1)	3.32	Highly Needed
Ability to meet deadlines	259 (46.9)	221 (40.0)	60 (10.9)	12 (2.2)	3.32	Highly Needed
Weighted Mean					3.34	Highly Needed

Source: Field survey, 2021

As presented in Table 10, ability to identify important tasks to ensure quick completion (mean = 3.50) and ability to maintain well organized work area (mean = 3.51) are rated as very

highly needed time management skills by public polytechnics secretaries. Ability to seek for proper clarification on tasks to avoid repetition (mean = 3.25), ability to allocate time efficiently (mean = 3.37), ability to avoid procrastination (mean = 3.34), ability to engage subordinates in office tasks (mean = 3.35), ability to revise plans to include new information (mean = 3.14), ability to apply work simplification techniques like the use of appropriate office machines (mean = 3.33), ability to communicate tactfully to time wasters (mean = 3.32), and ability to meet deadlines (mean = 3.32) are rated as highly needed time management skills that a secretary must possessed.

From the information in Table 10, ability to identify important tasks to ensure quick completion and ability to maintain well organised work area are two major time management skills needed by secretaries in the public polytechnics to enhance job performance. Among other skills needed are ability to seek for proper clarification on tasks to avoid repetition, allocate time efficiently, avoid procrastination, engage subordinates in office tasks, revise plans to include new information, apply work simplification techniques like the use of appropriate office machines, communicate tactfully to time wasters, and ability to meet deadlines. The weighted mean in Table 10 shows that organisational skills highly needed by secretaries for effective job performance (mean = 3.34).

Test of Hypotheses

The hypotheses formulated to guide this study were tested using Independent samples t-test and One-way Analysis of Variance (ANOVA) at the 0.05 level of significance. The results are presented in Tables 11 to 16.

Ho1: There is no significant difference between the mean ratings of male and female respondents on oral communication skills needed for effective job performance in public polytechnics.

Table 11: Summary of Independent samples t-test results of difference between the oral communication Skills mean ratings of male and female respondents

Group	N	Mean	Std. D	t-cal	df	P-value	Decision
Male	10	3.42	.152	1.096	18	0.287	NS
Female	10	3.33	.192				

Source: Field survey 2021

The independent samples t-test results presented in Table 11 show that the t-test has a t-value of 1.096, with $p = 0.287$. Since the p value is greater than 0.05, the null hypothesis is retained. This result indicates that there is no significant difference between the mean ratings of male (mean = 3.42) and female (mean = 3.33) respondents on oral communication skills needed by secretaries for effective job performance in public polytechnics ($t_{18} = 1.096$; $P = 0.287$). This result indicates that male and female did not differ significantly in their opinions on the rate at which oral communication skills is needed by secretaries for effective job performance in public polytechnics. Although, the male gender rated the oral communication skills higher than their female counterparts, however, the difference in their rating is not statistically significant.

Ho2: There is no significant difference between the mean ratings of male and female respondents on written communication skills needed for effective job performance in public polytechnics.

Table 12: Summary of Independent samples t-test results of difference between the written communication Skills mean ratings of male and female respondents

Group	N	Mean	Std. D	t-cal	df	P-value	Decision
Male	300	3.35	0.10	0.802	550	0.433	NS
Female	252	3.32	0.09				

Source: Field survey 2021

The independent samples t-test results presented in Table 12 show that the t-test has a t-value of 0.802, with $P = 0.433$. Since the p-value is greater than 0.05, we fail to reject the hypothesis. This result indicates that there is no significant difference between the mean ratings of male (mean = 3.35) and female (mean = 3.32) respondents on written communication skills needed by secretaries for effective job performance in public polytechnics ($t_{18} = 1.802$; $P = 0.433$). This result indicates that male and female do not differ in their opinions on the rate at which written communication skills is needed by secretaries for effective job performance in public polytechnics. Although, the male gender rated the written communication skills higher than their female counterparts, however, the difference in their rating is not statistically significant.

Ho3: There is no significant difference in the mean ratings of respondents on interpersonal relationships skills needed for effective job performance in public polytechnics based on their qualifications

The Levene's test was run and the result gave a p-value of 0.221. Since the value is greater than 0.05 ($P > 0.05$), this therefore, suggested that the assumption of homogeneity of variance is met. Hence, Analysis of Variance (ANOVA) was used to analyse the data for hypothesis three.

Table 13: Summary of One-way ANOVA Test of Difference in mean ratings on Interpersonal Relationship skills across respondents' qualification

Group	N	Mean	Std. D	F	Df	P-value	Decision
ND	24	3.50	0.18				
HND	217	3.41	0.15				
BSc	218	3.35	0.11	1.997	3,548	0.132	NS
MSc/MEd/Others	93	3.40	0.11				
Total	552						

Source: Field survey 2021

The ANOVA test results presented in Table 13 show that the test has a F-value of 1.997, with $P = 0.132$. Since the p value is greater than 0.05, the researcher failed to reject the hypothesis. This result indicates that there was no significant difference between the mean ratings of respondents on interpersonal relationship skills needed for effective job performance in public polytechnics based on qualification ($F_{3,548} = 1.997$, $P = 0.132$). This result indicates that there is no significant difference between the mean ratings of respondents with different academic qualification on interpersonal relationship skills needed by secretaries for effective job performance in public polytechnics.

