

Chapter One

Introduction

1.1 Background to the Study

The concept of service quality is pivotal in evaluating the performance of secretaries, who provide essential administrative support across various organizational contexts, including universities. Secretaries manage schedules, handle correspondence, organize files, and facilitate communication, directly influencing operational efficiency in all types of organisations, including universities¹. As a central concept, service quality of secretaries has been measured by various metrics. In this study, service quality is conceptualised by tangibles, reliability, responsiveness, assurance, and empathy.

Tangibles refer to the physical appearance of the office environment, equipment, and the secretary's professional presentation. A scholar submits that tangibles create a favourable service environment, crucial for administrative roles. For secretaries, this includes ensuring a clean, organized office, functional computers and printers, and a professional appearance, such as appropriate attire and grooming². While secretaries may not have total control on office buildings or equipment, they can control their own appearances. This means that secretaries can be judged on how well the dress and other general appearance. A neat and well-dressed secretary is more likely to inspire confidence in a visitor than a secretary looking unkempt. Indeed, good appearance can help in other aspects of service quality such as reliability.

Reliability is the ability to perform promised services dependably and accurately, a key factor in building trust. For secretaries, reliability means consistently completing tasks

like scheduling meetings, processing documents, and maintaining accurate records. Reliability could involve ensuring that task assigned by principals are complete on time and as expected, correspondents and other files are processed accurately, or administrative tasks are handled efficiently so that any information needed is presented without delay. Reliability is critical for administrative support roles⁵. For instance, a secretary who reliably manages meeting schedules ensures smooth operations for the organisation³. Reliability can be seen as an expectation while responsiveness is seen as demonstration.

Responsiveness measures the willingness of secretaries to help and provide prompt service for both their principals, members of the organisation they work for as well as external stakeholders. For secretaries, this involves quickly responding to requests, such as answering phone calls, replying to emails, or addressing urgent administrative needs. Responsiveness might mean promptly assisting individual with locating needed information, resolving technical issues, or addressing feedback from various key stakeholders. Slow response times can be frustrating for people such as students, lecturers, contractors, and other stakeholders⁴. Responsiveness is helped greatly by assurance.

Assurance involves the knowledge and courtesy demonstrated by employees, including secretaries and their ability to inspire trust and confidence in the people they are dealing with. For secretaries, assurance means being knowledgeable about organizational policies, being courteous in interactions, and providing accurate information, which builds user trust⁵. Assurance might involve confidently guiding new employees through complex organisational systems, ensuring data privacy when handling personal information, or providing accurate answers to request for information and guidance. A lack of assurance

can lead to mistrust and reduced engagement with an office or organisations. Assurance focuses on knowledge and abilities of secretaries to deliver as expected. However, assurance must also be tempered with empathy so that secretary do no sound rude or dismissive⁶.

Empathy is the provision of caring, individualized attention, crucial for creating a positive service experience⁵. For secretaries, empathy means understanding the needs of those they assist, such as remembering preferences, being sensitive to time constraints, or offering additional help. Empathy could manifest as tailoring assistance to individual user needs, such as providing simplified instructions or offering extra support to students with disabilities. Experts have noted that empathy fosters a sense of community, enhancing user satisfaction⁶. Secretaries are important part of tertiary institutions as they ensure smooth administration of all activities that help an institution achieve its aim of building the much-needed workforce to drive national development. A secretary has been defined as an executive assistant with strong office skills, the capacity to take on responsibilities, exercise initiative and judgment, and make decisions within their allotted authority⁷. The secretary serves as a public relations specialist, staff assistant, and the boss' office memory. The secretary handles office details and requires minimal supervision and guidance.

The role entails presenting the organisation and employer in a positive light to the public and fostering positive relationships with all workers⁸. In line with this, the quality of service provided by secretaries can go a long way in determining the achievement of organisational goal. Service quality is key to understanding how well secretaries perform their administrative roles, impacting satisfaction of various stakeholders and

organizational efficiency. Evaluating secretaries in private institution across these dimensions is very importance due to the importance of quality service delivery to universities who have to compete with others to attract students. These institutions can only achieve their aims when employees such as secretaries. However, as organisations assess service quality of secretaries, it is also important to examine factors that may determine the level of service quality delivered. In this study, factors that can determine service quality of secretaries include information and communication technology (ICT) use and Capacity Building.

ICT refers to the ability and competencies to effectively use various technologies that have become integrated into the modern office. This goes beyond merely being computer literate as it covers three key dimensions namely, hardware skills, software skills, and internet browsing skills⁹. According to experts, the modern office is now equipped with advanced technological gadgets which requires secretaries to acquire new skills and competencies to ensure accuracy and efficiency¹⁰. Technological advancements have improved the quality, speed, and accuracy of secretarial work. This has resulted in the implementation of numerous technological technologies to ensure acceptable secretarial practice in the business.

In the context of Nigerian universities, the usage of Information and Communication Technology (ICT) skill among secretaries can be analytically framed using the Unified Theory of Acceptance and Use of Technology (UTAUT) model, which comprises four core constructs: performance expectancy, effort expectancy, social influence, and facilitating conditions. Each of these factors significantly influences how and whether

secretaries adopt and use ICT tools effectively, ultimately impacting their administrative effectiveness and institutional service quality.

Performance expectancy refers to the degree to which secretaries believe that using ICT will enhance their job performance. In Nigerian universities, secretaries often perceive ICT as a means to improve productivity, ensure timely communication, and manage documentation efficiently. Word processing, spreadsheet management, digital archiving, and email systems are commonly used tools. Studies have shown that when secretaries expect that ICT skill will result in tangible performance gains, such as faster report generation or easier meeting coordination, they are more likely to invest effort in acquiring and applying relevant ICT skills. Moreover, the competitive ethos within universities intensifies the demand for high-quality administrative service, reinforcing the need for ICT adoption¹¹. However, even when secretaries perceived that ICT skill can boost their performance, they also consider effort expectance.

Effort expectancy is the perceived ease associated with the use of ICT tools. The user-friendliness of administrative software (such as Microsoft Office Suite, database systems, or electronic scheduling platforms) plays a crucial role in shaping secretaries' willingness to adopt these technologies. Secretaries who find ICT tools intuitive and easy to learn are more likely to use them regularly. Conversely, poorly designed systems, lack of user manuals, or insufficient introductory training may discourage use. In some universities, secretaries undergo continuous professional development that reduces perceived complexity and builds digital confidence¹².

Another dimension of ICT skill is social influence which refers to the extent to which secretaries perceive that important people such as principals, colleagues, or university

management, believe they should use ICT. In hierarchical environments such as universities, the expectations of principals that secretaries work for directly, and institutional leadership, strongly affect secretaries' ICT adoption. In universities, where management often promotes a culture of innovation and accountability, secretaries are frequently encouraged, or even mandated, to use ICT tools. However, ICT skills by secretaries can be limited by facilitating conditions¹³.

Facilitating conditions refer to the organisational and technical infrastructure available to support ICT usage. These include access to computers, stable internet connectivity, ICT support staff, and regular training programs. While universities in Nigeria generally have better ICT infrastructure compared to public counterparts, there are disparities. Some secretaries may still face challenges such as outdated equipment, limited software licenses, or minimal institutional support for troubleshooting ICT-related issues. Institutions that prioritize technological investment and offer ongoing support create an enabling environment that bolsters ICT usage among secretarial staff.

Together, these factors ensure that secretaries are not just competent ICT skillers, but also key contributors to the operational excellence and administrative efficiency of Nigerian universities. As the goal is the achievement of top-quality services by secretaries, ICT use may not be the only factors to be considered. Thus, this study also examines Capacity Building as a potential predictor of service quality among secretaries. Employee Capacity Building refers to the process of enhancing the skills, knowledge, abilities, and overall value of employees within an organization. Capacity Building may be defined as the systematic upskilling of personnel with the goal of benefiting society as whole. It is a means of improving employees' abilities in order to maintain standards necessary for the

organization's sustainability. This development is essential for both individual and organizational growth, as it directly impacts productivity, innovation, and competitive advantage¹⁴. Capacity Building involves a range of activities, including formal education, on-the-job training, professional development programs, mentoring, and continuous learning opportunities. By investing in human capital, organizations not only improve the performance and efficiency of their workforce but also foster employee engagement, job satisfaction, and retention¹⁵.

Capacity Building is a means of improving employees' abilities in order to maintain standards necessary for the organization's sustainability. It improves workers' career chances by providing training and development in order to get and keep employment, as well as acquiring extra information and expertise for suitable workplace attitudes¹⁶. Capacity building is any programme that improves employees' capacity to complete or help others in doing tasks successfully. Employee performance is improved through capacity building and advanced organizational stability using new methods and high-tech techniques.

Capacity building courses can be either lengthy or short-term. It is a training that encourages employee progress, increases productivity, and raises individual and organizational competency. It measures the acquisition of essential information, skills, and strategies for work performance and service quality⁴. Capacity building through trainings, education, seminars, conferences, and workshops improves service delivery and quality. Other activities include introduction, coaching, workshops, counselling, succession planning, and mentoring. On the other hand, these activities measure the

acquisition of the necessary information, skills, and procedures for successful service quality.

1.2 Statement of the Problem

The quality of service delivered by secretaries is highly important as they can affect the effectiveness of their principals as well as the achievement of overall goal of tertiary institutions. When secretary provides top quality service to institutional stakeholders, it results in overall satisfaction and boosts the image of the institutions. On the hand, when secretaries provide poor quality services, it reflects negatively on the organisation with negative implication for the secretaries who may also lose their jobs. This is even more important for universities who are competing with other to attract students and generate revenue

Preliminary investigations, thorough observations, and literature reviews have indicated a decline in the quality of service provided by secretaries in tertiary institutions. This decline, if not addressed, may adversely influence the admission process for new students, administrative functions, and the curriculum delivery by the academic staff. This may also impact the nation's worldwide educational sector ranking. Consequently, it is important to examine factors that may influence service quality among secretaries.

Some of the variables that are rarely considered, especial in the context of universities in Osun state include ICT usage and capacity building. In line with this, the study examines the influence of ICT skills and human capital development on organisational performance of secretaries in Osun State universities.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate the influence of ICT skills and Capacity Building on service quality of secretaries in Osun State universities. The specific objectives are to;

- i. identify the level of service quality of secretaries in Osun State universities;
- ii. determine the level of ICT skills of secretaries in Osun State universities
- iii. identify the most prevalent capacity building method of secretaries in Osun State universities
- iv. ascertain the influence of ICT on service quality of secretaries in Osun State universities;
- v. determine the influence of capacity building on service quality of secretaries in Osun State universities;
- vi. ascertain the combined influence of ICT skills and capacity building on service quality of secretaries in Osun State universities;

1.4 Research Questions

The following research questions will guide the study;

1. What is the level of service quality of secretaries in Osun State universities?
2. What is the level of ICT skills of secretaries in Osun State universities?
3. What is most prevalent capacity building of secretaries in Osun State universities?

1.5 Hypotheses

The following hypotheses will be tested at 0.05 level of significance

- H₀₁ There will be no significant influence of ICT skills on service quality of secretaries in Osun State universities;
- H₀₂ There will be no significant influence of capacity building on service quality of secretaries in Osun State universities;
- H₀₃ There will be no significant combined influence of ICT skill and capacity building on service quality of secretaries in Osun State universities;

1.6 Significance of the Study

The study is significant because it has the potential to be of substantial benefits to a variety of stakeholders within both academic and administrative domains. Specifically, the study stands to be of benefits to stakeholders such as secretaries and administrative staff, university management and administrators, students and faculty members, policy makers in tertiary education, researchers and academics

Secretaries and administrative staff represent the foremost beneficiaries of this investigation. The research aims to illuminate existing gaps in ICT proficiency while also identifying specific training needs that can enhance job effectiveness. Such insights not only empower secretaries to engage in meaningful capacity-building efforts but also encourage the pursuit of ICT-related certifications that strengthen their functional competencies. Importantly, the study has the potential to elevate their professional status

within the university ecosystem by affirming their critical role in facilitating smooth and responsive administrative operations.

University management and administrators such including registrars, human resource officers, and institutional leaders, are also significant beneficiaries. Findings from the study will provide evidence-based guidance for designing strategic training and development programs. Moreover, by underscoring the connection between ICT skills and service quality, the research will support better allocation of resources towards digital tools and infrastructure that aid administrative functions. These interventions will ultimately enhance institutional performance indicators such as accreditation readiness, student satisfaction, and overall service delivery.

Students and faculty members also stand to gain from this study. Improved administrative support, characterized by timely communication, accurate documentation, and effective scheduling, can positively affect the academic experience. A more competent and ICT-literate secretariat ensures an administrative climate that is efficient, supportive, and well-aligned with the goals of teaching and learning.

Policymakers and regulatory agencies, particularly the National Universities Commission (NUC), can leverage the study's outcomes to formulate policies and minimum standards for ICT competencies in university administration. This empirical evidence can serve as a cornerstone for benchmarking staff development strategies, ensuring that universities in Osun State and beyond align with both national and global standards in digital transformation and educational service delivery.

Researchers and academics in the domains of human resource management, educational administration, and information systems will also find this study valuable. It contributes to the growing body of African scholarship that interrogates the relationship between digital literacy and institutional performance. Moreover, it can serve as a foundation for comparative studies between public and universities or for building theoretical models that contextualize digital competence within administrative productivity frameworks.

Private university owners and governing councils, who are ultimately responsible for institutional vision and strategy, will benefit from insights that can drive improved administrative efficiency and competitive advantage. The evidence from this study can support strategic decisions regarding investments in human capital and ICT infrastructure, offering a tangible return in the form of enhanced institutional reputation and operational excellence.

