

Original Research Article

## The Role of Emotional and Social Skills in Achieving Organizational Success: Psychological Resilience as a Mediating Variable (An Exploratory Study of the Opinions of a Sample of Employees at the International Development Bank, Basra Branch)

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### Article History

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**Abstract:** The goal of this study is to examine the effect of social and emotional skills on organizational performance through psychological resilience at the International Development Bank On a sample of 50 employees. The current study used descriptive analytical method to investigate “relationships” between the study variables. data was collected using a structured questionnaire that distributed to employees of the organization. Researchers measured social-emotional skills, psychological resilience, and organizational success using validated measures adapted from past studies. Statistical techniques, like correlation analysis, regression analysis, and mediation testing, were employed to analyze data and test the research hypothesis. The study found that social and emotional skills have a positive and significant impact on organizational success. The results also show that the psychological resiliency from these skills significantly contributes to organizations becoming successful skills. Also, the study validated the mediating power of psychological resilience that strengthens the link of social and emotional skills with organizational success. The findings further indicate that employees who are highly socially and emotionally competent show resilience to better cope with workplace challenges and achieve organisational objectives. To attain sustainable success, organizations must develop employees who are competent in social and emotional skills and exhibit psychological resilience, through proper training, practices and sound environmental support. The study provides theoretical and practical contributions as it highlights emotional, social and psychological aspects need to take into consideration by the top management of organizations for making effective use of resources which will eventually make the organization effective and succeed in the long run.

**Keywords:** Social and Emotional Skills, Organizational Success, Psychological Resilience, International Development Bank.

## INTRODUCTION

Organizations today face mounting pressure as they grapple with accelerating technological change, competition, complicated organizations and customer expectations. In order to cope with such challenges, organizations should not just leverage physical and technological resources but also human capital that is adaptive, collaborative and sustainably performing. Social and emotional skills are the skills we use to manage our emotions, develop positive relationships, show empathy, work in teams and make responsible decisions in the workplace. The leader's skills will assist in developing a positive climate in the organization characterized by trust and cooperation and enhances the psychological well-being of the employee which further leads to increased productivity and effectiveness of the organization. An organization that focuses on development of these skills has better chances of achieving organizational success by way of improving performance, competitive advantage, customer satisfaction and organizational sustainability.

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Social and emotional skills and performance of the organization may not be directly related as psychological resiliency may play a big mediating role. People with greater social and emotional skills display higher levels of resilience. Such professionals are capable of managing the stress of the job. It helps them to achieve business goals. Consequently, psychological resilience could be the vehicle through which social and emotional skills influence organizational effectiveness. The purpose of this study is to investigate the effect of social and emotional skills on organisational success through psychological resilience. The aim of this research is to understand how organizations can enhance success through encouraging emotional and social skill development and resilience in the workplace. This study is useful because managers and decision-makers may adapt to dynamic organizational environments at work to improve on organizational performance and sustainability. Further, this study contributes to the literature on organizational behaviour.

## **SECTION ONE: RESEARCH METHODOLOGY**

### **Research Problem**

Emotional and social skills are receiving increasing attention in contemporary academic literature, given their pivotal role in enabling individuals to interact effectively with others and achieve their goals in diverse social contexts, as there is a relationship between possessing emotional and social skills and achieving organizational success mediated by psychological resilience. Based on the above, the research problem can be articulated through the following main question:

What role do the emotional and social skills possessed by employees play in achieving organizational success through psychological resilience?

This gives rise to the following research questions:

1. To what extent do members of the sample in the organization under study possess emotional skills?
2. To what extent do members of the sample in the organization under study possess social skills?
3. What is the impact of possessing emotional and social skills on organizational success?
4. What is the effect of psychological resilience as a mediating variable in the relationship between social and emotional skills and the achievement of organizational success?

### **Research objectives**

Based on the research problem, the research objectives can be defined as follows:

1. To assess the level of emotional skills among the study sample.
2. Assessing the level of social skills among the study sample.
3. To investigate the relationship and impact between emotional and social skills and organizational success, with psychological resilience acting as a mediating variable.
4. To make recommendations for improving staff's emotional and social skills in order to enhance organizational success.

### **The Importance of the Research**

The significance of this research lies in the following points:

1. The significance of this research lies in the importance of key variables such as emotional and social skills, organizational success and psychological resilience.
2. This research contributes to the literature on the impact of emotional and social skills on organizational success.
3. The importance of this research stems from the growing interest in modern management literature in the role of behavioral and psychological factors in enhancing organizational performance, as organizations no longer rely solely on material and technical resources to achieve success, but are now paying increasing attention to human skills, particularly social and emotional skills that contribute to improving interaction within the workplace.
4. The importance of the research can also be seen from a practical point of view. The findings of the research provide the scientific basis which the management of the bank can use to design training programs to develop employees' social and emotional skills and boost their psychological resilience. It will ultimately enhance institutional performance and contribute to the sustainability of organizations.

