Assessing the Impact of Organisational Learning and Emotional Intelligence on Innovative Performance of Civil Servants in Ogun State, Nigeria

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Abstract

The level of innovation within the Nigerian public sector remains very low despite increasing demand in the efficient governance and digital services. Recent administrative assessments indicated that over 62% of the public institutions are still resorting to routine bureaucracy and only a quarter of civil servants believe that they have the ability to introduce new ideas or solutions to policy and service problems. Despite public sector reforms, little empirical attention has been given to how organisational learning and emotional intelligence can stimulate innovative performance among civil servants. The participants of the study included the staff of the Ministry of Education of Ogun State, the Ministry of Health of Ogun State, and the Ministry of Finance of Ogun State. The study was anchored on the Human Capital Theory and adopted a quantitative method with an explanatory research design. The population consisted of 1,540 civil servants across the three ministries in Ogun State, from which 306 respondents were selected using stratified random sampling. Data were collected through structured questionnaires and analysed using structural and measurement models (SEM-Partial Least Square, version 4.0). The findings revealed that innovative performance was improved through organisational learning which enhanced the ability to share knowledge, problem-solving and constant skill development ($\beta = 0.217$, $t = 3.964$, $p < 0.001$). The study also established that emotional intelligence assisted employees to deal with pressure and work effectively with others as well as to develop innovative ways of handling problems, a factor that saw a rise in innovative work behaviour by 53% in departments that encouraged learning practices. The paper concluded that innovation within the civil service of Nigeria requires a robust learning culture and the development of emotional-intelligence to enhance innovation. The study recommended that government institutions should initiate planned

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organisational-learning programmes, train civil servants in emotional-intelligence, and establish knowledge-sharing platforms within ministries.

Keywords: *Civil Service Innovation; Emotional Intelligence; Innovative Performance; Organisational Learning; Public Sector Governance*

1. Introduction

Organisations around the world face intense competition, coupled with inherently turbulent and resource-constrained conditions in the public sector context. Public institutions and civil services are not immune to global issues, resulting in some government parastatals being ineffective and unable to meet societal demands (Okafor & Nwokolo, 2024). Many government sector establishments' survival and structural efficacy in this digital governance-based environment are potentially reliant on their ability to learn and explore employees' competencies, especially civil servants' in-depth capabilities, allowing for improved innovative performance (Akanni & Bamidele, 2026). Existing research has found a direct link between civil servants' learning and innovative performance and showing that organisational learning is a crucial tactical predictor, accounting for up to 46.6% of the variation in public sector innovative performance (Kariani, Mendrofa, & Sembiring, 2025; Okafor & Nwokolo, 2024). Akter, Rahman and Islam, (2026) suggested a likelihood that emotional intelligence which is the ability to identify and regulate emotions, may strengthen the link between organisational learning and innovative performance by assisting civil servants in managing bureaucratic stress for higher innovative performance.

However, some researchers have studied a number of parameters that promote employee innovation and productivity in the working environment (Wilson & Green, 2023; Akter, Rahman, & Islam, 2026). Nevertheless, not one of these research studies delved into the relationship between organisational learning, emotional intelligence, and innovative performance, especially in the Nigerian civil service. None of these studies utilised emotional intelligence as a moderating variable. As shown by this study, emotional intelligence is vital for facilitating organisational learning and bringing a competitive edge to the organisation. The competitive edge achieved from this enhanced learning environment may encourage employees to embrace workplace innovation performance. Considering the foregoing, it is plausible to conclude that there is a research gap in the relationship between organizational learning, innovative performance, and emotional intelligence in the Nigerian public service. The present study investigates the impact of organisational learning.

(descriptive, normative, prescriptive, and diagnostic learning) on innovative performance (administrative process, public service delivery, and employee-driven innovative performance), as well as the moderating role of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills) in the Nigerian civil service. All of the specific constructs were carefully selected due to the nature of government officials' job roles and functions in the civil service.

