

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Higher education institutions operate within a rapidly shifting environment that demands not only academic excellence but also strong administrative support systems. The administrative workforce forms the foundation of institutional sustainability, which ensures that both teaching and research functions are supported effectively. Among these staff, office managers occupy a central role by coordinating operational tasks, facilitating communication across departments, and maintaining organizational stability. Their effectiveness is vital for institutional progress, as it reflects the ability to perform responsibilities with precision while meeting the expectations of multiple stakeholders.

The productivity of office managers in public universities is influenced by more than just their personal skills or qualifications. Research over the past few years demonstrates that their effectiveness is shaped by the broader organizational context, including workplace democracy, access to professional development, and the degree of involvement in decision-making processes<sup>1</sup>. A supportive climate characterized by openness, collaboration, and recognition has been linked to stronger job performance and higher levels of commitment among administrative staff<sup>1</sup>. Similarly, investment in staff training and growth opportunities enhances administrative capacity and contributes to institutional outcomes<sup>2</sup>. The involvement of administrative staff in governance processes is very important. Studies emphasize that when office managers participate in planning and policy development, their job satisfaction increases, which in turn supports organizational effectiveness<sup>3</sup>. On the other hand, a lack of inclusion can weaken morale, create

inefficiencies, and slow down institutional progress. In this respect, administrative effectiveness is best understood as an interaction between personal competence and institutional support structures. Evidence further suggests that administrative personnel, no matter how capable, are constrained if the organizational environment is unsupportive. Inadequate resources, rigid hierarchies, or ambiguous policies can create barriers that weaken efficiency and threaten long-term sustainability<sup>4</sup>. This highlights the critical need for universities to create enabling conditions where office managers and similar personnel can thrive and contribute to institutional resilience in the increasingly competitive higher education sector.

Administrative effectiveness in higher education emerges from the interplay of supportive climates, professional growth opportunities, and participatory governance. Strengthening these factors is essential to empower office managers as central figures in advancing institutional performance and sustainability. Administrative effectiveness refers to the capacity of administrative structures, processes, and individuals within an organization to achieve set goals efficiently and consistently. It involves ensuring that operations are well-organized, resources are used optimally, and tasks are carried out in a timely manner to support the overall objectives of the organization. It alludes to the administrator's ability to achieve the aims and objectives of the company. Recommending, planning, creating, executing, and evaluating units are all part of administrative effectiveness. Resources are also allocated to promote an operational excellence culture, which includes evaluating administrative programs.<sup>5</sup>

In the university system, there are various categories of employees collectively referred to as human resources. Human resources form an essential and integral component of

every organization, including educational institutions. Among these personnel are office managers, who play a vital role in ensuring the smooth running of administrative activities. The effectiveness of office managers in carrying out their duties largely depends on factors such as the workplace environment and the professional development opportunities available to them<sup>6</sup>. Office Managers are vital resources that manages and utilizes other resources be it financial and material to accomplish set objectives and goals in the Institutions. These office managers serve as secretaries in the various university offices. The provision of an enabling environment is essential for office managers to carry out their responsibilities with excellence and efficiency. Office managers have important administrative responsibilities that significantly affect the university's reputation. The institution will either be harmed or enhanced by the office manager's level of service<sup>5,6</sup>.

Ineffectiveness and inefficiency of staff is one of the challenges faced by public universities. This might be as a result of several factors, like lack of required technological skills, inadequate training to be effective in carrying out assigned task, lack of involvement in decisions that have to do with their duties; these in turn has affected the overall productivity of the public universities<sup>4</sup>. The desire of all universities is to be the best and most sought after; this can be achieved if the management of the institution provide training and development opportunities for the employee and also engage employee in participatory decision-making, allowing employee to have a say in the matters that concern them, doing these will bring motivation, career improvement and sense of belonging which will enable them to put in their best for the institution<sup>4,5</sup>.

The administrative effectiveness of office managers has five key components which are Planning, Organizing, commanding, coordinating and controlling. Planning is the first stage where managers establish objectives and identify the most effective strategies to achieve them. It includes predicting future conditions, defining goals, and mapping out the steps required to accomplish them. Office managers must create a structured plan for achieving institutional goals and objectives. The saying that “if you fail to plan, you plan to fail” implies that, the performance of the manager would be inhibited with inadequate planning, resulting ineffectiveness.

Once plans are in place, organizing is the next step it involves assembling and coordinating resources like human, financial, and material, to implement the plan. This includes defining roles, responsibilities, and the structure of authority, ensuring that resources are properly allocated. If resources are not properly allocated and roles are not clearly defined, there would be no effectiveness. Another component is commanding, it involves directing and motivating employees to fulfill goals of the institution. Managers must communicate clearly, resolve conflicts, and inspire performance, directing employees to perform tasks efficiently; when there is no clear communication and conflicts are not resolved no administrative effectiveness would be recorded<sup>7</sup>.

Coordinating is the function that ensures all departments and individuals work in harmony. It involves aligning activities and efforts across the organization to maintain consistency and efficiency; controlling means monitoring performance, comparing it with established goals, and making corrections where necessary. It ensures that the organization stays on track and meets its objectives. Evaluation is very important. Office manager assesses the activities and makes sure it follows the laid-down-principles and

policies of the institution so that stakeholders are satisfied and will be willing to continue to patronize the institution<sup>8</sup>. However, if otherwise, the office managers will not be effective and it will in turn affect the overall institution's productivity.

In this study, administrative effectiveness will be measured using the following sub-metrics; task timeliness, document management, needs responsiveness, stakeholder satisfaction (faculty, student, supervisors), institutional compliance. In any academic or administrative setting, timely execution of tasks is the heartbeat of productivity and reliability. It reflects an individual's or institution's ability to meet deadlines, prioritize responsibilities, and deliver results without unnecessary delay. This not only enhances workflow efficiency but also builds trust among colleagues and stakeholders<sup>9</sup>. Timely tasks completion reduces blockages and allows for better planning and resource allocation.

Equally important is the efficient management of documents, which involves organizing, storing, retrieving, and safeguarding records in a way that supports transparency, accountability, and ease of access. Whether digital or physical, well-managed documents ensure that critical information is available when needed, reducing errors and duplication while supporting informed decision-making. Responsiveness to needs is a cornerstone of quality education. It means actively listening to feedback, adapting teaching methods, and providing timely support services. Institutions that are responsive foster a culture of care and inclusivity, where students feel seen, heard, and supported in their academic journey. This responsiveness can manifest in flexible learning options, accessible faculty, and robust academic counseling.

Stakeholder satisfaction, including that of faculty, students, and supervisors, is a key sign of institutional success. This implies that when stakeholders feel their expectations are met or exceeded, it leads to higher engagement, retention, and overall morale. Satisfaction is often driven by clear communication, mutual respect, and a shared commitment to quality. Lastly, Institutional compliance, compliance with institutional regulations ensures that all activities align with established policies, ethical standards, and legal requirements. It maintains the integrity of the institution and protects the rights of all members of the academic community<sup>8</sup>.

There are many other factors that could be determinants of administrative effectiveness, however this study would focus on two constructs, they are, workplace democracy and professional development. Workplace Democracy (WPD) is the degree to which workers participate in decision that have an immediate impact on their areas of employment. Democracy in the workplace is a concept that enables employees to exercise authority over their daily tasks and freely contribute to the organization's success<sup>10</sup>. People in organizations can be changed by workplace democracy, by being more democratic, politically conscious, socially conscious, cooperative, and concerned with good behavior in general<sup>11</sup>.

WPD has long been accepted as one of the necessary stimulants for operational efficiency and organizational performance in developed countries, but in Nigeria, as was to be expected, management had the prerogative and exclusive preserve in relation to decision making, so little to no real efforts were made to institutionalize workplace democracy<sup>12</sup>. In some Nigerian tertiary institutions, however, employees often display low commitment to their duties, largely due to being excluded from processes such as

promotions, procurement of facilities and equipment, and overall policy formulation, decision-making, and implementation.

Office managers are the backbone of every organization, they are the image makers of the institutions, their interactions and relationships with students, client and other customers of the institutions will determine whether those people will continue to patronize the institution or not<sup>12</sup>. The way they discharge their duties will go a long way to make or mar the image of the institutions, the office managers are the ones who will implement all those policies that are being made by the management and if these set of people are excluded in the policy formulation; how are they going to implement those policy as expected of them.

The way and manner office managers are being treated in institutions calls for rethink, in most cases, they are considered as behind the scene workers that should not be seen or heard; office managers are not provided with opportunities to take part in decision making or have input on matters that concerns them. The participation of office managers in decision making and matters concerning their work and promotion will give them sense of belonging and this will go a long way in boosting their moral and thereby make them more effective in the discharge of their duties<sup>10</sup>.

Traditional models of democracy, which focuses on representation and voice, were criticized by researchers as they are not adequate to explain the full transformative potential of democratic workplaces. A researcher introduces employee involvement as a distinct and equally necessary element that actively reshapes power relations within organizations. He begins by redefining democracy in a way that prioritizes participatory and emancipatory practices. Sketching on humanistic psychology and organizational

theory, he outlines how employee involvement, historically rooted in early 20th-century participatory movements<sup>13</sup>.

The dimensions of workplace democracy are functionalism, liberalism and constitutionalism. Functionalism view society and its institutions as systems working together to maintain stability and social order. When applied to workplace democracy, functionalism evaluates how participatory structures (for example, employee councils, shared decision-making) contribute to the efficiency, cohesion, and stability of an organization. Workplace democracy is functional if it enhances cooperation, reduces conflict, and ensures smooth operation by aligning employee goals with organizational objectives. Metrics that align with this perspective include job satisfaction, organizational commitment, and productivity levels.

Liberalism is a dimension that emphasizes individual rights, freedom of choice, and limited government intervention. In the workplace, liberalism supports democratic principles to the extent that they protect individual autonomy and voluntary participation. Workplace democracy fits within liberal theory when it ensures freedom of expression, equitable access to information, and voluntary involvement in decision-making<sup>14,15</sup>. Constitutionalism refers to the idea that governance should be bound by a set of rules, norms, and institutional frameworks that ensure accountability, checks and balances, and protection of rights<sup>15</sup>.

In workplace democracy, constitutionalism ensures that participatory practices are formalized, consistent, and safeguarded against abuse. It emphasizes the rule of law in organizational governance, such as having codified procedures for decision-making, elections of representatives, and transparent conflict resolution mechanisms.

Measurement from this lens includes existence and enforcement of workplace constitutions or policies, employee representation structures, and institutional checks on managerial power.

Professional Development is an ongoing training and education that enhances employees' skills and career prospects. The key components include continuous learning opportunities for training and skill enhancement. Mentorship Programs; pairing less experienced employees with seasoned professionals. Career Pathing; Clear pathways for advancement and development within the organization. It also refers to policies and programmes that are put in place for workers wellbeing such as legal provisions, continuous funding, sponsorship to conferences, workshops, seminars, payment of professional subscription due<sup>16</sup>.

Professional development has a lot of importance which include Career Advancement, Organizational Performance and Employee Engagement. Studies indicate that continuous professional development (CPD) is crucial for career progression; employees who engage in CPD are more likely to receive promotions and salary increases. According to a report by the American Society for Training and Development (ASTD), organizations that invest in employee development experience higher productivity and lower turnover rates. Professional development is linked to increased employee satisfaction and engagement. Organizations fostering development opportunities report higher employee morale and commitment<sup>17</sup>.

There might be a belief that when office managers are released to go for workshops, seminars, conferences or to acquire higher degrees, the time spent on those programmes will have negative impact on the operations of the institution and then reduce the

productivity but this is not what actually happens at the end of the day because those programs will eventually improve the capacity of the office manager in performing his/her duties. During the program, the office manager would have learn new strategies that would help the institution to grow, new ways of doing things would have been part of the knowledge acquired. Now that we are in the era of evolving technologies, office managers that are allowed to go for conferences and workshop will always learn how to use new emerging technologies, learn how to improve on the use of the existing one and all these will go a long way in making the office managers to be effective in running the daily operation of the office<sup>16</sup>. This in turn will increase the productivity of the institution.

Office managers are essential in every institutions, this is because their services are needed in all units and sections of the institutions. The achievement of the management, academic staff, students and customers of the institution relies on the services rendered by the office managers. Their efficiency in the discharge of their duties enables the institutions to achieve the set goals and objectives. There is no institution that can survive without the service of office managers as they are relevant and provide support services in administrative, financial, library, medical, technical and every other unit in the institution. It is pertinent that these office managers are administratively effective to achieve the objectives set down by the institutions<sup>17,20</sup>.

Professional development comprises continuous learning opportunities that build skills and knowledge, mentorship programs that connect less experienced employees with seasoned professionals, and clear career pathways that support advancement within the organization<sup>18,19</sup>. Social learning theory is the theory for professional development and

the metrics to be used for measurement of this variable are observational learning, vicarious reinforcement and self-efficacy<sup>21</sup>. In the light of the above, this study seeks to investigate the influence of workplace democracy and professional development on administrative effectiveness of office managers in public universities in Osun State, Nigeria.

## 1.2 Statement of the Problem

Administrative effectiveness is a fundamental aspect of organizational success in tertiary institutions. Universities play an important role in Nigeria's educational and economic growth. Office managers in universities are pivotal administrative personnel responsible for maintaining the smooth and efficient functioning of institutional operations<sup>2</sup>. However, concerns have been raised regarding the overall level of administrative effectiveness among office managers in public universities. Evidence suggests a noticeable decline in the efficient discharge of their duties, which may have adversely affected key aspects of university administration such as teaching and learning processes, admission procedures, and general service delivery. This inefficiency potentially leads to poor patronage, wastage of institutional resources, and weakened interpersonal relationships between office managers and their supervisors, colleagues, and students.

A survey of the literature, careful observation, and preliminary research have shown that there are factors responsible for the declined administrative effectiveness of office managers like organizational culture and incompetency of employee. Incompetency is a big challenge causing ineffectiveness among office managers. Many universities have struggled with low productivity due to gaps in the required skills and competencies, which in turn weakens overall effectiveness. To overcome this, workers' capacity need to

be developed towards discharging their duties effectively<sup>21</sup>. Administrative effectiveness is therefore dependent on the organization's workforce commitment to continuous improvement by attending workshops and seminars in order to acquire relevant skills that will make them effective in their day to day operations. Studies have explored workplace democracy and professional development but there is lack of empirical research regarding how workplace democracy and professional development influence administrative effectiveness in the case of office managers in the public universities<sup>12,16</sup>. This research, therefore, aims to investigate the influence of workplace democracy and professional development on administrative effectiveness of office managers in public universities in Osun State, Nigeria.

### **1.3 Aim and Objectives of the Study**

The aim of this study was to investigate the influence of workplace democracy and professional development on administrative effectiveness of office managers in Public Universities in Osun State, Nigeria. The objectives were to:

- i. identify the level of administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria.
- ii. identify the level of workplace democracy experienced by Office Managers in Public Universities in Osun State, Nigeria.
- iii. identify the level of professional development enjoyed by Office Managers in Public Universities in Osun State, Nigeria.
- iv. determine the influence of workplace democracy on administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria.

- v. ascertain the influence of professional development on the administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria.
- vi. establish the combined influence of workplace democracy and professional development on administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria.

#### **1.4 Research Questions**

This study sought answers to the following research questions;

1. What is the level of administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria?
2. What is the level of workplace democracy experienced by Office Managers in Public Universities in Osun State, Nigeria?
3. What is the level of professional development enjoyed by Office Managers in Public Universities in Osun State, Nigeria?

#### **1.5 Research Hypotheses**

The following hypotheses are formulated for testing at 0.05 level of significance.

H<sub>01</sub>: There will be no significant influence of workplace democracy on administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria.

H<sub>02</sub>: There will be no significant influence of professional development on administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria.

H<sub>03</sub>: There will be no significant combined influence of workplace democracy and professional development on administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria.

#### **1.6 The significance of the study**

This study, if published in reputable journals, would be of benefit to office managers, management of institutions, students, parents and the government. The office managers would gain from it since it will educate them on the many abilities and significance of being efficient in carrying out their responsibilities. The institution's administration would gain since they will be able to comprehend that funding different professional development initiatives will contribute to staff members' increased self-assurance, upskilling, productivity, effectiveness, and efficiency. The country's government would also benefit from the findings since they will make sure that regulations are created that would motivate corporate entities to use a participative decision-making process. Students would gain from it since it will help them comprehend the value of training and development, which would increase their concentration on their studies and prepare them to continue learning new abilities. Parents and clients would gain from this since they will realize that professional growth is not limited to employees; it also allows them to improve themselves and acquire new skills which would make them to be more effective in their duty and the study will also enlightened them on the benefit of workplace democracy in fostering sense of belonging among workers..

Finally, the study's findings would be a basis for future researchers to critically analyze additional variables while also providing a source of reference for other academics working on related subjects.

### **1.7 Scope of the Study**

This study focuses on investigating the influence of workplace democracy, and professional development on administrative effectiveness of Office Managers in Public Universities in Osun State Nigeria. Administrative effectiveness of office managers were

measured using the following sub-metrics: task timeliness, document management, needs responsiveness, stakeholder satisfaction (faculty, student, supervisors), institutional compliance. The first independent variable, workplace democracy were measured with office manager functionalism, office manager liberalism and office manager constitutionalism while the professional development as the second independent variable were measured with observational learning, vicarious reinforcement and self-efficacy. The geographical scope covers Public Universities within Osun State, which are: Osun State University, Osogbo; Obafemi Awolowo University, Ile-Ife; Federal University of Health Sciences Ila-Orangun; and University of Ilesa, Osun State. The target respondents are Office managers in the four public universities in Osun State.

### **1.8 Limitation of the Study**

The challenge encountered during the period of administering questionnaire for data collection was that some respondents were so busy that they could not attend to the questionnaire on time. The limitation was overcome through determination and consistent encouragement of the researcher.

### **1.9 Operational Definition of Terms**

**Administrative Effectiveness:** This is the ability of office managers to efficiently and effectively manage administrative tasks and processes using the acquired professional skills and participation in decisions to achieve set goals in public universities in Osun State, Nigeria.

**Task Timeliness:** This refers to the office manager's ability to ensure that tasks such as, processing academic records, scheduling meetings, and implementing institutional

programs are completed within established deadlines in public universities in Osun State, Nigeria.

**Document Management:** This refers to the ability of office managers in the systematic handling, storage, retrieval, and security of institutional documents to ensure accountability, enabling staff and stakeholders to participate meaningfully in decision-making in public universities in Osun State, Nigeria.

**Needs Responsiveness:** This refers to the capacity of office managers to identify and address the needs of academic staff, students, and administrative personnel efficiently in the public universities in Osun State, Nigeria.

**Stakeholders Satisfaction:** This refers to how well the office manager meets the expectations and requirements of internal and external stakeholders, including students, faculty, administrators, and government bodies in public universities in Osun State, Nigeria.

**Institutional Compliance:** This refers to the office managers' adherence to the rules, regulations, and policies established by the university such as compliance with academic standards, financial procedures, and ethical codes in public universities in Osun State, Nigeria.

**Workplace Democracy (WPD):** This is the degree to which office managers participate in decisions that have an immediate impact on them in their work domains in public universities in Osun State, Nigeria.

**Office Manager Functionalism:** This is the ability of office managers to efficiently perform specific roles and responsibilities such as communication, coordination, and

record-keeping, to maintain organizational stability and productivity in public universities in Osun State, Nigeria.

**Office Manager Liberalism:** This refers to the fundamental human rights of office managers in terms of freedom, fairness, integrity, tolerance and participation in decision making in public universities in Osun State, Nigeria.

**Office Manager Constitutionalism:** refers to the ability of office managers to align with institutional regulations, employee rights, and democratic principles by upholding established rules, policies, and ethical standards that govern workplace operations in public universities in Osun State Nigeria.

**Professional Development:** This is an ongoing training and education that enhances office managers' skills, knowledge, competencies and career prospects in public universities in Osun State, Nigeria.

**Observational learning:** This refers to the ability of office managers to learn best practices, acquire new skills, behaviors, or attitudes by watching and imitating experienced administrators, supervisors, or mentors in public universities in Osun State, Nigeria.

**Vicarious reinforcement:** This refers to the learning process based on the observation of consequences where office managers are motivated to adopt certain behaviors after seeing others rewarded for similar actions in public universities in Osun State, Nigeria.

**Self-efficacy:** This refers to an office manager's belief in their own ability to plan, organize, coordinating academic processes, implement institutional policies and execute tasks successfully within workplace in public universities in Osun State, Nigeria.

**Office Managers:** These are the Secretaries in the various offices that are responsible for performing specific roles and responsibilities such as communication, coordination, and record-keeping, to maintain organizational stability and productivity in public universities in Osun State, Nigeria.

Lead City University Ibadan DO NOT COPY

## Endnotes

1. A. D. Aina and A. O. Ojedokun. "The Relationship between Organizational Climate and Employee Commitment in Higher Education Institutions." **Journal of Educational Management** 34 (2) (2022): 115–128.
2. I-Jubari, Ibrahim, Azlan Hassan, and Francisco Liñán. "Human Resource Practices and Organizational Learning Capability in Higher Education: Implications for Administrative Effectiveness." **International Journal of Human Resource Studies** 11(1) (2021): 45–61.
3. N. S. Ezeani, and C. Akpotu. "The Impact of Decision-Making on Administrative Effectiveness in Public Universities." **Higher Education Studies** 10(3) 2020: 78–87.
4. M. A. Hassan, and R. Ali. "Influence of Organizational Climate on Job Performance of University Administrators." **Journal of Management Development** 40 (4) 2021: 256–270.
5. Ismail, Norazah, and Siti Abdul-Halim. "The Role of Administrative Staff in Quality Service Delivery in Higher Education Institutions." **International Journal of Educational Administration** 27(3) 2019: 112–128.
6. Kamal, Yasir, and Syed A. Raza. "The Effect of Organizational Learning on Employee Performance in Higher Education Institutions." **Journal of Educational Research and Practice** 10 (2) 2020: 45–60.
7. R. Edwards, "An Elaboration of the Administrative Theory of the 14 Principles of Management by Henri Fayol," **International Journal of Economic and Educational Research** 1 (1) 2018: 41–50.
8. Henri Fayol, *General and Industrial Management* (Paris: Dunod, 1916).
9. Carlos A. Rodrigues, "Fayol's 14 Principles of Management Then and Now: A Framework for Managing Today's Organizations," **Management Decision** 39(10) 2001: 880–889.
10. Andrew R. Timming and Joseph Summers, "Workplace Democracy and Its Impact on Employee Engagement," **Journal of Business Ethics** 162, (3) 2020 605–620.
11. C. G. Udeze, "Workplace Democracy and Performance in Nigerian Institutions." **African Journal of Management Studies**. 12(2) 2023, 45-60. Retrieved from Aspjournals.

12. Lawrence Okafor, Ebere Chima, Florence Okorie, and Frank Lifu Lifu. "Workplace Democracy and Performance of Employees in Public Institutions in Nigeria: How Far, So Far?" **European Journal of Business and Management** 10(14) 2018, 85–89. <https://www.iiste.org>
13. Roberto Frega, "Employee Involvement and Workplace Democracy." **Business Ethics Quarterly** 31(3) 2020, 360–385.
14. J. S. Ahmed. "The Impact of Workplace Democracy on the Proactive Behaviour of Employees." **Advanced International Journal of Business, Entrepreneurship and SMEs**, 2022.
15. Prof. Y. T. Babalola, O. O. Fagbemi, Dr. O. D. Soyemi "Workplace Democracy Practices and Librarians Commitment in Universities in Southwest Nigeria". **Library Philosophy and Practice (e-journal)**, 2022 paper 12961
16. David Bryson. "Continuing Professional Development and Mentoring." **Journal of Visual Communication in Medicine** 45(2) 2021 64–66.
17. Hanna Chornoivan. "Features of the Implementation of Academic Career Support and Graduates' Employment in the USA." *Continuing Professional Education: Theory and Practice* 2023.
18. Lorelli Nowell. "Beyond Tradition: Innovative Mentorship Models for Higher Education." **Papers on Postsecondary Learning and Teaching** (5) 2022.
19. A. A. Omede, "The Role of Capacity Building in Enhancing Administrative Effectiveness in Nigerian Public Universities." **International Journal of Higher Education Studies** 2022.
20. S. Lestari., S. Nurjanah, and W. Indriani, "Application of Albert Bandura Social Learning Theory in PAI Learning at Al-Wafa Ciwidey SMP Bandung." **ALSYS**, 2021.
21. J. Ibrahim, B. E. Okoli, A. C. Anyigor-Ogah, and D. Jonah. "Competencies Required by Administrative Office Managers in the Utilization of Electronic Records in Tertiary Institutions in Taraba State, Nigeria." **British Journal of Education**, 2024.

