MANAGERIAL SKILLS AND EMPLOYEE PERFORMANCE IN SELECTED DEPOSIT MONEY BANKS IN KADUNA STATE

GIMBA, John Toro PhD[1], KUNGABA, Jordan[2] & Tama, Hope Jacob[3]
[1]Department of Business Administration, Veritas University Abuja
[2]Department of Business Administration, Federal University Wukari
[3]Department of Business Administration, Taraba State Polytechnic Suntai

Abstract
The study examined the effect of managerial skills on employee performance in selected Deposit Money Banks in Kaduna state. Managerial skills were proxied by technical skills and interpersonal skills, while employee performance was the dependent variable. The population of the study comprised of all employees of banks with operational branches in Kaduna state. A sample of 333 employees was arrived at using the Taro Yamane formula from a population of 1972 employees of banks. The study adopted the stratified sampling technique to select employees from each bank. Primary data was collected using a structured questionnaire from the respondents and analyzed using linear regression analysis. The study found a positive effect of technical skills on employees' performance of Deposit Money Banks in Kaduna State; likewise interpersonal skills indicate a negative effect of on employees' performance of Deposit Money Banks in Kaduna state. The study recommends that DMBs should continue to train employees on newest technology that eases the process and speed up performance. in addition, employees should be charged (by way of reward) with the task of seeking and/or introducing improved ways of performing task(s). Finally, DMBs should equip employees with knowledge on how best to develop their emotional intelligence. This will help them understand themselves better as well as colleagues and in addition create cohesion and provide opportunities for knowledge sharing which will help in optimal task performance.

Keynotes: Managerial skills, Technical skills, Interpersonal skills, Employee performance, Deposit Money Banks, Kaduna state

Introduction

In Nigeria, knowledge is the ability of individuals in a managerial position to fulfil all management activities or tasks to ensure goal achievement. Managerial skills are important for managers in the banking sector as it help them to act as effective leaders and problem-solvers in both simple and complex situations. Managers must have requisite managerial skills to be successful in accomplishment of their tasks and directorial role. Also, the way to investigate managers' output is by paying attention to their skills or competencies that is needed to achieve their goals (Davidescu, Apostu & Casuneanu,2020) In this era of competitiveness managerial skills have emerged as a basis for competitive edge as they become essential for running business activities successfully and which are further manifested as attitude. Furthermore, interest in economic and managerial education and training is growing because of the knowledge society development.

Technical skill is a solid factual knowledge required to do a job. These skills can be termed as "what you know" (Heerdegen et al., 2020). Technical skills are the skills that include programming languages, operating system skills, networks and communications. Technical ability or skill has significant impact on work performance, while needs of existence, needs of relation and the need of ability are the enough evidence to conclude that

each variable has a significant impact to work performance too. (Suharto & Nedi, 2019). Subsequently, interpersonal skill is a skill that deals with the relationship with other people. Interpersonal or soft skill attribute include the value of adopted, motivation, behavior, habits, character, and attitude. One of the indicators of the success of a company is the performance of employees who work effectively and efficiently to improve their performance. Employee performance indicates the effectiveness of employee's specific actions that contribute to attain organizational goals. It is defined as the way to perform the job tasks according to the prescribed job description. Performance is the art of embarking on to completing the task within the defined boundaries. Employee performance is defined as the outcome or contribution of employees to propel them to achieve the set goals (Ibay & Pa-Alisbo, 2020). The growth of an organisation is directly linked to the performance of the employees; hence, the right tools and motivation needed to propel the employees must be provided to help achieve organizational goals.

Research Questions

This study will provide answers to the following research questions.

i. To what extent does technical skill affect the employee performance of Deposit Money Banks in Kaduna State?
ii. To what extent does interpersonal skill affect the employee performance of Deposit Money Banks in Kaduna State?