Ho4: There is no significant difference in the mean ratings of respondents on organisational skills needed for effective job performance in public polytechnics based on their qualifications.

The Levene's test was run and the result gave a p-value of 0.179. Since the value is greater than 0.05 ($P > 0.05$) this therefore, suggested that the assumption of homogeneity of variance is met. Hence, ANOVA was used to analyse the data for hypothesis four.

Table 14: Summary of One-way ANOVA Test of Difference in mean ratings on organisational skills across respondents' qualification

Group	N	Mean	Std. D	F	Df	P-value	Decision
ND	24	3.32	0.20				
HND	217	3.33	0.16				
BSc	218	3.34	0.07	0.054	3,548	0.983	NS
MSc/MEd/Others	93	3.33	0.09				
Total	552						

Source: Field survey 2021

The ANOVA test results presented in Table 14 show that the test has a F-value of 0.054, with $p = 0.983$. Since the p value is greater than 0.05, the researcher failed to reject the hypothesis. This result indicates that there was no significant difference between the mean ratings of respondents on organisational skills needed by secretaries for effective job performance in public polytechnics based on qualification ($F_{3,548} = 0.054$, $P = 0.983$). This result indicates that there is no significant difference between the mean ratings of respondents with different academic qualification on organisational skills needed by secretaries for effective job performance in public polytechnics.

Ho5: There is no significant difference in the mean ratings of respondents on decision making skills needed for effective job performance in public polytechnics based on their years of experience.

The Levene's tests were run and the result gave significant values of 0.944. Since the values are greater than 0.05 ($P > 0.05$), this therefore suggested that the assumption of homogeneity of variances is met. ANOVA was used to analyse the data for hypothesis five.

Table 15: Summary of One-way ANOVA Test of Difference in mean ratings on Decision making skills across respondents' years of experience

Group	N	Mean	Std. D	F	Df	P-value	Decision
1 0- 10 years	183	3.24	0.13				
11 - 20 years	261	3.29	0.14				
21 - 30 years	88	3.35	0.11	4.550	3,548	0.008	S
31 years and above	20	3.44	0.12				
Total	552						

Source: Field survey 2021

The ANOVA test results presented in Table 15 show that the test has a F-value of 4.550, with $p = 0.008$. Since the p value is less than 0.05, the researcher rejects the hypothesis. This result indicates that there was a significant difference between the mean ratings of respondents on decision making skills needed by secretaries for effective job performance in public polytechnics based on years of experience ($F_{3,548} = 4.550$, $P = 0.008$).

Scheffe post-hoc analysis shows that there is a significant difference (Mean Difference (MD) = -0.196, $p = 0.001$) between the mean rating of respondents with 1 to 10 years of work experience and respondents with 31 years and above work experience on decision skills needed for effective job performance in public polytechnics. Also, there is a significant difference (Mean Difference (MD) = -0.146, $p = 0.013$) between the mean rating of respondents with 11 to 20 years work experience and respondents with 31 years and above experience. This result indicates that there was a significant difference in the mean ratings of respondents with different work experience on decision making skills needed by secretaries for effective job performance in public polytechnics. Respondents with 31 years and above ($M = 3.440$, $SD = 0.117$) work experience have the highest mean ratings on decision making skills needed by secretaries for effective job performance in public polytechnics.

Ho₆: There is no significant difference in the mean ratings of respondents on time management skills needed for effective job performance in public polytechnics based on their years of experience.

The Levene's tests were run and the result gave significant values of 0.44. Since the values are greater than 0.05 ($p > 0.05$), this therefore suggested that the assumption of homogeneity of variances is met. ANOVA was used to analyse the data for Ho₆.

Table 16: Summary of One-way ANOVA Test of Difference in mean ratings on Time Management skills across respondents' years of work experience

Group	N	Mean	Std. D	F	Df	P-value	Decision
1 0- 10 years	183	3.34	0.11				
11 - 20 years	261	3.35	0.11				
21 - 30 years	88	3.32	0.12	0.098	3,548	0.961	NS
31 years and above	20	3.35	0.25				
Total	552						

Source: Field survey 2021

The ANOVA test results presented in Table 16 show that the test has a F-value of 0.098, with $p = 0.961$. Since the p value is greater than 0.05, the researcher failed to reject the hypothesis. This result indicates that there was no significant difference between the mean ratings of respondents on time management skills needed by secretaries for effective job performance in public polytechnics based on years of work experience ($F_{3,548} = 0.098$, $P = 0.961$). This result indicates that there is no significant difference in the mean ratings of respondent with different work experience on time management skills needed by secretaries for effective job performance in public polytechnics. Respondents with 11 to 20 years ($M = 3.510$, $SD = 0.106$) work experience have the highest mean ratings on decision making skills needed by secretaries for effective job performance in public polytechnics.