### **Research Hypotheses**

Based on the research problem, the following hypotheses were formulated:

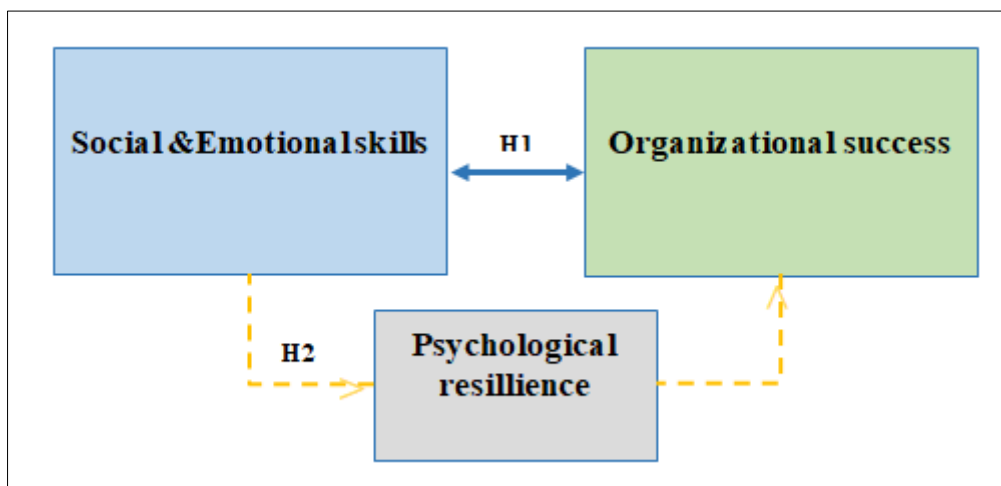
#### **First Main Hypothesis:**

There is a statistically significant relationship and effect between employees' emotional and social skills and the achievement of organizational success.

#### **Second Main Hypothesis:**

There is a statistically significant relationship and effect between emotional and social skills and the achievement of organizational success through the mediating variable of psychological resilience.

## Hypothetical Model



Source: Prepared by the researcher

### The Research Population and Sample

The research sample consists of employees at one of the most important private banks in Basra, namely the Basra branch of the International Development Bank; a sample of 50 individuals was selected.

### Data Collection Tools

The questionnaire is the main tool used in the study and comprises three sections: the first section covers emotional and social skills, the second section covers psychological resilience, and the third section covers organizational success.

### Statistical Methods Used

1. The arithmetic mean used to measure the level of importance and response of the study sample to the study variables.
2. The standard deviation of the measure of dispersion for the sample's responses around their arithmetic mean.
3. Simple and multiple regression to measure the relationships between the study variables.
4. Pearson's correlation coefficient for measuring the correlation between variables.

### Scope of the Research

**Geographical Scope:** The geographical scope of the study was limited to the International Development Bank's Basra branch.

This encompassed the period during which data was collected and analysed. **Temporal scope:** The specific time frame of the study.

**Thematic scope:** The relationship between emotional and social skills, organizational success and psychological resilience.

## Section Two: The Theoretical Aspect

### Emotional and Social Skills

#### 1. The Concept of Social and Emotional Skills

According to the results of the 2023 Adult Skills Survey, adults with better social and emotional skills tend to do better in school and perform better on cognitive tests. Among the five skills examined, openness and emotional stability seem to play the clearest, albeit still moderate, role in predicting educational attainment. It is hoped that these skills will inspire adults to engage in self-directed learning, think critically and take greater responsibility for their own learning in higher education. The skills have also been linked with better performance in literacy, written communication, mathematical reasoning and flexible thinking, indicating that they also have value beyond school. Adults with high levels of openness use this cognition more and are more likely to participate in continuing education, perhaps helping to explain their higher average cognitive performance (OECD, 2025:79).

In recent times, scholars have shown growing interest in the emotional training of teachers. There must be emotional training for teachers before they enter the profession and even while they are working. There is an increasing research interest toward notions of emotion from teachers and we are living in interesting times indeed. Several studies

have investigated programmes aimed at enhancing teachers' emotional skills, especially their capacity to identify emotions, offer empathy, manage emotional responses, and use coping strategies (Savina *et al.*, 2025, 3).

Use of the term "social and emotional skills" is growing in policy discussions as it brings to the fore the social and emotional aspects of human capabilities. In addition, it indicates that these skills can develop, and that targeted support can strengthen them, leading positively to change (Chernyshenko *et al.*, 2018:16).

Social and emotional skills describe people's capacity to successfully manage their thinking, emotions, and actions. They focus on how they believe themselves and behave in a way that regulates their feeling and responds to situations is mainly what makes them different from cognitive skills, which includes literacy, writing, and numeracy.