Aim and Objectives of the Study

The aim of this study is to examine the effect of managerial skills on the employee performance of selected Deposit Money Banks in Kaduna State. The specific objectives are to.

i. Ascertain the effect of technical skills on the employee performance of Deposit Money Banks in Kaduna State
ii. Ascertain the effect of interpersonal skills on the employee performance of Deposit Money Banks in Kaduna State

Hypotheses

To address the problem of the study, the following hypotheses will be tested:

1. Technical skill has no significant effect on employees' performance of Deposit Money Banks in Kaduna state
2. Interpersonal skill has no significant effect on employees' performance of Deposit Money Banks in Kaduna State

Literature Review

Concept of Managerial Skill

There are several definitions of managerial skills based on scholars' views and perceptions of the concept. Giami and Obiechina (2019) defined managerial skills as specialized knowledge in certain jobs that managers possess to enable them to perform their duties and roles, and also it is a set of behaviours that lead to effective job performance. Egboka, Ezeugbor & Enuemeet (2013) managerial skills of school leaders refer to their ability to successfully plan, organize, co-ordinate, control, make decisions and initiate actions to aid the effective management of schools. Managerial skills involve competence and ability of the principals to make decisions, initiate action control and stimulate teachers to achieve predetermined goals. The managerial skills possessed by principals enable them to plan, delegate, stimulate and control the activities of teachers. There are many components of managerial skills.

According to Muraina (2014) managerial skills include communication skills, supervisory skills and organizational skills. Memisoglu (2015) identified managerial skills as; conceptual skills, technical skills and interpersonal skills. However, this study will focus on these aspects of managerial skills namely, communication skills, interpersonal skills, leadership skill and technical skills. Managerial skill is one of the most important aspects of productivity. From the time employees began forming social organizations to accomplish aims and objectives they could not accomplish as individuals, managing has been essential to ensure the coordination of individual efforts. As society continuously relied on group effort, and as many organized groups have become large, the task of managers has been increasing in importance and complexity. Hence, managerial skills have become crucial in the way managers manage complex organizations matters and responsibilities (Nwogu & Ebunu, 2019). Managerial skills also refer to the development of bureaucracy that derives its importance from the need for strategic planning, co-ordination, directing and controlling of large and complex decision-making process. Essentially, therefore, management entails the acquisition of managerial competence, and effectiveness in the following key areas: problem solving, administration, human resource management, and organizational leadership (Memisoglu, 2015).

Technical Skills

Technical skills include knowledge about methods, processes, and equipment for conducting the specialized activities of the manager's organizational unit. Technical skills also include factual knowledge about the organization (rules, structure, management systems, employee characteristics) and knowledge about the organizations' products and services (technical specifications, strengths and limitations). This type of knowledge is acquired by a combination of formal education, training and job experience. Acquisition of technical knowledge is facilitated by a good memory for details and the ability to learn technical material quickly (Suharto & Nedi, 2019). There are still many technical skills, soft skills abilities and training programs that are low and below average standards can affect employee performance.

Technical skill is especially relevant for entrepreneurial managers. The inspiration vision of a new product or service may seem to spring from out of nowhere, but is actually

the result of many years of learning and experience. Research on entrepreneurs who started successful companies or introduced important new products in established companies suggests that their technical knowledge is the fertile ground in which the seeds of inspiration take root to yield innovative products (Ayeni, 2014). Some examples include Edwin Land, the inventor of the instant camera and founder of Polaroid Corporation, and Steve Jobs, the cofounder of Apple Computer. It is not enough to have an intimate knowledge of the products and processes for which a manager is responsible. Managers also need to have extensive knowledge of the products and services provided by competitors.

Interpersonal Skills

Interpersonal skills also called social skills include knowledge about human behavior and group processes, ability to understand the feelings, attitudes and motives of others, and ability to communicate clearly and persuasively (Ayeni, 2014). The trait research shows consistently that interpersonal skills are important for managerial effectiveness and advancement. Interpersonal skills such as empathy, social insight, charm, tact and diplomacy, persuasiveness and oral communication ability are essential to develop and maintain cooperative relationships with subordinate, superiors, peers and outsiders. A manager who understands people and is charming, tactful and diplomatic will have more cooperative relationships than one who is insensitive and offensive (Okpe, 2018). Interpersonal communication is based on positive perceptions and can create good relationships between fellow employees and good relationships will create intimacy among fellow employees. Good interpersonal communication can prevent conflicts between employees and leaders, because this will be able to express feelings honestly and openly.