Summary of Findings

1. The ability to speak fluently and ability to relate very well with clients are oral communication skills that are very highly needed by secretaries for effective job performance in public polytechnics ($M = 3.74$).
2. The ability to compose business correspondence is a great written communication skill that is very highly needed by secretaries to perform well in their job in public polytechnics ($M=3.51$).
3. The ability to apply professional workplace behaviour and ability to be patient at the work place are interpersonal relationship skills that are very highly needed by secretaries in public polytechnics ($M = 3.59$; $M = 3.49$).
4. The ability to plan daily office activities and ability to solve problems with stakeholders are organisational skills that are cogent and very highly needed by secretaries for effective job performance in public polytechnics ($M = 3.47$).
5. The ability to identify problems and ability to make decisions on the basis of thorough analysis are decision making skills that secretaries in the polytechnics should highly possessed for better job performance ($M = 3.54$).
6. The ability to identify important tasks to ensure quick completion and ability to maintain well organised work area are time management skills that are very highly needed by secretaries in the public polytechnics to enhance job performance ($M = 3.50$; $M= 3.51$).
7. Male and female do not differ significantly in their opinions on the rate at which oral communication skills is needed by secretaries for effective job performance in public polytechnics. The male gender although rated the oral communication skills higher than their female counterparts (Male = $M = 3.418$; $SD = 0.152$ and Female = $M = 3.333$; $SD = 0.192$).

8. Male and female do not differ in their opinions on the rate at which written communication skills is needed by secretaries for effective job performance in public polytechnics. The male gender although rated the written communication skills higher than their female counterparts (Male – $M = 3.35$; $SD = 0.099$; Female – $M = 3.32$; $SD = 0.085$).
9. There is no significant difference between the mean ratings of respondents with different academic qualifications on interpersonal relationship skills needed by secretaries for effective job performance in public polytechnics, except between ND and BSc holders ($MD = 0.154$; $p = 0.021$).
10. There is no significant difference between the mean ratings of respondents with different academic qualifications on organisational skills needed by secretaries for effective job performance in public polytechnics ($F = 0.054$; $p > 0.05$).
11. There is a significant difference in the mean ratings of respondents with different work experience on decision making skills needed by secretaries for effective job performance in public polytechnics ($M = 3.440$; $SD = 0.117$).
12. There is no significant difference in the mean ratings of respondents with different work experience on time management skills needed by secretaries for effective job performance in public polytechnics ($M = 3.510$; $SD = 0.106$).

Discussion of Findings

The first research question found that the capacity to communicate fluently and relate well to clients are important oral communication abilities that secretaries in public polytechnics require for better work performance. Additionally, the ability to receive phone calls politely, use the appropriate stress when speaking, capture the attention of the audience, present points

logically, draw a speech outline, avoid barriers to effective listening, analyse the audience, and be a good listener all play a significant role in improving the performance of secretaries in public polytechnics. The finding is in agreement with Doyle (2016) who said that today's secretary is at the centre of communication, and that a secretary spends the bulk of her time communicating in some way or another (face-to-face dialogue, memo, notice boards, mass meeting, employee handbook, public lectures, and so on). This is in line with Adebayo and Akinyele (2012), who discovered that the secretary's communication abilities play a significant role in accomplishing organisational goals in every organisation. Secretaries' benefit from good communication since it allows them to coordinate human and physical factors in the workplace to create an efficient and productive work unit. Without good communication, the essential responsibilities of management (planning, organizing, staffing, leading, and controlling) cannot be conducted well.

The ability to produce business letters is a crucial written communication skill that a secretary needs for good job performance, according to the analysis of the second study question, which determined the written communication abilities needed by secretaries in public polytechnics. Also required of secretaries are the ability to edit drafts of executive correspondence, the ability to respond to correspondence promptly, the ability to prepare meeting notices, agendas, and minutes, the ability to ensure that there is an effective flow of communication through established channels within the office, the ability to send messages efficiently, and the ability to address people courteously. This agrees with Haimann (2010), who recognised communication as a managerial competence for leading and encouraging individuals at work. He claimed that a secretary spends more than 60% of her time communicating, such as at conferences or meetings, giving directions, and receiving information, which can be written or spoken. He went on to say that the secretary's responsibilities include writing letters, memos, meeting notices, agendas, and circulars; material that must be brief, accurate, in the correct

format, and delivered on time and at a cheap cost. As a result, engaging with people to help them generate positive opinions about the company and providing information to help top management make decisions are essential.