## **Chapter Two**

### **Literature Review**

This chapter deals with the review of relevant literature on the following subheadings:

#### **2.1. Conceptual Review**

2.1.1. Administrative Effectiveness

2.1.2. Workplace Democracy

2.1.3. Professional Development

#### **2.2. Theoretical Framework**

2.2.1. Administrative Management Theory

2.2.2. Participatory Management Theory

2.2.3. Bandura's Social Learning Theory

#### **2.3. Review of Empirical Studies**

2.3.1. Workplace Democracy and Administrative Effectiveness

2.3.2. Professional Development and Administrative Effectiveness

#### **2.4. Conceptual Model**

#### **2.5. Summary of Reviewed Literature**

#### **Endnotes**

## **2.1. Conceptual Review**

### **2.1.1 Administrative Effectiveness**

The administrator sets a visible plan to reach the pre- defined objectives of the organization but fails if the organizational climate is not backing him. Administrative effectiveness signifies the ability of the administrator to achieve the goals and objectives of the Organization. Administrative effectiveness recommends, plans, develop, implement, and evaluates units and provides resources to cultivate a culture of operational excellence, including administrative program review. Human resources as an important and integral part of organization and educational institution are not in exception, Office Managers are part of these human resources workforce of the institution and for them to be effective in their administrative work depends on factors like their workplace environment and their professional development<sup>1</sup>.

Administrative effectiveness is a central theme in organizational and higher education management studies, particularly within the university system where office managers serve as the backbone of institutional operations. In universities, office managers perform fundamental coordinating, supervisory, and record-keeping functions that ensure smooth governance, accountability, and service delivery. Their effectiveness is often reflected in the timeliness of task execution, accuracy of documentation, adherence to institutional policies, and the ability to foster communication across departments. Effectiveness in administration is not merely the completion of routine duties but also the capacity of office managers to adapt to dynamic institutional demands, utilize professional competencies, and sustain participatory governance practices. As universities are

complex organizations that blend academic, administrative, and social responsibilities, the role of office managers extends beyond clerical functions to strategic involvement in decision-making processes, human resource coordination, and resource management<sup>2</sup>.

Administrative effectiveness refers to the ability of an administrator or administrative unit to successfully achieve its goals and objectives. It is not just about simply doing work, but doing it in a way that leads to tangible results and positive effect. Effectiveness entails aligning administrative efforts with stated goals, maintaining efficiency in decision-making, and successfully distributing jobs<sup>1,2</sup>. Administrative effectiveness and performance measurement entail analyzing how efficiently and effectively administrative activities are performed to meet organizational goals. This is done by a systematic process of gathering, analyzing, and evaluating data relevant to performance indicators, ultimately informing decision-making for improvement<sup>3</sup>.

Performance measurement is vital for administrative effectiveness as it provides data-driven insights into how efficiently and effectively administrative procedures and functions are running. By employing metrics and key performance indicators (KPIs), organizations can identify areas for development, measure progress towards goals, and make educated decisions to boost overall performance<sup>4</sup>. PMMS, or performance measurement and management system, is now a multidisciplinary field of study. The area of performance measurement<sup>5</sup> is being influenced by researchers from a wide range of disciplines, including marketing, information systems, organizational behavior, human resources, strategy management, operations management, management accounting, and control. Performance measuring has therefore been developed from a variety of perspectives and orientations<sup>5</sup>.

Measuring performance involves quantifying the efficiency and effectiveness of actions. A performance measurement system is made up of three interrelated components: individual measures that evaluate specific actions, a collection of measures that assess overall organizational performance, and a supporting infrastructure for collecting, processing, analyzing, and sharing data. Budgets, profitability, return on investment, and cash flow are just a few of the financial metrics that businesses have historically used extensively to assess success<sup>4,5</sup>.

Traditional performance assessment systems have come under growing criticism over the past ten years due to the fact that they were created for an environment of mature goods as well as reliable technologies. The authors emphasized how financial performance metrics are unable to capture shifts in the competitive landscape and strategies of contemporary businesses. Financial metrics are not directly related to manufacturing strategy and show no significance for production control. Overuse of return on investment (ROI) has an impact on strategy planning as well and can lead to sub optimization and conflict with strategic goals. Techniques for measuring financial success only offer a historical perspective; they do not predict future performance<sup>6</sup>. In light of these limitations, scholars have sought to develop new conceptual frameworks for performance measurement systems that address the shortcomings of traditional approaches<sup>6</sup>.

The concept of administrative effectiveness in public universities has evolved considerably in recent years, shaped by the demands of institutional reform, technological advancement, and a renewed focus on staff development and organizational performance. Administrative effectiveness is no longer solely about completing tasks but rather

encompasses strategic leadership, the ability to manage digital systems, and fostering a work culture rooted in motivation and competence<sup>7</sup>. The conceptualization of administrative effectiveness, therefore, draws from theories of organizational behavior, management principles, and human resource development.

It emphasizes efficiency (doing things right), effectiveness (doing the right things), and responsiveness (adapting to emerging needs). In higher education settings, office managers are expected to uphold standards of accountability, transparency, and innovation while ensuring that academic and non-academic staff can perform optimally. Hence, administrative effectiveness is not an isolated construct but is shaped by enabling factors such as workplace democracy, professional development, organizational culture, and leadership style<sup>6,7</sup>. In the perspective of Nigerian universities, it is frequently undermined by inadequate training, lack of motivation, and poor working environments.

One of the foundational elements of administrative effectiveness is role clarity and institutional alignment, clearly defined job responsibilities and modernized administrative strategies are vital for the smooth operation of university offices. Without clarity, administrative personnel struggle to perform efficiently, which in turn affects institutional coordination and service delivery. Improving administrative capability thus centers on structured job analysis, enhanced communication pathways, and management training that aligns with the evolving goals of higher education institutions<sup>7</sup>. Another dimension is staff training and professional development.

A comprehensive study across multiple universities in Vietnam found that the effectiveness of middle-level administrative managers is significantly influenced by

institutional support, staff capability, and motivation. Particularly, leadership support and the ability of personnel to access tailored development programs emerged as the most influential factors. These findings underscore that administrative effectiveness is directly linked to how well institutions nurture the growth of their managers through structured and responsive training initiatives<sup>8</sup>. Technological competence also plays a transformative role in enhancing administrative functions.

A study argues that cloud computing and system integration significantly improve administrative workflows by enabling real-time data sharing, process automation, and departmental coordination. This research demonstrated that administrative platforms powered by intelligent algorithms can reduce task redundancy, save institutional resources, and enhance responsiveness. The use of digital systems has thus become integral to maintaining administrative accuracy and accountability in universities<sup>9</sup>.

The presence of effective incentive mechanisms is essential for sustaining long-term performance and job satisfaction among administrative staff. An investigation at a Chinese university, found that many staff members were dissatisfied with their current reward systems, citing insufficient material benefits, limited recognition, and inadequate promotion pathways. This lack of motivation directly impeded administrative efficiency. They advocate for the implementation of comprehensive reward systems, flexible salary models, and scientific performance evaluation methods to create a more responsive and motivated administrative workforce<sup>10</sup>.

Digital recordkeeping skills are increasingly recognized as essential competencies for office managers. A recent study by a researcher in Nigerian tertiary institutions revealed

that administrative staff require proficiency in word-processing and cloud storage tools to efficiently handle electronic records. These competencies not only ensure the security and accessibility of institutional data but also reduce operational delays and errors. The study recommended frequent workshops and digital literacy programs to ensure office managers stay up-to-date with technological tools relevant to modern administrative functions<sup>11</sup>.

The entire aforementioned are embedded in the administrative management theory that borders on the functions of managers. Planning, organizing, commanding, coordinating, and controlling are the five main tenets of administrative management theory. The first task for managers is planning, during which they establish goals and choose the most effective strategy to reach them. It entails predicting future circumstances, establishing objectives, and detailing the activities necessary to achieve those objectives. Office managers must create a structured plan for achieving institutional goals and objectives.

Once plans are in place, organizing is the next step it involves assembling and coordinating resources like human, financial, and material, to implement the plan. This includes defining roles, responsibilities, and the structure of authority, ensuring that resources are properly allocated. Another component is commanding, it involves directing and motivating employees to fulfill goals of the institution. Managers must communicate clearly, resolve conflicts, and inspire performance, directing employees to perform tasks efficiently, coordinating is the function that ensures all departments and individuals work in harmony. It involves aligning activities and efforts across the organization to maintain consistency and efficiency; controlling means monitoring

performance, comparing it with established goals, and making corrections where necessary. It ensures that the organization stays on track and meets its objectives.

Evaluation is very important, office manager accesses the activities and make sure it follows the lay down principles and policies of the institution so that stakeholders are satisfied and will be willing to continue to patronize the institution<sup>12</sup>. For administrative efficiency office managers must ensure smooth academic and administrative operations by structuring workflows and allocating resources effectively which is planning and organizing as mentioned in the theory. There must be authority and responsibility to set clear delegation of tasks in order to ensure accountability and prevention of administrative bottlenecks<sup>13</sup>.

Unity of command and direction will also help in maintaining consistency in university policies and procedures. When there is equity and stability of tenure, it encourages fair treatment of staff, leading to higher job satisfaction and retention of employee. Coordination and control are other mechanisms of management functions which ensure that different departments work amicably, encouraging collaboration among team members and this in turn will improve institutional effectiveness<sup>12</sup>.

Administrative effectiveness in public universities is a multifaceted construct, deeply influenced by clearly defined roles, proactive training systems, advanced technologies, structured incentives, and essential digital skills. It is also influenced by democratic work environment where workers are allowed to have input in decisions that as to do with their job, this will make them to feel belonged and motivated to put in their best at all time. Universities that prioritize these factors are more likely to develop competent, motivated,

and technologically skillful administrative teams capable of supporting institutional growth and transformation<sup>7</sup>.

The following sub-metrics will be employed to measure administrative effectiveness; timely execution of task, efficient management of document, responsiveness to academic and student needs, stakeholder satisfaction (faculty, student, supervisors), compliance with institutional regulation. In any academic or administrative setting, timely execution of tasks is the heartbeat of productivity and reliability. It reflects an individual's or institution's ability to meet deadlines, prioritize responsibilities, and deliver results without unnecessary delay. This will not only add to workflow efficiency but it will also build trust among colleagues and stakeholders<sup>13</sup>.

When tasks are completed on schedule, it reduces blockages and allows for better planning and resource allocation. Equally important is the efficient management of documents, which involves organizing, storing, retrieving, and safeguarding records in a way that supports transparency, accountability, and ease of access. Whether digital or physical, well-managed documents ensure that critical information is available when needed, reducing errors and duplication while supporting informed decision-making. Responsiveness to academic and student needs is a cornerstone of quality education. It means actively listening to feedback, adapting teaching methods, and providing timely support services. Institutions that are responsive foster a culture of care and inclusivity, where students feel seen, heard, and supported in their academic journey.

This responsiveness can manifest in flexible learning options, accessible faculty, and robust academic counseling. Stakeholder satisfaction, including that of faculty, students,

and supervisors, is a key sign of institutional success. This implies that when stakeholders feel their expectations are met or exceeded, it leads to higher engagement, retention, and overall morale. Satisfaction is often driven by clear communication, mutual respect, and a shared commitment to quality. Lastly, compliance with institutional regulations ensures that all activities align with established policies, ethical standards, and legal requirements. It maintains the integrity of the institution and protects the rights of all members of the academic community<sup>13</sup>.

### **2.1.2. Workplace Democracy**

Workplace democracy refers to a system where employees have a role in decision-making processes, enabling a more inclusive and participative work environment. It stresses shared governance, openness, and collaboration between management and staff. It is an inclusive system through which staff members engage in decision-making processes through dialogue and consensus rather than strict hierarchical authority, contributes to discussions on policies, organizational strategies, and workplace improvements, participates in committees or serve on boards to advocate for their interests such as negotiating working conditions, salaries, and benefits through unions and committees and gives feedback and dialogue between different levels of administration<sup>14</sup>.

Workplace democracy, the inclusion of employees in decision-making processes, has emerged as a crucial factor in enhancing administrative effectiveness and professional development within public universities<sup>15</sup>. It is a concept that emphasizes participation, transparency, and accountability, nurturing environments where office managers not only execute administrative tasks but are also actively involved in shaping institutional strategies<sup>14,15</sup>.

Recent research stresses the role of workplace democracy in improving individual initiative and collaborative governance. The study demonstrated that in higher education institutions, particularly in public universities, democratic structures significantly promote proactive behavior among staff. When office managers are empowered to voice concerns and influence policy, they are more engaged and effective in their roles.

This participatory model leads to better communication, increased job satisfaction, and stronger commitment to institutional goals<sup>15</sup>. Democratic practices in the workplace serve as a promoter for professional development. Employee involvement creates conditions for continuous learning and growth by allowing staff to contribute meaningfully to organizational decisions. This not only aligns with their professional aspirations but also builds critical thinking and leadership capacities that are essential for effective administrative performance<sup>16</sup>.

The relationship between workplace democracy and administrative effectiveness is further reinforced by a researcher, who highlights accountability as an operational mechanism that strengthens democratic engagement. When office managers are held accountable within transparent structures, their effectiveness increases due to clearer expectations, shared goals, and fair evaluation systems<sup>16</sup>. Organizational justice, another dimension of workplace democracy, also plays a vital role. A study found that when office managers perceive fairness in decision-making, resource distribution, and recognition, their productivity and overall administrative efficiency improve. Such fairness also encourages continuous skill development, as staff feel secure and motivated to take on new challenges without fear of bias or retribution<sup>18</sup>.

Workplace democracy supports a culture of trust, empowerment, and shared responsibility, all of which are indispensable to fostering effective administrative

management and sustained professional development for office managers in public universities. As more institutions move toward participatory governance, integrating democratic practices into administrative frameworks will likely become a cornerstone of modern higher education administration.

Components of workplace democracy are collective bargaining, workers' representation on board, committee membership and quality circles. Developed by an author to define as the process of settling terms and conditions of employment through representatives of employers (and possibly their associations) and representatives of employees (and most likely their unions), collective bargaining is the process by which representatives of employers and employees jointly negotiate and regulate decisions pertaining to both substantive and procedural issues within the employment relationship. During collective bargaining process, in industrial relations, parties must be able to disagree and come to an agreement, whether pleasantly or not<sup>19</sup>. Its techniques are utilized to ensure and establish peace in the business.

This permits opposing parties to participate willingly or be represented throughout the negotiating process, which may result in the parties reaching an equitable collective agreement. Employers and employees are often parties to this procedure. A study characterized collective bargaining as a social activity that 'continually resolves conflict into agreement in an organized fashion<sup>19,20</sup>. Decisions achieved on subjects of mutual interest to employer and union as well as the means of controlling conditions and terms of employment are by negotiations and debates. Through the negotiating process, workers can influence terms and conditions of employment as well as wages through

their unions. It is also believed that employers and employees use it as a weapon to symbolize their industrial enterprises.

Many researchers see collective bargaining in different viewpoints. ILO, sees collective bargaining as negotiation of working conditions and terms of employment between employers, a group of employers or one or more employers' organizations on the one hand, and one or more representative workers organizations on the other with view to reach agreement. There are two essential words that are remarkable in the concept of collective bargaining, Negotiation and Agreement. It requires two procedures for collective bargaining to be perfect. Any negotiation that does not result to agreement is incomplete bargaining. This is because collective bargaining does not stop at the level of negotiation rather it extends to the stage of agreement which must be mutually signed by both parties, that is, employers and workers<sup>19,20</sup>.

According to study, the author coined the phrase "collective bargaining" to refer to the practice of negotiating terms and conditions of employment between representatives of employers (and possibly their associations) and employees (and most likely their unions)<sup>21</sup>. According to him, collective bargaining is the process through which representatives of employers and employees work together to negotiate and control choices relating to both procedural and substantive issues in the workplace. The collective agreement is the result of this process. One of the processes of industrial relations, collective bargaining, serves several purposes in labor relations. It might be regarded as both an industrial democracy and a method of industrial jurisprudence. It serves as a means of settling disputes between management and employees at work, as well as the formulation of terms and conditions of employment.

Another author view Collective bargaining serves as a tool for official and informal discussions and negotiations between representatives of employers and employees with the goal of achieving mutual understanding or agreement over the general employment arrangements between the two parties<sup>22</sup>. Article 2 of Convention No.154, which was ratified in 1981, provides the following definition of collective bargaining: Any negotiations that take place between an employer, a group of employers, or one or more employers' organizations, on the one hand, and one or more workers' organizations, on the other, for the following purposes are included in the term "collective bargaining": (a) establishing terms of employment and working conditions; (b) controlling relations between employers and workers; and (c) controlling relations between employers or their organizations and workers or workers' organizations<sup>19</sup>.

A researcher opined that the main independent method of establishing employment rules between trade unions and employers is collective bargaining<sup>21</sup>. In industrial relations, it involves one side making requests and proposals to the other, then discussing, evaluating, clarifying, examining the significance and implications of the demands, and attempting to win their consent. Making counterarguments or modifications for comparable appraisal is part of it<sup>21</sup>. Above all, one can deduce that collective bargaining is a key instrument in shaping the norms that regulate the workplace. It is also an essential source of regulating wages, salaries and other job conditions between labour and management and in compliance with public policy.

University is a complicated multifaceted institution made up of aggregation of numerous schools (colleges), faculties and departments, each striving towards fulfilling university aims. The complex structure of university system and the search for excellence and

sustainable development through strong and efficient governance has attracted the attention of university managers and has made the usage of committee vital<sup>22</sup>. The issue of effective governance has gained universal acceptance, and universities are seeking appropriate mechanisms to enhance the role of governance by making it more transparent, accountable, responsive, effective and responsible to their constituencies. In this respect, committees have become essential and useful tools in the management of institutions<sup>21</sup>.

A study posits that committee system is a vital ingredient for effective administration of educational institutions and maintained that collaborative efforts among staff gives administrators, educators and other stakeholders the opportunity to deal with complex educational issues as a group<sup>20</sup>. In the same spirit, an author underlined that committee system in higher education is an administrative strategy used to facilitate management activities particularly in colleges and universities<sup>22</sup>. From the foregoing, committee system of university administration is a necessary tools for effective management of university.

A committee is defined as a group of persons who are chosen, usually from a big group to make choices or to deal with a certain issue. Thus, a committee is a representative of the population who are appointed or elected to make decisions on behalf of the whole. It is a minor group of the population assigned to execute certain functions for the betterment of people <sup>23</sup>. Another dictionary defines committee “as a body of persons delegated to consider, investigate, take action on or report on some matter, a group of fellow legislators chosen by a legislative body to give consideration to legislative matters; a self-constituted organization for the promotion of a common object” <sup>24</sup>. Committee is comprised of restricted number of members from the parent body which can discuss on

an issue and give suggestions which facilitates the decision- making of the parent body; committees, boards, commission of inquiry, task force or team can be described as groupings of persons, to whom some things are specifically entrusted for debates, leading to recommendations, reports or decision- making<sup>22</sup>.

It is a group or body of persons, selected from a more numerous people or body to which some special business or task is committed for debates and decision-making. However, not all committees are involved in decision-making; though some committees that are successfully handled can lead to better motivation, improved issues solving and enhanced productivity. Committee system in university education is an administrative methods used to increase effective and efficient attainment of educational objectives<sup>14,17</sup>. It is a method of administration in which a sub-group of senate or governing council members are appointed to discuss, consider and take decisions on problems brought to them and consequently report to the parent body. Committee system is utilized for policy formation and execution. It is used to enable education, research, scholarship and community services. The law founding the university also empowers the institution to appoint committees for effective university administration,

In Nigerian Universities, as in other Government institutions and agencies, the employment of committees is not only unavoidable but required. Effective committees provide a key element of effective governance of the Universities. In the statutes establishing the several universities in Nigeria (Federal, State and Private), committee system is important in their administration. The law itself makes it obligatory to have not only the principal Governing Council and Senate, but also Boards and Committees,

some standing and some Ad-hoc. Every University according has an elaborate committee structure and these committees are quite apparent in their administration<sup>15</sup>.

The main purpose for setting up committees in Universities' administration is to promote the act of collective decision making and equity in universities' policy execution for which the administration is set up by creating a conducive environment for the persons making up the institution to make inputs into administrative, and specialized decisions as well as encourage participation in the affairs of the Universities<sup>16</sup>, this minimizes disagreement to the barest minimum, and also free the top management for more tasks.

Moreover, the use of participatory system of governance in the university system cannot be overemphasized. There must be complete participation of individuals who are effective and efficient so as to promote the evolution of the committee system in university governance<sup>18</sup>. The University is one of the institutions where the committee system is most heavily established. One may add that the efficacy of committee system at Universities provides a unique chance for the development of team-work and is an important instrument for acquiring and sharing knowledge.

Worker representation on boards, also known as Board-level Worker Representation (BLWR), refers to the legal or contractual right of workers to participate in the decisions of their employer's board of directors or supervisory board. Worker engagement in management is an old, persistent idea with multiple interpretations. This means that it is not easy to give one definition, which covers all facets of this idea. This is true because the difference in degree of participation and different ways in which different people, countries and enterprises understand participation, illustrate the varying viewpoints of this term<sup>16</sup>.

In recent years, there has been an increasing attention in employee representation in countries where such rights are not legally mandated<sup>25</sup>. Despite this interest, empirical research on the watching role of employee representatives on corporate boards remains limited. Earlier studies have primarily focused on the extent to which shareholder-elected directors mitigate accrual-based earnings management and real earnings management while largely overlooking the role of employee-elected directors<sup>22</sup>. Boards of directors are tasked with monitoring and advising executive management, but the effectiveness of their oversight is influenced by board composition<sup>25</sup>.

Employee representatives, elected independently by unionized employees, contribute firm-specific operational knowledge, such representatives function as "information intermediaries" between management and labour, fostering cooperative relationships and facilitating effective communication. Their presence on boards may introduce an informed monitor who helps reduce agency costs stemming from managerial or major shareholder dominance<sup>25</sup>. Nonetheless, empirical studies on employee representation at the board level are scarce and have primarily examined its influence on firm performance, often yielding mixed findings<sup>26</sup>.

These mixed outcomes may stem from confusing factors, as employee representation is only one of many elements influencing board and firm performance. The employees of businesses of a certain size or kind currently have some legal capacity to choose representatives for the board of directors in the majority of EU countries, including Norway. When this occurs, employee directors often have the same responsibilities and privileges as shareholder directors, who are board members chosen by shareholders. In other words, rather than merely advancing the interests of the workers at the expense of

other constituents, the worker directors are theoretically required to act in the corporations (and shareholders') best interests<sup>20, 27</sup>.

Workers representation on board has been reported to be the apex of employee involvement when employees are represented at the board of an organization. It is a new form of employee involvement in decision making that arose in recent times and is gaining great ground though most in the wealthy countries.

Since they establish the corporate goals and board rules that regulate organizational activities, the board is the primary decision-maker for the company. Government officials' judgments are also influenced by strategic choices, which helps to ensure that appropriate legislation is put in place to protect the company<sup>28</sup>. Employees who submit someone to serve as a director are demonstrating their commitment to success. Employees should be appointed to corporate boards based on their effectiveness and competency, although work organization experience may serve as sufficient proof of competence in some cases<sup>21, 22</sup>.

As one of the main components of employee voice, which many management scholars have noted as a developing management concept, employee participation in decision-making through workers' representation on boards has emerged as a key topic in human resource management (HRM). Allowing workers to participate in decision-making has been shown in numerous studies to improve job performance, motivation, and organizational growth<sup>29</sup>.

Quality Circles is another component. These are small groups of employees and generally it is their supervisors that volunteer to meet frequently on company time to

discover, analyze, and solve problems in their work area. They provide solutions to management and whenever possible, they implement their recommendations. A quality circle is "A group of four to twelve individuals from the same work area who meet voluntarily and regularly to identify, investigate, analyze, and solve their own work related problems"<sup>22</sup>.

The circle actively implements and thereafter monitors the ideas it suggests to management. This shows that workers have the power and authority to decide on matters that affect their job. This is different from other forms of direct involvement in that the members are usually recruited from the same work area, with the group directed by the immediate supervisor. They identify issues in their own region, analyze them using data collection techniques and statistical methods learned through circle training, and then formally present potential solutions to the section manager, who may choose to adopt the circle's recommendation.

The members of the quality circle may be in charge of following up on the executed proposal<sup>22</sup>. Members of quality circles have more proficiency in leadership, interpersonal communication, statistical analysis, and problem-solving methodologies as a result. Employees are better able to identify and resolve work-related issues, therefore management should embrace and support their creativity in problem-solving when implementing quality programs in businesses. The quality circle helps to increase output and enhance the quality of the organization<sup>21, 22</sup>.

When productivity is increased, it has a favorable effect on worker self-confidence and behavior. It leads to a drop in absenteeism, wear and tear rates, grievances filed and ideas made through company suggestion systems<sup>14, 22</sup>. It is a means for employees to

have a voice in the organization since employees know more about their problems than anybody else; consequently they are best prepared to find the answers. Also when workers are actively involved in decisions that concern them, it leads to an increase in their sentiments of success, pride, self-esteem and self-fulfillment. This leads to increased level of dedication to the job and the company<sup>18,22</sup>.

Researchers have found strong support in the use of quality circles as a means of motivating employees, increasing employees feeling of belonging in an organization, greater team working and providing an avenue for employees voice to be heard leading to improved job satisfaction and commitment<sup>15</sup>. Empowerment includes superiors giving their power to subordinate, and with it authority and responsibility, feeling empowered in the work environment is beneficial to the employees having a stronger level of dedication towards their businesses<sup>15</sup>. In the same spirit, a study asserted that when employees are empowered by the development of quality circles, they will feel they are crucial to the success of the firm. It will convey managements' trust in their abilities to meaningfully contribute to the organization<sup>18</sup>. All these will develop dedication and a sense of belonging which in turn boosts the administrative performance of staff

Quality circles, groups of workers that convene to identify and solve work-related problems, can contribute to administrative effectiveness in Nigeria universities by promoting continuous improvement, enhancing employee involvement, and developing problem-solving skills. In public universities, workplace democracy can increase administrative effectiveness of office managers by fostering cooperation, responsibility, and a pleasant work culture and openness.