Interpersonal relationship skill is concerned with the ability of school managers to interact and work together with the subordinates to achieve the school's set goals and objectives. Giami and Okpe, (2018). asserted that interpersonal relationship skill includes the ability to work with people to motivate and inspire them. The interpersonal skills applied by principals enable them to associate well with their subordinates and this provides the opportunity for the smooth running of the school's affairs. Werang (2014) stated that interpersonal skills enables a leader to influence team or groups to work together to accomplish organizational goals and objectives. Interpersonal skills enable principals to become sensitive and empathetic to what motivates teachers, create an atmosphere of trust and put into consideration the needs of teachers when deciding on how to achieve the school objectives. Ayeni (2014) stressed that interpersonal skills are important attributes in maintaining a positive work atmosphere, without these skills relationship in school organization becomes hostile and in-turn resulting to staff dissatisfaction.

Concept of Employee Performance

Employee performance can be defined in terms of how the social processes utilized in the performance of their jobs enhances or maintain the capability of the employees to work together on subsequent group tasks. Durga (2017) defined employee performance as the act of executing a task or an accomplishment or achievement. He adds that employee performance is how well an employee is effectively fulfilling his/ her job requirement or

discharging his/ her duties so as to achieve good results. O'Flynn, et al. (2010) said employee performance is defined using three criteria. First criteria is that employees' output meets the standard of performance set by the organization's external customers. Finally, that employee's personal needs are satisfied instead of them being frustrated by the group performance. Performance is an individual's behavior and results. It is also seen as the way in which people get their work done Ayeni (2014). However, O'Flynn, et al. (2010) argued that the performance of employees is not truly representative of what a group performance is. Rather, it is the personal experience of group members and the subsequent ability of the employees to perform in the future that also defines the employee's performance.

Employee efficiency refers to either cost of achieving a task or the speed at which task is accomplished. According to Muraina (2014) sees efficiency as the general cost of the employee's effort in relation to the results achieved. Efficiency is making better use of time and/ or materials to achieve result Werang, B. R. (2014). Employee efficiency looks at the degree to which an employee is able to accomplish task with minimum resources available. Effective is the ability to accomplish a purpose or produce an intended or expected result. Employee performance, effectiveness or efficiency is a function of ability and motivation. Thus, employees need both ability and motivation for effective performance. This formula is also supposed by (Robert, Leonard, & Leonard, 2015) who stated that performance = f (ability x motivation) and it is a means by which human resource management conceptualize the determinants of performance. This means that if employees' motivation or ability is low, the resulting effect is that employees' performance will also be low. Employee performance could also mean the general appraisal to see if employees are achieving their set targets by accomplishing targets they have been assigned in a desired manner by the assigning authority, and this can be measured in terms of quality, timeliness, quantity and efficiency with which it's completed. According to Schlaerth, Ensari and Christian (2013) employee performance refers to the innumerable or sequence of tasks undergone by employees to attain objectives.

Empirical Review

Technical Skill and Employee Performance

Ahmad and Ahmad (2021) investigated the effect of managerial skills and the performance of small- and medium-sized enterprises (SMEs) in Punjab, Pakistan. A stratified proportionate probability sample method was used to select the 265 SMEs. The study applied a structural equation model (SEM) to analyze the proposed research hypotheses by using PLS-SEM. This research examines the direct and indirect effects Technical Skill on the performance of SMEs using the SEM test. The results indicate the positive effect of managerial skills on SMEs' performance and also suggested that strategic planning mediates the relationship between managerial skills and SMEs' performance. In addition, the role of managerial skills on the usage of the company's resources is highly influential through strategic planning. Strategic planning has been found to impact significantly and positively on the relationship between managerial skills and performance of SMEs in Punjab, Pakistan. The findings suggested that, in devising appropriate strategies for SMEs, the effect of managerial skills on the utilization of the firm's resources can be more effective to the firm's performance. In short, the utilization of a firm's resources through a proper planning is more

essential for the sustainability of SMEs. However, the study was conducted in Pakistan which results might be different from studies of commercial banks in Nigeria. The population of the study was not captured, therefore making it difficult to either know whether the population was adequate enough to generalize the result.