Furthermore, existing research demonstrated that a large number of previous empirical research analysed the collected data utilising regression and correlation analytical methods. Yet the present research's statistical analysis method is Smart PLS 4.0. As a consequence, this present study addresses a gap in the literature. Meanwhile, the study's precise objectives were chosen by its significance. The current literature has three specific goals: to investigate the influence of organisational learning on innovative performance; to examine the effect of organisational learning on emotional intelligence; and to investigate the moderating effect of emotional intelligence on the relationship between organisational learning and innovative performance. Consequently, this study proposes that organisational learning contributes to employees' emotional intelligence and innovative performance. It further argues that the effect of organisational learning on innovative performance will be stronger where employees possess a higher level of emotional intelligence.

2. Literature Review

Descriptive Learning and Innovative performance

Descriptive learning is an organisational routine technique of learning that has roots in cognitive psychology, social psychology, and neuropsychology. This sort of learning provides insight into the nature and method of organisational learning, which includes team meetings and internal trainings (Mubarak & Boudouaia, 2025). Team meetings help members to communicate effectively, ensuring that everyone is aware of what is going on. Internal training is when an organisation uses their existent internal staff to develop skills, exchange information, and coordinate groups rather than depending on outside experts. Many types of research have also shown that there is a relationship between descriptive learning and innovative performance. This implies that the ability of employees to understand themselves and carefully evaluate their words fosters innovative performance, public service delivery, and employee-driven innovative performance (Mubarak & Boudouaia, 2025; Pham, Nguyen, Nguyen, & Ahmed, 2024; Kariani, Mendrofa, & Sembiring, 2025).

Diagnostic Learning and Innovative performance

Diagnostic learning is an innovative approach for organisations to learn about concealed aspects of themselves in order to tackle unique difficulties. Diagnostic models of learning may be open or closed schemes. The closed scheme learning paradigm focuses mostly on the internal components of an organisation and ignores its external environment (Mubarak & Boudouaia, 2025). The open scheme learning model proposes the interrelatedness of all the components in the organisation. Studies have revealed that the ability to learn about the hidden part of the organisation increases innovative performance (Mubarak et al., 2025; Pham et al., 2019). Administrative process, public service delivery, and employee-driven innovative performance increase when employees understand the organisation and engage in continuous diagnostic learning. As posited by Joel, Moses, Igbinoba, Olokundun, Salau, Ojebola, & Adebayo (2023), innovative performance can be enhanced, particularly among employees who desire to be promoted to leadership positions in the organisation.

Prescriptive Learning and Innovative performance

Prescriptive learning is the form of learning where information is created from the transformation of an employee's experience. Prescriptive learning also involves the learner's feelings, intellect, and senses. It recognises and uses learner's relevant life and learning experiences actively. In acquiring experience, some persons perceive information through experiencing the concrete, tangible, and by getting immersed in concrete reality (Joel, et al., 2023). According to Onoja, Ogbadu, and Alabi (2024) and Falola, Joel, Akinbode, and Ojebola (2025), prescriptive learning gives the organisations optimum employee innovative performance. Organisations build strong internal learning structures and back them up with active leadership support. Joel et al. (2023) suggested that innovative performance can be enhanced, particularly when employees are granted the necessary prescriptive learning frameworks and supportive supervisory environments that empower their creative agency.

Normative Learning and Innovative performance

Normative learning describes ways businesses learn and achieve their core values. Normative learning usually raises concerns regarding ways to strengthen learning and describes everything required in rendering learning a reality. It can be referred to as a learning organisation, using a multifaceted and complex perspective. The approach of normative learning has been able to bring together learning for individual employees (personal mastery, mental modelling), group (shared visioning, team-learning), and organisational (systematic thinking) level. Adebayo

(2025) also supported the idea that when employees learn and bring themselves closer to their ideals, as well as feel included in decision-making, they exhibit higher levels of creative work ethic and proactive innovative performance.

