



Assessing the Impact of Telecommunications Engineering Teams' Soft Skills on Job Performance

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Abstract: Different project failures that occurred previously all around the world motivated researchers, academics, and business owners to engage in forensic activities to determine the root causes of such failures. Some businesses found that, regardless of the sound technical skills possessed by the personnel who managed the failed projects, the personnel's lack of soft skills was a major contributing factor toward the project failures. The purpose of the quantitative study was to assess how telecommunications engineering teams' soft skills could affect the engineers' job performance based on their perceptions. The research was based on the Styron Soft-Skills Competency Framework, which had three clusters of soft skills and was modified into a five-cluster framework. The five clusters formed the basis on which a five-point Likert scale research questionnaire was developed. A pilot study with 7 participants was conducted, after which a total of 46 telecommunications engineers participated in the full study survey. Cronbach's alpha test was conducted to establish the internal consistency of the survey instrument. The findings of the study showed that financial management soft skills significantly impacted job performance as perceived by the respondents. Recommendations for future research include assessing the impact of the soft skills of engineers on their job performance in other industries and countries.

Keywords: Soft Skills, hard skills, job performance, telecommunications.

1. INTRODUCTION

The concept of soft skills was largely a product of the U.S. Army as the term 'soft skills' was coined by the Army in December 1972 to differentiate technical skills like operation of weapons, fixing of machines, and driving of vehicles from soft skills like building morale, working with people, and counselling [1]. Soft skills are abilities possessed by individuals and are complementary to hard or technical skills. Even when employees' technical skills are equal, the ones who possess additional soft skills are outstanding because they are more reliable and effective

employees [2]. According to vocational education, hard skills will get someone a job interview but soft skills will help the person get and keep the job [3]. The Carnegie Foundation and Stanford Research Center of Harvard University found that 85% of job success comes from excellent soft skills [4]. At various points in time, different projects failed, not because the managers of such projects were not technically sound, but because they lacked the required soft skills. The overall impact of the sufficiency or deficiency in engineers' soft skills will definitely reflect in the outcomes of businesses and projects. This study helps to assess the impact of the telecommunications engineering teams' soft skills on job performance within Nigerian telecommunications industry.

2. LITERATURE REVIEW

Past studies showed that soft skills are needed in businesses. Almeida and Devedzic carried out a survey of entrepreneurs in Portugal and Serbia in relation to their soft skills, all soft skills in the study appeared to be relevant with special emphasis on emotional intelligence, resilience, and not giving up regardless of the country of origin of the entrepreneurs [5]. Economist Corporate Network reported that on skills required by employers in Asia, 71.9% of the CEOs who were survey respondents felt that soft skills are more important than hard skills for their businesses [6]. The study by Robles identified the top 10 most important soft skills as perceived by business executives as communication, integrity, responsibility, courtesy, social skills, positive attitude, flexibility, professionalism, teamwork, and work ethics [7]. The business executives perceived that communication, integrity, and courtesy were the most important interpersonal skills for success. Robles recommended that further research should study interpersonal skills and determine if other soft skills were deemed important. Researchers and academics came to an

agreement that the gap between the soft skills expected by employers and the level of skills actually possessed by entry-level graduates was getting wider [8].

2.1 Hard and Soft Skills

Skills are categorized into technical or hard skills and non-technical or soft skills [9]. Hard and soft skills are inevitable in the training of employees as they are complementary [10]. Employers want new employees to have high level of soft and hard skills [7]. Kovács and Keresztes, in their research on the young employees' perceptions about employability skills for e-commerce, established those soft skills such as motivation, oral communication, flexibility, presentation, interpersonal, teamwork, problem solving, stress resilience, and creative thinking were among transferable skills [11]. Hard skill competency hires while soft skill deficiency fires [12]. It is possible for an employee to have twenty years of work experience and two higher-education degrees but lack soft skills such as the ability to communicate ideas clearly or adapt to changing job deadlines [13].

- i. Hard skills: Hard skills describe a person's technical skill set and ability to perform specific tasks [3]. Hard skills, according to Sial and Arslan, are a candidate's qualification, experience, research, collaboration, number of books authored or projects completed, human resource and administrative skills [14]. Hard skills are specific, teachable, and measurable [10]. Hard skills relate directly to specific occupations [15]. Hard skills can be acquired through apprenticeship, on-the-job training, hands-on sessions, and participation in professional activities [16]. Hard skills are the prerequisites for joining any serious business organization while soft skills create leaders and advancement in workplaces [17].