Ibay and Pa-alisbo (2020) surveyed the managerial skills of the school administrators in terms of conceptual skills, human skills, and technical skills in selected private catholic secondary schools in Bangkok, Thailand. The respondents self-assessed their managerial skills in the form of a checklist, and to validate the results, interviews were conducted to determine the professional development needs according to the lowest items assessed by the school administrators. With regards to the assessment of managerial skills' practice of the school administrators, most of them assessed themselves as very good in terms of conceptual skills, human skills, and technical skills. The professional development needs of the private catholic school administrators in terms of conceptual skills are the identification of informal organization, articulation of strategy, and ability of prediction. On the other hand, school administrators need training in controlling conflict, report generation, and official correspondence in terms of human skills. Finally, they need professional development in financial management, computer skill, and marketing in terms of technical skills. However, the study was conducted in Thailand which results might be different from studies in Nigeria. The instrument for data analysis was not clearly stated to enable the researcher identify its validity or ability to measure what its actually intend to measure.

Popescu et al., (2020) investigated the role of technical skills in the sustainable development of small and medium enterprises, focused on self-awareness, emotional intelligence, and technical skill of entrepreneurs. The investigation method consisted of the distribution of anonymous questionnaires to a representative sample of entrepreneurs, in the Mehedint County, Romania. The collected data were centralized, processed, and assessed. The results of this analysis revealed, besides the emotional intelligence and interpersonal skills which have reached a suitable level, a low level of self-awareness. Therefore, this has been considered as a potential barrier towards sustainable development of SMEs in the analyzed region. However, the high level of emotional intelligence, accompanied by an increasing trend of interpersonal skills as the manager's experience in working with people increases, is a strong argument for the sustainable development of SMEs. The study comes to support the public policies concerning small and medium-sized entities by using a model of managerial skills testing for applicants. In this way, an increase of the transparency of financing decision and the effectiveness of financial support are ensured. However, the study was conducted in Romania, which the results might be different from studies in Nigeria.

Mehralian, Peikanpour, Rangchian & Aghakhani (2020) determined whether technical skill mediates the effect of managerial skills (MS) on business performance in small businesses, such as pharmacies. The model proposed in this research was tested using separate questionnaires specifically designed for managers, employees and clients. The data set consists of responses from 301 managers, 470 clients and 328 employees from community pharmacies in Tehran, capital of Iran, which were analyzed using structural equation modeling. Although the results indicated no significant direct relationship between MS and

pharmacy performance (PP), they also confirmed that having a context-appropriate set of MS can positively affect PP via the mediating effect of technical skill. This is the first study investigating how MS improve performance in retail pharmacies. Although this research focuses specifically on small businesses in the pharmaceutical industry, it nevertheless contributes to the literature by showing the importance of technical skill. However, the study was conducted in Iran on small business which results might be different from this study with bank case study in North- Western Nigeria.

Ahmad & Ahmad (2021). determined the technical skills, entrepreneurial spirit and motivation as the determining factor of the operational performance of SME Batik in Tasikmalaya City. The research method used is a census method. Data collection is obtained through questionnaires. The population in this study is the whole of the actors Batik in the city of Tasikmalaya, namely as many as 41 units of work. The sampling is used as a census for all population members to be sampled. The results of the study using lane analysis found that partially, the managerial ability, motivation and entrepreneurial spirit had a significant influence on operational performance. Simultaneously, Technical ability, motivation and entrepreneurial spirit have a significant influence on operational performance, so that hypotheses are proven truthfulness. However, the study was conducted on SME which results might be different from studies in the banking sector. Also the population of 41 units is not adequate enough to generalize the findings of the study.