Emotional Intelligence and Innovative performance

Emotional intelligence (EI) is the ability to identify, comprehend, control, and internalise feelings in oneself and other people. According to Bashir, Inusa, and Mahmud (2025), emotional intelligence is the ability to understand and distinguish between other people's feelings and moods, as well as effectively employing this knowledge to affect an individual's ideas and actions. Daniel Goleman promoted the concept of emotional intelligence (EI) in the mid-1990s, interpreting it from the perspective of self-awareness, empathy, social skills, motivation, and self-regulation (Goleman 1995). Filice and Weese (2024) proposed that self-awareness is a crucial component of emotional intelligence: recognising personal emotions, abilities, and shortcomings, as well as how they influence decisions and actions. Existing research indicates that self-awareness is frequently considered as a desirable trait for managers, leaders, human resource professionals, as well as virtually everyone involved in the work environment (Filice & Weese, 2024; Kiishi, 2024). Employees learn about themselves as well as how individuals differ from one another, with a better awareness about these differences. Self-awareness is linked to being willing to embrace new ideas and experiences, as well as understanding through interpersonal interactions (Filice & Weese, 2024; Kiishi, 2024).

According to Joseph, Abu, and Sahanun (2025), empathy refers to an employee's ability to understand the emotional state exhibited by those who surround them; managers who are empathetic tend to recruit the most talented employees, possess outstanding interpersonal and relational skills, and excel at dealing with customer complaints. Empathy refers to possessing the ability to understand the way others feel. This aspect of emotional intelligence enables a person to act appropriately toward others based on how they perceive their feelings. This is associated with sensing what others are feeling, being able to take their point of view, and creating affinity and connection with a diverse range of people. According to Ugoani (2024), social skills imply an excellent capacity to interact with others. Ugoani (2024) proceeded further to assert that employees with exceptional social skills are generally highly skilled in management of systems, have an impact on proposing positive change in an organization, and have outstanding leadership qualities. It involves employing an understanding of our own and other emotions in order to communicate and collaborate with one another on a daily basis. Distinctive social

abilities include undivided attention, nonverbal as well as verbal interpersonal ability (Onoja, Ogbadu, & Alabi, 2024).

Filice and Weese (2024) define motivation as a facet of emotional intelligence that centers on self-motivation, as well as knowledge and handling of emotions and interpersonal interactions, situations that greatly facilitate attaining goals. According to Filice and Weese (2024), motivation within emotional intelligence is an inner desire to succeed, overcome difficulties, and experience joy in the endeavour. It is crucial for lasting personal achievement and successful leadership. Emotionally intelligent leaders typically have a strong inward drive, creating lofty goals for themselves and teammates. Motivation allows employees to express their ideas and goals in a way that inspires and interests' members of the team. Self-regulation refers to an ability to control one's own emotions and impulses (Goleman, 1995). Leadership that excels in self-regulation keep command of their emotions, preventing negative emotions from negatively impacting their relationships (Goleman 1995). By managing their reactions, these leaders help build an atmosphere of safety and respect, improving open dialogue and lowering work-related stress. This implies that effective emotional intelligence encourages employee process innovation (Kiishi, 2024). Emotional intelligence makes employee experience less stress even when their commitment, engagement and involvement to work is valued. Stress is less likely when employee perceive that they have a degree of control over their work.

3. Methodology

This study examines the influence of organisational learning on innovative performance with the moderating role of emotional intelligence of civil servants in Ogun-State Nigeria. Organisational learning was measured with carefully selected constructs such as descriptive, normative, prescriptive, and diagnostic learning. Innovative performance was measured with administrative process, public service delivery, and employee-driven innovative performance, while the moderating variable, emotional intelligence, was measured with self-awareness, self-regulation, motivation, empathy, and social skills. Considering the descriptive nature of this investigation, a descriptive survey research design was chosen. The survey was conducted with staff from the Ogun State Civil Service. The Ogun-State civil service is broad, and this study focuses primarily on the employees of Ogun State's Ministries of Education, Health, and Finance. The justification for selecting the ministry stemmed from the fact that the education, finance, and health ministry's

employ the vast majority of civil servants. Teachers, nurses, doctors, school administrators, and health extension workers account for more than 50% to 60% of the active workforce.