Telecommunications engineering teams' hard skills: Figure 1 shows a typical structure of Telecommunications Engineering Workforce (TEW) which comprises of various technical departments such as Core Network (CN), Data Communications Network (DCN), Installation (INS), Transmission (TR), Fibre Optics (FO), Power (PW), General Operation and Maintenance (GOandM), Data (DT), Packet Switching Core (PSC), Optimization (OP), Network Quality (NQ), Network Planning (NP), Billing (BL), Information System (IS), Radio Frequency (RF), and Network Monitoring/Supervision (NMS). The engineers from the various departments apply their hard skills in various areas of needs such as cloud computing, network designing, programming, coding and scripting, network upgrading, equipment installation, troubleshooting, radio link planning and budgeting, billing, key performance indicator (KPI) Analysis, network traffic management, configuration and integration of new network nodes, power system maintenance, network monitoring and supervision.

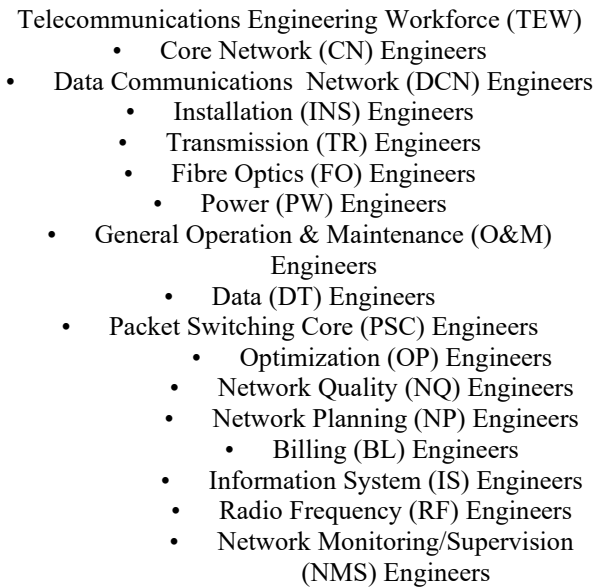


Figure 1: A typical structure of telecommunications engineering workforce depicting synergy among the engineers

- ii. Soft skills: Soft skills are about knowing the difference between assertiveness and aggressiveness, how to be polite, how to put a point across to others [15]. An effective time manager who smiles and speaks to others in a friendly manner in a workplace and offers valuable suggestions has a clear advantage over another manager who has equal technical skills but ignores co-workers, devotes efforts only to assigned work, gossips about other co-workers, discriminate based on gender and colour, and is habitually late to work [2]. Some examples of soft skills, according to Sarracino, Esposito, and Rea, are etiquettes, personal habits, getting along with others, listening and proficiency in languages [10]. Somogyi defined soft skills as general competencies that include communication, teamwork, personality, desire for personal and professional developments, and behavioural skills which are all important criteria for selecting candidates for available jobs by employers [18]. Soft skills deficiency is a sinker to the promising career of someone with technical and professional capabilities but no interpersonal skills [19]. The software engineering skills become unused where time management skills are lacking, a cross-departmental project suffers when emotional intelligence is missing and marketing skills are valueless where communication skills are absent [13].

2.2 Applications to Business

The rules for succeeding in business, according to Sharma and Shekhawat, are changing from time to time [20]. Not too long ago, technical knowledge and competence were the key drivers of career growth and success. But, the craving for soft skills has drastically increased with the advent of globalization [21]. Soft-skill deficits affect business outcomes [22]. Customers can be negatively impacted when workers' soft skills cause disappointment. A business study established that lack of soft skills is a

contributing factor toward 68% of organizational project failure rate in North America [23]. Soft skills entail that someone be trustworthy, selfless, empathetic, manage time efficiently, and respect others [24]. As the world ventures into the new millennium of the Fourth Industrial Revolution in which the 'virtual' and the 'real' worlds are seamlessly connected; there will be complexities surrounding cyber-physical systems [25, 26].