## 2. Importance of Social and Emotional Skills

Social and emotional skills are considered one of the most important cornerstones in the development of an individual's personality, particularly during adolescence, a period marked by profound psychological and social changes. These skills contribute to building a positive social identity by enhancing an individual's understanding of themselves and their relationships with others, as well as fostering a sense of belonging and acceptance within various social groups. These skills are also linked to the emergence of positive social behaviors such as empathy and cooperation, which enhance the quality of social interaction. Furthermore, they play a vital role in improving mental health by reducing levels of anxiety and depression, and providing a supportive and safe environment for the individual. Furthermore, social and emotional skills contribute to the development of self-awareness, emotion regulation and responsible decision-making, thereby enhancing self-efficacy and self-confidence. Studies have also shown that these skills are positively associated with academic performance by improving motivation to learn and the quality of relationships within the educational environment. Consequently, the development of these skills is essential to support adaptation to life's demands and to promote long-term personal and social success (Main *et al.*, 2025:5–7).

## 3. Components of Social and Emotional Skills

According to Main *et al.*, the main dimensions of social and emotional skills are as follows (Main *et al.*, 2025:5).

1. Self-awareness means recognising how a person sees himself or herself and who he or she is. To become a mindful person, one has to be cognizant of his own culture, thoughts, emotions, and beliefs about what one can do. You need to become aware of how these inner conditions shape behavior, attitudes and beliefs.
2. Self-management is when you control your emotions, thoughts and behaviours to achieve your goals. It means coping with stress and anxiety, keeping going when things get tough, and developing a sense of personal agency – having the motivation and skills to act in ways that create some kind of change.
3. Social awareness is concerned with the ability to understand other people and learn to view situations from different perspectives. It can involve showing empathy to others as well, even those with different experiences or backgrounds. It also consists of recognizing how the environment affects people and how people develop feelings of inclusion and belonging.
4. Relationship skills refers to the ways we communicate and build meaningful relationships with others. It entails clearly articulating ideas, collaborating with others to find solutions to problems, approaching conflict and disagreement in a constructive manner, and speaking up for oneself and others.
5. Responsible decision-making: This means making thoughtful, effective and informed choices. Upholding the positives of being reasonable entails contemplating the impacts of your actions, cultivating an attitude of curiosity, being willing to contemplate new ideas and data, as well as choosing deliberations that benefit yourself and the community at large.

## Psychological Resilience

### 1. The Concept of Psychological Resilience

The concept of resilience in psychology came from research which indicated children who lived in adverse life situations don't all suffer the same mental health problems. The term resilience was used by researchers to refer to people who adjust successfully to hardship. This idea helped understand why some children exposed to developmental risk, such as poverty and deprivation, adapted successfully and made it to adulthood in good health and functioning (Popham *et al.*, 2021:395).

Earlier Psychological Literature Generally Considered Resilience As A Rare Personal Quality Or Special Inner Strength Reserved For Some People Only Yet, many researchers no longer hold this view, and present evidence that resilience can change and develop (Intema, 2020:9).

Resilience can also be understood as the way a person regains equilibrium, copes or moves on from difficulties. In this regard, it enables a person to depart from a situation and achieve positive outcomes (Vella & Pai, 2019:233).

Psychological resilience describes a process whereby people employ positive coping strategies when dealing with hardship, trauma, misfortune, and everyday psychological pressures. There may be pressures from family, relationship issues, severe illness, job stress, and/or money problems. When faced with a challenge that threatens their predictability and security, resilience involves recovering from the damage, responding constructively, and continuing to function effectively with purpose.

## 2. Dimensions of Psychological Resilience

The dimensions of psychological resilience are as follows: (Popham *et al.*, 2021: 408–409)

- The affective dimension: This refers to emotional adjustment and reduced anxiety and depression
- The behavioral dimension: This is characterised by adaptive behaviors, behavioral control and behavioral problems.
- The academic dimension: This represents academic performance and academic achievement
- The physical dimension: This dimension refers to physical health and physical symptoms associated with stress.

## 6. Organizational Success

### 1. The Concept of Organizational Success

It's not just the achievement of organizational goals that defines success, but also the ability of an organization to consistently do well, pursue longer-term objectives and evolve steadily and lasting. Success in business is not limited simply to money. Along with this, the effectiveness of operations, contentment of employees, loyalty of customers, ability to adapt to conditions, etc. Because business environments are changing quickly, organizations must continue improving and innovating, so as to safeguard their competitive position. This paper explores the key principles and strategies that underpin the success of organizations and indicates practices to help companies build, sustain and enhance performance (Rao, 2024:1).

The success of organisations has been a source of considerable debate, not only in the economic sphere, but also in the scientific community and among the general public. Why, then, does the performance of organisations operating under similar environmental conditions vary? What is the key factor that leads to greater long-term success for some organisations compared to others? Despite the importance of identifying and understanding the essence of organizational success, there is no clear, universally accepted definition of organizational success today. As a general rule, financial managers and senior executives define the organisation's objective as success, yet they have no clear idea of how to define and measure success using measurement tools (Uhabakin & Titov, 2020:283)

Organizational success refers to an organisation's ability to achieve its objectives efficiently and effectively by improving overall performance, enhancing employee satisfaction and retention, and building a positive work environment that supports innovation and adaptability. This is achieved through high-quality working relationships between leaders and subordinates based on trust, support and mutual respect, which positively impacts performance and organizational commitment. (Willie, 2025:358–359).