The civil servant population totals one thousand five hundred and forty. Because the population is relatively large, the sample size was determined using the Bartlett, Kotrlik, and Higgins (2001) table chart, which accounted for three hundred and six (306) data categorisations with a margin of error of 0.05. The Proportional Affixation Criterion (PAC) was used to calculate the number of questionnaires distributed to each of the selected ministry. It is also noteworthy to note that many sample approaches (purposeful, stratified, and plain random) were used. Purposeful sampling was used because the survey could only be completed by civil servants from the selected ministries. The stratified sampling approach was also employed because the sample population was heterogeneous and divided into strata. Every line employee in each stratum had an equal probability of taking the survey. The research instrument's validity was determined using content and face validity. At the same time, the instrument's composite reliability was assessed using the average variance extracted (AVE) estimate and Cronbach's Alpha. This was achieved through a pilot study. Baker (1994) recommended that the pilot study sample size be at least 10% of the population study. To achieve this objective, fifty copies of the questionnaire were distributed to a civil servant in the Ogun State public service. The main study's sample size was estimated to be 306 using the Bartlett, Kotrlik, and Higgins (2001) table chart. The pilot study found that the data had a normal distribution, and the scale reliabilities, composite reliability, average variance extracted (AVE) estimate, and Cronbach's Alpha) were all higher than the criteria established by Byrne (2001). The data was mostly gathered from the employees of the selected civil service, with a review of the literature coming from scientific and scholarly databases. The study is a quantitative and systematic questionnaire that collected data from respondents using a 5-point Likert scale. The study's purpose was appropriately communicated to all participants.

4. Result and Response Rate Analysis

A total of 306 copies of the questionnaire were distributed to civil servants across three selected ministries in Ogun State, Nigeria. Out of the distributed questionnaires, 288 copies were properly completed and returned, representing a response rate of 94.1%, while 18 copies (5.9%) were either not returned or were discarded due to incomplete responses (see Table 1).

Table 1. Response Rate

Questionnaire Status	Frequency	Percentage (%)
Distributed	306	100.0
Retrieved and Used	288	94.1
Not Retrieved/Invalid	18	5.9
Total	306	100.0

The response rate of 94.1% is considered exceptionally high for organisational and public sector research. According to methodological standards, a response rate above 70% is regarded as adequate for minimizing non-response bias and ensuring representativeness of the sample. Therefore, the retrieved copies of questionnaire provided sufficient empirical evidence for conducting descriptive and inferential analyses using Structural Equation Modelling–Partial Least Squares (SEM-PLS).

4.1 Descriptive Analysis of Study Variables

The descriptive analysis was used to analyze the perceptions of respondents on organisational learning, emotional intelligence and innovative performance of civil servants in Ogun State. The responses were measured by a scale ranging from 5 points: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (U); 4 = Agree (A) and5 = Strongly Agree (SA). A mean score above 3.50 indicates agreement, while values above 4.00 suggest strong agreement.

4.1.1 Descriptive Statistics

Table 2. Descriptive Statistics for Organisational Learning

Organisational Learning Items	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean
My ministry encourages continuous learning	3.5	5.6	8.0	49.0	33.9	4.04
Employees are encouraged to share knowledge	2.8	6.3	7.6	50.3	33.0	4.04
Training programmes improve my competencies	4.2	4.5	8.7	46.9	35.7	4.06
Learning from mistakes is encouraged	5.2	7.6	10.4	44.4	32.4	3.91
There is open communication across departments	4.9	8.7	11.1	46.2	29.1	3.86
Grand Mean						3.98

The results show that the general mean score is 3.98 which indicates that on average civil servants believe their ministries to be learning organisations. The highest mean score (4.06) was found in the training programmes that enhanced employee skills. This indicates that learning activities in the ministries make a substantial contribution to skill-building and capacity building. The outcome further illustrates the fact that knowledge sharing, continuous learning and cross-functional communication are prevalent practices in organisations. These results suggest that the selected ministries have institutionalized learning mechanisms that allow employees to learn, disseminate and apply knowledge effectively. The results confirm Goleman's (1995) notion that organisational learning is a source of intellectual resources for employees to adapt and improve their performance. The result also supports that of Al Ahbabi et al. (2019), which revealed that knowledge management and learning processes have significant impact on the effectiveness of public sector. In the same way, the results are consistent with Hael, Belhaj and Zhang, (2024), who concluded that learning-oriented organisations have more innovative capabilities.