In manufacturing business for instance, the traditional division of labour among the workforce will change to a much more complex environment with new operational and organisational structures that will require more decision-making, control, co-ordination, and support services to co-ordinate between virtual and real machines. Consequently, there will be a higher demand for employees with greater initiative and excellent communication skills to organise tasks that are more complex and require a higher level of thinking and problem-solving soft skills. In order to respond to today's turbulent and complex business environments, the need for employees with strong soft skills cannot be overemphasized. The World Economic Forum (WEF) projected that by the year 2025, the top five skills that will be needed are analytical thinking and innovation, complex problem solving, active learning, creativity, leadership and social influence [27]. Businesses will be successful with all-encompassing soft skills implementation [13].

2.3 Soft-Skills Competency Theoretical Framework

The research model was based on Styron Soft-Skills Competency Framework which had three clusters of soft skills namely Communication Skills (CS), Thinking Skills (TS), and Leadership Skills (LS) [23]. The framework was modified by the researchers by adding three clusters of soft skills namely Social Skills (SS), Time Management Skills (TMS), and Financial Management Skills (FMS). The resultant framework formed the basis for the survey instrument developed and used in the study. The modified Soft-Skills Competency Framework displayed in Figure 2 includes five clusters of soft skills with each cluster having four soft skills. The five clusters are Communication Skills (CS), Social Skills (SS), Thinking Skills (TS), Time Management Skills (TMS), and Financial Management Skills (FMS). The CS cluster has active listening, conversing styles, continuity, and use of electronic tools soft skills; the SS cluster has teamwork, conflict resolution, emotional intelligence, and adaptability soft skills; the TS cluster has analytical, critical, problem-solving, and creative thinking soft skills; the TMS cluster has technology savviness, planning, focus, and promptness; while the FMS cluster has transparency, trustworthiness, timeliness, and accountability soft skills.

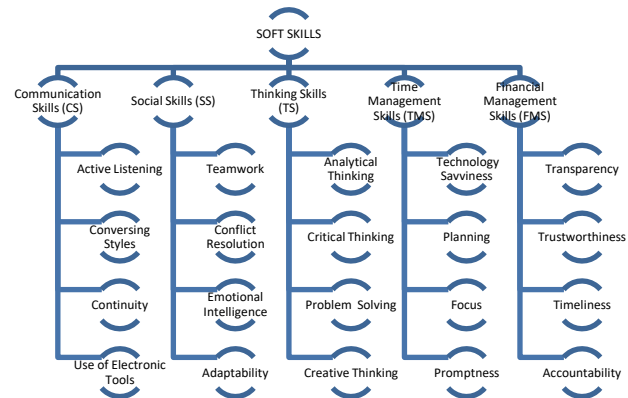


Figure 2: Soft-skills competency theoretical framework (Styron, 2023)

2.3.1 Communication skills (CS)

Communication soft skill is choosing the appropriate words to communicate in the right tone and volume [20]. Good communication among team members helps the sender and the receiver of information to have less frequent misunderstandings and fewer frustrations as it leads to clearer reasoning and collaboration [4]. Communication skills, according to Comstock, are the most important of the soft skills employers look for in their employees [2].

- 1) Active Listening: Active listening is paying attention to what others are saying and being able to repeat back to them what they meant. Active listening skill enhances workplace collaboration and harmony in that it helps employees to understand assigned tasks and the underlying thoughts behind the tasks [4]. Riley and Nicewicz noted that soft skill trainings in active listening and attention to details are critical for every team member in a workplace [28].
- 2) Conversing Styles: People communicate in different ways. While some people communicate in a more direct way, others do in a more indirect way. Understanding the communication style of the speaker and adapting to it makes an effective communication [29].
- 3) Continuity: An attitude of communication continuity helps to bridge any communication gap among team members. A gap is said to be created during conversations when the receiver of the information misunderstands the speaker's intention. Communication gap can lead to conflict, frustration, and hamper job performance among team members [29, 30]. A team member with communication continuity skill ensures information gets down to the appropriate stakeholders and seeks to have feedbacks.
- 4) Use of Electronic Tools: The use of electronic tools is an important aspect of communication. Ensuring the right application of technological tool etiquettes and even methods of addressing colleagues is of utmost importance in business [31].