From the above, it can be said that organizational success is an organization's ability to achieve its objectives, which include ensuring employee satisfaction and creating a motivating and supportive working environment that fosters creativity and builds positive relationships between managers and staff.

### 2. Elements of Organizational Success

The elements or dimensions of organizational success can be outlined as follows: (Khatib *et al.*, 2025: 2701–2704), (Adnan, 2026: 94)

- Organizational performance: This includes efficiency, productivity, and the achievement of objectives

Competitive advantage: The organization's ability to outperform competitors -

- Customer satisfaction: Meeting customer needs and securing their loyalty
- Organizational sustainability: This refers to continuity and long-term survival in the market.
- Innovation and future performance: This refers to the organization's capacity for future development.

As for the present study, it will be limited to the dimensions mentioned due to their relevance and suitability for the research sample.

## Section Three: The Practical Side

### 1. Statistical Methods Used:

To address the purpose of the study and verify the outcomes, a researcher processed through SPSS the collected data. Descriptive statistics that focused on the arithmetic mean and standard deviation of the relationship were complemented with some inference whose tests, such as multiple linear regression, Pearson's correlation coefficient and

the one-sample t-test of the response measured by five-point Likert scale. The research used a level of significance of 0.05. This means the 0.05 level of significance corresponds to a 95% confidence level. It is widely used in the social sciences.

Out of the 50 questionnaires distributed, all were completed and returned for the researcher’s analysis. Based on five point Likert scale, if the mean score is above the theoretical mean of 3, it signified positive tendency, if it is below the mean score of three, it signified negative tendency and if equal to the mean score, it signified average tendency.

### 7. Descriptive Analysis of the Sample

**Table 1: Demographic variables of the study sample**

Variable	Category	Frequency	Percentage
Gender	Male	35	70%
	Female	15	30%
	<b>Total</b>	<b>50</b>	<b>100%</b>
Age	30–39 years	30	60%
	40–49 years	8	16%
	50–59 years	7	14%
	60 years and above	5	10%
	<b>Total</b>	<b>50</b>	<b>100%</b>
Years of Service	1–5 years	10	20%
	6–10 years	8	16%
	11–15 years	6	12%
	16–20 years	6	12%
	21–25 years	8	16%
	26–30 years	7	14%
	31 years and above	5	10%
	<b>Total</b>	<b>50</b>	<b>100%</b>

Table (1) shows that the largest percentage was males, constituting (70%), followed by females at (30%). It also indicates that the age groups of the bank’s respondents were distributed as follows: the young adult group (30-39 years) ranked first with a frequency of (30) individuals, representing the largest percentage of the sample at 60%. The middle-aged group (40-49 years) came in second with a frequency of (8) individuals, representing 16%. The age group (50-59 years) had a frequency of (7) individuals, representing 14%. The expert group (60 years and over) recorded the lowest number with only (5) individuals, representing 10%. The information has indicated that the bank has a young workforce, who generally are more willing to develop social and emotional skills and more change-friendly in the context of modern banking. The presence of employees of age 40 and above, coupled with the young employees leads to the existence of useful field experience, which is essential for maintaining sustainable success in an organization. According to the table, 20% of the research sample has one to five years of service, and a further 16%. Mostly the respondents were having 6-10 years of service as per research sample. Whereas 11-15 and 16-20 years of service respondents were having 12% of sample. Sixteen percent were those with 21–25 years of service while fourteen percent were those with 26–30 years of service. In the end, 10% were those with 31 years or more. The experience and practicality featured that the respondents possess such that they answer the questionnaire effectively.

### Statistical Analysis of the Sample Participants’ Responses

The study analyzed the independent variable and dependent variable with appropriate statistical procedures. Researchers calculated the mean score and standard deviation for each individual item. In addition, they calculated these two measures for the full scale. The average response score for each item determined whether the statement was accepted or rejected from the research sample.

- Social and emotional skills variable:
- Analysis of the self-awareness items

**Table 2: Sample participants’ responses regarding the self-awareness dimension**

No.	Statement	Mean	Standard Deviation	General Direction
1	I can easily recognize my emotions.	3.72	1.34	Agree
2	I clearly recognize my strengths and weaknesses.	4.14	0.95	Strongly Agree
3	I understand how my emotions affect my behavior.	3.14	1.32	Neutral
4	I am aware of my personal and professional goals.	3.88	1.04	Agree

### Prepared By the Researcher Based on Output from the SPSS Program

Table 2 shows that employees have a good understanding of their strengths and goals, although there is some inconsistency in their understanding of the impact of emotions on behavior. Item (2) received the highest mean score (4.14), indicating a high level of self-confidence among employees at the International Development Bank. Paragraph (3), however, is the weakest, suggesting a need for programs to strengthen the link between emotions and work behavior.