Ngetich and Kithae (2020) investigated effect of technical skill on performance of SMEs in Kenya, to find out how technical skills affect performance of SMEs in Kenya and to establish the effect of managerial skills on performance of SMEs in Kenya. The study employed a descriptive research design based on desk research to achieve the objectives. Among variables that were found to positively affect business performance were access to business information and managerial skills. However, access to finance was found to negatively affect business performance. The study concluded that access to business information and managerial skills are key socio-economic factors affecting business performance of SMEs. A major recommendation of the study is that the government should start providing crucial technical skill and improve policies on SME's access to business finance as this will enable enterprises to make informed investment decisions as well as enhance their entrepreneurial skills to enable them recognize and exploit the available business opportunities. However, the study was conducted on SME in Kenyan which results might be different from studies in the banking sector in Nigeria. The population of the study was not also stated to enable the researcher confirm the adequacy of the population to generalize the results.

Interpersonal Skill and Employee Performance

Hoffman and Tadelis (2021) examined how manager's interpersonal skills with subordinates in Kenya, which they call people management skills, affect employee performance. Are managers rewarded for having such skills? Using personnel data from a large, high-tech firm, it shows that survey-measured people management skills have a strong negative relation to employee turnover. A causal interpretation is reinforced by research designs exploiting new workers joining the firm and manager moves. However, management skills do not consistently improve most observed non-attrition outcomes. Better people

managers themselves receive higher subjective performance ratings, higher promotion rates, and larger salary increases. However, the study was conducted in Kenya which results might be different from studies in the banking sector in Nigeria. The population of the study was not clearly stated and no visible recommendation made by the researchers.

Heerdegen et al (2020) examined interpersonal skills among district health managers and its association with health system performance in six districts in the Eastern Region of Ghana. Fifty-nine district health managers in six different performing districts in the Eastern Region of Ghana completed a self-administered questionnaire measuring their interpersonal skill. In addition, the participants provided information on their socio-demographic background; previous management experience and training; the extent of available management support systems, and the dynamics within their district health management teams. A non-parametric one-way analysis was applied to test the association between management capacity and district performance, which was measured by 17 health indicators. Shortcomings within different aspects of district management were identified, however there were no significant differences observed in the availability of support systems. However, the study was conducted on health sector in Ghana which results might be different from studies in the banking sector in Nigeria. No recommendations were made on the findings of the study.

Thompson and Ofojebe (2020) investigated principals' application of interpersonal skills as a correlate of teachers' job performance in secondary schools in Anambra State. Three research questions guided the study and three hypotheses were tested at 0.05 level of significance. Correlational research design was utilized for the study. The population of the study consisted of all the 5,286 teachers in public secondary schools in Anambra State, Nigeria. A sample size of 759 teachers were drawn using proportionate stratified sampling technique. The findings of the study as indicated among others revealed that there is a high relationship between principals' application of communication skill and teachers' job performance in secondary schools in Anambra State. It was also revealed that there was significant relationship between principals' application of interpersonal relationship skills and teachers' job performance in secondary schools in Anambra State. Based on the findings, it was recommended among others that Post Primary School Service Commission should introduce a school-based annual training programme in all secondary schools for principals to up-date their communication skills to enhance teachers' job performance. However, the study was conducted on public secondary school in Nigeria which results might be different from studies in the banking sector in Nigeria.