The analysis of the third research question sought to determine the interpersonal relationship skills needed by polytechnic secretaries revealed that the ability to apply professional workplace behaviour is a major interpersonal relationship skill that will highly improve the performance of secretaries in public polytechnics. The ability to tolerate, ability to be patient in the work place, ability to avoid transfer of aggression to stakeholders in the office, ability to meet customer's need through affectionate relationship, ability to deal with problems that arise in the office in the absence of the boss, ability to make stakeholders feel important when attending to their needs in the office, and ability to show signs of respects when dealing with customers among others. This is in line with Adebayo and Akinyele (2012), who stated that the secretary must answer phones courteously, handle mail, and greet guests, as well as interact with the general public, supervisors, equals, subordinates, and co-workers. Other skills include the ability to regard others as valuable members of the company, to protect the supervisor's interests, to always show respect to supervisors, to get along with others, to be open and friendly, to be selfless, and to listen and hear other people's perspectives.

The analysis of the fourth research question revealed that the ability to exhibit team spirit, ability to delegate work to team members, ability to plan daily office activities, ability to prioritise tasks in the order of importance, ability to plan office tasks ahead of time, ability to challenge existing procedures, ability to undertake key responsibilities as directed by the supervisor, ability to be effective in service delivery, and ability to solve problems with stakeholders are organisational skills that secretaries working in public polytechnics should

possessed for a better performance in their job. This is in line with Amiaya (2012), who stated that secretaries must have organisational skills in order to set measurable and achievable goals while taking into account all known and unknown restrictions. Other abilities include the capacity to develop, plan, organise, and execute projects and tasks within a set time range.

The analysis of the research question five revealed that the ability to identify problems and to make decisions on the basis of thorough analysis are very important decision-making skills that secretaries in the polytechnics should possess for better job performance. Also, the ability to prioritise problems, ability to sort the relevant data needed in problem solving, solve problems, make decisions in a short time, think critically. know ethical implications of decisions, and ability to recognize the effects of decisions made play significant roles in enhancing secretary's performance. According to Hurrell (2016) and Amiaya (2012), problem-solving, necessitates higher-order thinking. Individually or in groups, problem solving include identifying, prioritising, and solving problems. Onyesom and Onyesom (2015) defined decision-making as "making decisions based on a thorough assessment of the short and long-term impacts of decisions, recognition of the political and ethical implications, and the ability to identify people who will be affected by the decision made." This hypothesis was denied, indicating that there is a substantial variation in the mean ratings of respondents with varying work experience on the decision-making skills required of secretaries in public polytechnics for effective job performance. As a result, the secretaries were inadequate in the areas of problem-solving skills, critical thinking, and adaptation skills, which are sub-skills under leadership skills, to the best of the researcher's understanding. The result could be explained by the fact that the secretaries did not receive enough leadership training when training as professional secretaries. This necessitates a significant consideration in the educational and professional preparation of

secretaries; as a result, business educators must satisfy the demands of society in terms of graduate knowledge and skill competences.

The analysis of the research question six revealed that the ability to identify important tasks to ensure quick completion and ability to maintain well organized work area are two major time management skills needed by secretaries in the public polytechnics. Also, the ability to seek for proper clarification on tasks to avoid repetition, ability to allocate time efficiently, ability to avoid procrastination, engage subordinates in office tasks, revise plans to include new information, apply work simplification techniques using of appropriate office machines, communicate tactfully to time wasters, and ability to meet deadlines are time management skills that secretaries must possessed to improve their job performance. This is in line with Claessens & Rutte (2009), who found that time management entails being able to handle multiple assignments over a period of time while also not falling behind on highly routine activities like greeting visitors, handling incoming and outgoing mail, attending to the boss's needs, answering phone calls, and typing official mail with the utmost confidentiality. He claimed that a secretary who does not keep track of time cannot be productive at work.

Hypotheses one, two, three, four, and six were ultimately accepted, but hypothesis five was rejected. This suggests that there is a considerable difference in the mean assessments of respondents with diverse work experiences on the decision-making skills required of secretaries in public polytechnics for effective job performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is presented under the following: sub-headings: summary, conclusions, recommendations and suggestions for further research.

Summary

The study examined the communication, human relations, and leadership skills needed by secretaries for effective job performance in public polytechnics. The study adopted a survey design whereby stratified random sampling was used to select the study sample. The data for the study were collected using a research instrument (questionnaire) administered to secretaries and supervisors in 17 public polytechnics (that comprised of state and federal polytechnics) to rate the predetermined skills in order of importance. The research questions were answered using the mean rating value of each research item. The research hypotheses 1 and 2 were tested using an Independent T-test while hypotheses 3 – 6 were tested using Analysis of Variance test. The findings of the study showed that:

1. The ability to speak fluently and ability to relate very well with clients are the most rated oral communication skills needed by secretaries for effective job performance in public polytechnics.
2. The ability to compose business correspondence was highly rated as a written communication skill that every secretary in public polytechnics must possessed for effective job performance.
3. The ability to apply professional workplace behaviour and to be patient with clients, colleagues, and superiors the work place are interpersonal relationship skills that are highly needed by secretaries in public polytechnics to improve their job performance.