1.7 Scope of Study

This study examines the influence of Information Communication Technology usage and Capacity Building on service quality of secretaries in universities in Osun State. The dependent variable is service quality of secretaries and it will be measured using metrics adopted from the SERVQUAL model such as; assurance, responsiveness, reliability, empathy and tangibles. The first independent variable is Information Communication Technology usage. It will be measured with metrics from the Unified Theory of Acceptance and Use of Technology (UTAUT) model, namely: performance expectancy, effort expectancy, social influence, and facilitating conditions. The second independent variable is Capacity Building which will be measured by metrics such as educational attainment, job training, job experience, and social capital.

The geographical scope covers both public and private universities in Osun State. The population scope of the study will include secretaries in the following cadre confidential secretary (4,3,2,1), senior confidential secretary, principal confidential secretary, assistant chief confidential secretary, and chief confidential secretary.

1.8 Limitation to the Study

The major limitation faced by the researcher was the reluctance of secretaries to respond to questionnaire. However, after the researcher explained the objective of the research and the anonymous nature of the responses, majority of the respondents agreed to fill the questionnaire. Although some of them still refused to participate, there were enough responses to the questions.

1.9. Operational Definition of Terms

Service Quality: This refers to the degree to which secretarial services meet or exceed the expectations of students, faculty, and administrators in universities in Osun State in terms of efficiency, professionalism, and customer satisfaction.

Reliability: refers to the ability of secretaries in universities in Osun State to deliver consistent and dependable administrative services, such as timely communication and accurate documentation.

Responsiveness: This is defined as the willingness and promptness of secretaries in universities in Osun State in addressing requests, resolving issues, and providing assistance to clients.

Tangibles are the physical evidence of service quality, including the professional presentation of secretarial staff in universities in Osun State.

Assurance means the confidence and trust that secretaries in universities in Osun State inspire through their knowledge, courtesy, and ability to instill a sense of competence and security in service users.

Empathy is the level of care, individualized attention, and understanding that secretaries in universities in Osun State show toward the needs and concerns of students, staff, and faculty.

ICT skills: this refers to the practical application of digital tools and technologies such as word processors, databases, email, and virtual meeting platforms by secretaries in universities in Osun State to perform administrative duties efficiently in a university setting.

Performance Expectancy is belief held by secretaries in universities in Osun State that using ICT tools will enhance their job performance, productivity, and the overall quality of their administrative services.

Effort Expectancy is the perceived ease associated with the use of ICT systems; that is, how simple and user-friendly secretaries in universities in Osun State find digital tools when carrying out their tasks.

Social Influence is the extent to which secretaries in universities in Osun State decisions to use ICT are shaped by the opinions, encouragement, or expectations of peers, supervisors, or institutional leaders.

Facilitating Conditions: The availability of institutional support structures that enable secretaries in universities in Osun State to effectively use digital technologies.

Capacity Building : Structured efforts aimed at enhancing the skills, knowledge, and competencies of secretaries in universities in Osun State through education, training, mentorship, and exposure to new administrative technologies and practices.

Educational Attainment: The highest level of formal education completed by a secretary in universities in Osun State, which may influence their capacity to understand, adapt to, and use modern ICT tools in university administration.

Job Training: Organised programs or workshops provided to secretaries in universities in Osun State to develop specific skills, especially in the use of ICT for communication, data management, and office productivity.

Job Experience: The cumulative years of work a secretary has spent in administrative roles, influencing their confidence, efficiency, and familiarity with institutional procedures and digital tools.

Social Capital: The network of professional relationships and trust secretaries in universities in Osun State have built within and outside their institutions, which can facilitate knowledge sharing, peer learning, and career development.

Endnotes

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Chapter Two

Literature Review

A review of related literature is conducted for the purpose highlight the start of the art on a particular subject of research. It also helps the researcher to have an insight into the tested methods, procedures and interpretations of similar studies conducted elsewhere. This chapter therefore explore conceptual, theoretical, and empirical studies on key variables of this study such as ICT skills, Capacity Building, and service quality. The chapter is organized under the following headings:

2.1 Conceptual Review

2.1.1 Service Quality of Secretaries

2.1.2 ICT skills

2.1.3 Capacity Building

2.2 Theoretical Framework

2.2.1 SERVQUAL

2.2.2 UTAUT

2.2.3 Human Capital Theory

2.3 Review of Empirical Studies

2.3.1 ICT skills and Service Quality

2.3.2 Capacity Building and Service Quality

2.4 Conceptual Model

2.5 Summary of Reviewed Literature

Endnotes

2.1 Conceptual Review

2.1.1 Service Quality of Secretaries

In scholarly discourse, the concept of service quality emerges from the synthesis of two foundational constructs: service and quality. The term service refers to any intangible activity or benefits that one party offers to another, which does not culminate in the ownership of a physical good. Quality, on the other hand, is widely acknowledged as a strategic instrument for enhancing organizational performance and operational efficiency¹.

In the service sector, quality constitutes a critical success factor due to its established linkages with profitability, customer satisfaction, and competitive advantage. High service quality has been identified as a key determinant of customer retention, which is increasingly viewed as a more accurate indicator of service excellence than isolated service interactions. Thus, service quality encapsulates an organization's capability to sustain customer loyalty through consistent and satisfactory service delivery².

The construct of service quality holds significant relevance within higher education administration, especially in universities where the quality of support services, such as those rendered by secretaries, contributes to institutional reputation, operational efficiency, and stakeholder satisfaction. Conceptually, service quality represents the intersection of two key elements: service, defined as intangible benefits provided to clients without resulting in ownership, and quality, understood as a strategic determinant of performance and competitive advantage¹.

Within the service sector, and particularly in educational institutions, the delivery of quality services has been linked to positive organizational outcomes such as increased

client retention, improved institutional trust, and enhanced academic experiences³. This is especially pertinent in universities, where administrative services, including those performed by secretaries, form part of the customer-facing infrastructure critical to student satisfaction and institutional effectiveness.

Service quality is commonly conceptualized across two dimensions: the technical dimension, which relates to what is delivered, and the functional or process dimension, which relates to how the service is delivered⁴. For instance, while the accurate preparation of transcripts or memos by a secretary pertains to the technical dimension, the timeliness, clarity, and courteousness of delivery speak to the functional dimension. The synergy of these two elements determines the perceived service quality from the client's perspective.

Further, service quality is widely viewed as a measure of the extent to which service delivery meets or exceeds user expectations⁵. In educational institutions, this means that the performance of secretarial staff is evaluated not only based on procedural accuracy but also on relational and communicative competencies, which are often influenced by their levels of ICT skills, training, and professional development.

The continuous evaluation of service quality has become a strategic imperative for organizational management, particularly in tertiary institutions, where administrative support significantly shapes institutional reputation and student satisfaction. Measuring service quality enables institutions to identify operational inefficiencies, resolve recurring challenges, and implement evidence-based improvements. In the context of Nigerian universities, secretaries play a pivotal role in facilitating administrative services that

directly impact students and faculty. Consequently, the efficiency and responsiveness of secretarial services serve as important indicators of institutional performance.

Service quality (SQ), as conceptualized in contemporary literature, is fundamentally grounded in the expectancy-disconfirmation paradigm, which posits that customers evaluate services based on the discrepancy between their expectations (E) and perceived performance (P)⁵. A positive disconfirmation, where performance exceeds expectations, results in satisfaction, while negative disconfirmation leads to dissatisfaction. Within the context of tertiary education, students, regarded as clients of institutional services, form expectations based on prior experiences, peer influence, and institutional reputation. The perceived ability of secretarial staff to meet or exceed these expectations determines their assessment of service quality.

Organisations that consistently deliver high service quality not only enhance customer satisfaction but also foster institutional competitiveness and long-term sustainability. Empirical evidence suggests that improvements in service quality are positively associated with increased profitability, operational efficiency, and customer retention⁶. These improvements are often realized through the optimization of internal processes, systematic problem identification, and the use of valid and reliable performance metrics, including those related to staff competence and client satisfaction.

From an administrative standpoint, service quality reflects the ability of employees to execute their responsibilities in an efficient, professional, and customer-centered manner. Each interaction between secretaries and students or faculty constitutes a service encounter in which perceptions of responsiveness, reliability, and courtesy are formed. These encounters cumulatively shape the institution's service image. Thus, service

quality in the higher education sector transcends mere task completion; it embodies the institution's capacity to deliver personalized, timely, and technically sound services that align with the evolving expectations of its clients⁷.

Unlike tangible products, which can be physically inspected and tested for quality through predefined specifications and quality control measures, services are inherently intangible and cannot be subjected to the same pre-delivery evaluation mechanisms. The intangible, heterogeneous, and inseparable nature of services complicates the process of quality assurance. In service delivery, particularly within educational institutions, there is no physical product that can be examined prior to the "consumption" of the service. Rather, the evaluation of service quality is primarily subjective, relying on the comparison between the expected service and the perceived service as experienced by the client⁶.

To conceptualize and measure service quality in such intangible settings, scholars developed the SERVQUAL model, grounded in the expectancy-disconfirmation paradigm⁶. This model initially proposed ten dimensions that influence customers' evaluations of service encounters. However, through empirical refinement, these dimensions were condensed into five core components that underpin customer perceptions of service quality: Reliability, Assurance, Tangibles, Empathy, and Responsiveness. This framework is commonly abbreviated as RATER to facilitate recall among students and practitioners of marketing and service management⁷.

In the context of service provision, reliability refers to an institution's ability to perform promised services dependably and accurately. It encompasses consistency in service execution, punctuality, accuracy in information dissemination, and the fulfilment of

commitments made to clients. Reliability is particularly critical in environments such as tertiary education, where students, as primary service recipients, expect predictability and credibility in institutional processes⁸.

For secretarial functions within universities, the reliability dimension includes consistent handling of academic records, timely communication of administrative information, responsiveness to student inquiries, and procedural consistency in service delivery. Institutions that demonstrate reliability foster trust and enhance client satisfaction, which in turn contributes to improved student retention and institutional reputation. Importantly, empirical research indicates that reliability not only affects perceptions of service quality but also significantly influences customer loyalty⁹. Students tend to form enduring attitudes based on whether the institution consistently meets its stated service standards. As such, institutional management must proactively monitor reliability indicators and align secretarial service practices with the expectations of their student clientele.

Responsiveness refers to the willingness and readiness of service providers to assist clients and deliver prompt services¹⁰. Within tertiary institutions, this dimension encapsulates the attitude, promptness, and attentiveness demonstrated by secretarial staff in addressing students' inquiries, resolving complaints, and fulfilling service requests. It also includes operational markers such as documentation accuracy, procedural clarity, and punctual service execution.

In the context of universities, responsiveness can be evaluated through metrics such as the average wait time for students to receive assistance, the speed of complaint resolution, and the timeliness of information dissemination. Secretaries, as frontline administrative personnel, serve as crucial nodes in institutional communication networks. Their

professional commitment, presence, and efficiency directly influence students' satisfaction and institutional credibility. Enhancing responsiveness requires an ongoing review of both service delivery processes and the attitudinal disposition of staff towards students' needs. Institutions that prioritize responsiveness cultivate a service culture that is not only efficient but also empathetic, which in turn reinforces student loyalty and trust. Service quality dimensions also include assurance

Assurance is defined as the knowledge, courtesy, and ability of employees to instil confidence and trust in service recipients⁹. This dimension is especially vital in higher education, where students often rely on administrative staff to navigate complex bureaucratic systems. Given that many services in tertiary institutions, such as academic records management, exam processing, and registration, are not easily evaluated by students in terms of technical precision, trust becomes a proxy for quality. Secretarial staff contribute to the assurance dimension by demonstrating professional competence, effective communication, respectful demeanour, and sound technical knowledge. Their ability to convey accurate information and engage students courteously helps to build credibility and reduce perceived risk associated with administrative errors or delays¹⁰.

Furthermore, assurance is strengthened when institutional policies and training programs align to support ethical conduct, confidentiality, and professional development among administrative personnel. When students perceive that institutional representatives are both knowledgeable and courteous, they are more likely to develop positive attitudes toward the institution, thus reinforcing overall perceptions of service quality.

In this measure, some settings, such as institutions, attempt to foster trust and loyalty among important contact individuals such as students, parents, government agencies, and

so on. This dimension focusses on employee work knowledge and expertise, accuracy, politeness, and other aspects, as well as the firm's security. Empathy is an additional dimension of service excellence.

Empathy is characterised as the secretary's compassionate and individualised attention to pupils or clients. This dimension attempts to convey the concept, through personalised or individualised services, that students/customers are unique and special to the school. This is compassion, thoughtfulness, and the greatest preparation for customers, so that they feel like 'guests' of the organisation and are always welcome at any time and from anywhere. Employees are at the heart of this achievement, and the more care employees in the organisation provide to students/customers, the more customer understanding grows. This dimension focusses on a range of services such as file opening, complaint resolution, and others that meet the diverse needs of students/customers, as well as individualised or personalised services. In this situation, the secretary must understand the students'/customers' specific requirements, wishes, and preferences.

Tangibility refers to the look of physical facilities, equipment, communication materials, and technology. These are photographs of the organization's buildings, equipment, machineries, employee attitudes, documents, manuals, and information systems. Tangibles refer to the impact of physical facilities, equipment, staff, and communication materials on students/customers. However, if the focus is on employees, the tangibility should probably focus on physical appearance of employees such as how well dressed and well-kept they are. It can also focus on soft skills such as communication skills, interpersonal skills, conflict resolution skills. All of this gives students and consumers a good idea of the institution's service quality. This component also strengthens the

organization's image. As a result, the tangibility factor is critical for organisations, and they must invest extensively in the arrangement of physical facilities.