Davidescu, Apostu, Paul, & Casuneanu (2020) investigated the link between interpersonal skill and work time and workspace flexibility as relevant characteristics of sustainable HRM, job satisfaction and job performance among Romanian employees in order to identify how interpersonal skill redesign HRM in the face of future work challenges. Additionally, the paper aims to examine the impact of different types of flexibility contractual, functional, working time, and workspace flexibility in order to highlight the relevance of employee development and employee flexibility as important aspects of sustainable HRM in increasing the overall level of employee job satisfaction. The results of the multiple correspondence analysis highlighted a medium level of flexibility among those Romanian employees interviewed, with only one third of them exhibiting high levels of flexibility. The

empirical analysis of logistic regression analysis pointed out the role of functional flexibility, working time, and workspace flexibility along with the flexibility composite indicator in increasing the level of job satisfaction in employees. Therefore, if the challenge is to redesign the actual human resource management in order to include the concept of sustainability, attention needs to be on a combination of employee development-flexible time and flexible places, leading to an increase in both employee job satisfaction and organizational performance as important outcomes of sustainable HRM. However, the study was conducted in Romania which results might be different from studies in the banking sector in Nigeria. The population of the study was captured in the abstract to enable the researcher determine the adequacy of the population to generalize the results in the industry.

Theoretical Framework

This study was grounded on Katz's Theory propounded by **(**Robert L. Katz**) (**1974**).** The theory states that the metaphor of transferring knowledge from hands into brain and changing information into knowledge and finally, into works or a determined output with added value means that variety, creativity, technology and knowledge-oriented of organization is an inevitable choice for the organizations in 21st century Thompson, & Ofojebe (2020). The Katz's Theory was propounded by Robert L. Katz. Katz classified the required skills for a manager in three groups due to their pivotal role, each was explained separately and completely. According to this theory, technical skill is more important in lower management levels and conceptual skill is more significant in upper management levels and human skill is regarded equally important in all three management levels (Katz, 1974; Mirsepassi 1991 Robbins & Decenzo, 1998;). According to Katz's theory, a successful manager has triplet managerial skills (conceptual, human and technical). The deficiency of each skill loses the chance of being successful manager and generally successful organization. Managerial skills are required to implement quintuplet functions of management (planning, organizing, directing, controlling, evaluating).

However, the Katz's theory will underpin this research which states that managerial skills are one of reasons in consecutive organizational successes. Management effectiveness and efficiency require managerial skills. Managerial skills clarify to reconsider educational programs and selection of management in future.

Methodology

The study took the form of a descriptive survey design. The population of the study comprised of all employees of banks with operational branches in Kaduna state. The total population of the study is 1972, to determine sample size, Taro Yamane formula of 1972 was used $n = \frac{N}{1+N(e)^2} n = \frac{1972}{1+1972\ (0.05)^2} n = \frac{1972}{1+1972\ (0.0025)}\ n = \frac{1972}{1+4.93} n = \frac{49{,}581}{5{,}93}$ = 333. A sample of 333 employees was arrived. The study adopted the stratified sampling technique to select employees from each bank.

Primary data was collected using structured questionnaire from the respondents and analyzed using multiple regression analysis. The questionnaire items were adapted from the works of Twaliwi and Isaac (2017). The hypothesized model for the study is specified thus:

$$\mathbf{EMP = \beta_0 + \beta_1 TES + \beta_2 IPS + e} \quad \text{- - - - - -} \quad \mathbf{(i)}$$

Where: EMP = Employees' performance, TES = Technical skills, IPS = Interpersonal skills, e = Error term (5% = 0.05), β_0 = Intercept, $\beta_1\beta_2$ = Coefficient of independent variables.

Results and Discussions

Regression Analysis.

Table 1

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.263[a]	.513	.511	1.243	1.933

a. Predictors: (Constant), IPS, TES

b. Dependent Variable: EMP

Table 2

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	167.344	2	.934	13.605	.000[b]
	Residual	158.863	330	1.544		
	Total	326.207	332			

a. Dependent Variable: EMP

b. Predictors: (Constant), IPS, TES

Table 3

Coefficients[a]

Model	Unstandardized Coefficients	Standardized Coefficients	T value	Sig.