### Analysis of the Self-Management Sections

**Table 3: Sample participants' responses regarding the self-management dimension**

No.	Statement	Mean	Standard Deviation	General Direction
5	I can control my emotions in difficult situations.	3.50	1.49	Agree
6	I deal with pressure effectively.	4.00	0.99	Agree
7	I am committed to completing tasks on time.	3.94	1.02	Agree
8	I control my reactions when angry.	3.70	1.13	Agree

### Prepared By the Researcher Based on Output from the SPSS Programme

The results in Table (3) indicate an acceptable level of emotional regulation, with some variation (high standard deviation) in emotional control. Punctuality and coping with stress (items 6 and 7) show excellent results, whilst the high standard deviation in item (5) (1.49) indicates a gap among staff; some possess high emotional stability whilst others lack it entirely.

### Analysis of the Social Awareness Items

**Table 4: Sample participants' responses regarding the social awareness dimension**

No.	Statement	Mean	Standard Deviation	Overall Trend
9	I empathize with the feelings of others.	3.66	1.22	Agree
10	I respect the cultural and social differences of others.	3.40	1.23	Neutral / Agree
11	I understand the needs of others through their situations.	3.62	1.12	Agree
12	I can recognize others' emotions through their facial expressions.	3.98	0.89	Agree

### Prepared By the Researcher Based on Output from the SPSS Program

Table 4 demonstrates a very high capacity for reading emotions and empathy, which are essential skills in banking. Item 12 achieved a mean score of nearly 4 and a low standard deviation (0.89), indicating a consistent and harmonious level of social awareness among the sample group at the bank.

### Analysis of the Relationship Skills Sections

**Table 5: Sample participants' responses regarding the Relationship Skills dimension**

No.	Research Statement	Mean	Standard Deviation	General Direction
13	I can build positive relationships with others.	3.80	1.18	Agree
14	I communicate clearly and effectively with colleagues.	3.92	0.94	Agree
15	I listen to others with attention and respect.	3.96	0.90	Agree
16	I deal with conflicts in a constructive manner.	3.90	1.05	Agree

### Prepared by the researcher based on output from the SPSS program

Table 5 shows that the results are very similar and high in this dimension, particularly with regard to listening to others and effective communication, which directly contributes to the organizational success variable.

**Table 6: Sample participants' responses regarding the social and emotional skills variable**

Dimension (Construct)	Overall Mean	Overall Standard Deviation	Level of Availability	Rank by Importance
Relationship Skills	3.89	1.02	High	1
Social Awareness	3.66	1.12	High	2
Self-Management	3.78	1.16	High	3
Self-Awareness	3.71	1.16	High	4
Overall Independent Variable	3.76	1.11	High	-

### Prepared By the Researcher Based on Output from the SPSS Program

Table (6) shows that all dimensions of social and emotional skills achieved a 'high' level of proficiency among the study sample at the International Development Bank, with interpersonal skills achieving the highest mean score of 3.89 and the lowest standard deviation of 1.02. This indicates the bank's employees' excellence in building positive relationships, communicating effectively and listening, which is essential in banking work that relies on gaining customers' trust. Meanwhile, social awareness recorded a mean of 3.66 and a standard deviation of 1.12. This indicates the employees' ability to empathise, understand the needs of others, and respect cultural and social differences within the workplace. The mean score for self-management and the standard deviation were respectively 3.78 and 1.16. People have the ability to control emotions and do the tasks assigned to them before the deadline. To conclude, self-awareness has a mean score of 3.71 and a standard deviation of 1.16. This implies that the employees are aware of their feelings, strengths and weaknesses, and influence on others.

According to the table, the mean of the independent variable (social and emotional skills) was 3.76 which is high and the standard deviation was 1.11. The indication of consistency in the responses, which is the convergence of standard deviations that are within 1.02 to 1.16, reveals the agreement and consistency in the sample participants on having the skills. That interpersonal skills ranked first confirmed that working at the International Development Bank requires employees to possess communication and conflict resolution skills to assist the Bank in achieving its goals. The staff have good behavioral disposition which makes them able to cope with the pressure of banking work that gives rise to the understanding of the role of psychological resilience as a factor strengthening such performance as well.

### Secondly: A Descriptive Analysis of the Dimensions of Psychological Resilience

Analysis of the items relating to the emotional resilience dimension

**Table 7: Sample participants' responses regarding the emotional flexibility dimension**

No.	Statement	Mean	Standard Deviation	Direction
17	I can control my emotions when exposed to stress.	3.04	1.28	Neutral
18	I deal calmly with annoying situations.	3.38	1.19	Neutral
19	I quickly regain my psychological balance after crises.	3.52	1.07	Agree
20	I do not allow negative emotions to control me.	3.20	1.20	Neutral
-	Overall mean of the dimension	3.29	1.19	Neutral

In Table 7, the opinions of the research sample (staff at the International Development Bank – Basra Branch) are shown regarding the ability to regulate and restore their emotional balance. The item 'I bounce back rapidly in my way of thinking and feeling after crises' achieved the highest mean in this dimension (3.52) and lowest standard deviation (1.07), which reflect a general 'agree' tendency. The respondents appear to demonstrate strong resilience in coping with workplace stress and returning to work effectively. The statement "I deal calmly with upsetting situations" achieved a mean of 3.38 with a standard deviation of 1.19, which was of a neutral trend. The average score for the statement "I do not allow negative emotions to control me" was 3.2 and it had a standard deviation of 1.2. On the scale, "I can control my feelings when under pressure" obtained the lowest mean score of 3.04 with a standard deviation of 1.28.