In today's increasingly competitive business environment, particularly in the services industry, organisations must prioritise service quality in order to survive and succeed. The measuring of subjective features of secretary's service is based on how well the projected benefit matches the perceived outcome. This, in turn, is determined by the customer's expectations for the service they may receive, as well as the secretary's aptitude and talent in delivering this desired service. Successful businesses include perks in their offerings that not only satisfy, but also surprise and thrill clients. Delighting students/clients entails exceeding their expectations¹¹. However, a discussion of service quality is not complete without exploring various attempts that have been made to measure the concept across various organisations.

Finally, the relationship between service quality and customer satisfaction continues to be a central concern in the academic literature. Sometimes the expected and perceived services are not equal, resulting in a gap. The service quality model, sometimes known as the 'GAP model', was established to emphasise the fundamental needs for providing high-quality service. It detects five 'gaps' that result in failure delivery. Students frequently compare the service they 'experience' to the service they 'expect'. If the experience does not meet the expectations, there is a gap¹².

This has led to the development and widespread adoption of gap models, particularly the Gap Analysis Model, which identifies five key gaps that can hinder effective service delivery. Each of these gaps, ranging from management's perceptions of customer

expectations to the execution of service specifications, provides a focal point for targeted interventions aimed at improving overall service quality¹².

The gap between student/customer expectations and management perceptions arises from a lack of proper market research and upward communication. This gap may be bridged by implementing suitable research programs to understand students'/customers' demands and strengthen the communication system. The gap between management perception and service quality specification exists in service businesses due to management's lack of total commitment to service quality, weak service leadership, and so on. It may be closed by standardising the service delivery process and establishing appropriate organisational goals.

The third gap stems from differences in actual service delivery, which occurs when service providers, workers, or secretaries fail to execute at the level required by management². This is due to inadequate recruiting, a lack of appropriate incentives and motives, and so on. This gap may be closed by providing employees with a sufficient support system, improved human resource management system, incentive, training, and so on.

The gap between service quality and external communication exists as a result of overstated promises or inefficient communication with students, which raises their expectations. This may be mitigated by implementing an efficient and effective communication system. The gap between anticipated quality and perceived quality occurs as a result of the customer's service expectation and perception¹³. This may be solved by identifying, measuring, and monitoring students' expectations and views using effective marketing and marketing research methodologies.

An alternative to the gap theory methodology for measuring service quality is the use of service performance measures. These measures offer a more operational approach, assessing service delivery through both subjective and objective lenses. Service performance measures are typically categorized into two types: soft measures and hard measures¹⁴. This dual framework is especially relevant in educational and administrative settings where service encounters, such as those between secretaries and students, often involve both human interaction and procedural efficiency.

Soft measures of service quality are those that cannot be easily observed or quantified. These rely on subjective perceptions and are often gathered through direct engagement with stakeholders. One of the most common soft measures is the customer satisfaction survey, which allows students or other service recipients to express their impressions of specific service elements as well as the overall quality of their interactions. These surveys can be administered through questionnaires or structured interview schedules¹⁵.

Additional qualitative techniques such as focus group interviews and market research are also employed to gain deeper insights into customers' expectations and experiences. Furthermore, internal performance analysis, which involves surveying employees about their views on service delivery, can be instrumental in identifying internal perceptions of service gaps. Supplementary inputs such as feedback from quality circles, performance evaluations, and analysis of customer or student retention levels also serve as valuable tools in monitoring and improving service quality.

In contrast, hard measures of service quality refer to quantifiable aspects of service that can be counted, timed, or measured. These include performance indicators such as waiting time for services, for instance, the duration it takes for a secretary to stamp a

document, update a student's records, or issue a requested file. Delays in responding to student requests or processing documents are concrete indicators that can be tracked through audits or time logs. These hard metrics provide tangible data that reflect the efficiency and timeliness of service delivery processes. By identifying areas where delays or inefficiencies occur, institutions can make targeted interventions to streamline administrative procedures.

Together, soft and hard service performance measures provide a comprehensive approach to evaluating service quality. Soft measures capture the nuanced, human dimensions of service, such as courtesy, empathy, and responsiveness, while hard measures focus on procedural and operational performance. In the context of student-secretary interactions in academic institutions, combining both types of measures enables a holistic assessment of service quality¹⁵. This integrative approach not only supports continuous improvement but also enhances student satisfaction, institutional credibility, and overall service effectiveness.

Historically, researchers have regarded service quality as extremely difficult to describe and quantify due to the inherent intangibility of services, which are frequently perceived subjectively. The "Nordic School" made one of the first attempts to engage with the idea of service quality. In this method, service quality was perceived to have two essential dimensions: technical and functional¹⁶. The technical or outcome dimension refers to what is delivered, and the functional or process-related dimension pertains to how the service is delivered¹⁷. In the context of this study, technical quality refers to what students receive as a result of interactions with the secretary (e.g., request for semester results, filing process, etc.), whereas functional quality refers to how students receive the service;

the expressive nature of the service delivery (e.g., courtesy, attentiveness, promptness). The technological quality is largely objective and so straightforward to assess.

These dimensions converge in defining service quality as the delivery of superior or exceptional service relative to customer expectations. Moreover, service quality is a reflection of an organization's ability to discern and fulfill the nuanced needs of its clientele. It serves as a diagnostic framework for evaluating service performance and identifying areas for continuous improvement. In this context, measuring service quality becomes an essential organizational art and science, involving systematic assessments of the degree to which delivered services align with client expectations¹⁸. Ultimately, enhancing service quality remains integral to organizational growth, customer satisfaction, and sustainable service delivery outcomes. However, complications occur when attempting to assess functional quality¹⁹. Recommendations, personal requirements, and previous experiences all influence a student's or customer's expectations of a certain service.

Another approach for measuring service quality that has remained popular among research is the expectancy-disconfirmation paradigm. The approach refers to this method of assessing service quality since it focusses on expectations. Despite its prevalence, the expectancy-disconfirmation paradigm has been called into doubt by researchers. Scholars have increasingly questioned the face validity of this approach, contending that its roots in consumer research position it more as a framework for assessing customer satisfaction than for accurately conceptualizing service quality²⁰. This raises important methodological and conceptual issues, particularly regarding whether service quality should be interpreted as a “gap” between expectations and perceived performance.

Although service quality often intersects with customer satisfaction, the latter is a downstream consequence rather than a direct representation. This distinction underscores the necessity for both subjective and objective metrics in the holistic assessment of service quality.

Further, the discussion of service quality has also been made more complicated by technological advancements. This has broadened the discussion into the digital realm with the conceptualization of e-service quality. In the context of widespread internet and e-commerce usage, researchers have emphasized dimensions such as website design, order fulfilment, customer service, and security/privacy. These components together encapsulate the full spectrum of the user's online experience, from initial information seeking to post-purchase support. Such an integrated framework is vital for capturing the unique dynamics of service delivery in digital environments, which differ significantly from traditional face-to-face interactions²¹. The inadequacies of these models and theories has further established the desirability of the SERVQUAL model

From a methodological perspective, subjective dimensions of service quality have been most rigorously assessed through the SERVQUAL model, which evaluates performance across five core dimensions: tangibles, reliability, responsiveness, assurance, and empathy. This approach is complemented by other qualitative techniques like critical incident theory, which focuses on specific service encounters, and problem-based assessments that identify recurrent issues in service delivery. Objective measures, on the other hand, involve both primary processes (e.g., direct observation or mystery shopping) and secondary processes (e.g., analysis of complaint logs). Such multi-dimensionality ensures a more robust, triangulated evaluation of service quality.

2.1.2 ICT skills

Over the past two decades, information and communication technology has positively influenced all professions. The integration of information communication technology into the operations and transactions of all types of organisations has enhanced global organisational performance. Technological innovation which birthed information and communication technology is a transition that encompasses the utilisation and administration of big data, internet applications, cloud computing, virtual reality, artificial intelligence, and cyber-physical systems²². The integration of ICT, within the framework of organisational operations, refers to the acceptance of advancing technological dispersion, including "big data, analytics, cloud computing, mobile technology, and social media platforms." This pertains to innovation through the integration of emerging information and communication technologies to enhance organisational and work processes, including office administration, educational administration, healthcare provision, manufacturing, retailing, and commerce, resulting in beneficial transformations and opportunities for businesses and organisations²³.

Experts assert that technological innovation entails the utilisation of digital technologies and processes to develop business processes, models, and offers that generate new products, improve services, and increase consumer experiences and value-added offerings. The fundamental purpose of ICT integration is to improve productivity, service delivery, decision-making, communication, and connection²⁴. Just as it is in other professions, Information Communication Technology has transformed the office environment for Secretaries²⁵. The roles of secretaries in modern organisations have transformed beyond merely operating antiquated typewriters, transcribing dictation, and welcoming guests.

The contemporary secretary now participates in the decision-making team. They are is considered as the purveyor and guardian of information, rendering her an essential element in the success of boss²⁶

The relentless growth of information and communication technology (ICT) has fundamentally altered the operating landscape for service providers. This paradigm shift has initiated a period where information communication technology has evolved from a simple convenience to a vital element, necessitating that managers develop a repertoire of key skills to ensure effective service delivery²⁷. According to the declarations, the development of information and communication technology competencies by managers is essential, as it enables them to use current resources to deliver proactive services in the digital age. This concept underscores the vital importance of ICT competency in transforming the course of management service delivery.

The efficacy of management at tertiary institutions relies on the secretary's capacity to assist the organisation in attaining its objectives. The basic tasks of secretaries within the company encompass the collection and distribution of information to end users (e.g., superiors, colleagues, students, clients, and other organisations) in addition to the protection and retrieval of information as required²⁵. Information Communication and Technology (ICT) facilitates the Secretary's responsibilities; without it, Secretaries cannot meet expectations, hence impacting overall job performance²⁸.

Information and Communication Technology (ICT) encompasses the input of facts, figures, and raw data, the processing, rebranding, and repackaging of this data, the storage and retrieval of information utilising ICT devices and tools, and the dissemination of this information through email, the internet, or a shared networked computer.

Seventeen, twenty, twenty-one. Information Communication Technology is an essential tool for the secretary's effective execution of responsibilities. The output produced by the Secretary utilising Information Communication Technology instruments is of superior quality. This fosters a positive work ethic, resulting in enhancements in Information Communication Technology skills. It facilitates the effective and efficient management of various roles inside the business²⁹.

The proliferation of Information and Communication Technology (ICT) has significantly transformed the organisational landscape across all sectors. In educational institutions, Information Communication Technology has become an essential enabler for administrative functions and service quality. Office managers, as integral elements of academic institutions, are vital for guaranteeing operational efficiency, effective communication, and service provision.

As these institutions strive to adapt to a rapidly changing technological environment, the proficiency of secretaries in using Information Communication Technology tools is essential for maintaining and improving service quality. In the modern digital era, secretaries must adeptly employ various digital tools, including as email, document processing software, database management systems, and communication platforms. Their expertise in using these technologies can affect the efficiency of administrative processes, cooperation among staff, and the overall quality of service delivered to students, faculty, and other stakeholders.

The increasing transition of businesses towards digital technology underscores the necessity for human skills and competencies to leverage digital innovations, effectively manage resources, and optimise their potential³⁰. Experts have observed that the

successful adoption and integration of ICT in any organisation is rooted in individual members of such organisations. The acquisition and use of ICT by employees such as secretaries will facilitate the creation, initiation, utilisation, and management of ideas that underpin and guide innovation, thereby enhancing office automation and the digital dissemination of data and information processing, as evidenced in computer-aided records management, document design, database technologies, spreadsheets, and word processing software³¹.

This necessitates the digital competence and skills of individuals responsible for managing these job components (with varying levels of ICT skills required for the adoption, utilisation, and integration of technologies³². Inadequate ICT can hinder the digital transformation process, whereas the potential benefits of digital technology can only be realised via the dedication and proficiency of individuals in using digital innovation.

ICT skills encompasses an individual's knowledge, proficiency, and ability necessary to use information and communication technology resources and tools for both general and specific objectives to fulfil personal and professional requirements³³. The phrase refers to the capacity to utilise information technology (IT) effectively within a particular context, encompassing the confident and critical application of ICT for purposes such as learning, employment, work performance, and personal development³⁴. ICT skills is gradually being replaced by other terms such as digital literacy, digital skills, e-skills, and twenty-first-century skills or competencies³⁵. This means that ICT skills have gone beyond simple understanding of how computer systems work.

A scholar posits that ICT skills encompasses not just technical abilities but also cognitive, social, and emotional traits necessary for using technology in a digital context³⁶. Today ICT skills encompass information processing and data literacy, effective communication and cooperation, digital content production, ICT safety use, and problem-solving abilities³⁷. ICT skills is not simply demonstrated in the use of computer and digital devices by also in other aspects such as information processing and data literacy which involve browsing, searching, and filtering data, information, and digital material; assessing these elements; and managing them effectively³⁸. ICT skills also involve the ability to use computers and other digital devices for communication and collaboration. Employees must be able to use digital systems to interact, share, engage in civic activities, and collaborate via digital technology, as well as to manage one's digital identity¹⁰. Another use of ICT skills is to deploy them in digital content creation. This encompasses the development, integration, and re-elaboration of digital materials that relates to one's own job or source of living. The safety skill component encompasses the safeguarding of devices, personal data, privacy, health, well-being, and the environment, whereas problem-solving pertains to addressing technical issues, recognising requirements and technological solutions, and pinpointing deficiencies in digital competence¹⁰. The usage of these ICT skills is however, predicated on various factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions.