Over the past decades, traditional model of workplace democracy was criticized by many researchers, their arguments was that these model did not explain the full transformative potential of democratic workplace. In response to criticism of traditional workplace models, researchers like Frega posit that workplace democracy should be the one that reshapes power relations within organizations. Roberto Frega's paper offers a philosophical and organizational analysis of how employee involvement serves as a fundamental pillar of workplace democracy.

The author argues that traditional models of democracy, primarily focusing on representation and voice, are insufficient to explain the full transformative potential of democratic workplaces. He introduces employee involvement as a distinct and equally necessary element that actively reshapes power relations within organizations. He begins by redefining democracy in a way that highlights participatory and emancipatory practices, this means that employee are free from oppression or constraints while they experience equal opportunity and self-sufficiency. Outlining on humanistic psychology and organizational theory, he outlines how employee involvement, historically rooted in early 20th-century participatory movements, aims to humanize the workplace by aligning institutional goals with individual independence and teamwork<sup>16</sup>.

The paper distinguishes employee involvement from the more passive forms of representation or consultation, stressing that true democracy in the workplace occurs when workers can influence decisions, processes, and structures in real time. This form of involvement transforms hierarchical relationships, builds trust, and promotes shared responsibility. Finally, Frega argues that effective and ethical organizational governance cannot exist without embedding 'employee involvement' into the democratic model. The

article concludes that workplace democracy is not only a matter of political theory but a practical tool that will give room for organizational justice, efficiency, and employee well-being. Newer models of workplace democracy are shifting from traditional union-based structures to more inclusive, tech-enabled, and participatory frameworks.

These models emphasize shared governance, employee ownership, and digital collaboration, reflecting the changing nature of work in the 21st century. One innovative model is the bicameral corporation, which advocates for two chambers within firms; one representing capital investors and the other representing labor investors. This structure ensures equal decision-making power between workers and shareholders, promoting democratic accountability<sup>29</sup>. Digital Platforms for Worker Voice is another new model, digital tools are increasingly used to facilitate distributed decision-making and worker-led campaigns. Platforms like ‘coworker.org’ and ‘united for respect’ enable employees to organize, share grievances, and influence corporate policies without traditional union structures<sup>30</sup>.

Employee Ownership and Co-Determination, modern workplace democracy also includes employee ownership models, where workers hold equity and participate in strategic decisions. European models of co-determination, such as board-level representation, are being adapted globally to enhance corporate transparency and sustainability<sup>31</sup>. Integration with Sustainability and Ethics, workplace democracy is now linked with ethical leadership, DEI (diversity, equity, inclusion), and sustainability goals. Organizations are embedding democratic practices into ESG frameworks to align employee voice with broader societal values<sup>32</sup>.

The dimensions of workplace democracy as supported in the participatory management theory are functionalism, liberalism and constitutionalism. Functionalism which view society and its institutions as systems working together to maintain stability and social order. When applied to workplace democracy, functionalism evaluates how participatory structures (e.g., employee councils, shared decision-making) contribute to the efficiency, cohesion, and stability of an organization. Workplace democracy is functional if it enhances cooperation, reduces conflict, and ensures smooth operation by aligning employee goals with organizational objectives. Metrics that align with this perspective include job satisfaction, organizational commitment, and productivity levels<sup>17, 33</sup>.

Liberalism is another component that, particularly in its classical form, emphasizes individual rights, freedom of choice, and limited government intervention. In the workplace, liberalism supports democratic principles to the extent that they protect individual autonomy and voluntary participation. Workplace democracy fits within liberal theory when it ensures freedom of expression, equitable access to information, and voluntary involvement in decision-making<sup>13</sup>.

Constitutionalism refers to the idea that governance should be bounded by a set of rules, norms, and institutional frameworks that ensure accountability, checks and balances, and protection of rights<sup>17, 33</sup>. In workplace democracy, constitutionalism ensures that participatory practices are formalized, consistent, and safeguarded against abuse. It emphasizes the rule of law in organizational governance, such as having codified procedures for decision-making, elections of representatives, and transparent conflict resolution mechanisms. Measurement from this lens includes existence and enforcement

of workplace constitutions or policies, employee representation structures, and institutional checks on managerial power. Workplace democracy will be measured with the above discussed dimensions.

### **2.1.3. Professional Development**

Professional development refers to continual learning and training activities that assist individuals better their skills, knowledge, and competence in their field. It involves obtaining new skills and expertise, remaining up-to-date with industry trends, and preparing for career advancement<sup>21</sup>. Professional development means improving yourself in your career to thoroughly grasp the job you do and how you might be better. It involves developing the necessary abilities to carry out your position as successfully as possible and is linked to continual professional development, something which should be maintained throughout your career. In simple terms, professional development is focused on the workplace and the abilities needed to execute your job.

Professional development plays a pivotal role in enhancing administrative effectiveness and fostering workplace democracy among office managers in public universities. In recent years, the increasingly complex administrative demands in higher education have stressed the need for continuous training, ethical competence, and technological adaptability as critical components of professional development. One recent study illustrates how professional development in digital literacy, specifically in artificial intelligence (AI), enhanced the administrative capacity of university staff. Through structured training in AI tools and ethics, office managers improved both their technical efficiency and their ability to innovate in workplace processes, at the end of the day contributing to greater administrative effectiveness<sup>34</sup>.

Beyond technical competence, professional ethics are equally vital, research found that the consistent application of professional ethics in administrative, interpersonal, and ICT-related tasks significantly improves job effectiveness among office managers. Training programs that incorporate ethical decision-making not only elevate individual performance but also strengthen institutional trust, an essential ingredient in democratic workplace cultures<sup>35</sup>. Professional development also contributes to equipping staff with the skills and confidence to participate in decision-making.

A study by Shi emphasized that unclear job responsibilities and lack of career growth hinder administrative teams in universities. His research suggests that systematic training and career development pathways enhance not just individual skill sets but also collective administrative efficiency and participatory governance structures<sup>36</sup>. Professional development programs, both formal and informal, are strong predictors of organizational commitment. In Ugandan universities, office managers and academic staff who engaged in continuous learning demonstrated greater loyalty, better performance, and increased willingness to contribute to institutional reforms. Such commitment is essential in a democratic workplace where staff input is both expected and valued<sup>37</sup>.

These studies show that professional development does not function in isolation. It supports administrative effectiveness by building essential competencies, while at the same time empowering office managers to participate more actively in democratic workplace practices. As a result, institutions benefit from a more capable, committed, and collaborative administrative workforce.

Professional development is a continuous process that add to the skills, knowledge, and competencies of individuals in their respective fields. In the university settings, professional development plays an important role in equipping office managers with the necessary capability to navigate administrative challenges effectively. It includes formal education, which is a veritable tool for inculcating in the individual staff, the skills, abilities, aptitudes, attitudes, interest, values and competencies which are necessary for working effectively in any business; others are training programs, mentorship, and career advancement opportunities that contribute to improved job performance and institutional efficiency. It is very important that office managers render their services effectively for an institution to be highly ranked among counterpart.

Professional development supports the success and good organization of universities. But, unprofessional, incompetency, laziness and in-expertise attitude at work prompt ineffectiveness which constitute block in the wheel of progress. As a result, this trend requires potency in updating employees' productivity towards reducing inadequacy of basic knowledge, skills and workplace attitude through professional development for administrative effectiveness<sup>38</sup>. Office managers who engage in professional development initiatives are better positioned to handle administrative responsibilities, foster innovation, and contribute to the overall success of their institutions<sup>21, 39</sup>.

One of the key components of professional development is continuous learning, which ensures that office managers remain updated with emerging trends and best practices in university administration. Study shows that continuous learning through workshops, seminars, and conferences enhances employees' ability to adapt to evolving workplace demands<sup>21, 40</sup>. In Nigerian public universities, structured professional development

programs provide office managers with opportunities to refine their skills, improve decision-making capabilities, and enhance their leadership potential. By integrating continuous learning into workplace policies, institutions can create a more competent and proactive administrative workforce. Mentorship is another critical aspect of professional development that fosters knowledge transfer and career growth, mentorship programs provide office managers with guidance, support, and exposure to industry best practices, enabling them to excel in their roles<sup>38</sup>.

In Nigerian universities, mentorship initiatives help bridge the gap between experienced administrators and emerging professionals, ensuring that knowledge and expertise are effectively passed down. Through mentorship, office managers gain valuable insights into strategic planning, resource management, and institutional governance, in the long run enhancing their administrative effectiveness<sup>40</sup>.

Education is a fundamental process in human development. It is different from schooling. Schooling is merely one of the ways in which education is delivered, whereas education deals with the complete process of human learning by which knowledge is transferred, faculties are exercised and different abilities are cultivated. Education is also defined as the act or process of educating or exerting discipline on the mind or a process of character training. It is a dynamic instrument of change. It is meant to alter or condition the social behaviour of the individual being educated<sup>40</sup>. It is a life-long process which is always used to indicate a positive state of mind. It is “a cumulative process of development of intellectual abilities, Skills and attitudes, all of which form our various outlooks and dispositions to action in life generally”.

Education in terms of professional development is being seen consequently as a veritable tool for inculcating in the individual staff, the skills, abilities, aptitudes, attitudes, interest, values and skills which are necessary for operating effectively in any business. Workplace education, also known as workplace learning, involves developing the professional knowledge, abilities, and attitudes of employees within their work environment. Working is associated with learning and accordingly, workplace learning is the means in which abilities are upgraded and knowledge is obtained at the place of work. This can be achieved through several approaches, including official training programs, on-the-job learning, and informal learning opportunities. It's an important part of professional growth and can lead to enhanced employee performance, engagement, and institutional productivity<sup>21, 37</sup>. Workplace learning mostly occurs through work-related interactions, and is generally described as contributing to the learning of both the individual employee and the organization as a whole, authors characterize workplace learning as occurring through the linkages and dynamics between 'individual actors' and 'collectives' <sup>34, 40</sup>.

Moreover, workplace learning can increase abilities that may lead to formal qualifications, as well as informal narrowly targeted talents<sup>41</sup>. Research suggests that 80% of the work-related learning occurs informally and this includes self-directed learning, networking, coaching and mentoring<sup>42</sup>. Therefore, workplace learning might include formal parts but is largely informal in character, and is commonly incorporated into workplace social interactions and everyday routines.

According to some authors, workplace learning is also 'culturally bound', meaning that the abilities that an employee learns match the requirements of his or her tasks inside the

business<sup>43,44</sup>. Also, abundant data demonstrates that people learn more from each other and via discovering solutions for their day-to-day challenges at the job<sup>43,44</sup>. In this regard, it is generally said that the most essential source of information, from which one can learn, is the current job predecessor. An experienced person is generally considered as the best source of information regarding a new work wherever he or she can be informed about the obstacles of and modifications required to a task. In addition, workplace learning can be recognized as a two-way representation in which employers and employees can mutually address skills development through a process of social discourse in connection to the workplace<sup>41</sup>.

Workplace learning is more focused with informal learning rather than formal education and certifications. However, methods of workplace learning may take many forms and, these can be categorised into three types that involve a learning intervention of some sort: in-house training, experience-based learning opportunities and training through coaching and mentoring, and continuous learning<sup>40,43</sup>. In-house training incorporates scheduled learning activities that take place near the job or outside employment. Here, the business conducts either short training courses within the workplace setting or information and communication activities that contain a learning element. Trainers are usually from the organization itself or from external groups.

Experience-based learning is an on- the-job learning activity that is supported and evaluated, usually through coaching and mentoring<sup>41</sup>. However, an author adds that experience-based learning often occurs in a either unexpected or in an oblivious manner during the ordinary day-to-day chores<sup>41</sup>. In the case of learning that is supported and evaluated, one or more employees are identified as persons, who trainees and other

employees can go to for help. Experience-based learning may also take the shape of job rotation and increased autonomy. Here an employee is given a reasonably basic work and then gradually transitions to more intricate tasks along with the relative responsibility and autonomy.

In their study, some authors postulated that the notion that once employees are empowered, they will use that additional autonomy in a responsible way, could be an important aspect of a learning-supportive culture. Other studies demonstrate that lower level employees are typically ready for greater autonomy than they ordinarily exercise and are willing to learn how to engage in decision-making related to their tasks<sup>43</sup>. It is generally suggested that mentoring gives possibilities for peers to help novices become experts<sup>45</sup>. In this regard a skilled employee aids the trainee in carrying out specified duties. Another option would be for a trainee to work beside an experienced employee to observe and learn.

Experience-based learning may also force employees to learn informally through exchanges with customers, suppliers and other external stakeholders of the organization. The 'reactive' form of learning in which learning is explicit but takes occur impulsively in response to recent, present or impending conditions without any time being deliberately prepared for it. This sort of learning, which is neither encouraged nor evaluated, is a process that occurs naturally unconsciously and continuously<sup>21</sup>.

Continuous learning may comprise a group of employees working together to determine how to enhance particular procedures, either formally or informally. Accounts such as those above encourage the concept that continuous learning happens if the work environment is all the time focused on the development of new skills and information and

mostly devoid of political conflict. In this situation personnel are regularly encouraged and provided with resources to learn for themselves from e.g. books, manuals, videos and computer-based learning<sup>40</sup>.

Furthermore, career pathing plays a significant role in professional development by providing office managers with clear progression opportunities within their institutions. Structured career development frameworks enable employees to set long-term professional goals, acquire relevant skills, and advance within their organizations. In Nigerian public universities, career pathing ensures that office managers have access to training, promotions, and leadership opportunities that align with their aspirations<sup>19</sup>.

Social learning theory is the theory for professional development and the metrics to be used for measurement of this variable are observational learning, vicarious reinforcement and self-efficacy<sup>43</sup>. Social learning theory, introduced by Albert Bandura, emphasizes that individuals learn not only through direct experience but also by observing the actions and consequences experienced by others. One of its foundational concepts is observational learning, which suggests that people can acquire new behaviors simply by watching someone else perform them. This process doesn't require any direct instruction or physical practice at first; it's about mentally noting how others behave, and then modeling that behavior. For instance, a junior office manager who sees a senior colleague confidently tackle a workplace challenge may be encouraged to tackle challenges in like manner mimicking the steps seen<sup>43</sup>.

Vicarious reinforcement, we often make decisions based on what we observe happening to others. If we see someone rewarded for a particular behavior, we're more likely to adopt it ourselves; if someone is punished, we're likely to avoid that behavior. For

example, witnessing colleagues being rewarded for high performance such as promotions or recognition increases the likelihood of similar behaviors being adopted<sup>46</sup>. Conversely, observing negative outcomes can deter undesired actions. This mechanism highlights the significance of organizational culture and reinforcement systems in influencing professional conduct and motivation.

The third core principle is self-efficacy, one's belief in their ability to succeed in specific situations. Bandura argued that this sense of personal capability is pivotal in determining whether or not someone will attempt and persist with a behavior. When individuals believe they can accomplish a task, they're more resilient, motivated, and likely to follow through, even in the face of setbacks. On the other hand, those with low self-efficacy may hesitate or avoid challenges altogether<sup>43,44</sup>.

## **2.2. Theoretical Review**

### **2.2.1 Administrative Management Theory**

Henri Fayol, a French mining engineer and management theorist, developed his Administrative Management Theory in the early 20th century. His ideas were published in his 1916 book, *General and Industrial Management*, where he outlined five functions of management as planning, organizing, commanding, coordinating, and controlling. He also expanded it further to 14 principles of management that remain influential today. Fayol's theory emerged during the Classical Management era. His work emphasized the importance of managerial efficiency and organizational structure, making him one of the pioneers of modern management thought.

Administrative management theory is a theory for administrative effectiveness because it captures the construct. The theory assumes that organization must ensure smooth academic and administrative operations by structuring workflows and allocating resources effectively. There must be clear delegation of tasks ensures accountability and prevents administrative bottlenecks and this refers to proper planning and organizing. It also emphasize unity of command and direction that helps maintain consistency in university policies and procedures.

Administrative management theory also states that staff members must be treated fairly It is this fairness that will lead to higher job satisfaction and retention. It make sure that different departments work in harmony to improve institutional effectiveness, this refers to coordination and control<sup>47</sup>.

Henri Fayol's administrative management theory provides a foundational background for understanding administrative effectiveness in modern organizations, particularly in the roles of office managers in public universities. The functions of planning, organizing, and controlling outlined by this theory directly align with the daily responsibilities of office managers. When office managers effectively plan office workflows, coordinate academic schedules, and monitor departmental communications, they embody the model of administrative leadership. These structured approaches help ensure that institutional goals are met efficiently and consistently, contributing to overall organizational success<sup>47</sup>.

The theory's emphasis on unity of command and division of work is especially relevant to office managers who operate within complex hierarchical systems like universities. When roles are defined clearly and staff receives direction from a single authority figure,

office managers reduce confusion, make operations more simple, and increase accountability. These principles enhance decision-making and reduce delays, thereby improving administrative effectiveness. The importance of coordination in the theory is reflected in how office managers must liaise between academic departments, administrative units, and students to ensure smooth institutional functioning for democratic applications in management systems that are well organized<sup>47,48</sup>.

Moreover, administrative management theory highlights the role of leadership and discipline, which are critical competencies for administrative effectiveness. Office managers who uphold organizational rules and motivate subordinate staff ensure consistent service delivery and foster a culture of reliability. These competencies are particularly important in public universities where accountability and service quality are essential. In this sense, the theory not only supports effective individual performance but also underpins the broader organizational structures that facilitate democratic participation and staff development, both key aspects of modern workplace expectations<sup>47</sup>.

### **2.2.2 Participatory Management Theory**

The origins of participatory management can be traced to early 20th-century challenges to traditional authoritarian models of organizational control. One of the foundational contributors to this shift was Mary Parker Follett, a political theorist and management consultant, who emphasized the value of cooperation, integrative conflict resolution, and collective responsibility within organizational settings. Follett rejected hierarchical command structures in favor of “power with” rather than “power over,” arguing that authority should arise from function and knowledge rather than positional rank<sup>49,50</sup>. In the

1940s, Kurt Lewin, a Prussian-American social psychologist, further developed the theoretical underpinnings of participatory models through his work on group dynamics. His empirical studies demonstrated that people are more likely to accept and follow through on decisions they have helped shape.

This insight laid the groundwork for what became known as the participative decision-making (PDM) model. Lewin's studies during World War II, especially those on food rationing behavior, revealed that engaging individuals in group discussions and planning produced more enduring behavioral change than top-down directives<sup>50</sup>. In the postwar decades, participatory ideas gained power alongside the rise of the human relations movement, which emphasized the social and emotional needs of workers. scholars such as Douglas McGregor promoted theory Y, suggesting that workers are inherently motivated and seek responsibility when given the opportunity, aligning closely with participatory management ideals. By the 1970s, participatory management became institutionalized in various models like quality circles and gain sharing systems, particularly in Japanese firms that emphasized group-based performance.

In the 1980s and 1990s, participatory practices began entering Western corporate governance more broadly. Denis Collins documented the growing use of participatory systems in American firms, noting that these models improved not only internal efficiency but also corporate social responsibility outcomes, including health, safety, and environmental performance<sup>51</sup>.

In 2007, an author advocated participatory management theory and the theory assumes that authority and responsibility should be transferred to and shared with employees,

three areas were highlighted in relation to employees; delegation of decision-making process, access to information, policies, and procedures for employee evaluation, self-guidance and readjustment where necessary. The summary of this is that the theory seeks to ensure proper functionalism in employee's various duties based on authority and responsibility that should be transferred to employees.

The theory states that there should be delegation of decision-making authority to employees or representative groups of employees, such that they are able to recommend changes or courses of actions and not just only recognizing them as a staff. This is because the major strength of participative management is the involvement of the staff in the decision-making and it also emphasizes group evaluation and self-guidance to improve awareness which is directed towards readjustment. With these, employees are better able to recognize the need for personal change and a better way to function in the organization<sup>33</sup>.

In recent decades, participatory management has continued evolving in response to global shifts toward flatter organizational structures and collaborative innovation. For instance, contemporary scholars argue that participatory management is critical in knowledge-based economies where worker insight and adaptability are key resources<sup>52</sup>. The model has been adapted to public institutions and schools, where inclusive governance is seen as essential for institutional trust and long-term effectiveness<sup>53</sup>. While participatory management was once viewed as an idealistic alternative to traditional management, its enduring presence across sectors suggests it has matured into a practical and theoretically sound approach to leadership and organizational behavior. Participatory

management theory has been widely adopted and adapted by different researchers in carrying out research, example of some of these scholars include <sup>15,54</sup>.

Participatory Management Theory offers a transformative lens for rethinking leadership and decision-making within organizations. It stresses the involvement of employees at all levels in shaping decisions that affect their work. When applied effectively, especially by office managers, participatory management does more than improve morale it enhances the democratic functioning of the workplace, promotes the professional growth of staff, and leads to more efficient and responsive administration.

At the heart of participatory management is the principle of workplace democracy, which seeks to decentralize authority and empower workers to contribute meaningfully to organizational governance. This is especially relevant in the post-COVID era, where flexible and hybrid work arrangements have reshaped communication and expectations within offices. A recent study illustrates how participative interventions, such as workshops and collaborative strategy-building, significantly improved communication, decision-making clarity, and alignment within office-based teams<sup>55</sup>. These interventions gave workers a stronger voice and greater influence over their schedules, expectations, and performance metrics, this has successfully democratize the workplace and has reduced uncertainty around roles and responsibilities. The findings establish that when employees are included in shaping the rules of engagement, there is clear improvement in organizational consistency and motivation.

In addition to supporting democratic ideals, participatory management plays a crucial role in professional development, particularly for employees seeking growth through

engagement and learning<sup>56</sup>. A researcher explored this dimension through an action research project in a Nigerian healthcare institution. His findings revealed that employees involved in participatory evaluation processes gained critical self-awareness, communication skills, and a deeper understanding of organizational systems. These developmental gains were not incidental; they were a direct result of being actively involved in designing, implementing, and evaluating workplace training programs. For office managers, this means that adopting participatory practices not only improves output but also cultivates talent from within. When staff members are involved in decision-making places, they build leadership capacities and problem-solving skills that can support succession planning and workforce sustainability<sup>56</sup>.

Moreover, the administrative effectiveness of office managers is significantly enhanced by participatory practices. Traditional hierarchical models often suffer from information bottlenecks, employee disengagement, and reactive rather than proactive leadership. Participatory governance, particularly when applied through transformational leadership, enables public and private administrators to navigate complex tasks with agility and fairness<sup>30</sup>. Office managers who adopt this model become facilitators of inclusive processes, capable of managing change with broad-based support and nurturing accountability. Participatory leadership empowers teams to co-own both challenges and successes, which improves follow-through on initiatives and strengthens organizational resilience.

Participatory Management Theory is more than a theoretical construct; it is a practical strategy for advancing workplace democracy, supporting professional development, and

improving administrative performance. For office managers in particular, it offers a structured yet flexible framework for creating empowered, skilled, and committed teams capable of thriving in dynamic work environments.

Participatory management theory is relevant to this study because it assists in putting a guide to one of the independent variable; workplace democracy. The relationship between participatory management and workplace democracy is both conceptual and practical. While workplace democracy is a broader political and ethical ideal involving the democratization of power relations in the workplace, participatory management represents the tools and plans through which that ideal can be implemented. Participatory practices in the workplace are not merely functional strategies but serve as educative processes that nurture self-awareness, civic engagement, and collective empowerment. Participation itself helps generate the political awareness necessary for sustaining independent practices, thereby strengthening the deeper aims of workplace democracy<sup>49</sup>.

In practical terms, participatory management enhances individual autonomy and encourages workers to see themselves as co-owners of organizational processes. This view is essential to workplace democracy, which relies on employees' ability to contribute meaningfully to decisions affecting their work and environment. Workplace democracy can be helpful in reversing division and promoting a sense of purpose and individuality within the workforce, all these are goals that are vital to participatory management systems. These effects establish the collaboration between democratic ideals and participatory managerial strategies<sup>48</sup>. The assumptions of the theory was reflected in developing the instrument for this study in the three components of workplace democracy; functionalism, liberalism and constitutionalism.

Functionalism which view society and its institutions as systems working together to maintain stability and social order. When applied to workplace democracy, functionalism evaluates how participatory structures (e.g., employee councils, shared decision-making) contribute to the efficiency, cohesion, and stability of an organization. Workplace democracy is functional if it enhances cooperation, reduces conflict, and ensures smooth operation by aligning employee goals with organizational objectives. Metrics that align with this perspective include job satisfaction, organizational commitment, and productivity levels.

Liberalism is another component that, particularly in its classical form, emphasizes individual rights, freedom of choice, and limited government intervention. In the workplace, liberalism supports democratic principles to the extent that they protect individual autonomy and voluntary participation. Workplace democracy fits within liberal theory when it ensures freedom of expression, equitable access to information, and voluntary involvement in decision-making<sup>15</sup>.