		B	Std. Error	Beta			Toleran	VIF
1	(Constant)	2.829	.590		4.792	.000		
	TES	.054	.121	.031	3.145	.000	.993	1.007
	IPS	-.070	-.073	-.067	-7.445	.000	.993	1.007

Source: SPSS Output

The result, as shown in the tables above revealed an R-square value of 0.513 which signifies that 51.3% of the variation in employees' performance (EMP) could be explained by the combination of technical skills and interpersonal skills. The remaining 48.7% variation could be explained by other factors or variables not included in this study. The f-statistics stood at 13.605 and also the probability of the f-statistics was found to be significant at 5% level of significance (p 0.000<0.05) which therefore, indicates that the model is fit to measure the association between the variables under study.

The regression line EMP = 2.829 + 0.054TES indicates a positive effect of technical skills on employees' performance suggesting that possession of knowledge of modern technologies and tools needed in discharging tasks and responsibilities has led to improvement in the level of employees' performance among banks in Kaduna state. The probability of t-statistics stood at 0.000 which is less than 0.05 level of significance thereby indicating that the effect is significant and as such the study lacks sufficient ground to accept the null hypothesis leading to the acceptance of the alternative hypothesis which states that technical skills has significant effect on employees' performance of DMBs in Kaduna state. This finding agrees with the finding of Andriati (2020) and Ngetich and Kithae (2020) who found positive and significant effect of technical skills on performance.

The regression line EMP = 2.829 - 0.070IPS indicates a negative effect of interpersonal skills on employees' performance suggesting that employees of banks possess low level of knowledge about human behavior and group processes which could be attributed to their inability to understand the feelings, attitudes and motives of others as well as communicate clearly and persuasively. The probability of t-statistics stood at 0.000 which is less than 0.05 level of significance thereby indicating that the effect is significant and as such the study accepts the alternative hypothesis which states that interpersonal skills has significant effect on employees' performance of DMBs in Kaduna state. This finding disagrees with the findings of Thompson and Sailah,(2008).

After a pilot survey, the researcher observed that employees of banks in Kaduna state have been performing below expectation as can be seen from the existence of poor customer relations and several unmet targets at work. This is despite the effective skills development that is carried out in the banking sector as prerequisite for promotion to managerial position to best equip the staff towards attaining set goals of the banks while satisfying customers' needs and wants. This situation is not ideal and calls for scrutiny into the phenomenon of

poor employee performance despite series of managerial skills from industrial professionals in order to ensure better outing at workplaces.

Conclusion and Recommendations

The study examined the effect of managerial skills on employee's performance of deposit money banks in Kaduna state and on the basis of the findings above, the study concludes that technical skill is important in improving performance however, interpersonal skills plays a critical role in that it creates cohesiveness among employees, increase persuasive communication and enhance team work among employees. Therefore, the study recommends as follows:

i. DMBs should continue to train employees on newest technology that eases the process and speed up performance. in addition, employees should be charged (by way of reward) with the task of seeking and/or introducing improved ways of performing task(s).
ii. DMBs should equip employees with knowledge on how best to develop their emotional intelligence. This will help them understand themselves better as well as colleagues and in addition create cohesion and provide opportunities for knowledge sharing which will help in optimal task performance.

Reference

Ahmad, S. & Ahmad, S.B. (2021). Effect of Managerial Skills on the Performance of Small- and Medium-Sized Enterprises: A Case Study in Pakistan. *Journal of Asian Finance, Economics and Business, 8*(4).

Ayeni, A. O. (2014). Human communication and interpersonal relationships in organisations. In G. O. Unachukwu and P. N. Okorji (Eds). *Educational management: A skill building approach.* Nimo. Rex Charles & Patrick Limited.

Davidescu, A.A., Apostu, S.A., Paul, A. & Casuneanu, I. (2020). Work Flexibility, Job Satisfaction, and Job Performance among Romanian Employees. Implications for Sustainable Human Resource Management. *Sustainability, 12, 6086.*

Davidescu, A.A., Apostu, S.A., Paul, A. & Casuneanu, I. (2020). Work Flexibility, Job Satisfaction, and Job Performance among Romanian Employees. Implications for Sustainable Human Resource Management. *Sustainability, 12, 6086.*

Durga, P. R. (2017). The Impact of Workforce Diversity on Organizational Effectiveness:(A Study of Selected Banks in Tigray Region of Ethiopia). *International Journal of Science and Research (IJSR), 6(1), 427-434.*

Egboka. P.N., Ezeugbor, C.O. & Enueme, C.P. (2013). Managerial skills and enhancement strategies of secondary school principals. *Journal of Education and Practice, 4(26), 168-174.*

Giami, C. B. N. & Obiechina, F. N. (2019). Principals' managerial skills and teachers' job performance in public secondary schools in Rivers State, Nigeria. *International Journal of Innovative Psychology & Social Development, 7*(2), 97-104.