Secretaries in Nigeria perform diverse administrative tasks, including document preparation, scheduling, and communication, increasingly reliant on ICT tools like Microsoft Office, email systems, and database software. A study outlined key ICT skills needed by secretaries to include; word processing, database management, desktop

publishing, office communication, and reprographic skills. The study notes that secretaries' rarely demonstrate any of these skills. Instead, they often resort to manual processes, causing delays and inefficiencies³⁹. Similarly, another scholar emphasizes that ICT proficiency minimizes errors and enhances employability, highlighting employers' preference for skilled secretaries. These findings underscore the critical role of ICT use in secretarial work, aligning with global trends where technology drives administrative efficiency⁴⁰. However, ICT skills can be boosted or hindered by factors such as performance expectancy.

Performance expectancy is a strong predictor of ICT skills, as it reflects the perceived benefits of technology in improving job performance. In Nigeria, studies show secretaries adopt ICT when they believe it enhances productivity. For instance, a study found that secretaries perceive ICT skills like word processing and database management as critical for efficient document processing and information retrieval, reducing manual errors⁴¹. This suggests that ICT skills among these groups will be higher than those who could find no use of digital devices in their jobs. Another study at the University of Ibadan, Nigeria, on postgraduate students' mobile learning, found performance expectancy significantly correlated with smartphone use suggesting that perceived usefulness drives ICT skills⁴¹. Applying this to secretaries, the belief that ICT skills improve task accuracy and speed likely encourages their usage, particularly in administrative settings like libraries where timely information delivery is vital.

Globally, performance expectancy has been found to positively influence e-banking adoption in Iran, indicating its universal importance⁴². In a study on digital library use by engineering lecturers in South-west Nigeria, performance expectancy was a critical factor,

with lecturers using digital resources when they believed it enhanced research efficiency. These findings align with that of a scholar who noted that office automation tools significantly improved secretarial effectiveness in Nigerian universities, suggesting that secretaries' performance expectancy drives ICT adoption⁴³. However, limited studies focus specifically on secretaries, indicating a need for targeted research. Another factor that should be explored is effort expectancy.

Effort expectancy, or perceived ease of use, influences ICT adoption by determining how user-friendly secretaries find technology. It is also a potential factor in ICT skills. In Nigeria, where ICT literacy varies, effort expectancy is very important. A study highlights that secretaries' lack of training increases perceived complexity of ICT tasks like database management, deterring usage⁴⁴. Another study on electronic resource use by Nigerian professors found effort expectancy significantly predicted behavioural intention to use electronic resources, suggesting that intuitive systems encourage adoption⁴⁵. Similarly, an expert reported a significant positive correlation between effort expectancy and smartphone use for learning, indicating that ease of use is a key driver in educational contexts.

For secretaries, user-friendly interfaces like Microsoft Office or simplified database systems can enhance ICT skills. However, a study on e-learning in Jordan found effort expectancy significant only when paired with training, suggesting that perceived ease of use alone is insufficient without skill development. This is critical for Nigeria, where secretaries often face barriers like outdated software or limited technical support, increasing perceived effort required⁴⁰. The link between training and effort expectancy also suggest that social influence may play an important role in ICT skills.

Social influence reflects how peers, supervisors, and societal norms affect ICT skills. In Nigeria, social influence can be significant due to collectivist cultural norms. A scholar suggests that management encouragement and peer recommendations drive secretaries to seek ICT training, enhancing adoption⁴⁶. Similarly, a study on Moroccan nursing students found that social influence positively associated with ICT skills, amplified by social media engagement, indicating peer networks' role. However, a Nigerian scholar found social influence less predictive for mobile learning in Nigeria, possibly due to limited institutional advocacy⁴⁷.

In university settings, management expectations for digital proficiency can motivate secretaries to use ICT tools for various office and information management tasks. A study on e-banking in Iran showed social influence moderated by age and gender, suggesting younger secretaries may be more influenced by peers. However, the lack of studies on social influence for secretaries specifically highlights a research gap, as most focus on students or educators. One other factor that must not be overlooked is the role of facilitating conditions.

Facilitating conditions, such as infrastructure, training, are critical in resource-constrained environments like Nigeria. Facilitating conditions for effective integration of technology in Nigerian educational system including private university is a complex issues that cannot be glossed over. A scholar identifies inadequate ICT facilities and training as major barriers, noting issues like data loss and power outages that hinder secretaries' effectiveness⁴⁸. A study on Nigerian postgraduate students found facilitating conditions moderately rated, with challenges like unreliable internet limiting ICT skills⁴⁹. Similarly, a study on digital library uses in South-West Nigeria emphasized the need for

uninterrupted power and high-speed internet to sustain ICT adoption among lecturers, a finding applicable to secretaries⁵⁰.

Facilitating conditions can limit ICT skills as reported by another study on science teachers in Nigeria which found low ICT skills due to poor lab facilities, underscoring infrastructural barriers. For secretaries, access to functional computers, reliable internet, and regular training is essential. In-service training has been found to improve secretarial ICT skills, suggesting facilitating conditions directly impact performance. However, a 2021 study on e-learning in Nigeria found facilitating conditions insignificant in some contexts, possibly due to inconsistent infrastructure, highlighting variability in their impact.

2.1.3 Capacity Building

Capacity Building is a multifaceted concept that encompasses the development and strengthening of human skills, knowledge, and abilities to enhance individual and collective performance. Capacity Building refers to the process of enhancing the skills, knowledge, and abilities of individuals, organizations, and communities to empower them to achieve their goals and improve their quality of life. It encompasses a wide range of activities, including education, training, and empowerment initiatives, aimed at fostering both personal growth and societal development.

Capacity Building is pivotal in fostering sustainable development, innovation, and economic growth, particularly in the context of rapidly evolving technological landscapes⁵¹. The United Nations defines capacity-building as the process of developing and strengthening the skills, instincts, abilities, processes, and resources that

organizations and communities need to survive, adapt, and thrive in a fast-changing world. This definition underscores the importance of continuous learning and adaptation at both individual and organizational levels⁵².

Scholarly perspectives further elaborate on this concept. According to an expert, Capacity Building involves the development of knowledge, skills, and attitudes in individuals and groups of people relevant in the context of national development. This highlights the role of HCB in national progress and the necessity of aligning individual competencies with broader developmental goals.

In order to devise the best approach to Capacity Building to properly achieve its aim of enhancing the abilities of individuals, organizations, and systems to achieve their objectives effectively experts have identified three dimensions. These interrelated dimensions are: individual, organizational, and systemic. Each dimension plays a crucial role in fostering sustainable development and improving performance across various sectors⁵².

At the individual level, HCB focuses on developing personal competencies through education, training, and professional development. This dimension emphasizes equipping individuals with the necessary knowledge, skills, and attitudes to perform effectively in their roles. For instance, capacity-building interventions for educators have been shown to significantly improve their perceived capabilities, knowledge, and attitudes. A systematic review found that such interventions, including training and professional development, effectively enhanced teachers' abilities to promote physical activity and fundamental movement skills among students⁵³. Similarly, in the healthcare sector,

eLearning programs have been recognized for their effectiveness in enhancing healthcare professionals' capacity. These programs contribute to knowledge acquisition, skill development, and overall professional competence, thereby improving patient care and health outcomes⁵³.

At the organizational level, HCB involves strengthening institutions by improving management practices, organizational structures, and resource allocation. This dimension focuses on enhancing the internal capabilities of organizations to deliver services efficiently and adapt to changing environments. A systematic review highlighted key factors for organizational performance enhancement, including innovation, human resource management, knowledge management, sustainability, and technology adoption. The study emphasized the importance of strategic components such as individual expertise, transformational leadership, and collective vision in driving innovation and knowledge acquisition within organizations⁵⁴. Moreover, organizational capacity assessments provide valuable insights into institutional strengths and weaknesses, guiding resource decisions and tailoring strategies to support change efforts. Such assessments are instrumental in aligning organizational processes with desired outcomes.

At the systemic level, HCB entails creating enabling environments through policy development, regulatory frameworks, and infrastructure that support capacity development. This dimension addresses the broader context within which individuals and organizations operate, ensuring that external conditions facilitate growth and effectiveness. The policy capacity framework offers analytical tools for health system strengthening, emphasizing the need for political, operational, and analytical skills to

develop and implement effective policies. This framework underscores the importance of building capacities not only within organizations but also at the policy-making level to ensure comprehensive system improvements^{55,56}. All the three dimensions must work together for effective Capacity Building in organisations.

Capacity Building for human resources in an organisation is a multifaceted process aimed at enhancing the skills, knowledge, and abilities of individuals, organizations, and communities to achieve sustainable development and personal empowerment. Several key approaches are commonly employed, each tailored to specific contexts and objectives. These include formal education, vocational and technical training, on-the-job training, community-based programs, and technology-enhanced learning.

Formal education serves as a foundational approach to Capacity Building by providing structured learning environments that foster critical thinking, broad knowledge, and specific skills. Institutions such as schools and universities play a pivotal role in this process, offering curricula designed to prepare individuals for diverse roles in society. According to the United Nations, universities are particularly important as centers for capacity building through research, innovation, and data collection, contributing to sustainable development goals. For instance, universities can engage in capacity-building initiatives that align with Sustainable Development Goal 17, which emphasizes enhancing international support for capacity building in developing countries, particularly through higher education systems⁵².

Historically, formal education has been a cornerstone of capacity building efforts. In the 1970s, initiatives in developing countries emphasized technical skills training in rural

areas and administrative sectors, highlighting the role of educational institutions in fostering human resource development. Organizations often integrate formal education into their capacity-building strategies, often through training needs assessments and stakeholder engagement conducted in collaboration with educational institutions. This approach ensures that individuals acquire the foundational knowledge necessary for personal growth and societal contribution, though it may not always provide immediate practical skills, as noted in the initial query⁵⁷. Formal education makes employees eligible for employment but vocational and technical training build key competencies needed on the job⁵².

Vocational and technical training focus on equipping individuals with job-specific skills, such as carpentry, IT, or nursing, aligning closely with labour market needs and reducing unemployment. These programs are essential for capacity building as they provide practical, hands-on training that can be directly applied in the workforce. Upskilling workshops are a simple yet effective way to build capacity, with examples including coding boot camps for tech companies and training on new production technologies for manufacturing firms. Such initiatives ensure that individuals can quickly adapt to industry demands and contribute effectively to economic growth⁵⁸.

Capacity building activities often include developing technical skills through mentorship, training, and knowledge transfer, ensuring scalability and adaptability over time. These activities empower individuals to continue initiatives independently, which is crucial for long-term sustainability. This approach is particularly valuable in sectors where rapid technological advancements necessitate continuous learning and skill development, such

as IT and healthcare. However, the effectiveness of vocational training may vary depending on the alignment with local labour market needs and the availability of resources, as noted in the initial query⁵⁹.

On-the-job training is a critical approach to capacity building, offering hands-on experience within the work environment. This method allows employees to learn while performing their duties, ensuring that the skills acquired are directly relevant and applicable. The Productive.io blog post highlights the importance of upskilling and reskilling employees, noting that majority of CEOs consider it a top priority as of recent surveys. Methods for on-the-job training include cross-functional cooperation for passive learning, assigning mentors, and guided training programs such as workshops and online courses, all of which enhance employee performance and organizational resilience⁶⁰.

Leadership development is another key aspect of on-the-job training, as leaders must manage and facilitate during technical transformations, addressing human elements like stress and fear. A scholar noted that effective leaders identify team strengths and needs, monitor growth, and ensure continuity with succession planning, which often involves on-the-job training. However, the scope of on-the-job training may be limited by the job or organization, as mentioned in the initial query, potentially restricting its effectiveness in certain contexts⁶¹.

Community-based programs are vital for Capacity Building as they engage local populations in culturally relevant education and training, such as literacy drives or agricultural workshops, promoting inclusivity and local ownership. The University of Memphis page on capacity building in community work emphasizes that these

approaches minimize reliance on outside experts, encouraging local action on community issues and fostering a sense of ownership and empowerment. For example, an initiative to teach community members to update webpages themselves reduces dependency on external resources, enhancing local capabilities and ensuring sustainability⁶¹.

Community-based programs are sensitive to local culture and context, leading to more feasible and appropriate solutions. The University of Memphis notes that capacity building fosters reciprocal growth, where both community partners and external collaborators learn from each other, enhancing the overall effectiveness of capacity-building efforts. This approach is particularly valuable in developing countries, where local engagement ensures relevance and addresses specific community needs. However, challenges such as resource scarcity and cultural barriers may impact the implementation, as highlighted in the initial query⁶³.

Technology-enhanced learning has emerged as a vital approach to Capacity Building, offering flexible and accessible education through digital tools and platforms like Massive Open Online Courses (MOOCs). This method is particularly beneficial in addressing barriers such as geographical limitations and resource constraints. A scholar highlights the role of technology in evaluating current capabilities, setting strategic goals, and developing capacity building strategies, noting that upgrading technology systems can improve efficiency and data management. For instance, developing staff skills through targeted training programs can include online courses, making education accessible to a broader audience⁶².

Technology-enhanced learning is also cost-effective, with online training and digital tools being recommended for capacity-building initiatives. However, it faces barriers such as the digital divide and quality assurance, as noted in the initial query, which may limit its reach, particularly in underserved regions. Despite these challenges, it remains a promising approach for fostering continuous learning and adaptability in a rapidly changing world⁶³.