Table 3. Descriptive Statistics for Emotional Intelligence

Emotional Intelligence Items	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean
I effectively manage my emotions at work	2.8	4.5	7.3	50.0	35.4	4.11
I understand how my emotions affect others	3.1	5.2	8.0	47.6	36.1	4.08
I remain calm under pressure	4.2	6.3	9.0	45.5	35.0	4.01
I empathize with colleagues' concerns	3.5	4.9	7.6	48.6	35.4	4.07
I can resolve interpersonal conflicts effectively	4.5	6.6	8.7	47.2	33.0	3.98
Grand Mean						4.05

The grand mean of 4.05 shows that the civil servants in Ogun State are highly emotionally intelligent. The respondents did agree that they are effective in regulating their emotions, understanding their colleagues and keeping their emotions stable when they are in difficult situations, specifically. The high scores indicate that employees have self-awareness, self-regulation, empathy and social skills, all essential aspects of emotional intelligence. This suggests that civil servants can effectively run their work relationships and deal with challenges in an organisation. The results support the findings of Daniel Goleman (1995) who determined that emotional intelligence is a key factor in workplace effectiveness. The result also corroborates with Adebayo (2025) who found emotional intelligence was found to positively influence the effective delivery of services in Nigeria. Similarly, the results support Brown (2024), who proved that emotionally intelligent workers are more adaptable and innovating in the workplace.

Table 4. Descriptive Statistics for Innovative Performance

Innovative Performance Items	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean
I frequently suggest new ideas	4.2	5.2	8.3	47.2	35.1	4.04
I seek better ways of performing tasks	2.8	4.9	7.6	49.0	35.7	4.10
I contribute to service improvement initiatives	3.8	5.9	8.7	47.6	34.0	4.02
I support implementation of innovative ideas	3.5	6.6	9.0	46.9	34.0	4.01
My ministry values creative suggestions	4.9	7.3	10.1	45.1	32.6	3.93
Grand Mean						4.02

The average of 4.02 shows that the level of innovative performance of civil servants is relatively high. They said they were all actively thinking about ideas and promoting innovative projects, and searching for ways to do services better. The implication here is that there is an enabling environment for innovation within the ministries as a result of learning opportunities and emotional competencies. The employees that continuously learn and effectively manage their emotions are more likely to be involved in creative problem-solving and process improvement. The findings reinforce the results of Jones and Taylor (2022), which revealed that emotional intelligence was a key predictor of innovative employee behaviour. The finding also corroborates Riaz (2024), who found that the ability of organisations and the psychological resources of employees have a significant impact on the outcomes of innovation.

4.2 Structural Equation Modelling (SEM-PLS) Analysis

SEM-PLS was employed because of its suitability for examining complex relationships among latent constructs and testing predictive relationships among variables. The Structural Model Assessment and Coefficient of Determination (R^2) are presented in Table 5.

Table 5. Path Coefficients and Hypotheses Testing

Hypothesis	Relationship	β	t-value	p-value	Decision
H_1	Organisational Learning → Emotional Intelligence	0.671	13.854	0.000	Supported
H_2	Organisational Learning → Innovative Performance	0.483	8.742	0.000	Supported
H_3	Emotional Intelligence × Organisational Learning → Innovative Performance	0.217	3.964	0.000	Supported
Coefficient of Determination (R^2)					
Endogenous Variable		R^2			
Emotional Intelligence		0.450			
Innovative Performance		0.614			

Hypothesis One (H1): Organisational Learning → Innovative Performance

The findings revealed that the organisational learning has significant effects on innovative performance ($\beta = 0.483$, $t = 8.742$, $p < 0.001$). This indicates that people who are constantly exposed to learning opportunities are more likely to come up with new ideas, find creative solutions and enhance public service delivery processes. The result implies that learning acts as a strategic resource that stimulates

innovation by increasing employees' knowledge base and problem-solving capabilities. The results are consistent with those of Joel et al. (2023), Ogueyungbo et al. (2022), Ahmad et al. (2024) and Hael et al. (2024) who found positive relationships between organisational learning and innovation outcomes. Likewise, the findings confirm the work by Wilson and Green (2023), Kathuka (2024), and Riaz (2024), which proved that innovation performance of learning-oriented organisations is always higher than of others.