Constitutionalism refers to the idea that governance should be bounded by a set of rules, norms, and institutional frameworks that ensure accountability, checks and balances, and protection of rights<sup>17</sup>. In workplace democracy, constitutionalism ensures that participatory practices are formalized, consistent, and safeguarded against abuse. It emphasizes the rule of law in organizational governance, such as having codified procedures for decision-making, elections of representatives, and transparent conflict resolution mechanisms. Measurement from this lens includes existence and enforcement

of workplace constitutions or policies, employee representation structures, and institutional checks on managerial power.

### **2.2.3 Albert Bandura's Social Learning Theory**

Albert Bandura's Social Learning Theory (1977), a cornerstone in psychology and education, highlights the role of observation, modeling, and imitation of others' behaviors, attitudes, and emotional responses, building on cognitive-behavioral principles. This framework provides a valuable lens through which to understand how professionals acquire new skills and adapt to changing environments. The core principles of Social Learning Theory; observational learning, vicarious reinforcement, and self-efficacy have significant implications for professional development in various disciplines, including education, healthcare, and business<sup>57</sup>.

At the heart of Bandura's theory is observational learning, or modeling, which involves learning by watching others and replicating their behaviors. He identified four essential processes: attention, retention, reproduction, and motivation. In professional settings, these processes are evident in environments where employees learn from mentors, supervisors, or peers. For instance, a junior office manager may improve administrative decision-making by observing how a senior office manager manages complex organizational administration scenarios. This example stresses the importance of social context and interpersonal interactions in raising professional growth<sup>57</sup>.

Another critical aspect of Social Learning Theory is vicarious reinforcement, which occurs when individuals learn by observing the consequences of others' behavior. Witnessing colleagues being rewarded for high performance such as promotions or recognition increases the likelihood of similar behaviors being adopted<sup>46</sup>. Conversely,

observing negative outcomes can deter undesired actions. This mechanism highlights the significance of organizational culture and reinforcement systems in influencing professional conduct and motivation.

Bandura later introduced the concept of self-efficacy, or the belief in one's ability to succeed in specific situations<sup>58</sup>. In the context of professional development, self-efficacy affects how individuals approach challenges, set goals, and persist in the face of obstacles. Professionals with high self-efficacy are more likely to take initiative, embrace learning opportunities, and achieve competence. Developmental programs that include mastery experiences, exposure to capable role models, and constructive feedback can effectively boost self-efficacy.

Bandura's Social Learning Theory has direct implications for the professional development of office managers in public universities. One of its core assumptions is that individuals learn through modeling and social interaction. In a university context, office managers frequently acquire and refine administrative, technical, and interpersonal skills by observing senior staff, participating in peer collaboration, and engaging in mentorship relationships. This kind of learning, described as vicarious or observational.

Albert Bandura's Social Learning Theory provides a comprehensive framework for understanding how professionals learn in social contexts. By focusing on the processes of observation, imitation, reinforcement, and self-efficacy, the theory emphasizes the importance of social and environmental influences in shaping behavior. When applied to professional development, these principles support the design of effective learning strategies that help individuals become more skilled, adaptable, and confident. Office managers who believe they can manage new software, lead meetings, or solve conflicts

are more likely to pursue training opportunities and demonstrate initiative. In environments such as Nigerian public universities; where formalized training may be lacking Bandura's theory supports an informal, mentorship-driven approach to skill acquisition. By creating environments where less-experienced managers can learn from peers and supervisors through observation, discussion, and feedback, institutions can nurture a continuous professional development culture. This approach not only boosts the capacity of office managers but also strengthens administrative efficiency and morale<sup>42</sup>. As the modern workplace continues to evolve, Bandura's contributions remain both relevant and impactful.

### **2.3 Review of Empirical Studies**

This is the section of a research study that critically examines and blends previous empirical studies, research based on observed and measured phenomena, often involving data collection through experiments, surveys, interviews, or other forms of quantitative or qualitative methods. This type of review focuses on findings from studies that rely on empirical evidence. Empirical review summarizes the methodologies used in past research (for instance, sample size, data collection techniques), presents the results of these studies, highlighting key findings, evaluates the strengths and weakness of the studies, considering factors like sample diversity, research design, and data analysis techniques, identifies gaps in the literature areas where additional research or more robust methodologies are needed, draw a connections to the current research, explaining how the findings of previous studies inform or differ from the present study.

This section is important in helping to situate the current study within the broader research land space, indicating the relevance of the new research and its possible contribution to the field.

### **2.3.1 Workplace Democracy and Administrative Effectiveness**

In most Nigerian organizations, it has traditionally been assumed that decision-making falls exclusively within the domain of management. Consequently, minimal efforts have been made to institutionalize Workplace Democracy (WPD) into everyday practice. This contrasts sharply with many developed nations, where WPD is considered essential for efficiency and strong performance. To clarify WPD's relevance in Nigeria, A study was conducted to investigate the relationship between Workplace Democracy (WPD) and employee performance in Nigerian public institutions. The study employed a survey research design to explore the relationship between selected dimensions of workplace democracy (WPD) and employee performance indicators. In the survey, WPD was operationalized through four independent variables: collective bargaining, quality circles, use of committees, and workers' representation on organizational boards. Correspondingly, employee performance was examined across four outcome variables: job satisfaction, punctuality, timely completion of work, and reduction in absenteeism. A total of 400 respondents were selected from a population of 1,105 using the Taro Yamane sampling formula, with clear inclusion and exclusion criteria established to ensure the relevance of the sample. Data were collected through a structured questionnaire. To ensure reliability, the test-retest method was used, while expert validation supported the instrument's content validity. Additional insights were obtained from knowledgeable informants. The data were analyzed using SPSS (Version 23), applying both descriptive

and inferential statistics. The hypotheses were tested at a 95% confidence level using the log-linear regression model, precisely, the linear-by-linear association method.

The inferential analysis revealed statistically significant and positive relationships between the components of WPD and employee performance outcomes. Specifically, collective bargaining was positively associated with job satisfaction; the use of quality circles correlated with improved punctuality; the implementation of committees was linked to timely completion of tasks; and representation on organizational boards was associated with reduced absenteeism.

Despite these statistically significant findings, the descriptive statistics revealed a practical disconnect between theory and reality in the implementation of WPD in the organizations studied. Notably, 74.3% of respondents acknowledged that while collective bargaining is theoretically beneficial for enhancing job satisfaction, it is rarely practiced. Instead, decision-making often occurs through deputation, a method whereby decisions are made by select individuals without collective input. This finding supports a study assertion that deputation is prevalent in organizations where management and employees are either unenlightened or disengaged from participatory processes.

Furthermore, 96.4% of respondents from local government institutions indicated that collective bargaining was largely non-functional. In such settings, hierarchical structures, fear of job loss, political pressures, and management alienation from employees were all cited as major hindrances to the effective functioning of democratic mechanisms such as quality circles and board representation. In the university context, 71.4% of participants believed that the process of electing workers' representatives to boards was subject to manipulation, often influenced by ethnic biases rather than merit or worker interest.

Similarly, committee appointments were viewed as politically motivated or self-serving, which led to the underutilization of committee recommendations or the ineffectiveness of the committees themselves.

The study concluded that while the theoretical framework of WPD suggests positive impacts on employee performance indicators, the empirical findings revealed significant implementation challenges. These include organizational culture constraints, political interference, and structural deficiencies, which must be addressed for WPD mechanisms to meaningfully influence workplace outcomes<sup>59</sup>. Therefore, to increase administrative effectiveness of office managers in the institutions, implementation of workplace democracy should receive more attention; it should be made functional and formalized.

Participative decision making which is a function of workplace democracy and its relationship with administrative effectiveness was also considered specifically by researchers.

A study examined the impact of employee participation in decision-making on the performance of selected Small and Medium Scale Enterprises (SMEs) in Lagos, Nigeria. Employing a quantitative survey, data were collected from 129 employees and 27 owners/managers across randomly chosen SMEs in both the manufacturing and service subsectors. The data were analyzed using descriptive and inferential statistical techniques. Findings revealed that employee participation in decision-making had a statistically significant positive effect on organizational performance within the SMEs ( $R^2 = 0.597$ ,  $t = 6.572$ ,  $p < .01$ )<sup>60</sup>.

In a perception-based survey of 200 randomly selected respondents, a researcher investigated the impact of employee participation in decision-making on organizational

productivity at Julius Berger Nigeria PLC, Bonny Island. The analysis revealed a significant relationship between employee participation in decision-making and higher employee commitment, as well as between employee participation and overall organizational productivity<sup>61</sup>.

A related study examined the impact of employee participation in decision-making on organizational performance, using Guinness Nigeria PLC Ltd as a case study. Data were collected from 200 randomly selected employees through structured questionnaires, and the hypotheses were tested using the Product Moment Correlation Coefficient with the aid of SPSS at a 0.05 significance level. The findings demonstrated a significant relationship between employees' participation in decision-making and organizational performance<sup>62</sup>. According to the result, it can be said that participation in decision-making is effective on effectiveness of employee. Therefore, to enhance the effectiveness of office managers, they should be allowed to participate in decision-making on matters that affect their duties.

Another study investigated the impact of employee involvement in decision-making on organizational performance, using TYX Oil Limited in Lagos State as the case study. Adopting a survey research design, the researchers employed multi-stage sampling to select 279 respondents, consisting of 172 males (61.6%) and 107 females (38.4%). Data were analyzed using regression and t-test techniques. The findings indicated that employee involvement in decision-making significantly influences organizational performance, as the collective voice of workers plays a crucial role in advancing the overall success of the organization<sup>63</sup>.

The article presents a compelling argument for workplace democracy grounded in corporations' human rights responsibilities. The authors assert that democratic corporations are both more capable and more legitimate in fulfilling these responsibilities. They structure the argument around two key dimensions: instrumental effectiveness and procedural legitimacy. Drawing from political philosophy and comparative state practices, they demonstrate that democratic structures within corporations increase the likelihood of upholding both internal human rights (those of employees) and external human rights (those of broader stakeholders).

They explore the analogy between states and corporations, suggesting that, although imperfect, the parallel helps justify workplace democracy. Democratic corporations, they argue, empower workers, offer avenues for contestation, and foster deliberative decision-making tools that enhance human rights compliance and respect the dignity of all individuals involved. The article also critiques the UN's Guiding Principles on Business and Human Rights for relying too heavily on voluntary compliance and limiting corporate responsibilities to merely "respecting" rights. In contrast, the authors advocate for a model where corporations have moral and political obligations, particularly in areas of limited statehood.

The paper acknowledges that while full democratic control within corporations may not be immediately feasible, incremental reforms supported by state policy and civil society pressure could gradually build more equitable and legitimate corporate governance frameworks. Democratizing workplaces is thus framed not merely as an ethical preference, but as a practical and necessary evolution in global human rights governance.

Also, literature review by Tim Hatcher explores the concept of workplace democracy, tracing its historical, theoretical, and practical dimensions while examining its implications for Human Resource Development (HRD).

The paper argues that despite technological advancements and globalization, democratic practices in workplaces have declined, with workers experiencing limited freedom and participation. Historically, workplace democracy emerged alongside labor movements and was supported by unions advocating for worker rights, especially freedom of expression. However, legal rulings and managerial practices have increasingly restricted these freedoms. The review highlights that scholarly interest in workplace democracy peaked in the late 20th century but has since waned, particularly among business and HR scholars. Despite workers becoming more skilled and autonomous, they often remain subject to hierarchical control and surveillance. The paper categorizes various theoretical frameworks ranging from management, psychoanalytic, humanist, democratic, feminist, and socialist perspectives to explain the foundations and challenges of workplace democracy. It also emphasizes the moral and ethical arguments for democratic participation in organizations, drawing on thinkers like Robert Dahl.

Empirical research and case studies, such as the Mondragon cooperative in Spain and Israeli Kibbutzim, illustrate successful models of democratic workplaces. However, many participatory programs, especially in the U.S., have failed to deliver genuine empowerment. The paper critiques superficial reforms and calls for deeper structural changes. It also identifies gender, race, and class as critical factors influencing democratic engagement at work. Finally, the study urges HRD professionals to embrace

workplace democracy as a means to foster innovation, autonomy, and ethical leadership. It suggests that HRD can play a transformative role by aligning its practices with democratic values, especially in developing nations and among emerging classes of knowledge workers<sup>64</sup>.

Moreover, another study investigates how workplace democracy (WPD) influences employee productivity in selected construction firms in Edo State, Nigeria. Drawing from theories of participatory democracy and Herzberg's two-factor model, the authors explore five dimensions of WPD: participation-criticism, transparency, justice, equality, and accountability. They argue that democratizing the workplace, giving employees a meaningful voice in decision-making can elevate performance, motivation, and organizational commitment. Using a survey of 251 employees across four construction firms, the researchers employed descriptive statistics and regression analysis. Their findings reveal that justice and accountability are positively associated with employee productivity, while participation-criticism, transparency, and equality show either weak or negative associations. These nuanced results suggest that not all democratic practices yield uniform benefits, especially within Nigeria's construction sector, where hierarchical structures and lack of transparency may dilute the impact of participatory governance.

The study concludes that firms should invest in developing transparent grievance mechanisms, promote fair treatment, and build accountability cultures to foster democratic engagement and higher productivity. It also recommends expanding future research across other sectors such as manufacturing and banking, and exploring the relationship between workplace democracy and employee loyalty<sup>27</sup>. The studies

reviewed showed gap in the area of implementation of workplace democratic practices. Findings from the studies pointed out that workplace democracy have positive effects on the effectiveness of employee.

### **2.3.2 Professional Development and Administrative Effectiveness**

A study investigated the effectiveness of staff development strategies on job performance among staff of two state-owned universities in Rivers State, Nigeria. The research employed a descriptive survey design and targeted a population of 2,790 staff members, comprising both teaching and non-teaching personnel from Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). RSU has 1817 staff and IAUE has 973. A sample size of 350 respondents was determined using Taro Yamane's formula, with proportional and convenience sampling techniques applied to ensure representative and accessible participation.

Data were collected using the Staff Development Strategies for Effective Performance Questionnaire (SDSE PQ), rated on a four-point Likert scale. Primary data were supported by interviews and observation, while secondary data sources included academic literature, journals, and government bulletins. Instrument validity was confirmed by field experts, and reliability testing using Cronbach's Alpha yielded a coefficient of 0.78, indicating high reliability.

Quantitative analysis was conducted using SPSS version 25. Frequency and percentages were used to describe demographic data, while mean and standard deviation were employed for the research questions. The study adopted a decision rule of 2.5 as the threshold for agreement or disagreement with statements regarding staff development

strategies. Decision Rule: less than ( $<$ ) 2.5=Disagreed, greater than ( $>$ ) 2.5= Agreed. = 2.5 The study provided empirical support for the positive relationship between effective staff development initiatives and improved job performance in tertiary institutions.

Analysis of the research question, "Why does staff training on ICT as a staff development strategy enhance effective job performance in Rivers State universities?", yielded a grand mean of 3.26 and a standard deviation of 0.73. This indicates that, to a high extent, ICT training enhances job performance. The findings reveal that ICT training improves staff commitment, ability to handle emergencies and solve complex problems, speeds up task execution, and promotes the adoption of innovative technologies in addressing educational challenges. These findings align with other researchers who identified a strong positive relationship between employee training and performance. Similarly, a study concluded that training positively influences employee engagement, innovation, performance, and motivation through enhanced leadership and alignment with organizational goals<sup>65</sup>.

Regarding the research question, "How does coaching as a staff development strategy enhance effective job performance in universities in Rivers State?", a grand mean of 3.36 and a standard deviation of 0.67 were recorded. This suggests that coaching significantly contributes to job performance. Coaching prepares staff to manage future challenges, fosters a sense of belonging, increases self-reliance, encourages accountability, and boosts job satisfaction, resulting in higher institutional productivity. These results are consistent with the fact that coaching improves organizational performance and productivity, and a report of a positive relationship between managerial coaching and job performance through role clarity and organizational commitment.

For the research question, "How does in-service training as a staff development strategy enhance effective job performance in universities in Rivers State?", a grand mean of 3.38 and a standard deviation of 0.64 were observed. This signifies a strong positive impact of in-service training on job performance. The data showed that in-service training boosts employee competence, enhances organizational productivity, and improves staff motivation and effectiveness. These findings are consistent with other studies, that all highlighted the significant effects of in-service training on employee performance and productivity.

The final research question, "Why is staff induction a necessary strategy for effective job performance in universities in Rivers State?", revealed a grand mean of 3.28 and a standard deviation of 0.68. This shows that induction plays a critical role in job performance. Induction programs help new employees align with organizational goals, reduce waste and operational costs, and lower staff turnover. They also aid in skill acquisition, performance improvement, and quicker integration into the workplace. These findings agree with other researchers who emphasized the role of induction in employee adaptation and organizational effectiveness.

The study, in conclusion, emphasizes the critical role of human resources in the development of tertiary institutions in Rivers State. It asserts that selecting highly qualified staff without providing adequate training diminishes their potential effectiveness. Continuous development is essential for both individual growth and institutional success. Investing in human resource development is both strategic and necessary. Effective HR practices not only foster favourable employee behavior but also enhance institutional productivity. This study contributes to the broader discourse on HR

development in higher education, affirming that targeted professional development significantly improves institutional outcomes. The findings provided empirical support for the positive relationship between effective staff development initiatives and improved job performance in tertiary institutions<sup>65</sup>.

Also, a study on librarians' attitudes toward conference attendance, as a form of staff training, revealed that such participation raises professional rejuvenation, revitalizes careers, facilitates reconnection with colleagues, and enhances networking opportunities<sup>66</sup>.

Moreover, a study investigates the professional development needs of administrative staff, specifically headmasters and vice-headmasters, at public Vocational Training Institutes (IEKs) in Thessaloniki, Greece. The research highlights that most individuals in these positions lack formal qualifications and receive no consistent training, often being appointed due to political affiliations. As a result, understanding their perceived training needs becomes crucial.

The study identifies two key areas for development: program enrichment and the acquisition of new skills. Program enrichment involves improving training quality, aligning curricula with job market demands, updating specialties, and fostering stronger relationships between staff and students. In terms of new skills, the administrators expressed the need for training in human resource management, public relations, educational legislation, state-financial management, and time management. These areas are deemed vital for effectively running educational institutions in a changing social and technological landscape.

A structured interview methodology was used, adapted from a U.S.-based model. Twenty-two administrators from eleven IEKs were interviewed. Despite initial concerns about bias and logistical challenges, the data collected was rich and provided actionable insights for planning future training programs. The findings support the implementation of both introductory and continuous professional training initiatives tailored to the unique environment of IEKs. The study concluded that, administrators' own perceptions of their training needs should inform the structure and content of professional development programs. Addressing these needs will improve administrative effectiveness, better align IEKs with labor market demands, and ultimately enhance the quality of vocational education in Greece<sup>67</sup>.

The study by a researcher explores the impact of principals' development skills in decision-making, communication, and problem-solving on administrative effectiveness in public secondary schools in Rivers State, Nigeria. As education systems expand without a commensurate increase in administrative resources, the principal's role becomes more complex and essential to school success. Using a correlational survey design, the study sampled 139 principals (50% of the population) across public secondary schools. Findings indicated a strong positive correlation between each of the three development skills and administrative effectiveness. Communication skills showed the highest explanatory power (79.9% variance in effectiveness), followed by problem-solving (66.1%) and decision-making (65%). Each of these skills significantly influenced how well principals managed human and material resources to achieve school goals.

The theoretical underpinning of the study is rooted in Frederick Taylor's Scientific Management Theory, which emphasizes skill development, planning, and employee cooperation as vital for organizational productivity. The research underscores the importance of continuous training for principals to enhance leadership, foster teacher motivation, and improve overall school performance. The study concluded that effective school administration is largely dependent on the principal's ability to make decisions, communicate efficiently, and solve problems. Therefore, regular and targeted professional development programs for school heads are critical for achieving educational objectives and improving administrative outcomes in secondary schools<sup>68</sup>.

This study by yet another author explores the professional development needs of principals in public and private secondary schools in Delta State, Nigeria. The research specifically focuses on four core skill areas: communication, instructional supervision, information and communication technology (ICT), and student discipline. A total of 525 principals were surveyed using a structured questionnaire, and the results were analyzed using both descriptive and inferential statistics. Findings revealed that principals in both public and private schools identified significant deficiencies across all four skill domains, suggesting a universal need for professional development regardless of school type, gender, academic qualification, or years of teaching experience.

Communication needs included skills like effective listening, clear report writing, conflict resolution, and emotion control. Instructional supervision needs focused on lesson monitoring, feedback provision, and classroom management. ICT skills ranged from email use to internet navigation and document handling. Disciplinary skill gaps included

the need for better rule enforcement, counseling capabilities, and modeling appropriate behavior. Statistical analysis showed no significant difference between public and private school principals in their development needs for any of the four skill areas. This highlights a systemic gap in principal training and suggests that both sectors would benefit equally from structured, ongoing professional development programs. The study concludes by advocating for regular seminars, workshops, and conferences to enhance principals' leadership capacities in the face of evolving educational demands.

This literature review explores the significance of professional development for educational leaders, focusing on school principals and administrative officers, particularly within Sri Lanka. The study highlights that effective school leadership contributes directly to improved student outcomes and better school management. However, training programmes in Sri Lanka have largely retained colonial-era structures, with little attention paid to their actual effectiveness. The authors point out that current professional development efforts tend to prioritize procedural compliance over measurable impact.

The document traces the historical evolution of the Sri Lankan education system, noting how colonial influences especially British, shaped the development of school infrastructure, curriculum, and administrative roles. The creation of the Sri Lanka Education Administrative Service (SLEAS) formalized the leadership structure, dividing officers into multiple grades with designated responsibilities. Despite systematic efforts to train these officers, many still lack the practical skills, leadership preparation, and

continuous professional support necessary to address the challenges of modern educational administration.

Various global models are reviewed to show how other countries prepare their school leaders through structured programmes such as induction training, mentoring, coaching, and ongoing in-service education. Nations like Finland, Singapore, and New Zealand offer well-defined pathways and institutional backing for educational leadership development. In contrast, Sri Lanka faces challenges like inconsistent training quality, underutilization of technology, and inadequate preparation for newly appointed principals. The study concludes by emphasizing the need for comprehensive, outcome-focused professional development programmes tailored to local needs, drawing from successful international models. It also advocates mentorship, peer-learning communities, and cohort-based collaboration as vital tools to support leadership growth<sup>69</sup>. According to the results, it can be said that continuous development is essential for both individual effectiveness and institutional success. The findings provided empirical support for the positive relationship between effective staff development initiatives and improved job performance in tertiary institutions.

## 2.4. Conceptual Model

Independent Variables

Dependent Variable

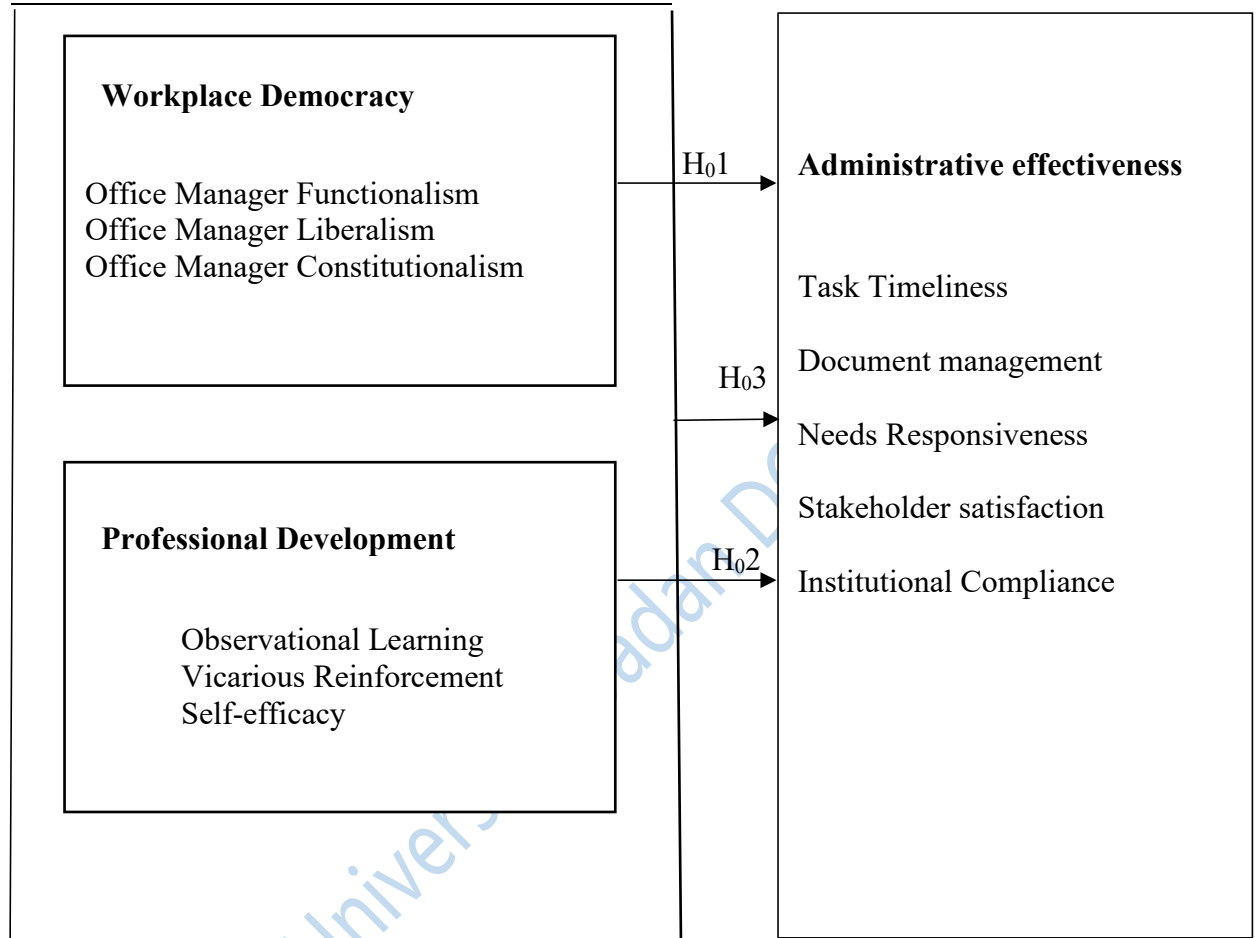


Figure 2.1: The Conceptual model of Workplace Democracy, Professional Development and Administrative Effectiveness of Office Managers.