Capacity Building includes human resource development and the enhancement of management systems, as well as institutional development that includes community participation efforts to create an enabling environment. Organisations emphasise the scarcity of resources and knowledge supply to enhance organisational performance and competitive advantage in the context of human capability and the knowledge-based economy. Knowledge, skills, and talents are seen as an intangible asset perceived as a mechanism for organisational sustainability. Ongoing education and training, together with the swiftly evolving trends in global technology, serve as a mechanism for sustaining organisational competitiveness. To maintain a high quality of life, the workforce's knowledge, skill development, and training must be enhanced⁶⁴.

Organizations invest in human capacity via education, training, and health. Human capital encompasses the collective attributes that individuals contribute to the workforce, including their knowledge, skills, talents, behaviours, efforts, and time⁶⁵. These components are integral to enhancing productivity and fostering economic growth. Knowledge forms the foundation of human capital, encompassing both general and specific information acquired through education and experience. It includes cognitive abilities such as intelligence quotient (IQ) and the capacity to apply information

effectively in various contexts⁶⁶. Investments in education and continuous learning are pivotal in augmenting this facet of human capital, leading to increased productivity and innovation.

Skills refer to the proficiency and expertise individuals acquire to perform tasks efficiently. These can be categorized into hard skills, which are technical abilities specific to certain tasks, and soft skills, which involve interpersonal and cognitive abilities. The development of skills through training and practice enhances an individual's employability and adaptability in the labour market⁶². Furthermore, talent denotes the innate abilities or aptitudes that individuals possess, which can be nurtured and developed over time. Recognizing and fostering talent is crucial for personal growth and organizational success. Organizations that effectively identify and cultivate talent can gain a competitive advantage through enhanced creativity and problem-solving capabilities.

Behaviour comprises the activities and conducts of persons, expressing their views, ethics, and interpersonal abilities. Constructive behaviours, like dependability, honesty, and teamwork, enhance a productive workplace and are vital elements of human capital. Fostering favourable habits via organisational culture and leadership may enhance performance and employee happiness. Effort signifies the energy and dedication individuals put to their tasks. It entails the use of information, skills, and abilities to accomplish objectives. Elevated effort correlates with enhanced production and is affected by elements like motivation, engagement, and organisational support⁶¹.

Time is a limited resource that humans distribute among many pursuits, such as employment, education, and personal growth. Efficient time management improves

productivity and facilitates the best use of other human capital elements. Organisations that value and effectively manage employees' time can enhance job satisfaction and mitigate burnout.

Human capital may be amassed through several avenues such as education, training, migration, and health. Through these methods, employees acquire information, skills, and talents in various manners. Organisations invest in human capital because they perceive individuals as assets, anticipating that their investments will yield returns and provide positive value in the future. An individual invests in their education or training, expecting that the acquired information and skills would facilitate their job progression. Currently, human resources are regarded as human capital, which is a source of value. The term "human resource building" was revised to "organisational manpower" or "human resource development" to serve as an efficient instrument for managing personnel inside an organisation, hence providing prospects for enhanced productivity and job satisfaction. This also emphasises the organization's genuine commitment to its philosophy, culture, and long-term objectives, which human resources align with to ensure the sustainability of both the organisation and the national economy.

Capacity Building refers to the systematic enhancement of employees' skills to benefit both society and the organisation collectively. The process of augmenting employee skills, motivations, and individual competences necessary for managing, maintaining, and upholding standards for organisational sustainability⁶⁷. It enhances employees' chances by providing training and development that facilitates job acquisition and retention via the attainment of supplementary knowledge and expertise, fostering suitable workplace

attitudes. Capacity building includes efforts that enhance individuals' competencies to execute tasks effectively or support others in doing so.

Employee performance is improved via capacity building and greater organisational stability via innovative methods and sophisticated technological solutions. Capacity building may be implemented through long-term or short-term training. Training facilitates staff development, enhances productivity, and elevates both individual and organisational skill levels. It measures the acquisition of essential information, skills, and procedures for work performance and service excellence⁶⁸. Capacity building include training, education, seminars, conferences, mentorship, and workshops to provide a foundation for enhanced service delivery and quality.

Additional activities encompass induction, coaching, counselling, succession planning, and mentoring. Conversely, these activities assess the acquisition of essential information, skills, and procedures for job performance and efficient service delivery. The enhancement of human capacity has been elevating productivity levels in the Nigerian public sector, particularly inside higher institutions⁶⁹. It significantly contributes to employees' professional development and sense of responsibility. The failure to adopt capacity building diminishes employee engagement, productivity, and contributions, resulting in organisational inefficiencies. Capacity building is seen effective when there is an enhancement in service quality. Capacity is described as the capacity of individuals and organisations, or their subdivisions, to execute activities effectively, efficiently, and sustainably.

This definition encompasses three critical elements: it asserts that capacity is an active process rather than a static condition; it emphasises the significance of human resources

and their utilisation in capacity development; and it necessitates that the broader context in which organisations operate is a vital consideration in capacity development strategies. Capacity refers to the capacity of an individual, institution, or organisation to execute a certain activity successfully, efficiently, and consistently, while minimising reliance on external resources. Capacity building pertains to the development of human resources, institutional advancement, and the overarching policy framework governing the operations and interactions of tertiary institutions⁷⁰.

Capacity building can facilitate the effective utilisation and distribution of human resources among competing demands. Capacity development is described as actions that enhance the knowledge, abilities, skills, and behaviours of individuals while improving institutional structures and processes, enabling the organisation to effectively achieve its mission and goals sustainably. Capacity building is the process by which individuals, regardless of gender, acquire the skills and knowledge necessary for successful and efficient performance⁷¹.

Every tertiary institution aspires to be the most sought-after and the preeminent among its peers; hence, the administration of these institutions endeavours to ensure that the services provided to staff, students, parents, and vendors/government agencies are exemplary. Tertiary institutions may assist employees in enhancing the quality of services provided through capacity building. The necessity for capacity building is frequently recognised when performance is substandard or declines. Tertiary universities provide a variety of academic programs to enhance knowledge, skills, and competencies in selected careers⁷².

These entities comprise universities, polytechnics, monotechnics, colleges of education, and other affiliated institutions. They are tertiary educational institutions that offer essential vocational, technical, agricultural, legal, commercial, medical, and social scientific knowledge and skills. Non-teaching staff are fundamental to the execution of activities that ensure the achievement of the aims and objectives of higher institutions. Their services are essential in all departments and units, providing assistance for the achievement of management, academic staff, and students overall. Their services in mediating between administration, academic personnel, and students are unparalleled⁷³.

Consequently, tertiary institutions cannot prosper without the administrative, technological, financial, library, medical, security, and maintenance services they provide. Efficient and effective non-academic services are essential for the achievement of designated aims and objectives of certain educational institutions. The Secretary is a non-teaching staff member of a tertiary institution whose contributions significantly influence the organization's success or lack thereof. A secretary is the essential component of every organisation, whether in the public or commercial sector. Secretaries serve as assistants to executive officers or heads of units/departments. They are mostly taught to compose and receive communications⁷³.

These responsibilities including organising meetings, managing correspondence, safeguarding information, protecting office papers, and greeting guests. A secretary is regarded as the backbone of the workplace and is often referred to as the "boss spirit" in any organisational context. A secretary possesses secretarial skills and practical experience in office tasks, which encompass typesetting documents, receiving visitors, filing and maintaining records, preparing itineraries, answering telephone calls, and

scheduling appointments for the supervisor, among other responsibilities⁷⁴. The secretary demonstrates initiative, exercises discernment, and makes choices on behalf of her superior. She must possess extensive knowledge, proficiency in several software applications, strong interpersonal skills, and effective communication abilities. She must possess comprehensive knowledge of the department/unit with whom she collaborates.

Secretaries in tertiary institutions perform routine tasks such as typing and printing documents, filing and maintaining records for staff, students, or clients, issuing files, and ensuring proper documentation. They also supervise subordinates and oversee the overall operations of the office. For the secretary to provide excellent service, it is essential for the tertiary institution to engage in human capacity development. This situation anticipates ongoing development of secretarial skills for effectively taking a supporting role. Researchers have determined that workforce development enhances preparedness for utilising technology tools essential for efficient service delivery and survival, confirming that capacity building has elevated productivity levels in the Nigerian public sector⁷⁴. Capacity building significantly contributes to employees' professional development and sense of responsibility. Capacity Building as a facilitator of employee competency and service excellence. The management's failure to adopt capacity building may diminish employee engagement, productivity, and contributions, resulting in organisational inefficiencies.

Capacity building offers benefits such as the enhancement of staff abilities, motivation, and individual competences necessary for managing, maintaining, and preserving standards essential for organisational existence. It enhances employees' opportunities by providing training and development that facilitates job acquisition and retention via the

attainment of supplementary knowledge and skills for suitable workplace behaviours. Employees' job performance is improved via capacity building and greater organisational stability using innovative methods and sophisticated technological solutions. Capacity building may be implemented through long-term or short-term training programs. Training facilitates staff development, enhances productivity, and elevates both individual and organisational skill levels⁷⁵.

It measures the acquisition of essential information, skills, and procedures for work performance and service delivery. Capacity building fosters training sessions, seminars, and workshops to provide foundational elements for enhanced service quality. Additionally, other activities including induction, coaching, counselling, succession planning, and mentoring. Conversely, these activities assess the acquisition of essential information, skills, and procedures for job performance and efficient service delivery. Effective service quality is contingent upon an organization's staff commitment to ongoing development and passion for using advanced technology. This ensures the motivation of particular workers, consistent growth, career advancement, staffing, and employee welfare through capacity building⁷⁶.

Capacity building can occasionally be resource-intensive without yielding beneficial results. Consequently, it is imperative that a comprehensive review be conducted prior to organisations undertaking capacity building. Capacity building activities entail enhancing organisations in administration, finance, human resources, and facilities. Most organisations recognise that staff training is crucial to facilitate various specific aspects of systemic change. Team-building training is frequently necessary to integrate personnel from diverse partner agencies, each possessing its own identity, work culture, program

regulations, and job expectations, into a cohesive career centre system characterised by a unified group⁷³.

Staff frequently require training in computer literacy and specialised computer abilities, as services prioritise the use of contemporary information technology to provide client services and facilitate internal management activities. Personnel typically require training to transition from specialised program-based roles to the provision of comprehensive service activities funded by diverse programmatic financial sources⁷⁷. The advantages for trainees represent the most direct connection between capacity growth and impact. The primary advantages for trainees encompass enhanced confidence, increased competence, promotion opportunities, and elevated pay. Beneficiaries of capacity building encompass employees, organisations, communities, and other workers.

Capacity development is founded on Human Capital Theory, with its metrics including education, training, skills, seminars, and coaching. The metrics include education, defined as a systematic learning process. In education, students or learners acquire knowledge inside an institution. The entity may be a School, College, or University. The word encompasses both the academic achievements attained and the cultivation of proper etiquette, moral discernment, and ethical principles. Training and education enhance employees' talents⁷⁸.

Human Capital Theory posits that individuals invest in education with the expectation of various advantages. Institutions may send its secretaries for additional training, whether through long-term or short-term courses. "Education encompasses imparting a comprehensive array of skills, including critical thinking, research, information

presentation, and other conventional 'soft' skills, which are applicable across diverse domains.” Education conveys theoretical knowledge⁸⁰.

Training refers to the process of instructing an individual in a certain ability. It may also denote the instruction of a specific style of conduct. Training can pertain to either people or animals. It seeks to enhance an individual's capacity, capability, performance, or production. Training refers to the process of engaging in a regimen of exercise to prepare for an event. Training serves to impart information and augment the skills of personnel. Training entails imparting a certain skill or habit. Employee training may occur through on-the-job training or off-the-job training. The determination relies on the individual deemed appropriate by the organisation for the employee(s). Training provides practical knowledge.

The type of training approach an organisation may choose will be determined by considerations such as time, budget, and the availability of skilled staff. The predominant training and development methods employed by organisations may be categorised as on-the-job or off-the-job. A range of training methodologies are available for managers, including On-the-job Training, which include apprenticeship, mentorship, and work rotation. Apprenticeship is a pedagogical approach wherein employees acquire new skills by seeing the execution of tasks by a senior or experienced worker⁷⁹. Although the method may be time-consuming, it has been demonstrated to be successful.

Mentoring is an additional approach to on-the-job training. This is a procedure in which a senior and more experienced colleague mentors a younger or new employee through the organization's operations. Job rotation is the reassignment of personnel from one position

to a comparable role inside the same organisation; for instance, an accountant may be transferred to the audit department⁸¹.

Off-the-Job Training refers to training conducted for employees outside their workplace setting. This form of training alleviates workplace stress, providing employees with a sense of rejuvenation. Forms of off the job training include vestibule training, and case study. Vestibule training is a training approach in which the employee practices on a machine that closely resembles the one utilised in the workplace. It enables the learner to get sufficient understanding of the equipment's operation⁸⁰. The case study training approach involves presenting the student with a problem and requiring them to seek a solution. This strategy involves employees use their intellect to resolve tactical issues. It facilitates critical thinking among employees. Business exercise training is utilised to teach managers and executives. Trainers receive reports, memos, and letters, and are tasked with devising solutions to issues analogous to those encountered in real life. This training facilitates the trainee's development of decision-making, organisational, and time management skills⁸¹.

For the secretary to fulfil their responsibilities, it is essential for the organisation to consistently train and retrain its employees. Training, as a facet of human organisational activity, aims to enhance the performance of individuals and groups within organisational contexts. It has emerged as a critical factor in the contemporary business landscape, as it significantly boosts the efficiency and effectiveness of both employees and the organisation. The productivity of a secretary may be assessed by the time utilised to complete a work, communication proficiency, resource consumption (such as paper and toner), and technical aptitude⁸³.