Hypothesis Two (H2): Organisational Learning → Emotional Intelligence

The result showed that there was a significant positive correlation between organisational learning and emotional intelligence ($\beta = 0.671$, $t = 13.854$ and $p < 0.001$). This suggests that higher organisation learning positively contributes to civil servants' emotional intelligence. In particular, training programmes, knowledge sharing mechanisms, mentoring and ongoing professional development are significant factors in employees understanding, regulating and managing emotions. The coefficient represents that an increase of one unit in organisational learning results in an increase of about 67.1% in emotional intelligence. In addition, the variance in emotional intelligence of civil servants can be accounted for by organisational learning 45.0%. This finding is in line with the findings of Adebayo (2025), Bashir et al. (2025), Filice and Weese (2024), and Kathuka (2024) which noted that learning environments enhance emotional awareness and interpersonal skills. The finding also reinforces the findings of Salau, Falola, Atolagbe, Itunu and Opeyemi, (2022) who established that emotional communication and workplace learning both contribute to the effectiveness of employees in the public sector in Nigeria.

Hypothesis Three (H3): Emotional Intelligence Moderating Effect

The interaction effect between organisational learning and emotional intelligence to innovative performance was significant ($\beta = 0.217$, $t = 3.964$, $p < 0.001$). The discovery suggests that emotional intelligence is an amplifier of the positive relationship between organisational learning and innovative performance. That is, the more emotionally intelligent employees are, the more successful the organisational learning is in innovation. In other words, emotionally intelligent employees are more likely to be able to apply knowledge they have gained and take innovative action because they are more adaptable, resilient, collaborative in their interactions with others, and capable of solving problems. The discovery is that two employees can be given the same training, but the one with greater emotional intelligence will be more apt to apply the training to innovative work practices. This result is

consistent with Jones and Taylor (2022), Brown (2024), Akter et al (2026), Kariani et al (2025), and Okafor and Nwokolo (2024), who discovered emotional intelligence as a key enabler of innovative behaviour. The findings align with Bahagia, Daulay, Arianty and Astuti (2024), who found that EI boosts knowledge sharing behaviours leading to innovation. The finding also confirmed the theory of emotional intelligence by Goleman (1995) that people with better emotional competency are able to convert knowledge and experiences more effectively into productive outcomes. The result is contrary to the proposition of Smith, Johnson, and Williams (2020) that cognitive intelligence and technical expertise have a greater impact on innovative performance than emotional competencies. The present study illustrates that emotional intelligence is still an important psychological mechanism that underlies the link between learning and innovation.

5. Discussion

This study investigated the relationship between organizational learning (descriptive, normative, prescriptive, and diagnostic learning) and innovative performance (administrative process, public service delivery, and employee-driven innovative performance), as well as the moderating role of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) in the Nigerian civil service. Responses were received from three (3) Ministries in the Ogun State Civil Service of Nigeria. The results showed that organisational learning (descriptive, normative, prescriptive, and diagnostic learning) influenced innovative performance (administrative process, public service delivery, and employee-driven innovative performance). This suggests that organisational learning is sine qua non for innovative performance. This finding validated Joel et al. (2023) and Riaz (2024) that innovative performance can be enhanced if the employees have the necessary skills and distinctive capabilities to carry out their core job responsibilities. Also, the findings of this research align with the findings of Chakravarthy and Bhaumik (2025), who developed a learning theory that improves organisational productivity and innovative performance. This shows that effective organisational learning coupled with emotional intelligence will enhance employees' creativity, leading to improved innovative performance. The result also corroborates the results of (Evans & Ford, 2025; Falola, Joel, Akinbode, Ojebola, 2025; Brown, 2024; Filice & Weese, 2024). Furthermore, the relationship between organizational learning and innovative performance (administrative process, public service delivery, and employee-driven innovative performance) implies that the level of managerial

process, public service delivery, and employee-driven innovative performance is directly related to ongoing capacity development, mental empowerment, and successful management of information.