4. The ability to plan daily office activities and to solve problems with stakeholders are highly rated organisational skills that are needed by secretaries in the public polytechnics for effective job performance.
5. The ability to identify problems and to make decisions on the basis of thorough analysis are highly rated decision-making skills that secretaries in the polytechnics should possessed for better job performance.
6. The ability to identify important tasks to ensure quick completion and to maintain well organised work are most rated time management skills that are needed by secretaries in the public polytechnics to enhance job performance.
7. Male and female are statistically equal in their rating of the oral communication skills needed by secretaries for effective job performance in public polytechnics.
8. Male and female are approximately equal in their rating on the written communication skills needed by secretaries for effective job performance in public polytechnics.
9. Respondents with ND certificate and respondents with BSc certificate differ significantly in their mean ratings on interpersonal relationship skills needed by secretaries for effective job performance in public polytechnics.
10. Organisational skills needed by secretaries for effective job performance in public polytechnics are approximately equally rated by respondents with different academic qualifications.
11. Respondents with 31 years and above work experience mean ratings on decision making skills needed by secretaries for effective job performance in public polytechnics differ significantly from the mean ratings of their counterparts on the subject matter.

12. Respondents with different years of work experience do not significantly differ in mean ratings on decision making skills needed by secretaries for effective job performance in public polytechnics.

Conclusion

According to the findings of this study, secretaries will need some soft skills identified as oral communication skills, written communication skills, interpersonal relations skills, decision-making skills, problem-solving skills, organisational and time management skills, among others, in order to succeed and retain their jobs. Organisations demand from secretaries a high level of efficacy, efficiency, precision, speed, on-time task fulfilment, higher productivity, and more. Prospective secretaries, current secretaries, and new entrants into the workforce must therefore be well prepared in order to meet and deliver their job performance effectively and efficiently as expected in order to contribute to the advancement of organisational goals.

Recommendations

Based on the findings, the following recommendations are made:

1. Secretaries need to be trained in the area of oral communication skills, written communication skills, interpersonal relations skills, problem solving skills, organisational skills, decision-making skills, and time management skills for efficient and effective service delivery.
2. Secretaries should as a matter of necessity develop their critical thinking and problem-solving skills that will make them exercise total control of the office with or without the presence of the boss and settled issues without recourse to the boss.

3. Trainers of graduate office secretaries need to be trained and re-trained on regular basis so as to acquire the skills for their output to be relevant and in order to equip the students with necessary skills.
4. The curriculum of Office Technology and Management programme should be reviewed to reflect the competencies identified in this study so as to equip students sufficiently for the world of work.
5. Secretaries should be encouraged to attend conferences, seminars and workshops, both local and international where they will learn more on the job.
6. Adequate funding should be provided by the government for updating Office Technology and Management programme.
7. There is need for the management of polytechnics to be sincere and develop the political will towards improving funding for the development of lecturers and students to assist the system improve its present level of performance.
8. All secretaries should be encouraged to register at the National and International Association of Administrative/Professionals, for example Association of Professional Secretarial Staff of Nigeria (APPSON) and Institute of Certified Private Secretaries, London (ICPS).

Suggestion for Further Research

Based on the scope and findings of this study. It was suggested that further studies be carried on the following.

1. Impact of Communication, human relation and leadership style on Staff Performance and Service Delivery.

2. Communication, human relation and leadership skills as determinants of business educators' productivity on the academic achievement of Office Technology and Management students.
3. Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace.
4. Competencies required by a professional secretary for effective work in an organisation.
5. Competencies Needed of Business Education Graduates for Global Workforce.

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APPENDIX A

POPULATION DISTRIBUTION OF SECRETARIES IN PUBLIC POLYTECHNICS IN SOUTH WEST ZONE

S/No.	Institution	No. of Secs	Supervisors
1	The Federal Polytechnic, Ede, Osun State	68	68
2	The Federal Polytechnic, Ilaro, Ogun State	84	84
3	Osun State Polytechnic, Iree, Osun State	28	28
4	The Ibadan Polytechnic, Ibadan, Oyo State	49	49
5	The Federal Polytechnic, Ado-Ekiti, Ekiti State	71	71
6	Yaba College of Technology, Yaba, Lagos	75	75
7	Rufus Giwa Polytechnic, Owo, Ondo State	33	33
8	The Federal Polytechnic, Ile-Oluji, Ondo State	30	30
9	Lagos State Polytechnic, Lagos State	50	50
10	The Ibarapa Polytechnic, Eruwa	30	30
11	Moshood Abiola Polytechnic, Abeokuta, Ogun State	49	49
12	Osun State College of Technology, Esa-Oke Osun State	47	47
13	Abraham Adesanya Gateway Polytechnic, Ijebu Igbo, Ogun State	25	25
14	Ogun State Institute of Technology, Igbesa, Ogun State	20	20
15	The Oke-Ogun Polytechnic, Saki, Oyo State	25	25
16	ICT Polytechnic, Eruku, Ogun State	20	20
17	The Polytechnic Saapade, Isara-Remo,	20	20
Grand Total		724	724