This evaluation can be conducted periodically, such as weekly, monthly, quarterly, or annually. A secretary can enhance productivity by prioritising tasks and addressing them sequentially, tackling the most undesirable work first, taking planned breaks to boost overall production, and engaging in regular exercise while maintaining a balanced diet. Engaging in training to enhance one's skills. Training constitutes a structured educational process designed to provide individuals with the skills necessary for their present and prospective roles. Training is a process aimed at enhancing the knowledge, attitude, and skills of secretaries to achieve organisational objectives.

Training is a methodical reconfiguration of behaviour, attitude, and abilities via learning, education, instruction, and structured experience, aimed at altering or enhancing employee conduct in the workplace to promote efficiency. It is intended to fulfil certain requirements. The primary objective of training is to aid the organisation in attaining its short- and long-term goals by enhancing its human resources. It also enhances organisational profitability while fostering more favourable attitudes towards profit orientation. Training assists individuals in enhancing work knowledge while facilitating alignment with organisational objectives. Training plays a crucial role in closing the gap between the information and skills necessary for the work and the employee's inherent capabilities⁸².

Employees acquire job skills mostly by trial and error via observation, lacking structured and systematic instruction. There is no guarantee that the person will enhance their knowledge and skills using this approach, and it also requires more time and effort. Training is a crucial function of the human resources department that enhances the proficiency of secretaries. Training provides several advantages to employees, including

enhanced efficiency and effectiveness, increased self-confidence, and support in self-management⁸⁴.

Development is an employee's voluntary commitment to self-improvement over time. Development is typically a deliberate endeavour originating from the employee. Training and development refer to the systematic, continuous initiatives undertaken by organisations to enhance service quality and employee self-fulfilment through diverse educational techniques and programs. Training and development are often used interchangeably, however they possess distinct meanings. Training is a short-term, structured procedure designed to provide employees with the technological and industrial knowledge and skills necessary for certain job-related activities, whereas development is a long-term endeavour initiated freely by the person. Management must consistently teach personnel to ensure they fulfil the current requirements for delivering great service. Training denotes the learning of skills, knowledge, and competencies necessary for task execution through instructional methods⁸³.

Training may be characterised as the application of certain methods to instill designated knowledge, employing approaches that are identifiable and describable. These strategies and methodologies should undergo continuous improvement. Training must be a deliberate endeavour to enhance the acquisition of job-related information, skills, and behaviours inside an organisation, informed by an understanding of learning theories and methodologies. Training is a deliberate and systematic initiative by management designed to modify employee behaviour to align with organisational objectives⁸¹.

Training enhances the proficiency of both individuals and organisations. Employee training is crucial for enhancing their utility inside the organisation. Training may occur

in a workplace setting or in a separate environment. On-the-job training may occur via induction programs and coaching. An Induction Programme is designed to acclimatise new workers to their duties within the organisation and to introduce them to their colleagues. The program often elucidates the organisational matters that new workers must understand. Frequently, films or slideshows depict the organization's history, services, and policies. Employees get a handbook that delineates essential perks, policies, and general information on the organisation.

Coaching, conversely, is a method for cultivating individuals inside an organisation to enhance their performance and realise their potential. Other services encompass Counselling, which primarily aims to provide guidance and support to employees facing personal challenges, whether arising from external circumstances or interpersonal conflicts inside the workplace. - Succession refers to the strategic planning for the readiness of internal candidates for advancement into critical roles. - Mentoring constitutes a vital component of training; it involves the engagement of specifically chosen and trained individuals to offer guidance and counsel, thereby facilitating the career development of their assigned protégés⁸⁴. It pertains to the acquisition of information, skills, and procedures relevant to a profession; it also examines the shortcomings of training and development programs in greater detail.

2.2 Theoretical Framework

This work is hinged on three theories, each guiding one of the study variables. The independent variable; service quality of secretaries is guided by SERVQUAL model. The first independent variable, ICT Skills is guided by the Unified Theory of Acceptance

and Use of Technology (UTAUT) while the second independent variable, human capacity development is hinged on the Human Capital Theory.

2.2.1 SERVQUAL Model

The SERVQUAL model is service quality model inspired by the expectancy-disconfirmation paradigm. It was by a group of scholars who have worked for years on how to measuring quality of intangible products, i.e. services⁸⁵. The scholars delineate the key elements of service quality and introduce a measurement scale termed SERVQUAL. The model's researchers initially identified 10 characteristics of service quality that affect customers' perceptions of service quality. After comprehensive testing and retesting, several characteristics were identified as autocorrelated, resulting in a reduction to five dimensions: dependability, assurance, tangibles, empathy, and responsiveness⁸⁶.

The five dimensions are believed to encapsulate the facets of service quality across many businesses and contexts. Reliability is defined as the capacity to deliver the promised service consistently and precisely. In a general sense, dependability refers to the provision of timely service to staff and students without delay. It is a crucial factor in the perception of service quality by staff and students, as well as their loyalty⁸⁸. Consequently, institutions and secretaries must recognise consumer expectations about dependability. In the context of higher institutions, the dependability factor encompasses regularity in academic sessions, responsiveness to complaints, communication with staff and student clientele, consistency, and procedural adherence.

Responsiveness is characterised by the readiness of secretaries to assist both students and other critical stakeholder while delivering timely service. This component emphasises the

responsiveness and demeanour in addressing requests, enquiries, grievances, and issues from students, staff, and others. It also emphasises timeliness, attendance, and professional dedication of the employees or personnel. The calculation might be based on the duration that staff and students' clients wait for assistance or responses to enquiries. The criteria for responsiveness⁸⁷. This may be enhanced by consistently monitoring the service quality process and workers' attitudes towards staff and student demands.

The Assurance dimension constitutes the third aspect of service quality. It may be characterised as the employee's expertise, politeness, and the organization's capacity, together with its personnel, to cultivate trust and confidence among staff, students, or suppliers. This dimension emphasises employee work knowledge, skills, correctness, civility, and the security provided by the institution.

The Empathy dimension is another facet of service excellence. It is characterised as the attentive, personalised care provided to essential stakeholders, including students, staff, and suppliers. This dimension aims to express the significance of personalised or individualised services, emphasising that consumers are distinct and valuable to the organisation. This dimension emphasises a diverse array of services that cater to the distinct requirements of workers, pupils, or consumers, including individualised or personalised services. In this instance, the secretary must ascertain the clients' specific needs, desires, and preferences.

The fifth factor of service quality is Tangibility, defined as the look of physical facilities, equipment, communication materials, and technology. All these offer sufficient indications to clients regarding the firm's service quality. This aspect elevates the organization's image. Therefore, the feature of tangibility is crucial to the organisation.

These five dimensions are thought to represent the dimensions of service quality across a range of industries and settings. Reliability is defined as the ability to perform the promised service dependably and accurately. In broad sense reliability means, given prompt service to staff/student without delay. So, it is an important element in the service quality perception by the staff/student and his loyalty. Hence institutions and secretaries need to be aware of customer expectation of reliability. In the case of tertiary institution, the reliability dimension includes –regularity in academic session, attitude towards complaints, keeping staff/students customers informed, consistency, procedures etc.

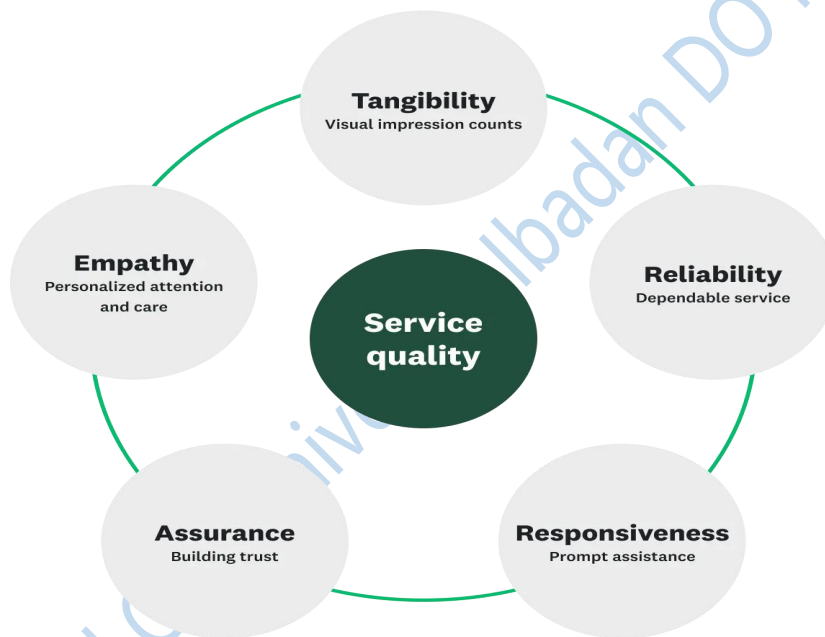


Figure 2.1: SERVQUAL Model

2.2.2 Unified Theory of Acceptance and Use of Technology (UTAUT)

The Unified Theory of Acceptance and Use of Technology (UTAUT) was developed by Venkatesh et al. in 2003⁸⁸. The UTAUT is a pivotal model in information systems research, designed to explain user intentions to use an information system and subsequent

usage behaviour. The theory integrates elements from eight prominent models and theories, including the Theory of Reasoned Action, Technology Acceptance Model, Motivational Model, Theory of Planned Behaviour, Combined TAM and TPB, Model of PC Utilization, Diffusion of Innovations Theory, and Social Cognitive Theory, providing a comprehensive framework for understanding technology acceptance⁸⁹.

UTAUT is built on four key constructs that directly determine usage intention and behaviour. These are performance expectancy, effort expectancy, social influence, and facilitating conditions. Performance expectancy is defined as the degree to which an individual believes that using the system will help attain gains in job performance, this construct is crucial for assessing perceived benefits. For secretaries, this could involve the perception that proficiency in ICT tools enhances their efficiency in tasks such as document preparation, scheduling, and communication. Studies have shown that when employees recognize the benefits of technology in improving job performance, their intention to adopt and use such technologies increases.

On the other hand, effort expectancy measures the degree of ease associated with the use of the system, influencing user adoption based on usability. When secretaries and office administrators find ICT tools user-friendly and easy to learn, they are more likely to adopt them. The simplicity of technology interfaces and the availability of user support can significantly influence this perception. Research indicates that when users perceive a system as easy to use, their acceptance and usage rates are higher⁹⁰.

Furthermore, social influence reflects the extent to which an individual perceives that important others believe they should use the new system, capturing social pressures. In the context of secretaries and office administrators, encouragement or mandates from

supervisors, peers, or organisational culture can play a pivotal role. When secretaries observe colleagues effectively using ICT or receive positive reinforcement from management, they may feel more compelled to adopt similar technologies⁹².

The fourth dimension of UTAUT is facilitating conditions refer to the degree to which an individual believes that an organizational and technical infrastructure exists to support the use of the system. For secretaries, this includes access to necessary hardware and software, technical support, and training programs. An environment that provides these resources can significantly enhance the likelihood of technology adoption. Studies have highlighted that adequate support structures are crucial for successful ICT integration in the workplace

The UTAUT also has four moderating variables which affect each of the main constructs. These include; gender, age, experience, and voluntariness of use. All of these play a role in how these constructs influence usage intention and behaviour.

The original has been validated to ensure its relevant to technology adoption and ICT related studies. It was found that UTAUT accounts for 70% of the variance in Behavioural Intention to Use (BI) and about 50% in actual use, demonstrating its explanatory power⁹¹. The strengths of UTAUT can be deduced from in its comprehensive integration, explaining a large portion of variance in technology use, and its wide application across organizational and consumer contexts. Its theoretical analysis, examines quality dimensions of parts of the theory and the theory as a whole, reinforcing its generalizability⁹².

However, some scholars believe that the wide adoption of UTAUT has negative impact on further theoretical development. For instance, it is argued that UTAUT is more focused on mandatory organizational use which may make it unsuitable for research on the adoption of technology in voluntary settings⁹³. This has led to calls for cross-context theorizing, proposing a multi-level framework to synthesize existing extensions and highlight promising research directions, addressing limitations like cultural variability and the need for longitudinal studies to capture dynamic changes over time⁹⁴.

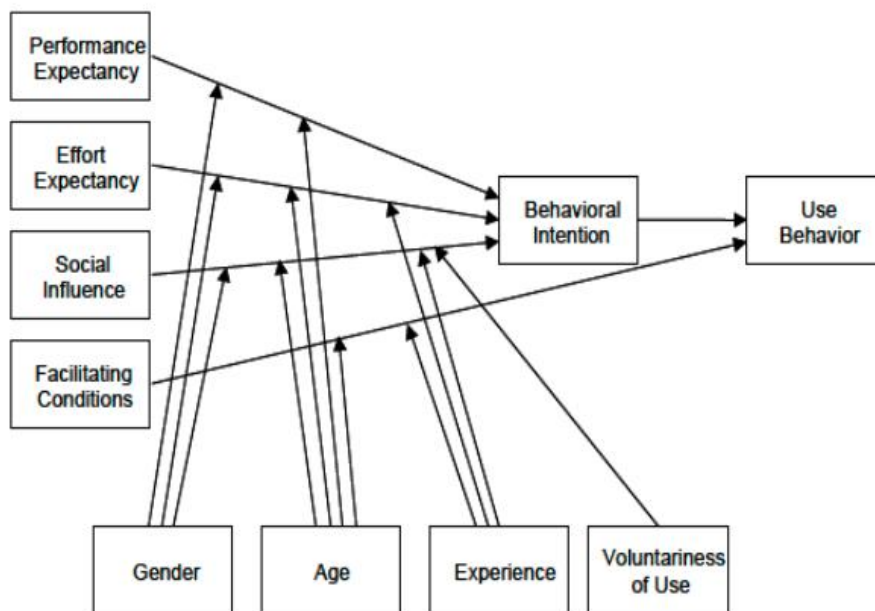


Figure 2.1: UTAUT Model

2.2.3 Human Capital Theory

The Human Capital Theory has a rich history of development dating back to 1961 when researcher began to examine the notion of human capital which was considered as important as other organisational assets, if not the most important⁹⁵. The theory posits

that any knowledge or attributes of a worker that improve job performance constitute human capital. In contemporary research, human capital is often conceptualized as a multi-dimensional construct encompassing education, experience, and skill acquisition, health, and attitudes that collectively enhance productivity.⁹⁷ However, in this study, three constructs, namely, education, experience, and skill acquisition will be considered.