The mean of overall dimension (3.29) reflects that the level of emotional resilience of the participants is 'neutral'. This indicates that the employees have limited ability to manage emotions which might be due to the banking job which is a high-pressure one that involve direct and continuous customer contact. Moreover, the difference in responses with an overall standard deviation of 1.19 indicates a degree of dispersion and variation in the answers of the respondents. Some are high in ability in bringing oneself back on track. Others find it hard with their emotional control during peaks or in times of high pressure.

### Analysis of Items Relating to Behavioral Resilience

**Table 8: Sample participants' responses regarding behavioral resilience**

No.	Statement	Mean	Standard Deviation	Direction
21	I look for alternative solutions when facing problems.	3.22	1.15	Neutral
22	I adapt to changing conditions at work/study.	3.38	1.19	Neutral
23	I learn from past mistakes to improve my performance.	3.52	1.07	Agree
24	I continue working despite challenges.	3.40	0.95	Neutral
-	Overall mean of the dimension	3.38	1.09	Neutral

According to Table (8), this dimension's overall average value was found as (3.38), denoting an "average" availability of the study sample. The item that secured the highest score with a mean of (3.52) and an 'agree' response is item (23) 'I learn from past mistakes to improve my performance'. Employees of the International Development Banks

have the real willingness to develop and grow. According to the findings, in item (21), “I look for alternative solutions”, this was the item that got the lowest mean (3.22). Thus, it may suggest that employees sometimes only stick to traditional solutions or pre-defined banking procedures when they face some problems.

### Academic (Functional) Resilience

**Table 9: Sample respondents’ answers regarding the dimension of functional resilience**

No.	Statement	Mean	Standard Deviation	Direction
25	I can concentrate despite academic/work pressure.	3.04	1.28	Neutral
26	I face intellectual challenges with confidence.	3.38	1.19	Neutral
27	I look for new ways to understand complex problems.	3.52	1.07	Agree
28	I learn new skills to adapt to work requirements.	3.40	0.95	Neutral
-	Overall mean of the dimension	3.34	1.12	Neutral

According to Table 9, the overall mean for this dimension at 3.34 is at an ‘average’ level. The mean for item (27) ‘I seek new ways to understand complex and ambiguous problems’ is the highest (3.52). An analytical mind which wants to understand the complexities of banking work can also be found here. At the same time, item (25), “I can concentrate regardless of pressure,” registered the lowest mean score (3.04). The pressures of work in the bank seem to greatly affect the mental clarity and sustained concentration of the employees.

### Descriptive Analysis of the Dimension (Psychological Resilience)

**Table 10: Sample participants’ responses regarding (psychological resilience)**

Dimension	Overall Mean	Overall Standard Deviation	Level of Availability	Rank
Behavioral Flexibility	3.38	1.09	Medium	1
Academic Flexibility	3.34	1.12	Medium	2
Emotional Flexibility	3.29	1.19	Medium	3
Overall mean of the variable	3.34	1.13	Medium	—

Table 10 presents an overview of the mediating variable, which can be interpreted through the ranking of the dimensions: behavioral flexibility ranked first, followed by academic/functional flexibility, and finally emotional flexibility. This ranking suggests that employees’ resilience is more clearly evident in their ‘actions and behavior’ and ‘mental abilities’ than in their ‘emotional stability’. In addition, the overall mean for the variable (3.34) indicates that psychological resilience among the bank’s staff represents an area of ‘need’. Whilst they possess social skills (which previously scored highly), their ability to cope with psychological shocks and stress remains at an average level. As for the overall standard deviation (1.13), this figure indicates variation and dispersion in the sample’s responses, meaning that there are clear individual differences in levels of psychological resilience between one employee and another, which requires differentiated managerial and training interventions.

These findings confirm the validity of selecting ‘psychological resilience’ as a mediating variable in the present study; the ‘average’ level of resilience suggests that it may be the key factor that needs to be strengthened to ensure that high levels of social and emotional skills are translated into sustainable organizational success, particularly in a sensitive and high-pressure work environment such as the banking sector.