Source: Researchers' work, 2024

Figure 2.1 is the conceptual model for the study title workplace democracy, professional development and administrative effectiveness of office manager. Workplace democracy and professional development are the independent variables while administrative effectiveness is the dependent variable. The table shows the interplays between the two independent variables and the dependent variable as well as their measures.

Workplace democracy and professional development are important factors that influence the administrative effectiveness of office managers. These constructs can be measured by specific dimensions, and their interplay helps shape how office managers perform their duties. Below is the explanation of how workplace democracy, professional development and administrative effectiveness interconnect focusing on the specific measurements of each.

Workplace democracy refers to the involvement of employees in decision-making on matters that affect their duties. When measured with the following dimensions; Functionalism, liberalism and constitutionalism, workplace democracy significantly impacts administrative effectiveness of office managers. Workplace democracy is functional if it enhances cooperation, reduces conflict, and ensures smooth operation by aligning employee goals with organisational objectives. Workplace democracy is liberal when office managers can express their opinions on matters that affect their job, have equitable access to information, and voluntary involvement in decision-making which in turn will improve their productivity<sup>15,33</sup>. In workplace democracy, constitutionalism ensures that participatory practices are formalized, consistent, and safeguarded against abuse. This measures existence and enforcement of workplace constitutions or policies, this means that policies are put in place to guide operations of the institutions and that this policies are enforced such that individual right are protected; this also monitors employee representation structures, to make sure their voice are heard; and ensure that management did not step out of their boundaries. Office managers who work in the environment where all these are put in place will definitely improve their ability and deliver their jobs effectively.

Professional development which refers to an ongoing training and education that enhances employees' skills and career prospects. It is the activities and programs that enhance the skills, knowledge, and competencies of employees, also play an important role in enhancing administrative effectiveness of office managers. It can be measured through the following dimensions:

Observational learning, this process doesn't require any direct instruction or physical practice at first; it's about mentally noting how others behave, and then modeling that behavior. This dimension refers to ability of office managers to acquire new skills, knowledge, and competencies throughout their life or career through mentorship. It emphasizes adaptability and self-improvement in response to changing environments, technologies, and industries through observation. Vicarious reinforcement, a mechanism that highlights the significance of organizational culture and reinforcement systems in influencing professional conduct and motivation, this implies the on-the-job-training/learning that occurs to office managers when the institution give reward to excellent performance of its employee, office managers will learn to improve their ability knowing fully well that there is reward waiting for them, by so doing, the office manager learn new abilities, strategies and technological skills to increase output and this will eventually lead to administrative effectiveness of the office manager<sup>46</sup>. Self-efficacy, is a dimension that refers to one's belief in the ability to succeed in specific situations. This sense of personal capability is pivotal in determining whether or not someone will attempt and persist with a behavior.<sup>3,44</sup> Office manager that believes in his/her ability will attempt to go for trainings and even earn higher degrees that will increase the knowledge and improve the capabilities to perform the duties excellently; the self-

efficacy will go a long way in motivating the manager to always learn new technological tools, this up skilling will lead to increase in efficiency and effectiveness which will also enhance organizational productivity.

Administrative effectiveness refers to ability of an employee to perform duties well and complete tasks on time meeting the requirements of stakeholders and meeting the set goals of the institution. It is measured through the following: task timeliness, document management, needs responsiveness, stakeholder satisfaction (faculty, student, supervisors), institutional compliance. Workplace democracy and professional development directly influence these performance indicators.

## **2.5 Summary of Reviewed Literature**

This chapter has reviewed related literature relevant to this research work. The reviewed literature revealed that workplace democracy and professional development are fundamental predictors of administrative effectiveness among office managers in higher education institutions. Conceptually, administrative effectiveness entails the capacity of office managers to plan, coordinate, and execute institutional responsibilities efficiently while maintaining accountability and responsiveness to organizational goals. The literature emphasized that effectiveness in university administration is determined not only by technical competence but also by the degree of participation and inclusiveness in decision-making processes.

Studies reviewed on workplace democracy established that participatory decision-making, transparency, and employee involvement in governance processes contribute to improved organizational trust, morale, and accountability<sup>14,59</sup>. Within university systems,

democratic management practices foster mutual respect between subordinates and administrators, resulting in timely decision-making and enhanced service delivery. When employees perceive fairness and inclusiveness in the work environment, they are more motivated to perform administrative tasks effectively.

The literature on professional development demonstrated that continuous learning, mentoring, and retraining significantly enhance the competence, confidence, and adaptability of office managers<sup>9</sup>. Evidence from both local and international studies showed that professional development programmes equip administrative personnel with modern technological and managerial skills necessary to respond effectively to institutional challenges. Thus, professional development serves as a mechanism for improving administrative innovation and service quality within higher education institutions.

The theoretical perspectives adopted in the literature; Fayol's Administrative Management Theory, Participatory Management Theory, and Bandura's Social Learning Theory, jointly underscore the importance of structured management principles, participatory work systems, and observational learning in shaping effective administrative behaviour. Fayol's principles provided a foundation for understanding the functions of management, while participatory management highlighted shared governance and inclusiveness as essential for democratic institutions. Bandura's theory explained how learning and reinforcement contribute to professional growth and performance.

Empirical studies consistently indicated that organizations that embrace workplace democracy and invest in professional development record higher levels of employee commitment, productivity, and administrative efficiency<sup>1,11</sup>. These findings align with global trends emphasizing participatory governance and capacity building as central to institutional effectiveness.

From the consulted literature, the first gap observed was that no research has investigated administrative effectiveness in relation with the duo of workplace democracy and professional development together in one study.

Also, the dimensions of workplace democracy such as functionalism, liberalism and constitutionalism have been studied in corporate and academic settings but are under explored in relation to how they affect administrative effectiveness of office managers in Nigerian public universities. Studies have not sufficiently address how constitutionalism impact office managers effectiveness in relation to the existence and enforcement of workplace constitutions or policies, ensuring that policies are put in place to guide operations of the institutions and that this policies are enforced such that individual right are protected.

Despite the abundance of research on participatory management and staff training, most previous studies concentrated on academic staff or private-sector organizations, leaving a scantiness of empirical evidence concerning non-academic administrative officers in public universities. Few studies have examined how workplace democracy interacts with professional development to influence the administrative effectiveness of office managers as a distinct category of university personnel. This study, therefore, addressed this gap

by empirically investigating how workplace democracy and professional development jointly and independently influence administrative effectiveness with the under researched domain of office managers in public universities in Osun State, Nigeria, offering insight into how these variables impact office managers' effectiveness in their job performance.

Lead City University Ibadan DO NOT COPY

## Endnotes

1. J. E. Oghenekohwo and E. A. Frank-Oputu, *Workplace Democracy and Administrative Effectiveness in Tertiary Institutions in Nigeria*. **International Journal of Educational Administration and Policy Studies** 9(3), 2017, 26-34.
2. J. O. Sule, *Collective Bargaining and Its Impact on Administrative Efficiency in Public Universities*. **World Journal of Advanced Research** 24(1), 2024, 278-290. <https://doi.org/10.30574/wjarr.2024.24.1.3018>.
3. A. A. F Ibrahim and K. A. R. Masaud, *Administrative Development and Decision-Making Effectiveness: The Mediating Role of Managerial Skills in the Libyan Industrial Sector*. **International Journal of Business Society** 9(3), (2025): 1056–1065. <https://doi.org/10.30566/ijo-bs/2025.03.142>.
4. A. L. Lahaman, *Exploring Middle Managers' Administrative Effectiveness in Higher Education Institutions in the 21st Century*. **Pakistan Journal of Life and Social Sciences** 23(1), 2025, 86–91. <https://doi.org/10.57239/PJLSS-2025-23.1.00677>.
5. N. F. Manafa, *Principals' Managerial Skills and Administrative Effectiveness in Public Secondary Schools in Anambra State, Nigeria*. **International Journal of Innovative Psychology & Social Development** 8(4), 2020, 44–53.
6. J. O. Sule. *Optimizing University Administrative Structures: Strategies for Enhancing Efficiency and Effectiveness in Higher Education Institutions in Nigeria*. **World Journal of Advanced Research and Reviews** 24(1), 2024, 278-290. <https://doi.org/10.30574/wjarr.2024.24.1.3018>.
7. Z. Qi. *Exploration of Ways to Improve the Administrative Management Ability of University Office*. **Frontiers in Educational Research**, 2023.
8. T. K. Nguyen. *Factors Influencing Middle Administrative Manager Training and Development at Vietnam National University Ho Chi Minh City*. **VNU Journal of Science: Education Research**, 2023.
9. L. Wang. *Innovation of Administrative Management System of Universities Based on Cloud Computing*. **Applied Mathematics and Nonlinear Sciences**. 2023.

10. N. Li, and A. S. Wahid. "Director Tenure Diversity and Board Monitoring Effectiveness." **Contemporary Accounting Research** 35(3), 2018), 1363–1394. doi:10.1111/1911-3846.12332.
11. J. Ibrahim, B. E.Okoli, A. C. Anyigor-Ogah, and D. Jonah, *Competencies Required by Administrative Office Managers in the Utilization of Electronic Records in Tertiary Institutions in Taraba State, Nigeria.* **British Journal of Education**, 2024.
12. H. Fayol. *General and Industrial Management.* Paris: **Dunod**, 1916.
13. R. Edwards. "An Elaboration of the Administrative Theory of the 14 Principles of Management by Henri Fayol." **International Journal of Economic and Educational Research** 1(1), 2018, 41-50.
14. C. G. Udeze. "Workplace Democracy and Performance in Nigerian Institutions." **African Journal of Management Studies.** 12(2), 2023, 45-60. Retrieved from Aspjournals.
15. J. S. Ahmed. "The Impact of Workplace Democracy on the Proactive Behaviour of Employees." **Advanced International Journal of Business, Entrepreneurship and SMEs**, 2022.
16. R. Frega. "Employee Involvement and Workplace Democracy." **Business Ethics Quarterly.** 31(3), 2020, 360–385.
17. G. Goncharenko, *The Role of Accountability in Workplace Democracy.* **Business Ethics Quarterly**, 2022.
18. S. S. Kadhim, and E. O. Jasim *The Effect of Workplace Democracy on Improving Employee Performance: An Analytical Study of the Opinions of a Sample of Employees at the General Company for Grain Trade / Diwaniya Branch.* **International Academic Journal of Social Sciences**, 2022.
19. J. O. Sule, "Collective Bargaining and Its Impact on Administrative Efficiency in Public Universities." **World Journal of Advanced Research** 24(1), 2024, 278-290. <https://doi.org/10.30574/wjarr.2024.24.1.3018>.
20. O. V. C. Okene and E. N. A. Okere, *Workers' Participation at the Workplace: Between Collective Bargaining and Industrial Democracy Practice in Nigeria.* **Delta State University Law Review** 11(2), 2023, 25-40. Retrieved from Delsu Law Review.

21. O. A. Nwogbe, and Y. Haliso, *Continuing Professional Development Assessment of Healthcare Professionals in Public Secondary Hospitals in Lagos State, Nigeria.* **Information Impact: Journal of Information and Knowledge Management** 11(1), 2020, 25-39. <https://doi.org/10.4314/ijikm.v11i1.3>.
22. O. O. Adedoyin, "Quality Circles and Participatory Governance in Nigerian Institutions." **Journal of Organizational Effectiveness** 8(2), 2021, 155-170. <https://doi.org/10.1080/09700692.2021.1874258>.
23. *Oxford Advanced Learner's Dictionary. 10<sup>th</sup> ed.* **Oxford University Press**, 2020.
24. *Merriam-Webster. Webster's New Collegiate Dictionary. 11<sup>th</sup> ed.* (**Springfield Dictionary, MA: Merriam-Webster**, 2003).
25. C. Overland and N. Samani, "The Sheep Watching the Shepherd: Employee Representation on the Board and Earnings Quality." **European Accounting Review** 31(5), 2021, 1299–1336. <https://doi.org/10.1080/09638180.2021.1919169>.
26. F. Arnaboldi, B. Casu, E. Kalotychou, and A. Sarkisyan. "The Performance Effects of Board Heterogeneity: What Works for EU Banks?" **European Journal of Finance** 26(10), 2020 897–924. doi:10.1080/1351847X.2018.1479719.
27. W. O. Odiwo, N. M. Agol, P. E. Egielewa, S. O. Akhor, F. Ogbeide, Oand Ebhote, D. C. Ozuomode, "Workplace Democracy and Employee Productivity in Construction Firms." **Corporate Governance and Organizational Behavior Review** 6(4), 2022, 43–56. <https://doi.org/10.22495/cgobrv6i4p4>.
28. D. Kutsenko, "Transformational Leadership as a Source of Participatory Governance." **Administrative Consulting**, 2020.
29. Isabelle Ferreras. "A New Model for Workplace Democracy The Bicameral Corporation." **Prospect Magazine**, 2025. <https://www.prospectmagazine.co.uk/society-and-culture/workplace-democracy-bicameral-corporation-isabelle-ferreras>.
30. Dehlendorf, Andrea, and Michelle Miller. "New Forms of Worker Organization to Free Democracy from Corporate Clutches." **Stanford Social Innovation Review**, 2020. <https://ssir.org/articles/entry/newformsofworkerorganizationtofreedemocracyfromcorporateclutches>.

31. Lafuente, Sara, Christophe Degryse, Jamie Parker, and Sigurt Vitols. “*Democracy at Work and Sustainable Competitiveness: Recent Developments, Challenges and Risks.*” In **Benchmarking Working Europe 2025**, edited by Agnieszka Piasna, Sotiria Theodoropoulou, and Bart Vanhercke. Brussels: **European Trade Union Institute and ETUC**, 2025.
32. André de Oliveira. “*Future of Work 2025: A New Era for Highly Engaged Employees.*” **Proaction International**, 2025. <https://www.proactioninternational.com/en/future-of-work-2025-highly-engaged-employees/>.
33. Prof. Y. T. Babalola, O. O. Fagbemi, Dr. O. D. Soyemi “*Workplace Democracy Practices and Librarians Commitment in Unversities in Southwest Nigeria*”. **Library Philosophy and Practice (e-journal)**, (2022) paper 12961.
34. S. C. Kong, Z. W. S. Mak, Y., Wu, and Y Yang, “*Evaluating the Effectiveness of a Professional Development Course on Artificial Intelligence Literacy for Administrative Staff in Higher Education.*” 2024.
35. S. I. Agholor and P. A. Agholor, “*Influence of Application of Professional Ethics on Job Effectiveness of Secretaries in Delta State Polytechnics.*” 2020.
36. G. Shi. “*Research and Practice on the Development Path of University Administrative Staff Teams.*” 2024.
37. S. M. Muyiggwa, “*Professional Development Practices and Organizational Commitment of Academic Staff in Ugandan Public Universities: A Case of Makerere and Kyambogo.*” 2020.
38. J., K. Jayaweera, K. Sumedha, Karunathilake, and Susima Weligamage. “*Significance of Professional Development of Education Leaders: Evidence from Literature Review.*” **International Journal of Higher Education Management** 7(2), February 2021: 12–23. <https://doi.org/10.24052/IJHEM/V07N02/ART-2>.
39. B. N. Oluoh, “*Staff training for effective administration of tertiary institutions.*” **International Journal of Institutional Leadership, Policy and Management**, 6(1), 2024, 1-23.
40. , U. Ogwo, M., Ebong, and V. Nwachukwu, “*Continuing Professional Development as a Medium in the Empowerment of Library and Information Science Educators for Effective Knowledge Delivery and Sustainable Education in South-East Nigeria.*” **Research Gate** 2023.

41. E. T. Rayes and N. K. Albelaihi, "Investigating Bandura's Processes of Observational Learning Implementations from EFL Faculty Perspective." **Arab World English Journal**, 2023.
42. D. I. Zain, H. B. Uno and S.Salim, "Modeling Learning Theory Development Social Bandura in Learning for Mathematics Class V Students at SDN 30 Paguyaman." **Journal of Educational Research and Practice** 7, 2021, 376–381.
43. S. Lestari, S.,Nurjanah, and W. Indriani. "Application of Albert Bandura Social Learning Theory in PAI Learning at Al-Wafa Ciwidey SMP Bandung." **ALSYS**, 2021.
44. Y. He, "The Inspiration of Bandura's Social Learning Theory to Moral Education in Colleges and Universities." 2022.
45. B. A. Okunade, F. E. Adediran, O. D. Balogun, C. P. Maduka, and A. A.Adegoke, "Capacity Building in Nigeria's Healthcare Sector: A Review of Skill Development and Mentorship Initiatives." **World Journal of Advanced Research and Reviews** 20(3), 2023, 906–923. <https://doi.org/10.30574/wjarr.2023.20.3.2540>.
46. A. Bandura. *Social Foundations of Thought and Action: A Social Cognitive Theory*. **Prentice-Hall**, 1986.
47. H. Fayol. *General and Industrial Management*. **Translated by C. Storrs. London: Pitman**, 1949. (Original work published 1916).
48. M. Pausch. "Workplace Democracy: From a Democratic Ideal to a Managerial Tool and Back." **The Innovation Journal** 19(1), 2013.
49. J. Gaventa. "Power and Empowerment: A Radical Theory of Participatory Democracy." **American Political Science Review** 87(2), 1993.
50. Garth D. Reese. "An Examination of the Role of Participatory Management in Academic Special Collections Departments." 2009.
51. Collins, Denis. "How and Why Participatory Management Improves a Company's Social Performance." **Business & Society** 35, 1996,176–210. <https://doi.org/10.1177/000765039603500203>.

52. Pușcașu, Mirela, and Radu Silaghi. “*Participatory Management and Leadership.*” 2013.
53. Gichohi Gladys Wairimu. *Participatory Management for Academic Performance in Schools.* 2014.
54. L. Chen. “*Overcoming Technical Barriers in Virtual Professional Training.*” **Journal of Online Learning and Development** 14(2), 2021, 55–67.
55. Pagard, Sophie, S. Mathiassen, E. Brulin, Thomas Rudolfsson, and M. Hallman David. “*Effects of a Participative Workplace Intervention on Work Strategies and Expectations of Availability Among Office-Based Employees with Flexible Work Arrangements.*” **IISE Transactions on Occupational Ergonomics and Human Factors** 11, 2023, 109–122.
56. Chukwu, Gosim Martin Onu. *Participatory Evaluation: An Action Research Intervention to Improve Training Effectiveness.* 2021.
57. A. Bandura, *Social Learning Theory.* **Prentice Hall**, 1997
58. A. Bandura, *Self-Efficacy: The Exercise of Control.* **W.H. Freeman**, 1997.
59. Okafor, Lawrence Chima, Ebere Florence Okorie, and Frank Lifu Lifu. “*Workplace Democracy and Performance of Employees in Public Institutions in Nigeria: How Far, So Far?*” **European Journal of Business and Management** 10(14) 2018, 85–89. <https://www.iiste.org>
60. R. M., Ojokuku & A. S. Sajuyigbe. “*Effect of employee participation in decision making on performance of selected small and medium scale enterprises in Lagos, Nigeria*”. **European Journal of Business and Management**, 6(10), 2014, 93–97.
61. Agwu, Mba Okechukwu, and Hilda Enoch Olele. *Perception Survey of Employees’ Participation in Decision Making and Organizational Productivity in Julius Berger Nigeria PLC, Bonny Island.* **British Journal of Economics, Management & Trade** 4(4) 2014, 620–635.
62. Kabuoh, Margret Nma, Chigbu, Ishmael Okey, and Patience A. Erigbe. *Assessment of Employees’ Participation in Decision Making and Organisational*

*Performance: A Study of Guinness Nigeria PLC, Ikeja Lagos.* **International Policy Brief Journal of Economics**, 2023.

63. Joy O. Ekwoaba, Ndubuisi M. Ufodiana, and Enyinnaya E. Inya. *Participative Decision Making and Organisational Performance: A Snapshot Survey of Nigerian Oil and Gas Sector.* **Lagos: University of Lagos, Department of Employment Relations and Human Resource Management**, 2021.
64. Tim Hatcher. "Workplace Democracy: A Review of Literature and Implications for Human Resource Development." **Advances in Developing Human Resources** 9(1), February 2007: 96–105. <https://doi.org/10.1177/1523422306294492>.
65. Eyina, Nkatomba Nkatomba, and Orlu Chukwuemeka, Ph.D. "Staff Development Strategies and Effective Job Performance in Rivers State Universities." *Web of Scientist: International Scientific Research Journal* 2(11), 2021, 227–248. <https://doi.org/10.17605/OSF.IO/VDXFR>.
66. Robert D.Vega and Ruth S. Connell. "Librarians' Attitudes Toward Conferences: A Study." **College & Research Libraries** 68(6), 2007, 503–515.
67. Anastasiou, Adamos, Efthymios Valkanos, and Vasiliki Brinia. "Professional Development of the Administrative Staff of Vocational Training Institutes (IEKs): An Empirical Study Concerning the Training Needs of Headmasters and Vice-Headmasters in Greece." **International Journal of Academic Research in Business and Social Sciences** 2(9), September 2012, 106–121. <https://www.researchgate.net/publication/266172312>.
68. Victor F. Peretomode and M. Dinzei Maureen. "Professional Development Needs of Public and Private Secondary School Principals in Delta State, Nigeria." **International Journal of Educational Administration** 11(1), 2019, 7–21. [http://www.ripublication.com/ijeav11n1\\_02.pdf](http://www.ripublication.com/ijeav11n1_02.pdf).
69. Balafama Ipalibo Wokoma. "Impact of Principals Development Skills on Administrative Effectiveness in Public Secondary Schools in Rivers State." **Journal of Educational Administration and Management** 9(1), March 2023, 1–8. <https://www.globalscienceresearchjournals.org/>

## **Chapter Three**

### **Methodology**

This chapter presents the methods and procedures used in this study. It includes the research design, population of the study, sample and sampling techniques, description of research instrument, validity of research instrument, reliability of the research instrument, data collection and methods of data analysis.

#### **3.1 Research design**

A descriptive survey research design was adopted for this study which allowed for systematic collection and analysis of data from a large population of office managers in the public universities, Osun State, Nigeria. This design enabled the researcher to collect information about people's views, skills, behaviors and experiences relating to the topic.

The design was used to determine the influence of workplace democracy, professional development on administrative effectiveness of office managers in public universities, Osun State, Nigeria. The descriptive survey design was appropriate because it allowed the researcher to capture real-life situations as they exist, analyze relationships among variables, and draw conclusions that reflect the prevailing administrative practices within public universities in Osun State.

#### **3.2 Population of the Study**

The population of the study comprised of 238 office managers from the four public universities in Osun State, Nigeria. As shown on table 3.1.

**Table 3.1 Population Distribution**

S/N	Public Universities	No of Office Managers
1.	Obafemi Awolowo University, Ile Ife	100
2.	Osun State University, six (6) campuses	70
3.	Federal University of Health Sciences, Ila-Orangun	08
4.	University of Ilesa, Ilesa	60
	<b>Total</b>	<b>238</b>

**Source:** <sup>2,3,4,5</sup>

### **3.3 Sample Size and Sampling Technique**

The sample size was 238 office managers in the Public Universities in Osun State, Nigeria. Total enumeration was adopted for the study as the population is manageable.

### **3.4 Description of the Research Instrument**

The instrument used for this study was a structured questionnaire which made use of existing structured scales with appropriate properties. The questionnaire consisted of the following sections:

**Section A:** Demographic Information: This section was used to collect demographic information of the respondent such as gender (Male or Female) age in years and year spent in service.

**Section B:** Administrative Effectiveness, this section on administrative effectiveness consisted of items based on the sub metrics adapted from administrative theory under the following dimensions- task timeliness, document management, needs responsiveness, stakeholder satisfaction, institutional compliance. The scale was designed with a 4-point

modified Likert type rating option with responses ranging from Very High (VH) = 4 point, High (H) = 3 point, Low (L) = 2 point, Very Low (VL) = 1 point. Example of questionnaire items are: I monitor and update task progress to ensure completion to a., I ensure proper storage and classification of both digital and physical documents to a.