Education and Training constitute one of the fundamental dimensions of human capital theory. This subconstruct represents both formal and informal learning processes that enhance an individual's cognitive and technical skills. It encompasses academic qualifications, vocational education, and professional certifications that contribute to the acquisition of relevant knowledge and expertise. Becker (1964) emphasized that investment in education significantly increases an individual's productivity and earning potential, thereby improving overall economic performance. Education and training thus serve as deliberate mechanisms for skill enhancement, capacity building, and intellectual development, forming the cornerstone of human capital accumulation⁹⁶.

Work Experience refers to the body of knowledge and competencies individuals acquire through job performance and exposure to diverse work environments. It embodies experiential learning, problem-solving ability, and adaptability developed over time in the course of employment. Mincer (1974) identified work experience as a critical determinant of productivity variation and wage differentials among workers. Through sustained engagement in professional activities, individuals refine their skills, deepen their understanding of work processes, and improve efficiency, thereby enhancing their contribution to organizational and economic growth⁹⁵.

Skills and Competencies encompass both hard and soft skills that collectively define an individual's ability to perform effectively. Hard skills refer to technical and domain-specific abilities, while soft skills include interpersonal, cognitive, and emotional intelligence capacities. Together, they represent the functional capacity of individuals to execute tasks efficiently and creatively. In contemporary human resource and performance frameworks, this subconstruct is often operationalized as knowledge, skills, and abilities (KSAs). The integration of diverse competencies enables individuals to adapt to dynamic work environments, innovate, and contribute meaningfully to organizational objectives⁹⁶.

The Human Capital theory is a notion in labour economics that regards the marketable talents of workers as a form of capital in which they invest. This investment ultimately enhances the diversity of options accessible to them. The Human Capital hypothesis posits that investment in human capital by individuals will ultimately result in increased economic value. The theory posits that human productive ability surpasses the aggregate of all other types of wealth⁹⁶.

The Human Capital theory has undergone examination by several experts. One of the early scholars asserted that human capital comprises the talents of workers, which directly improve job performance⁹⁷. Another scholar, in their Multiple Intelligence hypothesis, contended that human capital is multi-dimensional and that an individual may not possess all forms. He asserted that cerebral talents, for instance, differ from physical abilities, and one may not possess both⁹⁸. Experts have also argued that human capital included the capacity to adapt to a changing environment.

According to the human capital theory, secretaries can enhance their skills through reorientation and critical analysis of the current ICT-dominated work environment. They can also foster collaboration and connect with other colleagues while enhancing their ICT competencies for contemporary service provision.

2.3 Review of Empirical Studies

This section examines empirical studies focusing on the relationships between key variables in the study.

2.3.1 ICT skills and Service Quality

The necessity for the enhancement of information and communication skills, particularly in Nigeria, cannot be overstated. The caliber of available secretaries depends on a dependable and acceptable reporting mechanism that enhances efficiency in the public sector. This can alone be accomplished with a robust and efficient human resource development framework. Information and communication skills entail the utilization of electronic technology in many forms to enhance operational communication and overall organizational performance. Organizations without personnel with effective information and communication skills may have obstacles in navigating contemporary issues in the current work environment.

A significant body of literature has been generated on the role of ICT skills in modern organisations and how ICT skills transform employees and enable them to contribute toward the achievement of organisational goals. These studies have been conducted across the world and majority have concluded that ICT skills significantly contribute to service quality. Experts have also pointed out how the use of ICT improve service quality

by reducing the probability of errors by standardizing procedures and enhancing confidence in the information employed for decision-making throughout an organization. Many experts believe this constitutes the utilization of ICT for data management within a business⁹⁹. A scholar asserted that management is an activity engaged in by all individuals, whether in domestic settings, communities, governmental roles, or corporate environments¹⁰⁰. It denotes a method of accomplishing tasks by addressing personal or others' needs while offering challenges and experiences that facilitate development and enhancement. Another scholar added that information management, a core function of secretaries entails the coordination of various resources to accomplish its objectives effectively and efficiently. This indicates that information management requires analytical reasoning, precise planning, and rigorous oversight to achieve swifter and more effective outcomes¹⁰¹.

ICTs have transformed nearly every aspect of human life, enhancing the ease of information sharing and acquisition, improving task efficiency in professional and business contexts, facilitating interactions with governmental entities, and refining the management of personal and social affairs. Although this is accurate, several research have demonstrated that for secondary schools to effectively execute these and other responsibilities, educators necessitate instruction in the utilization of ICT¹⁰².

Researchers investigated the impact of information and communication competencies on the performance of secretaries in modern enterprises in Bauchi State, Nigeria. The primary aim of the study was to evaluate the impact of information and communication skills on the performance of secretaries in companies within Bauchi State, Nigeria. The primary data were collected via a meticulously designed questionnaire distributed to one

hundred and forty-three (143) secretaries in Bauchi State, Nigeria. A total of ninety-five (95) completed questionnaires were returned using a simple random sampling technique, and the data were analysed employing econometric models of multiple regression and diagnostic tests. The Cronbach's alpha model was employed to assess the instrument's dependability. The investigation revealed a favourable and substantial correlation between the utilization of computer, telecommunication, and video techniques and the productivity of public sector secretaries in Bauchi State, Nigeria. It was suggested that public sector secretaries receive training and retraining in the skills necessary for the proficient use of effective information and communication techniques to enhance work performance¹⁰³.

In a related study, researchers evaluate the impact of information communication skills on organizational performance in Bayelsa State. The research employed a validated structured questionnaire to collect data from participants, which were subsequently analyzed using chi-square and correlation analyses. The investigation revealed a substantial impact of information communication technology factors on organizational performance. It was determined that information communication abilities significantly impact organizational performance in Bayelsa State. It was suggested that business owners receive training and retraining in the skills necessary for the proper utilization of information technology resources to enhance corporate performance¹⁰⁴.

In another study which focused on secretaries, scholars explored the influence of office Information and Communication Technology on the performance of professional secretaries at the Ghana Ports and Harbours Authority in Takoradi which is akin to measuring their service quality. Data was collected using questionnaires that included

both open-ended and closed-ended questions. This study revealed that every office of the professional secretaries in the harbour is equipped with computers, photocopiers, and telephones. The study's findings indicated that all secretaries acknowledged that the integration of Information and Communication Technology in their offices has enhanced their performance efficiency and facilitated the implementation of significant changes and corrections. Consequently, it has assured precision and consistency in their performance. The secretaries unanimously concurred that the use of Information and Communication Technology has significantly enhanced their performance in the office, hence yielding beneficial contributions to the workplace¹⁰⁵.

Information and Communication Technology skills were also found to influence service quality among educators. An expert argued that Information and Communication Technology (ICT) not only have the capacity to enhance the effectiveness and efficiency of teaching and learning but also to reduce administrative responsibilities. This was explored in a study which examined the degree to which secretarial personnel and business educators utilize digital research competencies in information and communication technology throughout their daily contacts in secondary schools in Benue State. A descriptive survey research methodology was employed for this study. The study's population consisted of 53 respondents, including 38 business instructors and 15 secretaries from public secondary schools in Zone C of Benue State, selected from 15 secondary schools offering Business topics by a simple random sampling procedure. The findings indicate that business professionals may share varied ideas using ICT without limitations by acquiring the necessary abilities for each work. The study findings indicate

that teaching can be enhanced when students comprehend the mechanics of classroom-related technology¹⁰⁶.

In a study focused on the academic environment, experts examine the influence of Information and Communication Technology on secretaries at Cape Coast Polytechnic. The goals are to identify the types of Information and Communication Technology equipment utilized at Cape Coast Polytechnic and to assess the extent to which the secretary's performance and productivity have been improved via the use of Information and Communication Technology in the office. Data was collected using questionnaires that included both open-ended and closed-ended questions. The findings revealed that a higher proportion of respondents strongly concurred that Information and Communication Technology equipment facilitates time savings compared to traditional methods employed prior to the introduction of contemporary office equipment.

A significant number of respondents strongly concurred that the use of Information and Communication Technology had favourably enhanced their performance levels in the workplace, yielding a mean score of 4.43, which significantly influenced productivity levels throughout the firm. Although ICT is inherently productive, its efficacy is significantly enhanced in organizations that integrate substantial ICT utilization with extensive organizational transformations in production and efficiency methodologies.¹⁰⁷

A study examined the impact of ICT usage on the work performance of library personnel. The study utilized a descriptive survey with a correlational methodology. The research comprised 248 library staff from public university libraries in South-west Nigeria. Data was gathered using a questionnaire. The research demonstrated a substantial positive link among age, employment status, ICT proficiency, and task performance. The ANOVA test

revealed a significant combined effect of age, employment status, ICT abilities, and ICT usage on the task performance of respondents. The study found that age, employment position, ICT abilities of respondents, and ICT usage significantly influenced respondents' task performance. Library professionals should utilize their demography to foster a good attitude towards their work, while all employees must acquire the necessary ICT skills to enhance successful task performance¹⁰⁸.

2.3.2 Capacity Building and Service Quality

The emergence of Information and Communication Technology (ICT) and the resultant transformation in the office environment has demanded for significant improvements in the abilities of secretarial professionals. The significance of secretarial skills in human capital development is undeniably significant. A link exists between secretarial skills and human capital development, as the former is contingent upon the latter; hence, the stock of human capital influences labour productivity. Productivity is reported to rise when the worker holds the requisite skills and competences. A link exists between the abilities acquired via human capital development and national development. Consequently, the advancement of human capital is essential in the context of secretarial skills, since it entails intentional and systematic training and retraining that equips secretaries with necessary competencies. Nonetheless, human capital development can fulfill its function of cultivating persons, including secretaries, with requisite skills only when sufficient and sustained finance, aligned with international standards, and policy support are established¹⁰⁹.

The performance of employees influences an organization's financial outcomes. Consequently, organizational leaders must recognize the significance of training and

development on employee performance and assessment. Employee training and development aids both the business and its personnel in achieving several objectives, including enhancing morale, fostering a sense of security, increasing employee engagement, and improving the overall capabilities required for certain roles. Furthermore, organizational leaders want to apply systematic methods for evaluating employee performance, with outcomes often influenced by personal, organizational, environmental, motivational, skill level, aptitude, or job perception elements. Through appropriate training and development possibilities, together with efficient employee performance evaluation methods, personnel will be equipped to aid the firm in attaining its competitive stance in the contemporary worldwide market¹¹⁰.

Training is a potent tool within Human Resource Management techniques that enhances the quality of services delivered by employees such as secretaries. A researcher examined the effect of training on the performance of operational-level personnel at a specific clothing firm in Sri Lanka. An investigation of 60 replies from a randomly selected sample of machine operators reveals a substantial, positive, and significant correlation of 0.817 between training and performance. The regression analysis results demonstrate a considerable favourable influence of training content and operational parameters on employee performance. The researchers advocate enhancing the training material and setting particular training needs, including an appropriate duration, to improve employee performance¹¹¹.

Another study examined the influence of Human Resource Management Practices (HRMP) on enhancing Employee Performance (EP). The researchers posit that HRMP influences EP, with this effect purportedly mediated by work satisfaction. Employee

involvement is considered due to its possible moderating influence within the proposed paradigm. Data were gathered from 480 questionnaires issued to employees of commercial banks in Jordan and analysed utilizing structural equation modelling (SEM), path analysis, and confirmatory factor analysis (CFA). The findings indicate that HRMP positively influenced EP, along with work satisfaction and its elements (job stability and job enrichment). The mediating function of work satisfaction (enrichment and stability) was identified. Ultimately, employee engagement surfaced as a moderating variable connecting HRMP and EP. This study's findings underscore the significance of work satisfaction and employee engagement in attaining human resources performance objectives¹¹².

Researchers have continued to explore the relationship between training programs and the work performance of academic personnel such as secretaries. A study focusing on Nigeria revealed a crucial correlation between regular academic staff training and improved job performance. The findings highlight the beneficial influence of training on the successful execution of teaching, research, and community service initiatives by academics. The study concludes that continuous training activities are essential in influencing performance inside higher education institutions. Academic personnel, when endowed with varied competencies via ongoing training, demonstrate improved efficacy in fulfilling their duties in teaching, research, and community service domains. This research provides significant insights into the discussion of professional growth in academic environments. In response to our findings, we propose the creation of organized training programs designed to meet the specific requirements of academic positions. These approaches, bolstered by ongoing professional development and institutional

support, are positioned to enhance the overall performance of academic personnel in Nigerian tertiary institutions. This paper advocates for educational institutions to prioritize training as a strategic investment in the enhancement of higher education in Nigeria¹¹³.

In a related study, experts argue that training program is essential for the work performance of academic staff at tertiary institutions. It was asserted that training program prepares educators with approaches and contemporary pedagogical tactics that enhance their ability to engage, manage, and instruct students effectively, ensuring that all learners profit from the educational experience. Properly executed training programs provide the potential to equip educators to significantly influence students' academic performance as well as their extracurricular development¹¹⁴.