### Thirdly: Descriptive Analysis of the Dimensions of the Dependent Variable ‘Organizational Success’

Analysis of items relating to organizational performance

**Table 11: Sample respondents’ answers regarding (organizational performance)**

No.	Item	Mean	Standard Deviation	Response
29	The organization achieves its goals with high efficiency	3.86	1.01	Agree
30	Work is accomplished in the organization with high quality	4.10	0.78	Agree
31	The organization is characterized by effective use of resources	4.00	0.99	Agree
32	The organization achieves high levels of productivity	3.52	1.11	Agree

Table (11) shows that this dimension achieved an overall average of (3.87), reflecting a trend of “agreement”. Meanwhile, the strengths were evident in item (30), “High-quality work”, with a mean of (4.1), indicating the bank’s commitment to high professional standards in the execution of its operations. In other words, this dimension reflects the efficiency of the bank’s internal operations and its ability to utilise its resources effectively, which is a strong indicator of management’s success in controlling operational performance.

### Analysis of the Competitive Advantage Dimension

**Table 12: Sample respondents' answers regarding the 'Competitive Advantage Dimension'**

No.	Item	Mean	Standard Deviation	Response
33	The organization enjoys a competitive advantage compared to competitors	3.10	0.65	Neutral
34	The organization provides services/products that are difficult to imitate	2.90	0.54	Neutral
35	The organization responds quickly to market changes	3.30	0.91	Neutral
36	The organization adopts strategies that distinguish it from competitors	3.30	1.05	Neutral
Overall Mean of the Dimension	—	<b>3.15</b>	<b>0.79</b>	<b>Neutral</b>

Table 12 shows that this dimension achieved the lowest overall average of the three dimensions, at 3.15, with a 'neutral' trend. Meanwhile, item 34, 'Providing services that are difficult to imitate', received the lowest mean score (2.9). Overall, employees feel that the offering of service is standard and can be easily imitated by others. Also, the overall 'neutral' trend for this dimension indicates that the bank has not yet reached a stage of strategic differentiation in the local market, despite the quality of its internal performance.

### Analysis of Customer Satisfaction

**Table 13: Sample respondents' answers regarding customer satisfaction**

no.	Item	Mean	Standard Deviation	Response
37	The organization continuously seeks to satisfy customers' needs	3.70	1.09	Agree
38	Customer complaints are handled effectively	4.10	0.78	Agree
39	Customers are satisfied with the quality of services	4.10	0.78	Agree
40	The organization maintains long-term relationships with customers	4.10	0.78	Agree
Overall Mean of the Dimension	Overall Mean of the Dimension	Overall Mean of the Dimension	Overall Mean of the Dimension	Overall Mean of the Dimension

As shown in Table 13, this dimension scores the highest among all dimensions having an overall average of 4 with a 'positive' rating. The average score for complaints handling, satisfaction with services and maintaining relationships is the same score 4.1. Note three items (38,39,40) on the checklist of service excellence. The result to this effect underlines the strategic focus of the bank on "customer service". In analytical terms, the staff's social and emotional competences (independent variable) seem to exert a direct and very positive impact on this specific variable, which means that they have engendered real success in establishing customer loyalty.

### Descriptive Analysis of the Dimensions of the 'Organizational Success' Variable as a Whole

**Table 14: Sample members' responses regarding the organizational success variable**

Dimension	Overall Mean	Overall Standard Deviation	Level of Availability	Rank
Customer Satisfaction	4.00	0.86	High	1
Organizational Performance	3.87	0.97	High	2
Competitive Advantage	3.15	0.79	Medium	3
Overall Variable	3.67	0.87	High	—

According to table (14), the International Development Bank - Basra Branch, which is the dependent variable (organizational success), achieved positive indicators producing high rates of management efficiency and high quality of service. The highest mean score was (4), indicating high availability for customer satisfaction. The bank has this indication.

A better ability to fulfill its customers’ needs and efficiently resolve their complaints ultimately establishes long-term relationships.

Organizational performance was ranked second with a mean score of (3.87) at “high” availability. This implies that the bank is generally successful in achieving its objectives, completing its task with high quality, and optimally using available resources. The competitive advantage was ranked third and has a mean score of (3.15) which classified as “medium” availability.

**2. Hypothesis Testing:**

The main hypothesis was tested using multiple regression analysis. Also, the researcher made an inquiry on the impact of the independent variables on the dependent variable. The analysis helped to find out whether a statistically significant relationship existed among the study variables. The decision of the researcher based on the computed Sig. cost.

The researcher used the measure of the coefficient of determination R<sup>2</sup> which measures how much the independent variable explains the change of the dependent variable. A higher R<sup>2</sup> value means that the variation made up of independent variables is more in a dependent variable.

The current study analysed social and emotional skills as the independent variable, psychological resilience as the mediating variable, and organizational success as the dependent variable. Hypothesis-testing tables are shown below on the basis of results.

Based on the statistical data we analyzed for the study variables (social and emotional skills as the independent variable, psychological resilience as the mediating variable, and organizational success as the dependent variable), the hypothesis testing tables are shown below:

- Testing the first direct effect hypothesis (social and emotional skills → organizational success)  
This hypothesis tests the extent to which social and emotional skills contribute to the bank's organizational success.