2.3.2 Social skills (SS)

Socialization involves communicating with other people by bonding and spending time together [32]. Harmoniously and effectively interacting with other people is a personal attribute and a form of soft skill [33]. Socialization helps to influence others without being authoritative. Socialization is an ingredient of interpersonal relationship which has to do with seeing things from another person's perspective and bringing the person along on a journey of change at the person's pace [34].

- 1) Teamwork: Teamwork means cooperating with other people with different mindsets, views, policies, and experiences. An ineffective team will lead to poor performance even when members of the team are individually competent in their specific areas of specialty [35]. Teamwork skill depends upon cooperation, good communication skill and willingness of team members to share credit for the work done together [2]. Teamwork skill is important in a work environment where team members are expected to relate with stakeholders, colleagues, and supervisors in a proper, ethical, and professional manner [35].
- 2) Conflict Resolution: Conflicts are inevitable among team members. Majid et al. established that individuals require conflict-resolution soft skills to effectively manage work conflicts whenever they arise [9]. Walton explained that in a workplace, influencing changes in other people's behaviours can be very delicate as the action can easily go wrong and consequently destroy workplace relationships [36]. Serious care has to be taken to achieve the desired behavioural changes. Taking time to observe people before engaging them will help mitigate the possibility of conflict.
- 3) Emotional Intelligence (EI): Social awareness, self-awareness, self-management, relationship management are the key tenets of a person's emotional intelligence [37]. Empathy is one of the ingredients of emotional intelligence. Empathy is a non-judgmental way of seeing the world from someone else's point of view. It helps to understand how one's actions will affect others and consequently build teams of people [4].
- 4) Adaptability: Globalization has led to faster evolution in different walks of life and constant adaptation to even the smallest evolutionary changes is the only way to survive in the globalization era. Humans are expected to adapt to changes by developing lifelong learning and information management skills in this rapidly changing era [12]. Employers focus on finding people who have, in addition to hard-skills, as many soft skills as possible. As a result, companies are looking for employees who adapt easily to flexible work environment. Lifelong learning therefore has become a "must" because the speed of change of each field is so fast that many

essential jobs today can disappear in a few years [12].

2.3.3 Thinking skills (TS)

To think, according to Plato, is to speak silently. There are three layers of thought process namely; the formation of understanding, the formation of opinions, and the drawing of conclusions [38].

- 1) Analytical Thinking: Sound analytical thinking skills help someone to better understand complex ideas and develop logical arguments based on evidence. World Economic Forum listed analytical thinking as one of the top 10 skills of 2025 [39]. Soft skill competency helps people to think analytically, make sound decisions, interact effectively, and prioritise tasks [40].
- 2) Critical Thinking: The ability to think critically is very essential in workplaces as critical thinking skill helps to make rational decisions about what to believe or not to believe [38]. List defined critical thinking skills as individual skills that facilitate logical and informed decisions [41]. Humans have a strong tendency to commit confirmation bias error by searching for only evidences that back up their existing beliefs and discount the ones that do not. Critical thinkers are not confirmation biased. Good critical thinking skills encourage people to ask questions and be independent problem solvers [42].
- 3) Problem-Solving: The ability of an employee to take initiative and responsibility to quickly and satisfactorily resolve issues is defined as problem solving [2]. Problem solving skills help to conduct a Root-Cause Analysis (RCA) of a problem which entails understanding the problem and proffering solutions in creative and constructive ways [34].
- 4) Creative Thinking: Creativity is necessary for innovation in every field [32]. Creative employees who are able to develop noteworthy ideas and find unique solutions to problems are important in any business [2].

2.3.4 Time management skills (TMS)

- 1) Technology Savviness: Reduction in travel time is one of the benefits technology-driven businesses receive. Traveling for business can be time consuming, exhausting for employees, and expensive for the company. Using video conferencing technology helps break down the traditional space barriers, save time that could be spent on what matter most. Video conferencing is an excellent approach to connect with people around the world whether it is for team meetings, interview process, client meetings, or one-on-one meetings [43].
- 2) Planning: Careful planning is an excellent way of managing project time. Taking ownership of time is a critical step in developing time management strategy. Taking time to plan the direction a project

would go helps keep time from slipping away. Project management tools help in scheduling and reminding team members of assigned tasks [44].