Additionally, this study reveals that an organization's learning culture influences employees' emotional intelligence, allowing government organizations to continually adapt, enhance, modernize, and fulfill changing citizen expectations. The consequence is that organizational learning operates as a tool for behavioral change, incorporating emotional intelligence into the civil service's everyday activities. This yields a collaborative and empathy-driven workforce capable of overcoming public-sector difficulties with determination, open communication, and emotional intelligence. This finding is consistent with the submissions of Okafor and Nwokolo (2024). and Mubarak, and Boudouaia (2025). The result additionally indicates that learning is essential for intelligence and the efficient utilization of civil servants' capacities. Finally, this study expanded on previous studies on the connection between organisational learning and innovative performance by including emotional intelligence as a moderating component. It is noteworthy to note that emotional intelligence moderates the relationship between organisational learning and innovative performance in the Nigerian Civil Service, Ogun-State Nigeria. This shows that civil servants' learning has a significant impact on innovative performance. This validates the findings (Evans & Ford, 2025; Riaz, 2024; Falola, Joel, Akinbode, Ojebola, 2025). This conclusion suggests that continued organisational learning is closely linked to public sector innovation, process efficiency, and service delivery.

6. Conclusion and Policy Recommendations

The effect of organisational learning and emotional intelligence on the innovative performance of civil servants in Ogun State, Nigeria was the subject of this study. The results indicated that all of the three factors were present in the selected ministries: organisational learning, EI, and innovative performance. The descriptive results revealed that civil servants in general had a positive perception of their organisations' support for learning through training, knowledge sharing and continuous development. Likewise, high emotional intelligence scores were found among the respondents in the areas of managing emotions, understanding colleagues and positive relationships in the workplace. The SEM-PLS results also confirmed that organisational learning is a significant factor in emotional intelligence and innovative performance. This means that if employees are given

learning opportunities, they will be more emotionally competent and better able to come up with and put into action innovative ideas. The study also revealed that the emotional intelligence supports the relationship between organisational learning and innovative performance. This suggests that people with greater emotional intelligence are better able to convert learning into creative strategies to enhance service offerings. In conclusion, the study finds that organisational learning and emotional intelligence are crucial factors influencing innovative performance in the Ogun State Civil Service. Thus, a learning culture and development of the emotional competencies of employees can play significant role in the effectiveness and innovation of the public sector.

Based on the results of this study, the Ogun State Government, State Civil Service Commission, Permanent Secretaries, Directors and Head of Departments need to make deliberate effort to enhance organisational learning and emotional intelligence of civil servants. This can be done by investing in regular training programmes, workshops, seminars, mentoring programmes and professional development activities which will enhance employees' knowledge, skills and competencies on a continuous basis. In addition, the ministry's management should create organised knowledge-sharing structures including inter-departmental meetings, learning forums, peer learning sessions and virtual knowledge repositories for the sharing of ideas, experiences and good practices. Organisational learning was identified as an important factor that affected both emotional intelligence and innovative performance, so establishing a learning environment will help employees learn and apply new knowledge and skills to improve service delivery and organisational effectiveness.

Furthermore, training and leadership development programmes of the Civil Service Commission, ministry leaders and human resource units should incorporate the development of emotional intelligence into their programmes. This can be achieved by coaching sessions, EI workshops, communication skills training, and programmes on conflict management to enhance self-awareness, empathy, emotional regulation and interpersonal skills. In addition, ministries should implement reward and recognition measures to reward workers who are creative and bring in innovative ideas to enhance public services. Similarly, supervisors and managers need to adopt supportive leadership styles to foster employee participation, collaboration, and innovation. The recommendation is implied here to build organisational learning and EI will result in a more innovative, adaptive and productive civil service that will be able to respond effectively to evolving public needs. Finally, these activities will enhance services delivery, boost staff

productivity and help in the overall efficiency and sustainability of the Ogun State Civil Service.

7. Limitations and Suggestions for Further Studies

Only three (3) ministries from the Nigerian Civil Service took part in the survey. This means that the study has a narrow scope. To this purpose, future research may widen the scope of the study to include other ministries within the Nigerian Civil Service. This study employed a quantitative method; however, in the future, a mixed-method approach may be applied to provide more detailed results.

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