**Table 15: Results of the simple regression analysis of the effect of social and emotional skills on organizational success**

Independent Variable	Dependent Variable	Correlation Coefficient (R)	Coefficient of Determination (R <sup>2</sup> )	Calculated F-value	Significance Level (Sig.)	Result
Social Skills	Organizational Success	0.74	0.547	58.12	0.000	Accepting the hypothesis

**Prepared By the Researcher Based on the Questionnaire Results and the Output from the SPSS Program**

The results in Table (15) indicate that there is a statistically significant effect of social and emotional skills on organizational success, as the value of the coefficient of determination reached (0.547), which means that social and emotional skills explain 54.7% of the variance in organizational success at the International Development Bank.

- Testing the second direct effect hypothesis (social and emotional skills → psychological resilience)

This hypothesis tests the extent to which social and emotional skills contribute to building and enhancing psychological resilience among employees.

**Table 16: Results of the simple regression analysis of the effect of social and emotional skills on psychological resilience**

Independent Variable	Mediating Variable	Correlation Coefficient (R)	Coefficient of Determination (R <sup>2</sup> )	Calculated F-value	Significance Level (Sig.)	Result
Social Skills	Psychological Resilience	0.65	0.422	35.08	0.000	Accepting the hypothesis

**Prepared By the Researcher Based on the Output from the SPSS Program**

Table (16) indicates that the value of the correlation coefficient is (0.65), which indicates a strong positive relationship, meaning that the more social and emotional skills an employee possesses, the greater their ability to demonstrate psychological resilience and overcome work pressures.

- Testing the Indirect Effect Hypothesis (Mediating Role of Psychological Resilience)

This hypothesis tests whether psychological resilience contributes to strengthening the relationship between social and emotional skills and organizational success.

**Table 17: Results of the Multiple Regression Analysis Test for the Mediating Role of Psychological Resilience**

Path (Z)	Effect of Social & Emotional Skills on Organizational Success (Without Mediator)	Effect of Social & Emotional Skills on Organizational Success (With Mediator)	Type of Mediation	Result
Social & Emotional Skills → psychological resilience → Organizational Success	0.72	0.45	Partial Mediation	Accepting the hypothesis

#### Prepared By the Researcher Based on the Questionnaire Results and the Output from the SPSS Programme

Table (17) shows that the presence of "psychological resilience" as a mediating variable resulted in a statistically significant relationship with a low coefficient value, indicating that psychological resilience acts as a "partial mediator." This means that social skills directly influence organizational success, and also indirectly by enhancing employees' psychological resilience.

#### Fourth: Table of Total Variables (Correlation and Regression)

**Table 18: Causal relationship between the three study variables**

Variables	Pearson Correlation (R)	Coefficient of Determination (R <sup>2</sup> )	Significance Value (F / Sig.)	Effect (Beta)
Social & Emotional Skills → Organizational Success	0.74	0.547	0.000	0.72
Social & Emotional Skills → Psychological Resilience	0.65	0.422	0.000	0.61
Psychological Resilience → Organizational Success	0.58	0.336	0.001	0.45

#### Prepared By the Researcher Based on the Output from the SPSS Program

Table (18) shows the following:

1. There is a strong positive correlation (0.74) between social and emotional skills and organizational success, meaning that increased skills inevitably lead to increased organizational success.
2. Social and emotional skills contribute (54.7%) to explaining the changes in organizational success at the International Development Bank.
3. The correlation value between social and emotional skills and psychological resilience was (0.65), confirming that social and emotional skills are fundamental to building psychological resilience among employees, which in turn supports the achievement of the bank's objectives.

## 8. CONCLUSIONS

1. The study showed that bank employees possess a high level of social and emotional skills, particularly in the areas of relationship-building and self-management, providing a solid foundation for dealing with internal and external stakeholders.
2. The findings showed that there is a high positive correlation (54.7%) between social and emotional skills and organisation effectiveness. Investment in employee behavior relates closely to the bank's success with skills. These skills alone account for around 55% of the total variance in bank success.
3. Even with high skill levels and success rates, psychological resilience was average. This proves that the employees face challenges in maintaining their psychological balance and focus under the high pressures of banking work, especially at the Basra branch.
4. The research indicated that the bank's success is primarily dependent on customer satisfaction which mirrors the ability of the employees to utilize their emotional and social skills to boost customer loyalty.
5. The dimension of competitive advantage is the least effective in the success of the bank which means that the bank has to create services that are difficult to imitate.

## 9. Recommendations

1. The bank should heightened more the psychological resilience and stress management skills and average level to high level in the employees through specialized training courses.

2. It is important to steer employees' social and emotional skills towards coming up with new ideas that enhance the bank's competitive edge. One way to do this is to involve them in workshops to create innovative and unique banking products that mimic difficult.
3. Supporting a customer-centric work culture and enhancing the emotional skills of new employees (with one to five years of service) through mentorship programs led by experienced staff.
4. It is essential to redesign certain administrative processes to reduce congestion or provide a comfortable work environment that minimizes distractions.
5. The bank's human resources department should include "emotional intelligence" and "psychological resilience" tests as key criteria for recruiting and hiring new employees to ensure the continued success of the organization.

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