- 3) Focus: Soft skills competency involves being focused, avoiding technology-based distractions, and paying attention to details [28]. There are soft-skill related challenges that could affect team members' focus on their assigned jobs. High level of digital connectedness could result in a constant state of immersion into distracting online updates with a resulting effect of lower attention span of team members on their assigned jobs [45]. Employees therefore need to learn balance between their innate technology adoption and navigating real world interactions [46].
- 4) Promptness: Babaie et al. defined procrastination, which is the opposite of promptness, as an act of intentionally delaying tasks without any reason, lack of self-regulation, control of thoughts, emotions, and motivation for professional performance which can cause distress and reduce the sense of well-being [47]. Procrastination causes unpleasant consequences such as loss of performance, reduced productivity, negative attitude, reduced motivation for employees and clients. Procrastination is prevalent in workplaces and it is a major stressor to team members [48].

2.3.5 Financial management skills (FMS)

- 1) Transparency: Financial transparency is the practice of regular sharing of financial information with business stakeholders, inviting them to take part in financial planning and budgeting [49, 50]. When employers make their employees know how the company is run and what their stake in financial outcome is, the employees can confidently perform their tasks [49]. Financial transparency if well managed can provide a much-needed boost to employees' morale [50].
- 2) Trustworthiness: According to Binghamton University School of Management research, people who are trustworthy are more likely to be selected for teams than those who are known for just their skill competency. Team members often pick people whom they feel more comfortable working with even if they are not the best workers [51].
- 3) Timeliness: The most important aspect of project execution is the disbursement of funds [52]. Timely disbursement of funds is a necessary requirement for the success of any development projects [53].
- 4) Accountability: Accountability is critical to the survival of any organization. Sponsors or donors of resources rightly want to know what their funds are achieving [54]. The United States Institute of Peace, from legal standpoint, defines accountability as the processes that hold people legally responsible for their actions and sanction if

they violate the law [55]. Accountability, according to CFI Education Inc, is being answerable for the outcomes of specific activities [56].

3. METHODOLOGY

3.1 Conceptual Framework

The soft skills were categorized into five clusters-communication, social, thinking, time management, and financial management. The five clusters represented five independent variables while job performance represented the dependent variable (Figure 3).

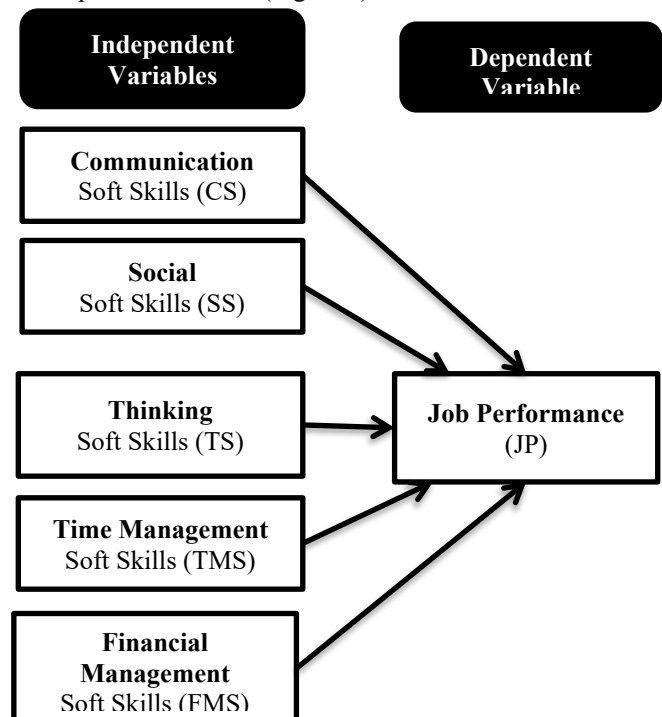


Figure 3: Conceptual framework

The modified soft-skills competency framework (Figure 2) formed the basis for the survey instrument questions used in the study. The researchers developed the survey questions based on each cluster of soft skills and modified the questions to be specific, measurable, and relevant to the survey objectives. The questions were developed based on a five-point Likert scale format to assess the significance of the teams' soft skills on job performance.

3.2 Pilot Study

A pilot study was conducted with 7 participants who were engineers working in Nigerian telecommunications industry. The participants responded to a 25-question-five-point Likert scale survey and reviewed the questions for any errors, clarity issues, and gave feedbacks such as gender inclusivity, rewording of one of the areas of specialization, and rewording of the research topic to align with the survey questions.