Sources: Federal Polytechnic, Ede, Osun State; Federal Polytechnic, Ilaro, Ogun State; Osun State Polytechnic, Iree, Osun State; The Polytechnic, Ibadan, Oyo State; Federal Polytechnic, Ado-Ekiti, Ekiti State; Yaba College of Technology, Lagos, Lagos State; Rufus Giwa Polytechnic, Owo, Ondo State; The Federal Polytechnic, Ile-Oluji, Ondo State. Lagos State Polytechnic, Lagos State; The Ibarapa Polytechnic, Eruwa, Oyo State; Moshood Abiola Polytechnic, Abeokuta, Ogun State; Osun State College of Technology, Esa-Oke, Osun State; Abraham Adesanya Gateway Polytechnic, Ogun State; Ogun State Institute of Technology, Igbesa, The Oke-Ogun Polytechnic, Saki, Oyo State; ICT Polytechnic; Eruku, Ogun State; and The Polytechnic, Saapade, Isara-Remo, Ogun State;

APPENDIX B

SAMPLE DISTRIBUTION OF SECRETARIES IN PUBLIC POLYTECHNICS IN SOUTH WEST ZONE

S/No.	Institution	No. of Secs.		Total	Sample Size		Total
		M	F		M	F	
1	The Federal Polytechnic, Ede, Osun	25	43	68	10	17	27
2	The Federal Polytechnic, Ilaro. Ogun State	34	50	84	14	20	34
3	Osun State Polytechnic, Iree, Osun State	10	18	28	4	7	11
4	The Polytechnic, Ibadan, Oyo State	17	32	49	7	13	20
5	The Federal Polytechnic, Ado-Ekiti, Ekiti State	28	43	71	11	17	28
6	Yaba College of Technology, Lagos	30	45	75	12	18	30
7	Rufus Giwa Polytechnic, Owo, Ondo state	13	20	33	5	8	13
8	The Federal Polytechnic, Ile-Oluji, Ondo State	12	18	30	5	7	12
9	Lagos State Polytechnic, Ikorodu, Lagos State	17	33	50	7	13	20

10	The Ibarapa Polytechnic, Eruwa, Oyo State	12	18	30	4	7	11
11	Moshood Abiola Polytechnic, Abeokuta, Ogun State	19	30	49	8	12	20
12	Osun State College of Technology, Esa-Oke, Osun State	19	28	47	8	11	19
13	Abraham Adesanya Gateway Polytechnic, Ijebu-Igbo, Ogun State	9	16	25	4	6	10
14	Ogun State Institute of Technology, Igbesa, Ogun State	8	12	20	3	5	8
15	The Oke-Ogun Polytechnic, Saki, Oyo State	15	10	25	6	4	10
16	ICT Polytechnic, Eruku, Ogun State	7	13	20	3	5	8
17	The Polytechnic, Saapade, Isara-Remo. Ogun State	9	11	20	4	4	8
Grand Total		284	440	724	115	174	289

Sources: Federal Polytechnic, Ede, Osun State; Federal Polytechnic, Ilaro, Ogun State; Osun State Polytechnic, Iree, Osun State; The Polytechnic, Ibadan, Oyo State; Federal Polytechnic, Ado-Ekiti, Ekiti State; Yaba College of Technology, Lagos, Lagos State; Rufus Giwa Polytechnic, Owo , Ondo State; The Federal Polytechnic, Ile-Oluji, Ondo State; Lagos State Polytechnic, Ikorodu, Lagos State; The Ibarapa Polytechnic, Eruwa, Oyo State; Moshood Abiola Polytechnic, Abeokuta, Ogun State; Osun State College of Technology, Esa-Oke, Osun State; Abraham Adesanya Gateway Polytechnic, Ogun State; Ogun State Institute of Technology, Igbesa, Ogun State; The Oke-Ogun Polytechnic, Saki, Oyo State; ICT Polytechnic; Eruku, Ogun State; The Polytechnic, Saapade, Isara-Remo, Ogun State

APPENDIX C

**SAMPLE DISTRIBUTION OF SUPERVISORS IN PUBLIC POLYTECHNICS IN
SOUTH-WEST ZONE**

S/N	Institution	No. of Supervisors		Total	Sample Size		Total
		M	F		M	F	
	The Federal Polytechnic, Ede, Osun State	50	18	68	20	7	27
	The Federal Polytechnic, Ilaro, Ogun State	57	27	84	23	11	34
	Osun State Polytechnic, Iree, Osun State	17	11	28	7	4	11
	The Polytechnic, Ibadan, Oyo State	33	16	49	13	6	19
	The Federal Polytechnic, Ado-Ekiti, Ekiti State	49	22	71	20	9	29
	Yaba College of Technology, Yaba Lagos, Lagos State	55	20	75	22	8	30
	Rufus Giwa Polytechnic, Owo, Ondo State	23	10	33	9	4	13
	The Federal Polytechnic, Ile-Oluji, Ondo States	18	12	30	7	5	12
	Lagos State Polytechnic, Lagos State	35	15	50	14	6	20