**Section C: Workplace Democracy.** This section on Workplace democracy consisted of items adapted from related work<sup>6</sup>. The section is organized under: Functionalism, Liberalism and Constitutionalism. The scale was designed with a 4-point Likert type rating option with responses ranging from Very High (VH) = 4, High (H), = 3, Low (L) = 2, and Very Low (VL) = 1. Example of questionnaire item are: culture of sharing past experiences and learning in my institution is done to a., no action is taken without employees being given a chance to be heard to a.,

**Section D: Professional Development.** This section on Professional Development consisted of items adapted from social learning theory which are – Observational learning, vicarious reinforcement, self-efficacy, The scale was designed with a 4-point Likert rating option with responses ranging from Very High (VH) = 4, High (H), = 3, Low (L) = 2, and Very Low (VL) = 1. Example of questionnaire items in this section are: I often improve my work skills by observing how experienced colleagues handle tasks. I am confident in my ability to handle unexpected challenges at work.

### **3.5 Validity of the Research Instrument**

To ensure the questionnaire used in this study is suitable and accurate, it was gathered based on ideas and adaptation from questionnaires that have been used by other researcher. Both face and content validity were done with the input of the supervisor and other experts in the field of office and information management. Corrections made were

incorporated in constructing the final questionnaire and were given out to respondents for the study.

### **3.6 Reliability of the Instrument**

The researcher subjected the questionnaire to a reliability test to ensure that all of the items assessing each variable in the study are consistent. The pilot study was conducted using 20 office managers from University of Ibadan, Ibadan, Oyo State, who were not part of the main study sample. The responses obtained from the pilot test were analyzed using the Cronbach's Alpha reliability coefficient to determine the internal consistency of the items under each variable. For the Dependent variable, Administrative Effectiveness, the result showed a Cronbach alpha of 0.88; the result for the first independent variable, that Workplace democracy, showed a Cronbach alpha of 0.86, while the result of the second independent variable, that is professional development, showed a Cronbach alpha of 0.83. Overall Reliability Coefficient result is 0.85 which indicate high level of internal consistency.

### **3.7 Methods of Data Collection**

Primary data for this study was collected using adapted structured questionnaire. The use of a structured questionnaire is appropriate for the survey design, as it allows for the collection of data on respondents' opinions, perceptions and experience at a specific point in time. This method is especially suitable for gathering information from a cross-section of office managers across public universities in Osun State.

To gain access to the locations of the study, a letter of introduction and recommendation was obtained from the Department of Office and Information Management, Lead City

University. This letter was presented to the authorities of the universities to seek formal permission to administer the questionnaires. Upon receiving approval, the researcher, with the help of two trained research assistant for the period of four weeks, distributed the questionnaires to the respondents, ensured they understand the purpose of the study and provide necessary guidance where needed. After completion, the questionnaires were collected, and an initial sorting was done to prepare the data for analysis. Ethical considerations were observed such as personal consent was obtained from respondent and the data collected were strictly used for research purpose and not diverge for any other purposes.

### **3.8 Method of Data Analysis**

The researcher analyzed the data using the descriptive statistics for the research questions and to test the study's hypotheses, inferential statistics techniques were employed. Specifically, linear regression analysis was used to test the Hypotheses 1 and 2, which seek to determine the influence of workplace democracy and professional development individually on administrative effectiveness. For hypothesis 3, which considers the combined influence of the independent variables on the dependent variable, multiple regression analysis was applied. All data were analyzed using the statistical package for social sciences (SPSS) version 27, and all hypotheses were tested at a 0.05 level of significance to determine whether the results are statistically significant.

## Endnotes

1. E. Babbie. *The Practice of Social Research (15<sup>th</sup> ed.)*. **Cengage Learning** 2020.
2. Registry, *Number of Office Managers, Obafemi Awolowo University, Ile-Ife, Osun State*. 2025
3. Registry, *Number of Office Managers, Federal University of Health Sciences, Ila Orangun, Osun State*. 2025.
4. Registry, *Number of Office Managers in the six campuses, Osun State University, Osogbo, Osun State*. 2025
5. Registry, *Number of Office Managers, University of Ilesa, Ilesa, Osun State*. 2025.
6. Prof. Y. T. Babalola, O. O. Fagbemi, Dr. O. D. Soyemi *Workplace Democracy Practices and Librarians Commitment in Universities in Southwest Nigeria. Library Philosophy and Practice (e-journal)*, 2022, paper 12961.

## Results and Discussion of Findings

This chapter presents the results of the data collected for the study on Workplace Democracy, Professional Development and Administrative Effectiveness of Office Managers in Public Universities in Osun State, Nigeria. The analysis was carried out in line with the research objectives, questions, and hypotheses formulated in chapter one.

A total of 238 copies of the questionnaire were distributed to office managers across the four public universities in Osun State. Out of these, 189 copies were duly completed and returned, giving a response rate of 79.4 percent. The remaining 49 copies were either not returned or not adequately filled to be used for analysis.

**Table 4.1: Questionnaire Return Rate**

Questionnaire	Frequency	Percentage (%)
Returned	189	79.4
Not Returned or not properly filled	49	20.6
<b>Total</b>	<b>238</b>	<b>100</b>

**Source:** Field Survey Data, 2025

### 4.1 Demographic Data Analysis of Respondents

**Table 4.2: Demographic Characteristics of Respondents**

	Frequency	Percentage
<b>Gender</b>		
Female	124	65.6
Male	65	34.4
<b>Total</b>	<b>189</b>	<b>100.0</b>
<b>Marital Status</b>		
Married	131	69.3
Single	94	29.7
<b>Total</b>	<b>189</b>	<b>100.0</b>
<b>Age</b>		
25 – 35 years	90	47.6
36 – 45 years	63	33.3
46 years and above	36	19.1
<b>Total</b>	<b>189</b>	<b>100.0</b>
<b>Educational Qualification</b>		
ND/NCE	10	5.3
HND/BSc	121	64.0
M.Sc.	55	29.1
Ph.D	3	1.6
<b>Total</b>	<b>189</b>	<b>100.0</b>
<b>Years of Experience</b>		
1 - 10 years	76	41.2
11-20 years	85	45.0
21 years and above	28	14.8
<b>Total</b>	<b>189</b>	<b>100.0</b>

**Source:** Field Work, 2025

The demographic characteristics of the respondents are presented in Table 4.2 above, and they provide useful insights into the profile of office managers in the selected public universities in Osun State. The data reveal that the profession is female-dominated, as

124 respondents representing 65.6 percent were women, while only 65 respondents (34.4%) were men. This outcome is not unexpected, as previous studies have observed that office management and secretarial roles in Nigerian higher education institutions are traditionally occupied by women, owing to both historical and sociocultural factors.

In terms of marital status, the results indicate that 131 respondents, representing 69.3 percent, were married, while 29.7 percent were single. The predominance of married office managers suggests a level of stability and responsibility that may influence their work attitudes, commitment, and approach to professional development. Married employees often bring family obligations into consideration when evaluating workplace policies and training opportunities, and this could shape their overall participation in workplace democracy.

The age distribution of respondents shows that almost half (47.6%) of the office managers were between 25 and 35 years of age, 33.3 percent fell within the 36 to 45 years category, while 19.1 percent were 46 years and above. This implies that the office management workforce in the selected universities is relatively young, with a significant proportion still in their early or mid-career stages. A younger workforce is often more receptive to training, professional development initiatives, and the adoption of new technologies. At the same time, the presence of older office managers provides a balance of experience and maturity, which may enhance mentoring and knowledge transfer across generations of staff.

With respect to educational qualification, the findings reveal that most respondents held higher qualifications. Specifically, 64 percent of the office managers possessed HND or B.Sc. degrees, while 29.1 percent had master's degrees. A smaller proportion had

ND/NCE (5.3%) and Ph.D. degrees (1.6%). This suggests that office managers in public universities are generally well educated, with many having gone beyond the basic diploma level to acquire advanced academic qualifications. Such educational attainment is expected to have a positive effect on their administrative effectiveness, as higher qualifications are usually associated with improved analytical skills, broader perspectives, and greater capacity to engage in participatory decision-making.

Finally, the analysis of years of experience shows that 41.2 percent of respondents had worked between one and ten years, 45 percent had between eleven and twenty years of experience, while 14.8 percent had over twenty-one years in service. This indicates that a considerable number of office managers in the universities are mid-career professionals with substantial exposure to university administration. The presence of both relatively new entrants and long-serving staff creates a blend of fresh perspectives and institutional memory, which is vital for the sustenance of workplace democracy and the implementation of professional development programmes.

The demographic profile of the respondents highlights a workforce that is predominantly female, fairly young, well educated, and moderately experienced. These characteristics provide a useful background for understanding the dynamics of workplace democracy, professional development, and administrative effectiveness among office managers in the public universities under study.

#### **4.2 Answers to Research Questions**

**Research question 1:** What is the level of administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria?

**Table 4.3: level of administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria.**

Items	VH	H	L	VL	Mean
<b>Timely Execution of tasks</b>					
I complete assigned tasks within stipulated deadlines	140 (74.1%)	42 (22.2%)	140 (74.1%)	140 (74.1%)	3.69
I prioritize and manage workload effectively	134 (70.9%)	49 (25.9%)	5 (2.6%)	1 (0.5%)	3.67
I monitor and update task progress to ensure completion	137 (72.5%)	46 (24.3%)	5 (2.6%)	1 (0.5%)	3.69
I communicate any delay and seek timely resolution	128 (67.7%)	54 (28.6%)	3 (1.6%)	4 (2.1%)	3.62
					<b>3.7</b>
<b>Weighted mean</b>					
<b>Efficient Management of Documents</b>					
I maintain an organized filing system for easy retrieval	144 (76.2%)	40 (21.2%)	4 (2.1%)	1 (0.5%)	3.73
I ensure proper storage and classification of both digital and physical documents	150 (79.4%)	33 (17.5%)	4 (2.1%)	2 (1.1%)	3.75
I demonstrate competence in using document management tools/software	138 (73%)	44 (23.3%)	5 (2.6%)	2 (1.1%)	3.68
I maintain confidentiality and integrity of sensitive documents	136 (72%)	47 (24.9%)	4 (2.1%)	2 (1.1%)	3.68
					<b>3.7</b>
<b>Weighted mean</b>					
<b>Needs Responsiveness</b>					
I facilitate timely access to academic records and support services	134 (70.9%)	51 (27%)	4 (2.1%)	-	3.69
I follow up on student-related requests or complaints	97 (51.3%)	83 (43.9%)	7 (3.7%)	2 (1.1%)	3.46

Items	VH	H	L	VL	Mean
<b>Stakeholder Satisfaction</b>					
I maintain respectful and professional communication with faculty, students, and supervisors	141 (74.6%)	39 (20.6%)	9 (4.8%)	-	3.70
I support supervisors by providing timely administrative updates and reports	128 (67.7%)	51 (27%)	8 (4.2%)	1 (0.5%)	3.63
I respond to stakeholder feedback constructively and proactively	100 (52.9%)	84 (44.4%)	3 (1.6%)	2 (1.1%)	3.49
I contribute to a collaborative and service-oriented work environment	141 (74.6%)	42 (22.2%)	5 (2.6%)	1 (0.5%)	3.71
<b>Weighted mean</b>					<b>3.6</b>
<b>Institutional Compliance</b>					
I demonstrate awareness of institutional rules and guidelines	142 (75.1%)	36 (19%)	8 (4.2%)	3 (1.6%)	3.68
I ensure documentations and tasks align with compliance standards	151 (79.9%)	33 (17.5%)	3 (1.6%)	2 (1.1%)	3.76
I participate in regular audits, checks, or trainings related to regulations	120 (63.5%)	55 (29.1%)	12 (6.3%)	2 (1.1%)	3.55
I report and address instances of non-compliance appropriately	131 (69.3%)	44 (23.3%)	11 (5.8%)	3 (1.6%)	3.60
<b>Weighted Mean</b>					<b>3.7</b>
<b>Grand Mean</b>					<b>3.7</b>

**Decision rule:** 1.00-1.74= Very low, 1.75-2.49=Low, 2.50-3.24=High, 3.25-4.00=Very high.

**Key:** VH= Very High , H=High, L= Low, VL= Very Low

**Source:** Field Work, 2025

Research question one focused on the extent to which office managers in public universities in Osun State demonstrate administrative effectiveness. The analysis covered five main areas: timely execution of tasks, efficient management of documents, responsiveness to student and academic needs, stakeholder satisfaction, and compliance with institutional regulations.

Across the items on timely execution of tasks, the results show that most respondents rated themselves highly. For example, 74.1% of the office managers indicated that they “very highly” complete their assigned tasks within stipulated deadlines, while another 22.2% reported a “high extent.” Only a negligible 3.1% rated themselves low or very low. Similarly, 70.9% reported that they “very highly” prioritize and manage their workload, and 72.5% affirmed that they monitor and update task progress regularly. These strong majorities suggest that timeliness and proper workload management are firmly embedded practices among the office managers. The weighted mean score of 3.7, further confirm this high level of effectiveness.

When looking at efficient management of documents, the responses were even more striking. A large proportion of respondents between 72% and 79.4% stated that they “very highly” perform tasks such as organizing filing systems, storing and classifying documents, and ensuring confidentiality. For instance, 79.4% reported that they “very highly” ensure proper storage and classification of both digital and physical documents; while 76.2% said they “very highly” maintain an organized filing system. Only a tiny fraction (less than 3% in each case) felt they performed these duties at a low level. With weighted mean scores as high as 3.7, this shows that document management is a clear area of strength for office managers in the universities.

In the area of responsiveness to academic and student needs, the results also reveal a high level of commitment. A total of 70.9% of respondents said they “very highly” facilitate timely access to student records and support services, while 78.8% affirmed that they coordinate effectively with academic staff to meet student needs. Even though the follow-up on student complaints had a slightly lower “very high extent” response (51.3%), when combined with those who indicated a “high extent” (43.9%), it still shows that over 95% of the managers are attentive to student concerns. The weighted mean scores is 3.6, reflecting strong levels of responsiveness.

Responses on stakeholder satisfaction were also encouraging. About 74.6% of respondents reported that they “very highly” maintain respectful and professional communication with faculty, students, and supervisors, while 67.7% confirmed that they provide timely updates and reports to their supervisors. Moreover, 74.6% agreed that they contribute to a collaborative and service-oriented work environment. Although a smaller proportion (52.9%) said they “very highly” respond constructively to stakeholder feedback, when combined with the “high extent” responses, the majority still fall on the positive side. The mean scores, which ranged between 3.49 and 3.71, with weighted mean of 3.6, indicate generally high effectiveness in maintaining stakeholder relationships.

Finally, the responses to compliance with institutional regulations also reflect a positive picture. More than three-quarters of respondents (75.1%) stated that they “very highly” demonstrate awareness of institutional rules and guidelines, while 79.9% said they “very highly” ensure that documents and tasks align with compliance standards. Participation in audits and trainings had a relatively lower “very high” score of 63.5%, but this still shows

that compliance is taken seriously by most office managers. The mean scores for this dimension were between 3.55 and 3.76, with weighted mean of 3.7, reinforcing the high levels of regulatory awareness and adherence.

The frequency distribution shows that most office managers rated their effectiveness at either a “very high” or “high extent,” with very few choosing the lower categories. This pattern, together with the high overall grand mean scores of 3.7, provides convincing evidence that office managers in Osun State’s public universities are performing their duties effectively across all the measured areas.

**Research question 2:** What is the Level of Workplace Democracy experienced by Office Managers in Public Universities in Osun State, Nigeria?

**Table 4.4: Level of Workplace Democracy experienced by Office Managers in Public Universities in Osun State, Nigeria.**

Items	VH	H	L	VL	Mean
<b>Liberalism</b>					
I make independent decisions related to my work	142 (75.1%)	35 (18.5%)	11 (5.8%)	1 (0.5%)	3.68
I set my own work place in the office	134 (70.9%)	50 (26.5%)	2 (1.1%)	3 (1.6%)	3.67
Equal opportunities are provided to every employee for growth and development	108 (57.1%)	62 (32.8%)	10 (5.3%)	8 (4.2%)	3.44
In my organization there is a system of meritocracy	59 (31.2%)	86 (45.5%)	37 (19.6%)	7 (3.7%)	3.04
No action is taken without employees being given a chance to be heard	74 (39.2%)	65 (34.4%)	44 (23.3%)	6 (3.2%)	3.10
Discrimination of any kind is discouraged in my institution	84 (44.4%)	76 (40.2%)	27 (14.3%)	2 (1.1%)	3.28

Items	VH	H	L	VL	Mean
<b>Functionalism</b>					
Culture of sharing past experiences and learning in my institution is done	72 (38.1%)	58 (30.7%)	24 (12.7%)	34 (18%)	2.89
Workers normally do not hesitate to ask for help from anyone more knowledgeable in any aspect	115 (60.8%)	60 (31.7%)	9 (4.8%)	5 (2.6%)	3.51
Adoption of new procedures are always welcome in my in my institution	91 (48.1%)	74 (39.2%)	21 (11.1%)	3 (1.6%)	3.55
Seminars, workshops and conferences are often arrange to acquire new knowledge	120 (63.5%)	58 (30.7%)	6 (3.2%)	5 (2.6%)	3.55
The level at which my institution operates a system of regular audit and compliance	116 (61.4%)	65 (34.4%)	4 (2.1%)	4 (2.1%)	3.55
<b>Weighted Mean</b>					<b>3.4</b>
<b>Constitutionalism</b>					
There are clear communication procedures for complaints in my institution	83 (43.9%)	92 (48.7%)	11 (5.8%)	3 (1.6%)	3.35
Necessary information is accessible to employees in my office	122 (64.6%)	56 (29.6%)	9 (4.8%)	2 (1.1%)	3.58
Employees and management work with each other in completing targets and benchmarks	139 (73.5%)	42 (22.2%)	5 (2.6%)	3(1.6%)	3.68
There is feeling of sense of belonging in my institution	112 (59.3%)	65 (34.4%)	11 (5.8%)	1 (0.5%)	3.52
<b>Weighted Mean</b>					<b>3.5</b>
<b>Grand Mean</b>					<b>3.4</b>

**Decision rule:** 1.00-1.74 = Very low, 1.75-2.49=Low, 2.50-3.24=High, 3.25-4.00=Very high.

**Key:** VH= Very High, H=High, L= Low, VL= Very Low

**Source:** Field Work, 2025

Research question two examined the extent to which office managers in the public universities enjoy workplace democracy. This was assessed under three dimensions: liberalism, functionalism, and constitutionalism.

The findings on liberalism present a mixed picture. On the positive side, most respondents indicated that they can make independent decisions related to their work, with 75.1% reporting this to a very high extent and another 18.5% to a high extent. Similarly, 70.9% said they set their own work pace in the office, supported by another 26.5% who agreed to a high extent; also, 57.1% agreed to a very high extent that equal opportunities for growth are provided, while 32.8% agreed to a high extent. These three items had mean scores of 3.68, 3.67 and 3.44 respectively, suggesting that office managers perceive a fair degree of personal autonomy in carrying out their duties. However, the picture changes when considering meritocracy. On meritocracy, just 31.2% believed it exists to a very high extent, and 19.6% felt it was present to a low extent, producing a modest mean of 3.04. Similarly, less than 40% of respondents felt that no action is taken without employees being given a chance to be heard, while almost a quarter (23.3%) rated this practice as low. On discouragement of discrimination, 44.4% rated it to a very high extent and 40.2% rated the practice to high extent with mean value of 3.28. Overall, the liberalism results indicate that while individual autonomy and fairness is present, institutional practices such as meritocracy and inclusion in decision-making remain weak. The weighted mean of liberation was 3.3, signifying very high level of freedom experienced.

For the functionalism dimension, the responses were more favourable. Most respondents agreed that staff usually seek help from more knowledgeable colleagues, with 60.8%

selecting “very high extent” and 31.7% “high extent,” yielding a strong mean of 3.51. Adoption of new procedures, participation in seminars, and regular audits were also positively rated, each with mean scores of 3.55. For example, 63.5% reported that seminars, workshops, and conferences are frequently organized to build knowledge, while 61.4% affirmed that their institutions operate regular audit and compliance systems. However, sharing of past experiences and learning had a weaker rating, with only 38.1% indicating “very high extent” and 18% selecting “very low extent.” The mean of 2.89 in this case suggests that while formal learning activities are emphasized, informal peer-to-peer knowledge sharing is less developed. The weighted mean for functionalism was 3.4, indicating a very high level of functional system of operation.

The constitutionalism dimension showed relatively strong democratic practices. More than 92% of respondents agreed that employees and management work together in completing targets and benchmarks, with 73.5% choosing “very high extent” and 22.2% “high extent.” This item had one of the highest mean scores at 3.68. Access to necessary information was also reported positively (mean 3.58), with nearly two-thirds of office managers affirming it to a very high extent. Similarly, 59.3% said there is a strong sense of belonging within their institutions, supported by another 34.4% at a high extent. On the other hand, communication procedures for complaints scored lower, with only 43.9% rating it very high and 5.8% reporting it at a low extent. The mean of 3.35 here suggests that while some mechanisms exist, formal grievance and feedback channels are not always clear or consistently applied. The weighted mean for constitutionalism was 3.5, showing a very high level of established structures.

In summary, the results show that workplace democracy in the universities is experienced at a moderate to high level. Office managers enjoy personal autonomy and some degree of collaboration with management, but practices such as meritocracy, equitable opportunities, and inclusion in committee decision-making are relatively weak. The frequency distributions make this imbalance clear: while items like independent decision-making and teamwork recorded over 70% of respondents at the “very high” level, items like committee membership and meritocracy recorded less than 35%. The grand mean across all components of workplace democracy which corresponds to a very high level of workplace democracy. This indicates that the respondents generally experience workplace democracy to a high level.

**Research question 3:** What is the level of Professional Development enjoyed by Office Managers in Public Universities in Osun State, Nigeria?

**Table 4.5: Level of Professional Development enjoyed by Office Managers in Public Universities in Osun State, Nigeria.**

Items	VH	H	L	VL	Mean
<b>Observational Learning</b>					
I often improve my work skills by observing how experienced colleagues handle tasks.	134 (70.9%)	48 (25.4%)	5 (2.6%)	2 (1.1%)	3.66
I actively watch and learn from the behaviors of senior staff during meetings or presentations.	140 (74.1%)	45 (23.8%)	1 (0.5%)	3 (1.6%)	3.7
I seek out opportunities to observe best practices within my department.	84 (44.4%)	82 (43.4%)	20 (10.6%)	3 (1.6%)	3.31

Items	VHL	HL	LL	VLL	Mean
<b>Vicarious reinforcement</b>					
When I see others praised for good performance, I'm motivated to work harder.	140 (74.1%)	43 (22.8%)	4 (2.1%)	2 (1.1%)	3.7
Observing disciplinary actions taken against others makes me more mindful of workplace policies	138 (73%)	45 (23.8%)	3 (1.6%)	3 (1.6%)	3.68
Seeing colleagues achieve recognition encourages me to pursue excellence.	116 (61.4%)	66 (34.9%)	4 (2.1%)	3 (1.6%)	3.56
I adjust my behavior based on how others' actions are rewarded or criticized.	119 (63%)	49 (25.9%)	8 (4.2%)	13 (6.9%)	3.45
Recognition of others inspires me to set personal goals for achievement.	94 (49.7%)	82 (43.4%)	10 (5.3%)	3 (1.6%)	3.41
<b>Weighted Mean</b>					<b>3.6</b>
<b>Self-efficacy</b>					
I am confident in my ability to handle unexpected challenges at work.	108 (57.1%)	77 (40.7%)	3 (1.6%)	1 (0.5%)	3.54
I believe I can master new office technologies with minimal guidance.	148 (78.3%)	38 (20.1%)	2 (1.1%)	1 (0.5%)	3.76
I feel capable of making independent decisions in professional situations.	117 (61.9%)	66 (34.9%)	6 (3.2%)		3.59
I often set high standards for my own work and strive to meet them.	145 (76.7%)	42 (22.2%)	-	2 (1.1%)	3.75
I trust my judgment when solving complex administrative problems.	114 (60.3%)	71 (37.6%)	2 (1.1%)	2 (1.1%)	3.57
<b>Weighted Mean</b>					<b>3.6</b>
<b>Grand Mean</b>					<b>3.6</b>

**Decision rule:** 1.00-1.74=Very low, 1.75-2.49=Low, 2.50-3.24=High, 3.25-4.00=Very high.

**Key:** VH= Very High, H=High, L= Low, VL= Very Low

**Source:** Field Work, 2025

Research question three examined the level to which office managers in public universities in Osun State benefit from professional development opportunities. This was assessed under three dimensions: observational learning, vicarious reinforcement, and self-efficacy.

The responses under observational learning show that many office managers develop their skills by watching and learning from others in the workplace. A striking 74.1% reported that they actively watch and learn from the behaviours of senior staff during meetings, while 70.9% indicated that they improve their work skills by observing experienced colleagues handle tasks. Both items recorded high mean scores of 3.70 and 3.66 respectively, confirming that peer-to-peer learning is a common and valuable practice. Similarly, 67.2% of respondents said that watching others solve problems builds their own confidence, producing a mean of 3.64. However, the results were less strong for items such as seeking out opportunities to observe best practices (mean 3.31), and mimicking successful co-workers (mean 3.42), where fewer respondents selected “very high.” This suggests that while informal observation is widespread, deliberate efforts to engage in structured peer learning are less consistent. The weighted mean for observation learning was 3.6, indicating a high level of informal learning.