3.3 Determination of Sample Population Using G*Power Analysis

Using G*Power analysis software, *a priori* power analysis type was adopted to determine the minimum total sample

size required for the study considering effect size (f^2) of 0.3, confidence level alpha (α) of 0.05, Power ($1-\beta$ err Prob) of 0.95, and five independent variables. The analysis was based on a two-tailed study. The analysis determined that the total sample size required for the full study was 46 participants.

Assumptions

The following were the assumptions made in the research:

- (i) The relationships between the independent variables and the dependent variable are linear
- (ii) There are no significant outliers in the data series
- (iii) All the variables are continuous
- (iv) The residual variable is approximately normally distributed
- (v) There is no perfect multicollinearity (the independent variables or predictors are not strongly correlated such that the effect of individual variables cannot be clearly separated)
- (vi) There is independence of errors (there is no relationship between the independent variables and the residual variable)
- (vii) The dependent variable has the same variance (constant) across all levels of the independent variables (homoscedasticity)

4. RESULTS AND DISCUSSION

Data Collection and Analysis

A total number of 46 telecommunications engineering team members from different organizations within telecommunications industry participated in the full study through Google Form online data collection and face-to-face methods.

4.1 Respondents' Demographic Information

- 1) Ages: Two (2) participants representing 4.4% of the total number of participants had their ages within 18-24 age range, 10 within 25-34 representing 22.2%, 25 within 35-44 representing 55.6% and 8 within 45-54 representing 17.8%
- 2) Academic Qualifications: The study participants had various academic qualifications with the highest number of participants (17) representing 37% had bachelor's degrees. The next highest number of participants (10) had master's degrees representing 22.2%. One participant had a doctorate degree representing 2.2% of the total sample size.
- 3) Areas of Specialization of Participants: Apart from Billing specialty, participants were from various specialties; Core Network (CN), Data Communications Network (DCN), Installation (INS), Transmission (TR), Fibre Optics (FO), Power (PW), General Operation and Maintenance (OandM), Data (DT), Packet Switching Core (PSC), Optimization (OP), Network Quality (NQ), Network Planning (NP), Information System (IS),

Radio Frequency (RF), and Network Monitoring/Supervision (NMS). Participants who identified with General Operation and Maintenance (OandM) specialty were the highest in number (16) representing 34.8% of the total number of participants. Data (DT) and Packet Switching Core (PSC) had the lowest number of participants.

4.2 Validity and Reliability

Cronbach's Alpha test was conducted to establish the internal consistency of the survey instrument. Table 1 shows the results of the tests. Apart from Time Management Skills variable which had a very low value below the recommended minimum of 0.7 and Socials Skills variable that is a little below 0.7, other variables had good values [57].

Table 1: Cronbach's alpha test results

Reliability Statistics			
Variable	Question Range	Cronbach's Alpha	N of Items
CS	Q1-Q4	0.849	4
SS	Q5-Q8	0.604	4
TS	Q9-Q12	0.717	4
SMS	Q13-Q16	0.461	4
FMS	Q17-Q20	0.804	4
JP	Q21-Q25	0.733	4
CS, SS, TS, TMS, FMS, JP	Q1-Q25	0.916	25

4.3 Multiple Linear Regression Analysis

Multiple linear regression analysis approach was adopted using SPSS statistical package to be able to determine the significance of the relationship between the soft skills and job performance. The values in the 'Sig' column of Table 2 represented the p-values used in Table 3 to determine whether to accept or reject the null and alternate hypotheses.

HYPOTHESES TESTING

The first step of a hypothesis testing, according to Newcastle University, is to state the null hypothesis (H_0) and the alternative hypothesis (H_1) [58]. The null hypothesis is the claim being disproved while the alternative hypothesis is the claim being proved. Bevans explained that p-values are used in hypothesis testing to help decide whether to reject or accept a hypothesis [59]. Table 3 shows the comparison of the p-value (which is the probability of obtaining a sample statistic equal to or more than the observed test statistic) with the chosen significance level ($\alpha=0.05$) for every variable, if the p-value was less than α ($p < \alpha$), the null hypothesis (H_0) was rejected while the alternated hypothesis was accepted. However, if the p-value was greater or equal to the significance level ($p \geq \alpha$) the null hypothesis was accepted and the alternate rejected [58].