The Ibarapa Polytechnic, Eruwa, Oyo State	22	8	30	9	3	12
Moshood Abiola Polytechnic, Ojeere, Abeokuta, Ogun State	36	13	49	14	5	19
Osun State College of Technology, Esa-Oke	32	15	47	13	6	19
Abraham Adesanya Gateway Polytechnic, Ijebu-Igbo, Ogun State	17	8	25	7	3	10
The Oke-Ogun Polytechnic, Saki, Oyo State	16	9	25	6	3	9
ICT Polytechnic, Eruku, Ogun State	12	8	20	5	3	8
Ogun State Institute of Technology, Igbesa, Ogun State	13	7	20	5	3	8
The Polytechnic, Saapade, Isara-Remo, Ogun State	14	6	20	6	2	8
GRAND TOTAL	499	225	724	200	88	288

Sources: Federal Polytechnic, Ede, Osun State; Federal Polytechnic, Ilaro, Ogun State; Osun State Polytechnic, Iree, Osun State; The Polytechnic, Ibadan, Oyo State; The Federal Polytechnic, Ado-Ekiti, Ekiti State; Yaba College of Technology, Lagos, Lagos State; Rufus Giwa Polytechnic, Owo, Ondo State; The Federal Polytechnic, Ile-Oluji, Ondo State; Lagos State Polytechnic, Ikorodu, Lagos State; The Ibarapa Polytechnic, Eruwa, Oyo State; Moshood Abiola Polytechnic, Abeokuta, Ogun State; Osun State College of Technology, Esa-Oke, Osun State; Abraham Adesanya Gateway Polytechnic, Ogun State; Ogun State Institute of Technology, Igbesa, The Oke-Ogun Polytechnic, Saki, Oyo State; ICT Polytechnic; Eruku, Ogun State, Ogun; and The Polytechnic, Saapade, Isara-Remo, Ogun State.

APPENDIX D

Department of Business and Entrepreneurship
Education,
Faculty of Education,
Kwara State University, Malete,
Kwara State.

Date:

Dear Sir/Ma,

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

I am a postgraduate student of the above named Institution currently undertaking a Ph.D programme in Business Education as a requirement for the award of the degree. I am writing a Ph.D dissertation titled:

“COMMUNICATION, HUMAN RELATIONS AND LEADERSHIP SKILLS NEEDED BY SECRETARIES FOR EFFECTIVE JOB PERFORMANCE IN POLYTECHNICS”.

I am hereby craving your indulgence to please help in validating the attached research instrument which I developed for collecting the data that would be used in completing the study.

Thanks, in anticipation of your co-operation.

Yours faithfully,

Grace Olufunke FADARE

15/27/PBE004

APPENDIX E

APPENDIX F

APPENDIX H
LETTER OF REQUEST TO PILOT STUDY RESPONDENTS

Faculty of Education,
Department of Business and Entrepreneurship
Education,
Kwara State University, Malete.
Kwara State.

14th January, 2020.

Dear Respondents,

REQUEST TO FILL QUESTIONNAIRE

I am a postgraduate student of the above-named institution currently undertaking a Ph.D programme in Business Education. As a requirement for the award of the degree, I am writing a Ph.D dissertation titled:

**COMMUNICATION, HUMAN RELATIONS AND LEADERSHIP SKILLS NEEDED BY
SECRETARIES FOR EFFECTIVE JOB PERFORMANCE IN POLYTECHNICS.**

Your school was chosen for the pilot study because it has similar characteristics with the institutions where the data to be used for completing the study would be collected.

You are expected to please respond to the attached questionnaire which purpose is collection of information that would be used for ascertaining the reliability of the research instrument.

Be assured that your responses would only be used for the said purpose and be treated with utmost confidentiality.

Thanks for your co-operation.

Yours faithfully,

Grace Olufunke FADARE
15/27/PBE 004

APPENDIX I
TRANSMITTAL LETTER

Department of Business and Entrepreneurship,
Faculty of Education,
Kwara State University, Malete,
Kwara State.

14th January, 2020.

.....
.....
.....

Dear Respondents,

REQUEST TO FILL QUESTIONNAIRE

I am a postgraduate student of the above-named institution currently undertaking a Ph.D programme in Business Education. As a requirement for the award of the degree, I am writing a Ph.D dissertation titled: Communication, Human Relations and Leadership Skills Needed by Secretaries for effective Job Performance in Polytechnics.

You are expected to please respond to the attached questionnaire which purpose is collection of instrument that will lead to the completion of the study.

Be assured that your response would only be used for academic purpose and treated with utmost confidentiality.

Thanks for your co-operation.