The results on vicarious reinforcement further highlight the role of recognition and discipline in motivating behaviour. A large majority (74.1%) highly agreed that seeing others praised for good performance motivates them to work harder, while 73% confirmed that observing disciplinary actions makes them more mindful of workplace policies. Both items had very strong means of 3.70 and 3.68, indicating that reinforcement by example is a powerful driver of behaviour among office managers.

Encouragement also comes from recognition, as 61.4% agreed that seeing colleagues achieve recognition pushes them to pursue excellence (mean 3.56). On the other hand, adjusting behavior based on how others are rewarded or criticized (mean 3.45) and being inspired by others' recognition to set personal goals (mean 3.41) scored relatively lower, though still positive. These results suggest that while reinforcement works well in motivating staff, the extent to which it translates into personal goal setting varies among individuals. The weighted mean for vicarious reinforcement was 3.6, indicating a high level of strengthened learning.

The responses to self-efficacy provide some of the strongest results in the entire section. A large proportion of respondents (78.3%) rated themselves very high that they could master new office technologies with minimal guidance, producing the highest mean score (3.76). Similarly, 76.7% stated that they set high standards for their own work, with a mean of 3.75. Confidence in handling unexpected challenges (57.1% very high; mean 3.54) and in making independent decisions (61.9% very high; mean 3.59) were also highly rated. The ability to trust one's judgment when solving complex problems (mean 3.57) further underlines the high level of self-belief demonstrated by office managers.

With the weighted mean of 3.6, these findings suggest that, beyond observational learning and reinforcement, office managers possess a strong sense of competence and confidence in their abilities, which is critical for professional growth and effective service delivery.

Taken together, the grand mean of 3.6 across the three categories indicate that office managers in public universities in Osun State enjoy a relatively high level of professional development, especially through informal and social learning processes. Observational

learning and vicarious reinforcement provide them with opportunities to build skills and align their behaviour with workplace expectations, while self-efficacy ensures they approach tasks with confidence and resilience. However, the slightly lower ratings on items related to deliberate observation of best practices and personal goal setting point to areas where structured professional development programmes, such as mentoring, coaching, and targeted workshops could further enhance growth.

Lead City University Ibadan DO NOT COPY

### 4.3. Test of Hypotheses

**H<sub>01</sub>:** There is no significant influence of workplace democracy on administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria.

**Table 4.6a-c: Regression Analysis of Influence of workplace democracy on administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria.**

**a. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688a	.683	.678	.42355

a. Predictors: (Constant), Work Democracy

**b. ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.036	1	3.036	16.922	.000 <sup>b</sup>
	Residual	33.546	187	.179		
	Total	36.582	188			

a. Dependent Variable: Administrative effectiveness

b. Predictors: (Constant), Work Democracy

**c. Coefficients<sup>a</sup>**

Model		Unstandardized		Standardized		t	Sig.
		Coefficients		Coefficients			
		B	Std. Error	Beta			
1	(Constant)	3.148	.169			18.666	.000
	Work Democracy	.202	.049	.288		4.114	.000

a. Dependent Variable: Administrative effectiveness

Source: Field Work, 2025

Hypothesis one was tested using a simple linear regression analysis was conducted with workplace democracy as the independent variable and administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria as the dependent variable.

The model summary in Table 4.6a shows a correlation coefficient of  $R = 0.688$ ,  $p < 0.05$ ,

indicating a moderately strong positive relationship between workplace democracy and administrative effectiveness. The adj.  $R^2 = 0.678$ ,  $p \leq 0.05$  reveals that workplace democracy explains about 67.8% of the variance in administrative effectiveness among office managers. This is a substantial proportion, indicating that workplace democracy plays an important role in shaping performance. The remaining 32.2% of the variance may be explained by other factors not included in this study.

The ANOVA table 4.6b further confirms the significance of the model, with an F-value of 16.922 and a corresponding p-value of 0.000, which is less than the 0.05 level of significance. This means the regression model is statistically significant and reliable for further analysis.

The coefficients table 4.6c shows that workplace democracy has a positive and significant effect on administrative effectiveness ( $\beta = 0.288$ ,  $t = 4.114$ ,  $p = 0.000$ ). This means that for every one-unit increase in workplace democracy, administrative effectiveness increases by 0.202 units, holding other factors constant. The positive beta value further affirms that the relationship is in the expected direction: higher workplace democracy leads to higher administrative effectiveness.

Based on these results, (Adj  $R^2 = 0.678$ ,  $F_{(1,87)} = 16.922$ ,  $p \leq 0.05$ ) the null hypothesis is rejected, and it is concluded that workplace democracy significantly influences the administrative effectiveness of office managers in public universities in Osun State.

**H<sub>02</sub>:** There is no significant influence of Professional Development on Administrative Effectiveness of Office Managers in Public Universities in Osun State, Nigeria.

**Table 4.7a-c:** Regression Analysis for Influence of Professional Development on Administrative Effectiveness of Office Managers in Public Universities in Osun State, Nigeria.

**a. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561 <sup>a</sup>	.530	.526	.41247

a. Predictors: (Constant), Professional Development

**b. ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.767	1	4.767	28.017	.000 <sup>b</sup>
	Residual	31.815	187	.170		
	Total	36.582	188			

a. Dependent Variable: Administrative effectiveness  
b. Predictors: (Constant), Professional Development.

**c. Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.804	.196		14.279	.000
	Professional Development	.287	.054	.361	5.293	.000

a. Dependent Variable: Administrative effectiveness  
Source: Field Work, 2025

A simple linear regression analysis was carried out with professional development as the independent variable and administrative effectiveness as the dependent variable. The model summary in Table 4.7a shows a correlation coefficient  $R = 0.561$ , which indicates a moderate positive relationship between professional development and administrative

effectiveness. The Adj.  $R^2 = 0.526$ ,  $p \leq 0.05$  reveals that professional development significantly influences administrative effectiveness of office managers in Public Universities in Osun State, Nigeria. This demonstrates that professional development is a strong predictor of how effectively office managers perform their duties explains for about 52.6% of the variation in administrative effectiveness among office managers. The remaining variance of 47.4% may be explained by other factors not included in this study. The ANOVA table 4.7b confirms that the regression model is a good fit for analysis, with an F-value of 28.017 and a  $p \leq 0.05$ , which is below the 0.05 significance threshold. This implies that professional development significantly contributes to predicting administrative effectiveness in the sampled universities.

The coefficients table 4.7c further reveals that professional development has a positive and statistically significant effect on administrative effectiveness ( $\beta = 0.361$ ,  $t = 5.293$ ,  $p \leq 0.05$ ). This means that for every one-unit increase in professional development, administrative effectiveness increases by 0.287 units, holding other factors constant. The standardized beta (0.361) indicates that professional development is a relatively strong predictor, underscoring the value of continuous training, learning, and confidence-building for office managers.

Based on these findings, (Adj.  $R^2=0.526$ ,  $F_{(1,187)}=28.017$ ,  $p \leq 0.05$ ) the null hypothesis is rejected, and it is concluded that professional development has a significant positive influence on the administrative effectiveness of office managers in public universities in Osun State.

**H<sub>03</sub>:** There is no significant combined influence of workplace democracy and professional development on administrative effectiveness of Office Managers in Public Universities in Osun State, Nigeria.

**Table 4.8a-c:** Regression Analysis of combined Influence of Workplace Democracy and Professional Development on Administrative Effectiveness of Office Managers in Public Universities in Osun State, Nigeria.

**a. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.850 <sup>a</sup>	.802	.794	.39610

a. Predictors: (Constant), Professional Development, Workplace Democracy

**b. ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.399	2	3.700	23.581	.000 <sup>b</sup>
	Residual	29.183	186	.157		
	Total	36.582	188			

a. Dependent Variable: Administrative effectiveness

b. Predictors: (Constant), Professional Development, Work Democracy

**c. Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.210	.238		9.295	.000
	Work Democracy	.188	.046	.269	4.096	.000
	Professional Development	.275	.052	.346	5.274	.000

a. Dependent Variable: Administrative Effectiveness

Source: Field Work, 2025

For H<sub>03</sub> a multiple regression analysis was performed with workplace democracy and professional development as the independent variables and administrative effectiveness as the dependent variable. The model summary in Table 4.8a reveals a correlation coefficient  $R = 0.850$ ,  $p \leq 0.05$  indicating a very strong positive relationship between the predictors and administrative effectiveness. The Adj.  $R^2 = 0.794$ ,  $p \leq 0.05$  revealed that workplace democracy and professional development have a significant combined influence on administrative effectiveness of office managers in public universities in Osun State, Nigeria. This demonstrates that workplace democracy and professional development are strong predictors of administrative effectiveness of office managers in public universities in Osun State, Nigeria. The Adj.  $R^2$  value of 0.794 indicated that workplace democracy and professional development together explain about 79.4% of the variation in administrative effectiveness. The remaining variance of 20.6% may be explained by other factors not included in this study.

The ANOVA table 4.8b confirms that the regression model is statistically significant ( $F = 23.581$ ,  $p = 0.000$ ), demonstrating that the combination of workplace democracy and professional development significantly predicts administrative effectiveness.

The coefficients table 4.8c provides further insights. Both workplace democracy ( $\beta = 0.269$ ,  $t = 4.096$ ,  $p = 0.000$ ) and professional development ( $\beta = 0.346$ ,  $t = 5.274$ ,  $p = 0.000$ ) were found to have individual positive and statistically significant contributions to administrative effectiveness. The unstandardized coefficients show that for every one-unit increase in workplace democracy, administrative effectiveness increases by 0.188 units, while a one-unit increase in professional development raises administrative effectiveness by 0.275 units, holding the other factor constant. The standardized beta

values indicate that professional development ( $\beta = 0.346$ ) exerts a slightly stronger influence than workplace democracy ( $\beta = 0.269$ ), though both are important predictors.

Based on these results, (Adj.  $R^2 = 0.794$ ,  $F_{(2,18b)} = 23.581$ ,  $p \leq 0.05$ ) the null hypothesis is rejected, and it is concluded that workplace democracy and professional development jointly have a significant influence on administrative effectiveness. This finding underscores the point that while professional development equips office managers with the necessary skills, workplace democracy provides the enabling environment for those skills to be applied effectively. The two factors complement each other, and their combined effect is more powerful than either factor acting alone.

#### **4.4 Discussion of Findings**

The first research question examined the extent to which office managers in public universities in Osun State demonstrate administrative effectiveness. The findings collectively show that office managers in Osun State universities exhibit a high level of administrative effectiveness across the five domains investigated. The consistently strong performance in timely task execution and workload management suggests that these managers have internalized practices that promote organizational efficiency. This result aligns with broader evidence that professional training and structured development initiatives significantly improve staff performance and efficiency in higher education institutions. A study on federal employee perceptions and job performance, analyzing data from the 2022 Federal Employee Viewpoint Survey (U.S.), reported that professional development, teamwork, and inclusive organizational culture enhanced innovation, engagement, and workplace performance <sup>1,2</sup>.

The exceptional scores in document management similarly highlight the managers' capacity to sustain institutional governance through effective record keeping. Accurate documentation and confidentiality are indispensable for accountability and institutional credibility, which resonates with evidence that participatory structures enhance administrative accountability and integrity in Nigerian universities<sup>3</sup>. In the domain of responsiveness to academic and student needs, the results reveal a culture of attentiveness and service. The finding that more than 95% of office managers rated themselves positively resonates with arguments that administrative responsiveness fosters trust and enhances institutional effectiveness<sup>4</sup>.

The findings on stakeholder satisfaction indicate that office managers are effective in building professional relationships, which is essential for maintaining harmony within academic institutions. This is consistent with recent research showing that effective communication and collaborative practices among university staff significantly influence job performance and stakeholder engagement<sup>5</sup>. Finally, the strong results on compliance with institutional regulations point to an ingrained culture of accountability among office managers. This supports findings which emphasize that compliance frameworks and professional training safeguard institutional integrity and improve administrative outcomes in higher education<sup>6</sup>.

The second research question considered the extent to which office managers in the selected public universities experience workplace democracy, under the dimensions of liberalism, functionalism, and constitutionalism. The results suggest that workplace democracy in Osun State universities is experienced at a moderate-to-high level, though

with notable imbalances. On the one hand, office managers enjoy considerable individual autonomy in their roles, particularly in decision-making and workload management. This is consistent with evidence showing that non-academic staff often perceive independence in daily tasks, but their broader participatory voice in university governance remains limited <sup>2</sup>.

The functionalism dimension reflects relatively strong workplace learning and collaboration, with evidence of training, audits, and formalized support systems. A study on Workplace innovation culture and performance, studying 481 knowledge professionals in India's IT sector, confirmed that a culture of workplace innovation (trust, collaboration, supportive leadership) significantly boosted both employee innovativeness and job performance. They argue that an employee-centric, innovation-oriented culture directly enhances productivity. This aligns with findings that professional development and digital compliance frameworks foster collaboration and performance monitoring in higher education institutions<sup>7</sup>. However, informal peer-to-peer learning remains underdeveloped, mirroring observations that hierarchical management structures often constrain lateral knowledge sharing<sup>5</sup>.

The constitutionalism results suggest progress in collaborative goal-setting and access to information, with high reported levels of belongingness among staff. These findings are consistent with research emphasizing the growing role of inclusiveness and teamwork in Nigerian higher education<sup>3</sup>. Nonetheless, grievance mechanisms and formal feedback channels remain weak, supporting conclusions that accountability systems in Nigerian universities are often uneven and lack robust employee voice mechanisms<sup>4</sup>. While office

managers report strong autonomy, collaboration, and inclusion in target-setting, they experience weaker fairness, meritocracy, and grievance systems. These patterns suggest that workplace democracy in Nigerian universities remains partial, shaped more by task-level autonomy and collaborative practices than by systemic inclusion or equity in governance.

The third research question addressed the level of professional development enjoyed by office managers in public universities in Osun State, Nigeria. This was examined under the following: observational learning, vicarious reinforcement, and self-efficacy. The findings indicate that professional development among office managers is largely shaped by social and experiential learning processes, aligning with Bandura's Social Learning Theory, which highlights observation, imitation, and reinforcement as central mechanisms of learning<sup>8</sup>. The strong emphasis on observational learning is consistent with studies that found peer observation and informal mentoring crucial for building the administrative capacity of university staff<sup>5</sup>. The role of vicarious reinforcement also resonates with research showing that recognition and disciplinary mechanisms significantly shape employee motivation. Reward and sanction systems in higher education institutions have been found to contribute to compliance and enhance job commitment, reinforcing the idea that behavioral modeling through reinforcement is effective in workplace learning<sup>6</sup>.

Finally, the strong results on self-efficacy align with findings that self-confidence and perceived competence are key predictors of staff performance and adaptability in Nigerian universities<sup>3</sup>. High self-efficacy among office managers suggests they are well-

positioned to embrace innovation, manage tasks independently, and contribute effectively to institutional goals.

The relatively lower scores on structured observational practices and goal-setting indicate gaps that could be addressed through formalized professional development programs. Structured initiatives such as targeted training workshops, peer mentoring, and coaching could enhance the depth and intentionality of professional growth, moving beyond informal learning. These findings resonate with Bandura's theory, which emphasizes that individuals learn not only through direct instruction but also by observing and modeling others, and they also support evidence that continuous professional development and peer learning strengthen the administrative capacity of staff in universities<sup>5</sup>.

The first hypothesis tested the influence of workplace democracy on administrative effectiveness. The regression result revealed that workplace democracy had a significant positive effect, explaining about 67.8% of the variation in administrative effectiveness. This shows that workplace democracy significantly influences the administrative effectiveness of office managers, suggesting that participatory practices, fairness, and inclusiveness in decision-making enhance staff efficiency and performance. These findings are consistent with studies that found participatory governance and collaborative management structures strengthen administrative outcomes in higher education institutions<sup>3,4</sup>.

The second hypothesis examined the influence of professional development on administrative effectiveness. The regression analysis showed that professional development significantly predicted administrative effectiveness, accounting for 52.6%

of the variance. The findings demonstrate that both professional development and workplace democracy play significant roles in shaping administrative effectiveness. The strong predictive value of professional development highlights the importance of continuous learning, training, and self-efficacy in enhancing staff performance. This result aligns with evidence that observational learning, reinforcement, and structured professional development improve the capacity of administrative staff in universities<sup>5,6</sup>.

The third hypothesis tested the combined influence of workplace democracy and professional development on administrative effectiveness. The results showed that when considered together, the two factors explained as much as 79.4% of the variance in administrative effectiveness, a stronger effect than either variable on its own. Both workplace democracy ( $\beta = 0.269$ ) and professional development ( $\beta = 0.346$ ) had significant positive effects, with professional development exerting a slightly stronger influence. This indicates that while professional development equips office managers with the competencies and confidence necessary for effective service delivery, workplace democracy creates the enabling environment where these skills can be meaningfully applied.

These results resonate with conclusions that transparent administrative practices and participatory decision-making significantly improve staff performance<sup>3,6</sup>. Moreover, the results of this research agree with recent research which shows that staff job performance is strongest when continuous training is complemented by fair and inclusive workplace structures<sup>5</sup>. Taken together, the results underscore the complementary relationship between professional development and workplace democracy. While skill-building

ensures competence, participatory practices foster motivation, engagement, and the organizational support necessary for translating competence into effectiveness. This synergy reflects both Social Learning Theory, which emphasizes learning through observation and reinforcement<sup>8</sup>, and Participatory Management Theory, which highlights inclusiveness and shared decision-making as key drivers of institutional performance.

This align with a conducted survey of 191 employees at the General Company for Grain Trade (Diwaniya, Iraq). The study found that workplace democracy, measured by decentralization, organizational justice, free information flow, and individual rights, had a significant positive effect on productivity, innovation, job satisfaction, and work quality. This provides direct empirical evidence that participatory structures improve employee performance<sup>9</sup>. In summary, the results demonstrate that office managers in Osun State public universities are generally effective, but their effectiveness depends heavily on the twin pillars of workplace democracy and professional development. Institutions that cultivate both are more likely to achieve efficiency, accountability, and responsiveness in their administrative systems.

## Endnotes

1. Gransberry, Michael, and David Malone. “*Federal Employee Perceptions of Workplace Culture and Its Effect on Job Performance: Evidence from the 2022 Federal Employee Viewpoint Survey.*” **Public Personnel Management** 54(1) 2025 2–41.
2. Wike, Ruth Ejuwa. “Re-Engineering Nigerian Higher Education for Sustainable Development and Global Competitiveness.” **European Journal of Arts, Humanities and Social Sciences**, 2024. [https://doi.org/10.59324/ejahss.2024.1\(2\).04](https://doi.org/10.59324/ejahss.2024.1(2).04)
3. Christian C. Udeze, “Participatory Management and Job Satisfaction among Non-Academic Staff in Nigerian Universities.” **International Journal of Human Resource Studies** 13(1), 2023, 88–102. <https://doi.org/10.5296/ijhrs.v13i1.20711>
4. Jonas E., Oghenekohwo, and E. A. Frank-Oputu. “*Workplace Democracy and Employee Participation in Decision-Making in Nigerian Tertiary Institutions.*” **Journal of Education and Practice** 8(10), 2017, 72–79.
5. Xu, Yonghong, and Jie Liu. “*Mentoring and Peer Support for Capacity Building among University Administrative Staff: A Collaborative Approach.*” **Journal of Higher Education Policy and Management** 43(5), 2021, 456–472. <https://doi.org/10.1080/1360080X.2020.1865429>
6. Lei Wang. “*Professional Training and Administrative Efficiency in Higher Education Institutions.*” **Journal of Higher Education Policy and Management** 45(3), 2023, 287–302. <https://doi.org/10.1080/1360080X.2022.2154312>.
7. Khan, Saqib, Reshma Raya, and Subramanian Viswanathan. “*Workplace Innovation Culture and Its Effect on Employee Innovativeness and Performance: Evidence from India’s IT Sector.*” **Asian Journal of Innovation and Policy** 10(1), 202, 45–67
8. Bandura, Albert. *Social Learning Theory*. Englewood Cliffs, NJ: **Prentice-Hall**, 1977.
9. Kadhim, Hadi, and Rasha Jasim. “*The Impact of Workplace Democracy on Job Performance: Evidence from the General Company for Grain Trade in Iraq.*” **International Journal of Business and Management Review** 10(5), 2022, 15–30

## Chapter Five

### Summary, Conclusion, and Recommendation

This chapter presents the concluding aspects of the study by summarizing the key findings, drawing conclusions, and offering recommendations based on the findings of the study. The contribution to knowledge and suggestions for further studies were given.

#### 5.1 Summary of Findings

This study investigated the influence of workplace democracy and professional development on the administrative effectiveness of office managers in public universities in Osun State, Nigeria. The profile of the respondent reflects a workforce that is vibrant, academically qualified, and positioned for long-term institutional contribution. Based on the objectives of the study, questionnaire raised, hypotheses formulated as well as the data collected and analysed, the following are the findings of the study.

The study found that the level of Administrative Effectiveness of Office Managers in Public Universities in Osun State, Nigeria was very high. It found that the level of workplace democracy experienced by Office Managers in Public Universities in Osun State, Nigeria was high. The study also found that the level of professional development enjoyed by Office Managers in Public Universities in Osun State, Nigeria was very high. It is evident from the study that there is scope for more structured programmes to strengthen professional development further.

Moreover, the test of hypotheses one showed that workplace democracy had a significant positive effect on administrative effectiveness Office Managers in Public Universities in Osun State, Nigeria. Therefore, the null hypothesis was rejected and the alternate hypothesis that 'there will be a significant influence of workplace democracy on

administrative effectiveness of office managers in public universities in Osun State Nigeria' was accepted. Also, the test of hypotheses two revealed that Professional Development had a significant positive effect on Administrative Effectiveness of Office Managers in Public Universities in Osun State, Nigeria. This led to the rejection of the null hypothesis and the alternate hypothesis 'there will be a significant influence of professional development on administrative effectiveness of office managers in public universities in Osun State Nigeria' was accepted. The test of hypotheses three revealed that both workplace democracy and professional development had significant positive effect on Administrative Effectiveness of Office Managers in Public Universities in Osun State, Nigeria. Professional development was found to exert a slightly stronger effect than workplace democracy though both were significant predictors. The null hypothesis was rejected and the alternate hypothesis 'there will be a significant combined influence of workplace democracy and professional development on administrative effectiveness of office managers in public universities in Osun State Nigeria' was accepted.

Finally, the study found that workplace democracy and professional development are significant and positive predictor of Administrative Effectiveness of Office Managers in Public Universities in Osun State, Nigeria.

## **5.2 Conclusion**

This study set out to determine the extent to which workplace democracy and professional development influence the administrative effectiveness of office managers in public universities in Osun State, Nigeria. The findings showed that office managers are generally effective in carrying out their duties, particularly in task completion, document

management, responsiveness to students and staff, stakeholder communication, and compliance with institutional regulations.

The study established that although office managers in Osun State's public universities are effective in their roles, their performance is significantly shaped by the extent of workplace democracy and professional development they experience. The public universities in Osun State should therefore continue to provide enabling democratic workplace environment and provision of professional development for even higher performance of office managers.

### **5.3 Recommendations**

Based on the findings of this study, and the regression results showing that workplace democracy and professional development significantly predict administrative effectiveness, the following recommendations are made:

- i. The management of Osun State public universities should strengthen more their workplace democracy to enhance participatory practices by including office managers in decision-making committees, ensuring transparent grievance procedures, and promoting fairness and meritocracy in promotions and task assignments.
- ii. Management of Osun State public universities should also continue to invest in professional development of office managers institutionalising regular training workshops, ICT skill development programmes, mentoring, and coaching sessions to keep office managers up to date with modern administrative practices.

- iii. Management of Osun State public universities should adopt a dual strategy, that is, investing in staff capacity-building, while simultaneously fostering democratic and inclusive work environments.
- iv. Policy intervention by regulatory bodies: Agencies such as the National Universities Commission (NUC) should make it mandatory for universities to allocate funds for both staff development such as targeted training workshops, peer mentoring, and coaching to improve the depth and intentionality of professional growth and participatory governance practices. Monitoring and evaluation mechanisms should be put in place to ensure compliance.
- v. Office managers should be encouraged to take advantage of both formal and informal opportunities to improve their skills. This includes enrolling in professional courses, embracing new technologies, and setting personal performance goals, so that the benefits of professional development and workplace democracy are maximized at the individual level.
- vi. Performance monitoring systems should be established in the universities by introducing checklists, tracking dashboards and regular feedback mechanisms to ensure consistent administrative effectiveness.

#### **5.4 Contribution to Knowledge**

The findings of this study provide invaluable insight into the influence of workplace democracy and professional development on administrative effectiveness of office manager in public universities in Osun State, Nigeria. The study has provided empirical evidence that workplace democracy and professional development positively predict

administrative effectiveness of office managers in Osun State public universities, Nigeria. This can be used as reference material for future researchers.

Contextually, the study enriches the body of knowledge by situating these findings in the Nigerian higher education system, thereby offering insights that are locally relevant but also comparable with global discourses on staff empowerment and effectiveness.