Table 2: Multiple linear regression analysis results

Coefficients a									
Model	Unstandardized Coefficients		Unstandardized Coefficients	t	Sig	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std Errors	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	0.704	0.47		1.498	0.142	-0.247	1.656		
Communication Skills (CS)	0.043	0.105	0.055	0.412	0.683	-0.169	0.256	0.549	1.823
Social Skills (SS)	0.196	0.136	0.206	1.443	0.157	-0.079	0.472	0.486	2.057
Thinking Skills (TS)	0.197	0.163	0.198	1.21	0.234	-0.32	0.526	0.371	2.698
Time Management Skills (TMS)	0.083	0.155	0.077	0.54	0.592	-0.229	0.396	0.495	2.022
Financial Management Skills (FMS)	0.334	0.091	0.446	3.676	0.001	0.15	0.518	0.676	1.479

a. Dependent Variable: Job Performance (JP)

Table 3: Summary of hypotheses tests results

Variable	Hypothesis Type	Hypothesis	p-value	Decision
Communication Skills (CS)	(Null) H1 ₀	Telecommunications engineering teams' communications skills do not significantly affect their job performance	0.683 (p>0.05)	Accepted
	(Alternate) H1 _a	Telecommunications engineering teams' communications skills significantly affect their job performance	0.683 (p>0.05)	Rejected
Social Skills (SS)	(Null) H2 ₀	Telecommunications engineering teams' social skills do not significantly affect their job performance	0.157 (p>0.05)	Accepted
	(Alternate) H2 _a	Telecommunications engineering teams' social skills significantly affect their job performance	0.157 (p>0.05)	Rejected
Thinking Skills (TS)	(Null) H3 ₀	Telecommunications engineering teams' thinking skills do not significantly affect their job performance	0.234 (p>0.05)	Accepted
	(Alternate) H3 _a	Telecommunications engineering teams' thinking skills significantly affect their job performance	0.234 (p>0.05)	Rejected
Time Management Skills (TMS)	(Null) H4 ₀	Telecommunications engineering teams' time management skills do not significantly affect their job performances	0.540 (p>0.05)	Accepted
	(Alternate) H4 _a	Telecommunications engineering teams' time management skills significantly affect their job performances	0.540 (p>0.05)	Rejected
Financial Management Skills (FMS)	(Null) H5 ₀	Telecommunications engineering teams' financial management skills do not significantly affect their job performances	0.001 (p<0.05)	Rejected
	(Alternate) H5 _a	Telecommunications engineering teams' financial management skills significantly affect their job performances	0.001 (p<0.05)	Accepted

Communication Skills (CS), Social Skills (SS), Thinking Skills (TS), Time Management Skills (TMS), and Financial Management Skills (FMS) were the five clusters of soft skills studied in this paper. Among the five clusters of soft skills, only one showed a statistically significant impact on job performance. While other variables had p-values higher than the significance level of 0.05, Financial Management Skills (FMS) variable had a lower p-value of 0.001, therefore, the null hypothesis (H5₀) which stated that telecommunications engineering teams' financial management skills do not significantly affect their job performances was rejected. The outcome also meant that the alternate hypothesis (H5_a) which stated that the telecommunications engineering teams' financial management skills significantly affected their job performances was upheld. The practical implication of this result is that the Financial Management Soft Skills (transparency, trustworthiness, timeliness, and accountability) significantly affect job performance among the telecommunications engineering teams.

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5. CONCLUSION

The research found a significant impact of financial soft skills-transparency, trustworthiness, timeliness, and accountability-on the job performance of telecommunications engineering teams. Organizations operating within the Nigerian telecommunications industry are advised to emphasize on the importance of transparency in financial management practices, encourage open communication about financial decisions, ensure accurate and timely submission of financial reports and documentations, and promote a culture of trustworthiness where team members can rely on financial information for decision-making processes. Stressing the significance of timely financial planning and execution to meet project deadlines and objectives should be given utmost priority. Engineers should adhere to financial timelines to ensure project success and efficiency. Team members must be held accountable for their financial responsibilities and outcomes. Leaders should establish clear roles and expectations regarding financial management tasks to maintain accountability within engineering teams.

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