Yours faithfully,

Grace Olufunke FADARE,
15/27/PBE 004

APPENDIX J

QUESTIONNAIRE FOR SECRETARIES AND BOSSES ON COMMUNICATION, HUMAN RELATIONS AND LEADERSHIP SKILLS FOR EFFECTIVE JOB PERFORMANCE (QSBCHLSEJP)

SECTION A: Demographic Information

INSTRUCTION: Please check () where appropriate

- 1) Name of School:
- 2) Institution's Ownership: (a) Federal Polytechnic ()
(b) State Polytechnic ()
- 3) Gender: (a) Male () (b) Female ()
- 4) Academic Qualification(s): ND () HND () B.Sc. () M.Ed./M.Sc. and others ()
- 5) Work Experience: 1-10 yrs () 11-20 yrs () 21-30 yrs () 31 yrs and above ()

SECTION B: COMMUNICATION SKILLS

The following statements relate to the extent to which Communication skills influence secretary's job performance. Please check () to indicate your preferred option.

KEYS:

Very Highly Needed	(VHN)	- 4 points
Highly Needed	(HN)	- 3 points
Needed	(N)	- 2 points
Not Needed	(NN)	- 1 point

S/N	ORAL COMMUNICATION SKILLS	VHN	HN	N	NN
1	Ability to speak fluently				
2	Ability to receive telephone calls politely				
3	Ability to use the right stress when speaking				
4	Ability to capture and retain the attention of audience				
5	Ability to present points logically				
6	Ability to draw an outline of speech				
7	Ability to analyse barriers to effective listening				
8	Ability to analyse audience				
9	Ability to relate very well with clients or visitors				
10	Ability to be a good listener				
	WRITTEN COMMUNICATION SKILLS				

11	Ability to compose letters, memos, reports etc.				
12	Ability to edit drafts of executive write up				
13	Ability to convey to her boss the essential facts contained in repots, newspapers, magazines etc.				
14	Ability to replying to routine office request correspondence				
15	Ability to edit typed materials by another junior worker before the executive signature				
16	Ability to prepare notice of meetings, agenda and write minutes of meetings				
17	Ability to use information to support idea				
18	Ability to make sure that there is effective flow of communication through established channels within the office				
19	Being economical in planning, sending messages				
20	Ability to address people courteously: Mr., Mrs., Miss, Ms., Dr., Prof., etc.				

SECTION C: HUMAN RELATIONS SKILLS

The following statements relate to the extent to which human relation skills influence secretary's job performance. Please tick () to indicate your preferred option.

S/N	INTERPERSONAL SKILLS	VHN	H	N	NN
21	Ability to apply professional workplace behaviour				
22	Ability to tolerate misconduct from stakeholders				
23	Ability to be patient in the work place				
24	Ability to avoid transfer of aggression to stakeholders in the office				
25	Ability to be always prepared for the unexpected				
26	Ability to be always aware that office secrets should not be discussed with friends or the general public				
27	Ability to meet customers' need through affectionate relationship				
28	Ability to deal with problems that arise in the office in the absence of the boss				
29	Ability to make stakeholders feel important when attending to their needs in the office				
30	Ability to show signs of respect when dealing with customers				
	ORGANISATIONAL SKILLS				
31	Ability to exhibit team spirit				
32	Ability to delegate work to team members				
33	Ability to plan daily office activities				

34	Ability to prioritise tasks in their order of importance				
35	Ability to plan office tasks ahead of time				
36	Ability to responsibly challenge existing procedures				
37	Ability to motivate others to perform in dangerous situations requiring team work				
38	Ability to undertake key responsibilities or activities as directed by the supervisor				
39	Ability to be effective in-service delivery				
40	Ability to solve problems with stakeholders				

SECTION D: LEADERSHIP/SUPERVISORY SKILLS

S/N	DECISION MAKING SKILLS	VHN	HN	N	NN
41	Ability to identify problems				
42	Ability to prioritize problems				
43	Ability to sort out the relevant data needed in problem solving				
44	Ability to solve problems				
45	Ability to make decisions in a short time s				
46	Ability to assess long-term effects of decisions				
47	Ability to make decisions on the basis of thorough analysis of the situation				
48	Ability to identify political implications of the decision to be made				
49	Ability to know ethical implications of decisions				
50	Ability to recognize the effects of decisions made				
	TIME MANAGEMENT SKILLS				
51	Ability to identify important tasks to ensure quick completion				
52	Ability to seek for proper clarification on tasks to avoid repetition				
53	Ability to allocate time efficiently				
54	Ability to avoid procrastination				
55	Ability to set priorities				
56	Ability to manage/oversee several tasks at once				
57	Ability to revise plans to include new information				
58	Ability to apply work simplification techniques e.g. use of appropriate office machines				
59	Ability to communicate tactfully to time wasters				
60	Ability to meet deadlines				

APPENDIX K

DATA ANALYSIS FOR THE RELIABILITY OF THE STUDY USING PEARSON

PRODUCT MOMENT CORRELATION COEFFICIENT

COMMUNICATION, HUMAN RELATIONS AND LEADERSHIP SKILLS NEEDED BY SECRETARIES IN PUBLIC POLYTECHNICS

Reliability

[DataSet1] C:\Users\SEGUN\Documents\reliab. result\2020\Mrs Fadare PhD.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded ^a	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables
in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.902	60

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