Theoretically, the findings affirm the applicability of Fayol's Administrative Management Theory, Participatory Management Theory, and Bandura's Social Learning Theory. The strong performance of office managers in executing tasks and ensuring compliance reflects Fayol's principles of order, discipline, and efficiency. The demonstrated impact of workplace democracy on administrative effectiveness supports Participatory Management Theory, which highlights the value of employee voice and inclusion in decision-making. Similarly, the significance of observational learning, reinforcement, and self-efficacy in professional development aligns with Bandura's Social Learning Theory, which explains how individuals build skills and confidence through observation and workplace interaction. The findings of this study provide statistical evidence of their relevance in today's university administration context.

Empirically, the study provides valuable current data on the administrative effectiveness of office managers in public universities in Osun State, an area that has received limited scholarly attention compared to academic staff. The study provides quantitative evidence that both workplace democracy and professional development together have a stronger effect on effectiveness than each on its own, as they are statistically positive predictors of administrative effectiveness. The study confirms a combine influence of these two variables adding a fresh dimension to existing literature on employee performance. The

findings suggest that higher education regulatory bodies and government agencies need to place greater emphasis on staff development and participatory governance in universities. Policies that encourage regular training, mentorship, and capacity-building for administrative staff should be institutionalized. Likewise, university councils and governing boards should ensure that inclusive practices, such as representation of office managers in relevant committees and transparent grievance procedures, are embedded into governance structures.

Conceptually, this study expands the conceptual understanding administrative effectiveness by integrating continuous learning (professional development) and organizational culture (workplace democracy) construct as critical determinants of job performance. The study broadens the conceptual framework of administrative effectiveness beyond traditional metrics, effectiveness in administration is not merely the completion of routine duties but also the capacity of office managers to adapt to dynamic institutional demands, utilize professional competencies, and sustain participatory governance practices. As universities are complex organizations that blend academic, administrative, and social responsibilities, the role of office managers extends beyond clerical functions to strategic involvement in decision-making processes, human resource coordination, and resource management. Lastly, this study has provided a conceptual model which can be adapted by other future researchers on these variables.

## 5.5 Suggestions for Further Studies

1. Future studies could extend beyond Osun State to include public and private universities across Nigeria, or even a cross-country comparison, to see if similar patterns of workplace democracy and professional development hold in different cultural and institutional contexts.
2. Further studies could incorporate additional organizational factors such as technological adoption, leadership style, or motivation, which may also impact administrative effectiveness.
3. Future studies could explore qualitative approaches such as interviews, focus groups, or case studies to provide deeper insights into the existed experiences of office managers and how they perceive workplace democracy and professional development opportunities.

## Bibliography

### Books

- Bandura, Albert. *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice-Hall, 1986.
- Bandura, Albert. *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall, 1977.
- Bandura, Albert. *Self-Efficacy: The Exercise of Control*. New York: W.H. Freeman, 1997.
- Fayol, Henri. *General and Industrial Management*. Paris: Dunod, 1916.
- Fayol, Henri. *General and Industrial Management*. Translated by C. Storrs. London: Pitman, 1949. (Original work published 1916).
- Merriam-Webster. *Webster's New Collegiate Dictionary*. 11th ed. Springfield, MA: Merriam-Webster, 2003.
- Oxford Advanced Learner's Dictionary. 10th ed. Oxford: Oxford University Press, 2020.
- Babbie, Earl. *The Practice of Social Research*. 15th ed. Boston: Cengage Learning, 2020.

### Journal Articles

- Adedoyin, O. O. "Quality Circles and Participatory Governance in Nigerian Institutions." *Journal of Organizational Effectiveness* 8(2), 2021, 155–170. <https://doi.org/10.1080/09700692.2021.1874258>.
- Aina, A. D., and A. O. Ojedokun. "The Relationship between Organizational Climate and Employee Commitment in Higher Education Institutions." *Journal of Educational Management* 34(2), 2022, 115–128.
- Ahmed, J. S. "The Impact of Workplace Democracy on the Proactive Behaviour of Employees." *Advanced International Journal of Business, Entrepreneurship and SMEs*, 2022.
- Arnaboldi, F., B. Casu, E. Kalotychou, and A. Sarkisyan. "The Performance Effects of Board Heterogeneity: What Works for EU Banks?" *European Journal of Finance* 26(10), 2020, 897–924. <https://doi.org/10.1080/1351847X.2018.1479719>.
- Bryson, David. "Continuing Professional Development and Mentoring." *Journal of Visual Communication in Medicine* 45(2), 2021, 64–66.

- Cahyono, Agung, and Muhammad Nur. “Organizational Culture, Leadership Style, and Their Impact on Employee Performance: A Literature Review (2017–2023).” **Journal of Management and Organizational Studies** 11(2), 2023, 88–102.
- Ezeani, N. S., and C. Akpotu. “The Impact of Decision-Making on Administrative Effectiveness in Public Universities.” **Higher Education Studies** 10(3), 2020, 78–87.
- Frega, Roberto. “Employee Involvement and Workplace Democracy.” **Business Ethics Quarterly** 31(3), 2020, 360–385.
- Goncharenko, G. “The Role of Accountability in Workplace Democracy.” **Business Ethics Quarterly**, 2022.
- Gransberry, Michael, and David Malone. “Federal Employee Perceptions of Workplace Culture and Its Effect on Job Performance: Evidence from the 2022 Federal Employee Viewpoint Survey.” **Public Personnel Management** 54(1), 2025, 22–41.
- Hassan, M. A., and R. Ali. “Influence of Organizational Climate on Job Performance of University Administrators.” **Journal of Management Development** 40(4), 2021, 256–270.
- Ibrahim, A. A. F., and K. A. R. Masaud. “Administrative Development and Decision-Making Effectiveness: The Mediating Role of Managerial Skills in the Libyan Industrial Sector.” **International Journal of Business Society** 9(3), 2025, 1056–1065. <https://doi.org/10.30566/ijo-bs/2025.03.142>.
- Kadhim, Hadi, and Rasha Jasim. “The Impact of Workplace Democracy on Job Performance: Evidence from the General Company for Grain Trade in Iraq.” **International Journal of Business and Management Review** 10(5), 2022, 15–30.
- Kamal, Yasir, and Syed A. Raza. “The Effect of Organizational Learning on Employee Performance in Higher Education Institutions.” **Journal of Educational Research and Practice** 10(2), 2020, 45–60.
- Khan, Saqib, Reshma Raya, and Subramanian Viswanathan. “Workplace Innovation Culture and Its Effect on Employee Innovativeness and Performance: Evidence from India’s IT Sector.” **Asian Journal of Innovation and Policy** 10(1), 2021, 45–67.
- Lahaman, A. L. “Exploring Middle Managers’ Administrative Effectiveness in Higher Education Institutions in the 21st Century.” **Pakistan Journal of Life and Social Sciences** 23(1), 2025, 86–91. <https://doi.org/10.57239/PJLSS-2025-23.1.00677>.

- Manafa, N. F. “*Principals’ Managerial Skills and Administrative Effectiveness in Public Secondary Schools in Anambra State, Nigeria.*” **International Journal of Innovative Psychology & Social Development** 8(4), 2020, 44–53.
- Nwogbe, O. A., and Y. Haliso. “*Continuing Professional Development Assessment of Healthcare Professionals in Public Secondary Hospitals in Lagos State, Nigeria.*” **Information Impact: Journal of Information and Knowledge Management** 11(1), 2020, 25–39. <https://doi.org/10.4314/ijikm.v11i1.3>.
- Odiwo, W. O., N. M. Agol, P. E. Egielewa, O. Ebhote, S. O. Akhor, F. Ogbeide, and D. C. Ozuomode. “*Workplace Democracy and Employee Productivity in Construction Firms.*” **Corporate Governance and Organizational Behavior Review** 6(4), 2022, 43–56. <https://doi.org/10.22495/cgobrv6i4p4>.
- Okafor, Lawrence Chima, Ebere Florence Okorie, and Frank Lifu Lifu. “*Workplace Democracy and Performance of Employees in Public Institutions in Nigeria: How Far, So Far?*” **European Journal of Business and Management** 10(14), 2018, 85–89. <https://www.iiste.org>.
- Oghenekohwo, J. E., and E. A. Frank-Oputu. “*Workplace Democracy and Administrative Effectiveness in Tertiary Institutions in Nigeria.*” **International Journal of Educational Administration and Policy Studies** 9(3), 2017, 26–34.
- Okene, O. V. C., and E. N. A. Okere. “*Workers’ Participation at the Workplace: Between Collective Bargaining and Industrial Democracy Practice in Nigeria.*” **Delta State University Law Review** 11(2), 2023, 25–40.
- Omede, A. A. “*The Role of Capacity Building in Enhancing Administrative Effectiveness in Nigerian Public Universities.*” **International Journal of Higher Education Studies** 2022.
- Overland, C., and N. Samani. “*The Sheep Watching the Shepherd: Employee Representation on the Board and Earnings Quality.*” **European Accounting Review** 31(5), 2021, 1299–1336. <https://doi.org/10.1080/09638180.2021.1919169>.
- Pausch, M. “*Workplace Democracy: From a Democratic Ideal to a Managerial Tool and Back.*” **The Innovation Journal** 19(1), 2013.
- Peretomode, Victor F., and Maureen M. Dinzei. “*Professional Development Needs of Public and Private Secondary School Principals in Delta State, Nigeria.*” **International Journal of Educational Administration** 11(1), 2019, 7–21. [http://www.ripublication.com/ijeav11n1\\_02.pdf](http://www.ripublication.com/ijeav11n1_02.pdf).
- Qi, Z. “*Exploration of Ways to Improve the Administrative Management Ability of University Office.*” **Frontiers in Educational Research**, 2023.

- Rodrigues, Carlos A. “Fayol’s 14 Principles of Management Then and Now: A Framework for Managing Today’s Organizations.” **Management Decision** 39(10), 2001, 880–889.
- Sule, J. O. “Collective Bargaining and Its Impact on Administrative Efficiency in Public Universities.” **World Journal of Advanced Research** 24(1), 2024, 278–290. <https://doi.org/10.30574/wjarr.2024.24.1.3018>.
- Sule, J. O. “Optimizing University Administrative Structures: Strategies for Enhancing Efficiency and Effectiveness in Higher Education Institutions in Nigeria.” **World Journal of Advanced Research and Reviews** 24(1), 2024, 278–290. <https://doi.org/10.30574/wjarr.2024.24.1.3018>.
- Timming, Andrew R., and Joseph Summers. “Workplace Democracy and Its Impact on Employee Engagement.” **Journal of Business Ethics** 162(3), 2020, 605–620.
- Udeze, C. G. “Workplace Democracy and Performance in Nigerian Institutions.” **African Journal of Management Studies** 12(2), 2023, 45–60.
- Udeze, Christian C. “Participatory Management and Job Satisfaction among Non-Academic Staff in Nigerian Universities.” **International Journal of Human Resource Studies** 13(1), 2023, 88–102. <https://doi.org/10.5296/ijhrs.v13i1.20711>.
- Vega, Robert D., and Ruth S. Connell. “Librarians’ Attitudes Toward Conferences: A Study.” **College & Research Libraries** 68(6), 2007, 503–515.
- Wang, Lei. “Professional Training and Administrative Efficiency in Higher Education Institutions.” **Journal of Higher Education Policy and Management** 45(3), 2023, 287–302. <https://doi.org/10.1080/1360080X.2022.2154312>.
- Wike, Ruth Ejuwa. “Re-Engineering Nigerian Higher Education for Sustainable Development and Global Competitiveness.” **European Journal of Arts, Humanities and Social Sciences**, 2024. [https://doi.org/10.59324/ejahss.2024.1\(2\).04](https://doi.org/10.59324/ejahss.2024.1(2).04).
- Xu, Yonghong, and Jie Liu. “Mentoring and Peer Support for Capacity Building among University Administrative Staff: A Collaborative Approach.” **Journal of Higher Education Policy and Management** 43(5), 2021, 456–472. <https://doi.org/10.1080/1360080X.2020.1865429>.
- Zain, D. I., H. B. Uno, and S. Salim. “Modeling Learning Theory Development Social Bandura in Learning for Mathematics Class V Students at SDN 30 Paguyaman.” **Journal of Educational Research and Practice** 7, 2021, 376–381

## Conference Proceedings

Puşcaşu, Mirela, and Radu Silaghi. “Participatory Management and Leadership.” **Conference paper**, 2013.

Wairimu, Gichohi Gladys. *Participatory Management for Academic Performance in Schools*. **Conference paper**, 2014.

Lafuente, Sara, Christophe Degryse, Jamie Parker, and Sigurt Vitols. “Democracy at Work and Sustainable Competitiveness: Recent Developments, Challenges and Risks.” In *Benchmarking Working Europe 2025*, edited by Agnieszka Piasna, Sotiria Theodoropoulou, and Bart Vanhercke. Brussels: **European Trade Union Institute and ETUC**, 2025.

### **Internet Sources**

Dehlendorf, Andrea, and Michelle Miller. “New Forms of Worker Organization to Free Democracy from Corporate Clutches.” **Stanford Social Innovation Review**, 2020.  
<https://ssir.org/articles/entry/newformsofworkerorganizationtofreedemocracyfromcorporateclutches>.

Ferreras, Isabelle. “A New Model for Workplace Democracy: The Bicameral Corporation.” **Prospect Magazine**, 2025.  
<https://www.prospectmagazine.co.uk/society-and-culture/workplace-democracy-bicameral-corporation-isabelle-ferreras>.

de Oliveira, André. “Future of Work 2025: A New Era for Highly Engaged Employees.” *Proaction International*, 2025. <https://www.proactioninternational.com/en/future-of-work-2025-highly-engaged-employees/>.

### **Reports**

Registry, Number of Office Managers, Obafemi Awolowo University, Ile-Ife, Osun State. 2025

Registry, Number of Office Managers, Federal University of Health Sciences, Ila Orangun, Osun State. 2025

Registry, Number of Office Managers in the six campuses, Osun State University, Osogbo, Osun State. 2025

Registry, Number of Office Managers, University of Ilesa, Ilesa, Osun State. 2025

Okunade, B. A., F. E., Adediran, O. D., Balogun, C. P. Maduka, and A. A. Adegoke. “Capacity Building in Nigeria's Healthcare Sector: A Review of Skill Development and Mentorship Initiatives.” **World Journal of Advanced**

**Theses and Dissertations**

Chukwu, Gosim Martin Onu. *Participatory Evaluation: An Action Research Intervention to Improve Training Effectiveness*. Dissertation, 2021.

Reese, Garth D. *An Examination of the Role of Participatory Management in Academic Special Collections Departments*. Dissertation, 2009.

Lead City University Ibadan DO NOT COPY

**Appendix**

**Lead City University, Ibadan  
Faculty of Communication and Information Science (FCIS)  
Department of Office and Information Management**

Dear Respondent,

I am a Masters student of the above-named institution gathering data for the purpose of academic research on the topic “Workplace Democracy, Professional Development and Administrative Effectiveness of Office Managers in Public Universities in Osun State Nigeria”.

Thank you.

ADELEKE C. I.  
Researcher

**SECTION A: DEMOGRAPHIC INFORMATION**

1. Gender: Male (  ), Female (  )
2. Age: 25-35(  ), 36-45(  ), 46 years and above(  )
3. Marital Status: Single(  ) Married (  ) Others(  )
4. Educational Qualification: ND/NCE(  ) HND/BSc (  ) M.Sc. (  ) Ph. D(  )
5. Years of Experience: 1 year-10 years (  ), 11-20years (  ), 21years and above(  )
6. Institution: Obafemi Awolowo University, Ile-Ife(  ), Osun State University, Osogbo(  ), University of Ilesa, Ilesa (  ),Federal University of Health Sciences, Ila-Orangun (  )

**SECTION B: Level of administrative effectiveness of Office Managers in Public Universities, Osun State, Nigeria.**

The statements in this section is about Administrative effectiveness of office managers in the Public Universities in Osun State. Using four point likert-type scale provided below, please tick (  ) the appropriate choice that indicates your opinion on the level of your administrative effectiveness as an office manager in Public Universities.

Very High (VH) =4, High (H) =3, Low (L), Very Low (VL) =1

S/N	Express your opinion on the level of your administrative effectiveness as an office manager in your institution.	VH 4	H 3	L 2	VL 1
<b>I</b>	<b>Task Timeliness</b>				
1.	I complete assigned tasks within stipulated deadlines to a...				
2.	I prioritize and manage workload effectively to a....				
3	I monitor and update task progress to ensure completion to a...				
4	I communicate any delay and seek timely resolution to a...				
<b>II</b>	<b>Documents Management</b>				

5	I maintain an organized filing system for easy retrieval to a....				
6	I ensure proper storage and classification of both digital and physical documents to a....				
7	I demonstrate competence in using document management tools/software to a...				
8	I maintain confidentiality and integrity of sensitive documents to a...				
<b>III</b>	<b>Needs Responsiveness</b>				
9	I address academic and student inquiries promptly and professionally to a....				
10	I facilitate timely access to academic records and support services to a....				
11	I follow up on student-related requests or complaints to a....				
12	I coordinate effectively with academic staff to meet student needs to a....				
<b>IV</b>	<b>Stakeholder Satisfaction (Faculty, Students, Supervisors)</b>				
13	I maintain respectful and professional communication with faculty, students, and supervisors to a....				
14	I support supervisors by providing timely administrative updates and reports to a....				
15	I respond to stakeholder feedback constructively and proactively to a....				
16	I contribute to a collaborative and service-oriented work environment to a....				
<b>V</b>	<b>Institutional Compliance</b>				
17	I demonstrate awareness of institutional rules and guidelines to a....				
18	I ensure documentations and tasks align with compliance standards to a....				
19	I participate in regular audits, checks, or trainings related to regulations to a....				
20	I report and address instances of non-compliance appropriately to a....				

**Section C: level of workplace democracy experienced by Office Managers in Public Universities, Osun State, Nigeria.** Using four-point likert-type scale provided below, please tick ( ) the appropriate choice that indicates your opinion on the level of workplace democracy you experience as an Office Manager in your institution.

Very High (VH) = 4, High (H) = 3, Low (L) = 2, and Very Low (VL) = 1.

S/N	Express your opinion on the level of workplace democracy	VH	H	L	VL
-----	--	----	---	---	----

	you experience as an Office Manager in your institution	4	3	2	1
<b>I</b>	<b>Office Manager Liberalism</b>				
1.	I make independent decisions related to my work to a....				
2.	I set my own work place in the office to a.....				
3	Equal opportunities are provided to every employee for growth and development to a....				
4	In my organization there is a system of meritocracy to a...				
5	No action is taken without employees being given a chance to be heard to a....				
6	Discrimination of any kind is discouraged in my institution to a.....				
6	Office managers are often included as members of committees that influence administrative decision-making,				
<b>II</b>	<b>Office Manager Functionalism</b>				
7	Culture of sharing past experiences and learning in my institution is done to a...				
8	Workers normally do not hesitate to ask for help from anyone more knowledgeable in any aspect to a.....				
9	Adoption of new procedures are always welcome in my in my institution to a....				
10	Seminars, workshops and conferences are often arrange to acquire new knowledge to a .....				
11	The level at which my institution operates a system of regular audit and compliance is to a. ....				
<b>III</b>	<b>Office Manager Constitutionalism</b>				
12	There are clear communication procedures for complaints in my institution to a....				
13	Necessary information is accessible to employees in my office to a.....				
14	Employees and management work with each other in completing targets and benchmarks to a ....				
15	There is feeling of sense of belonging in my institution to a...				

**SECTION D: level of professional development enjoyed by Office Managers in Public Universities, Osun State, Nigeria.**

Using a four-point likert-type scale provided below, please tick ( ) the appropriate choice that indicates your opinion on the level of professional development enjoyed by Office Managers in Public Universities in Osun State, Nigeria.

Very High (VH) = 4, High (H), = 3, Low (L) = 2, and Very Low (VL) = 1.

S/N	Express your opinion on the level of professional development enjoyed by Office Managers in your institution.	VH 4	H 3	L 2	VL 1
<b>I</b>	<b>Observational Learning</b>				
1.	I often improve my work skills by observing how experienced				

	colleagues handle tasks.				
2.	I actively watch and learn from the behaviors of senior staff during meetings or presentations.				
3	I find that mimicking the actions of successful co-workers enhances my performance.				
4	I seek out opportunities to observe best practices within my department.				
5	Watching others solve problems helps me build confidence in tackling similar challenges.				
<b>II</b>	<b>Vicarious reinforcement</b>				
6	When I see others praised for good performance, I'm motivated to work harder.				
7	Observing disciplinary actions taken against others makes me more mindful of workplace policies				
8	Seeing colleagues achieve recognition encourages me to pursue excellence.				
9	I adjust my behavior based on how others' actions are rewarded or criticized.				
10	Recognition of others inspires me to set personal goals for achievement.				
<b>11I</b>	<b>Self-efficacy</b>				
11	I am confident in my ability to handle unexpected challenges at work.				
12	I believe I can master new office technologies with minimal guidance.				
13	I feel capable of making independent decisions in professional situations.				
14	I often set high standards for my own work and strive to meet them.				
15	I trust my judgment when solving complex administrative problems.				

## Bio-data

### A. Personal Data

1. Full Name: Comfort Iyabo ADELEKE  
2. Address: 14C Koba'pe Community, Okeosun Area, Osogbo

3. Date and Place of Birth: 08/08/1977, Oke-Ila Orangun  
4. Nationality: Nigerian  
5. Name and Address of Next of Kin: Adeleke Olufemi A.  
14C Koba'pe Community,  
Okeosun Area, Osogbo.

Phone Number: 07036138984  
E-mail: comfortadeleke11@gmail.com

## **B. INSTITUTIONS ATTENDED WITH DATES**

1. Lead City University, Ibadan (M.Sc Office & Information Management)  
(In -view)
2. Lead City University, Ibadan (BSc Office & Information Management)  
2016-2018
3. National Open University of Nigerian (Osogbo) MPA) 2013-2016
4. Osun State Polytechnic, Iree, Osun State (HND Sec. Admin) 1999 - 2005
5. Oke-Ila Grammar School, Oke-Ila Orangun 1994-1996

## **C. WORK EXPERIENCE WITH DATES**

1. Adeleke University, Ede, Osun State 2011- till date  
Faculty of law  
Principal Confidential Secretary I  
Responsibility:
  - ✓ Management of the office of the Dean
  - ✓ Managing staff records, Equipment and other resources
  - ✓ Proper documentation
  - ✓ Handling of official mail
  - ✓ Attending to visitors
  - ✓ Providing advisory role to the Dean
7. Babcock University Ilishan-Remo, Ogun State 2009-2011  
Public and Allied Health Department  
Responsibility:
  - ✓ Management of the office of the Dean
  - ✓ Managing staff records, Equipment and other resources
  - ✓ Proper documentation
  - ✓ Handling of official mail
  - ✓ Attending to visitor
  - ✓ Processing of students' results
8. Ifedayo Local Education Office, Oke-Ila Orangun 2007-2008  
Secretary to Local Inspector of Education

Responsibility:

- ✓ In charge of all office routine
- ✓ Proper documentation
- ✓ Supervision of JSS 3 Examination

9. SUPEB Model Primary School, Bukuru, Plateau State      2005-2006  
Classroom Teacher

#### **D. Award**

- Certificate of Merit, Oke-Ila Grammar School
- Service Award-Best Support Unit Staff, Babcock University.

#### **E. Professional Body**

- Member, Chartered Institute of Professional Secretarial Staff of Nigeria      Jan., 2022

#### **F. Publication**

1. G. O. Aluko and C. I. Adeleke “*Technology Integration in Office Administration*”, *Efficiency unveiling: A Festschrift of Administration, Office and Information Management System*, **Lead City University Press**.2025 ISBN978-978-697-535-1

#### **CONFERENCES ATTENDED WITH DATE**

1. Certificate of participation and paper presentation at International Conference of the department of Information Management, Lead City University, Ibadan on 17th - 20th February, 2025. Theme: Navigating the future; Innovations in the field of Information Management .
2. Certificate of participation at 33rd Annual National Conference & workshop of the Chartered Institute of Professional Secretarial Staff of Nigeria on 7th - 11th October, 2024.
3. Certificate of participation at the 2nd CIPSSON Adeleke University Chapter Workshop on 14th May, 2024. Theme: Digital Ergonomics and Office Managers
4. Certificate of participation at the 2nd Annual Registry Lecture, Adeleke University on the 27th February, 2024; Theme: The Future of Work through the Advancement of Technology in the University System.
5. Certificate of participation at the 1st International Conference of the Faculty of Communication and Information Science, Lead City University, Ibadan, 12th - 15th February, 2024.

## References

Prof. O. B. Jemilohun  
Dean, Faculty of Law  
Adeleke University, Ede  
08030792301

R. O. Opalana  
Registry Unit  
Adeleke University, Ede  
08055595535

---

Signature

---

Date

Lead City University Ibadan DO NOT COPY

### The University Compliance Certification

This is to certify that this thesis by Comfort Iyabo ADELEKE with matriculation number:  
LCU/PG/005240, in the Department of Office and Information Management, Faculty of

Communication and Information Science, Lead City University, Ibadan, is in full compliance with the approved university format and style.

---

Signature

---

Date

Lead City University Ibadan DO NOT COPY