Heerdegen, A.C.S., Aikins, M., Amon, S., Agyemang, S.A., & Wyss, K. (2020). Managerial capacity among district health managers and its association with district performance: a comparative descriptive study of six districts in the Eastern Region of Ghana. PLoS ONE.

Hoffman, M. & Tadelis, S. (2021). People Management Skills, Employee Attrition, and Manager Rewards: An Empirical Analysis. *Journal of Political Economy, University of Chicago Press, vol. 129*(1), 243-285.

Ibay, S.B. & Pa-Alisbo, M.A (2020). An Assessment of the Managerial Skills and Professional Development Needs of Private Catholic Secondary School Administrators in Bangkok, Thailand. *World Journal of Education, 10*(1), 149

Mehralian, G., Peikanpour, M., Rangchian, M., & Aghakhani, H. (2020). Managerial skills and performance in small businesses: the mediating role of organizational climate. *Journal of Asia Business Studies, 14*(3), 361–377.

Memisoglu, S. P. (2015). The perception of teachers about management skills of school principals. *International Journal of Humanities and Social Science, 5*(2), 21-29.

Muraina, M. B. (2014). Principals' managerial skills and administrative effectiveness in secondary schools in Oyo State, Nigeria. *Global Journal of Management and Business Research, 14*(3), 52- 56.

Ngetich, B. & Kithae, P. P. (2020). Access to business information, business finance, managerial skills and performance of SMEs in Kenya. *Access to business information, business finance, managerial skills and performance of SMES in Kenya, 2*(1), 70-77.

Nwogu, U. J. & Ebunu, A. A. (2019). Principals' technical and conceptual management skills for effective administration of public secondary schools in Delta State, Nigeria. *Educational Research International, 8*(3), 63-72.

O'Flynn, J., Ricciotti, A., Nicholas, S., Lau, K., Sammarino, A., & Fisher, N. (2010). The Theory of Diversity and Group Performance. *Australian Centre for International Buisness,* 1-54.

Okpe, P. (2018). School administrators' supervisory skills on teachers' job performance in secondary schools in Enugu State, Nigeria. *International Journal of Management, Social Sciences, Peace and Conflict Studies,1*(1),88-95.

Popescu, L., Iancu, A., Avram, M., Avram, D. & Popescu, V. (2020). The Role of Managerial Skills in the Sustainable Development of SMEs in Mehedinti County, Romania. *Sustainability, 12, 1119*. https://doi.org/10.3390/su12031119

Sailah, S. (2008). *Soft Skills Development of Higher Education*, Jakarta: Working Team Soft Skills Development, Directorate General of Higher Education, 2008

Schlaerth, A., Ensari, N., & Christian, J. (2013). A meta-analytical review of the relationship between emotional intelligence and leaders' constructive conflict management. Group Processes & Intergroup Relations, 16(1), 126-136

Suharto, S. & Nedi, N. (2019). The Impact of managerial skills on Job Performance. *International Journal of Economics & Business Administration (IJEBA), 1*(2), 189-206.

Thompson, C.C. & Ofojebe, W.N. (2020). Principals application of managerial skills as correlate of teachers‟ job performance in secondary schools in Anambra state Nigeria. *European Journal of Education Studies, 6*(10).

Werang, B. R. (2014). Principals' managerial skills, school organizational climate, and teachers' work morale at state senior high schools in Merauke Regency-Papua-Indonesia. *International Journal of Science and Research, 3*(6), 691-695.