Another research also demonstrated that continuous exposure of employees to training programs enhances their capabilities and work performance at higher institutions. In workshops, participants engage actively in data contribution, problem-solving, or doing analyses utilizing quantifiable data. The feedback findings allow participants to juxtapose their responses with those of others, followed by a discussion and analysis to formulate generalizations and practical consequences¹¹⁵.

Similarly, researchers from South Africa evaluated the efficacy of On-The-Job training on employee performance. Data were gathered through semi-structured interviews. The study utilized a qualitative methodology, emphasizing comprehensive insights from participants instead of quantitative data. The participants consisted of staff from the Registrar's division at Walter Sisulu University, together with students, and a sample of twelve participants was intentionally picked. Seven of the thirteen participants were

personnel from the same division but from distinct units: the Examinations Office, the Admissions and Registration Office, and one faculty official. Six competitors were students from diverse faculties. Data were processed via Atlas ti, version 9. This study elucidates the significance of On-The-Job training and its efficacy on employee performance and productivity. The interviews concentrated on the efficacy of this training approach, and the study concluded that it is useful in enhancing the skills of recruits and current employees. Training and staff motivation were identified as critical factors in enhancing employee performance inside this technology-driven University. Research indicates that development programs directly impact organizational performance, and advancement and development are essential for organizational efficacy¹¹⁶.

Another study in Uganda examined the correlation between human resource development strategies and the work performance of academic personnel at Mbarara University of Science and Technology. The research employed a correlational design including a sample of 150 participants, with data gathered by a questionnaire survey. Data were analysed with quantitative methodologies. Descriptive data indicated that the performance of academic personnel was elevated. The execution of performance assessment was equitable (moderate). The regression analysis indicated that training and promotion exerted a favourable and substantial impact on the work performance of academic personnel. Nonetheless, the impact of performance assessment on the work performance of academic personnel was not substantial.

Consequently, it was determined that the execution of performance evaluation was insufficient to exert a major impact on the performance of academic staff. Training was

crucial for the success of academic staff at the institution, and advancement was a necessity for their effectiveness. Therefore, it is advised that the human resource director and university administrators reinforce the execution of performance appraisals, prioritize training to improve the performance of academic staff, and assign considerable importance to promotions to enhance academic staff performance¹¹⁷.

Capacity Building is also found to be relevant factor in employee retention and quality of service in private institutions in Oman. Researchers, explored the factors influencing the performance of both Teaching and Non-Teaching Staff in boosting the recognition of universities. The responders were the managers of several private colleges. The framework was validated and verified using linear regression analysis. This quantitative research included statistical approaches such as multiple regression, path analysis, factor analysis, and t-tests to assess the differences between teaching and non-teaching staff in order to enhance retention in private colleges. The workers' performance appears to be facilitated with the aim of improving the retention of Private Colleges. Likewise, a significant enhancement in employee performance will result in a high level of acceptability among both teaching and non-teaching personnel¹¹⁸.

The need for Capacity Building to drive service quality is not limited to secretaries and administrative staff as studies have also focused on other professionals. One of such studies evaluated the role of staff training and remuneration on teachers' quality of service in public secondary schools in Lagos State. A descriptive study methodology employing a correlational technique was utilized to examine existing associations. A sample of one hundred twenty (120) individuals was recruited from six secondary schools in the Epe and Ikeja Local Government Areas using purposive and simple random

selection methods. The results indicated that all hypotheses were rejected, hence demonstrating a positive link between the independent and dependent variables. It may be concluded that staff training significantly enhances predictive accuracy¹¹⁹. The study indicated that enhancing teacher performance in schools and institutions necessitates a focus on staff training, since it is a crucial factor for fostering good productivity.

Similarly, researchers examined the influence of staff training on the work performance of teachers in elementary schools within the Makurdi local government region of Benue State. This study employed a survey research design. A sample of 200 respondents, consisting of teachers from twenty elementary schools, was selected by a random sampling approach to complete the questionnaire. The data analysis yielded that: The training of teachers significantly affects the academic achievement of pupils. The preparation of teachers significantly influences instructional delivery in public primary schools within the Makurdi local government region. The training of teachers significantly influences the execution of the curriculum in public elementary schools within the Makurdi local government region. The findings indicate that teacher training significantly influences teachers' job performance regarding students' academic achievement, classroom instructional delivery, and curriculum implementation in the Makurdi Local Government Area of Benue State¹²⁰.

Another study investigated professional development, participative management, and teachers' job performance in public secondary schools in Ogun State, Nigeria. The sample consisted of 504 participants chosen using a multi-stage selection method from a population of 12,745 instructors across 217 public secondary schools. Data were collected using two researcher-developed instruments. The Pearson Product-Moment

Correlation statistical method was employed for data analysis. The results indicated a substantial positive correlation between teachers' work performance and both professional development and participatory management. The research determined that educators' work performance might be improved using these two management intervention measures. Consequently, it was advised that relevant authorities enhance current professional development programs for teachers and promote participatory management among them¹²¹.

Researchers also evaluate the effects of professional training and development for librarians and library personnel in southwestern Nigeria. This study aims to evaluate the effect of professional development and training on the work performance of library personnel at Federal University Oye Ekiti, Nigeria. This study employed a descriptive survey research approach. The study population encompasses all library personnel in the departmental, academic, and university libraries of Federal University Oye Ekiti. The purposive sampling method was employed to choose the study sample of 77 library staff members. The data were analysed utilizing descriptive and inferential statistics. The findings indicated that the job performance of library staff at Federal University Oye-Ekiti (FUOYE) is elevated; a positive and statistically significant correlation exists between the professional development of library staff and their job performance; the professional development and training of library staff substantially influence their job performance, encompassing orientation, in-house training, seminars, on-the-job training, and instructor-led training¹²².

In a related study, researchers examined the impact of the work environment and training on the job performance of library staff at university libraries located in Nasarawa State.

The research employed a survey design and was conducted in Nasarawa State, Nigeria. The study population comprised 150 library staff from university libraries in Nasarawa State. The data collecting tool was a self-created structured questionnaire. The acquired data were analysed utilizing Means and Standard Deviation to address the study objectives, and Chi-Square statistics were employed to evaluate the null hypotheses at a 0.05 level of significance. The study's findings indicated that the work environment and training significantly impact the job performance of library professionals at university libraries in Nasarawa State. Additionally, conclusions and suggestions were formulated based on the study's findings¹²³.

Contemporary organisations have acknowledged the significance of training as a mechanism to attain their strategic objectives. Human capital building is no longer perceived as a liability, but as an investment in one of its most dynamic assets. Numerous firms regard training as a critical instrument for staff retention. It enables the firm to develop a more intelligent workforce adept at addressing various situations and issues. The primary objective of every organization is to enhance its performance, which is unattainable without quality service from the employees. Training enhances profitability for the firm while fostering more favourable attitudes toward profit orientation. Training enhances job knowledge for individuals and aids in aligning with the organization's objectives.

Expert asserted that training constitutes a structured educational experience designed to instruct employees on executing present and prospective job responsibilities. The fundamental objective is to enhance the performance of those engaged in training activities. Training plays a crucial function and is anticipated to foster good

transformations in knowledge, skills, and attitudes. Employee training is to enhance abilities, either better equipping individuals for their current roles or preparing them for elevated positions with more responsibilities. Management is therefore expected to provide ongoing training for staff, enhancing their current roles as well as preparing them for further positions¹²⁴.

Organizations must evolve in tandem with their people, since they need to adjust to the shifting environment. Training programs are essential in every firm to enhance employee performance at all levels, especially in a rapidly evolving technological and environmental landscape. Skilled people will optimize the utilization of resources and equipment in a cost-effective manner. The incidence of accidents and damage to machinery and equipment would be minimized by the proficiently trained staff. This will result in a reduced cost of manufacturing per unit. A well-trained employee often demonstrates superior productivity and enhanced job quality compared to an unskilled person.

Training enhances employees' competencies in executing certain tasks. An enhancement of abilities often contributes to an improvement in both the number and quality of output. Providing adequate training to library workers diminishes the burden of supervision. Training does not obviate the necessity for oversight, but it diminishes the requirement for meticulous and continuous monitoring. A structured training program decreases the time required to achieve an acceptable level of performance. Employees should not have to rely on trial and error or observation to acquire knowledge if a formal training program is available inside the firm. When a company need entirely new capabilities, it encounters significant challenges in recruitment. Training may be utilized to identify prospective

individuals and to rectify deficiencies in the selection process. It is preferable to promote and develop personnel internally rather than recruit qualified individuals from other sources. Employee morale increases when they receive adequate training. An effective training program will shape employees' attitudes to garner support for organizational initiatives and enhance collaboration and performance¹²⁵. Training may mitigate employee unhappiness, complaints, absenteeism, and turnover. By acknowledging the significance of training techniques, senior leaders may cultivate an enhanced working environment that eventually elevates both employee motivation and worker performance. Training positively influences the job performance of library professionals, enhancing job satisfaction and productivity.

Experts asserts that training serves as a motivating component that promotes librarians' job performance, enabling them to achieve proficiency and deliver superior information services. He acknowledged that librarian training has a substantial beneficial impact on information dissemination and productivity. It was also observed that training is seen as an effective strategy for adapting to changes driven by technology advancements, organizational structuring, and restructuring; notably, it significantly enhances the performance of library workers.

2.4 Conceptual Model

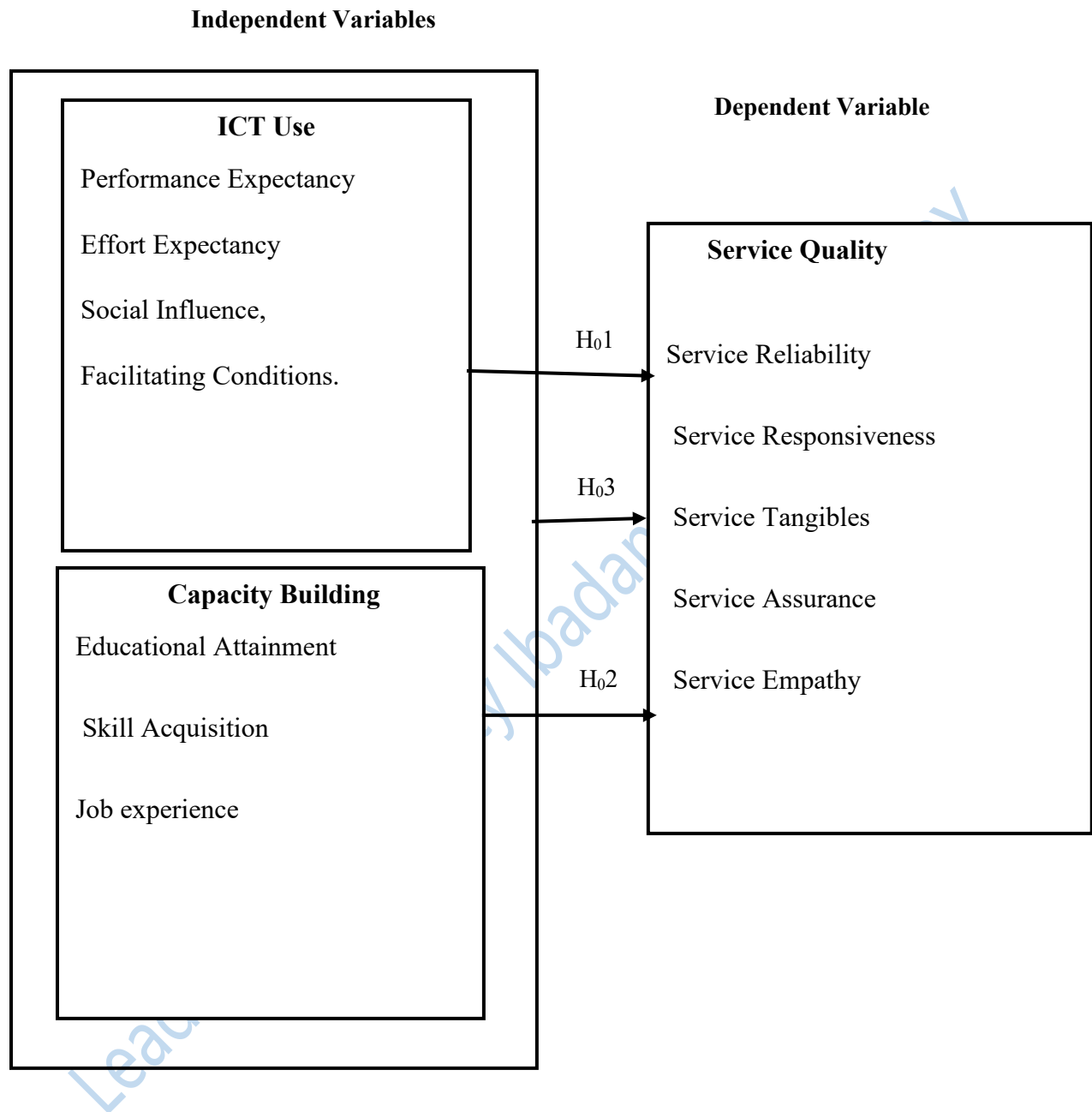


Figure 2.4: Conceptual model on ICT skills, Capacity Building and Service Quality of Secretaries in Universities in Osun State.

Source: Researcher, 2024

This conceptual model outlines the focus of this research on the influence of Information Communication Technology usage and Capacity Building on service quality of secretaries in universities in Osun State. The model shows the interrelationship between the study variables. The dependent variable is service quality of secretaries and it is measured using metrics adopted from the SERVQUAL model such as; assurance, responsiveness, reliability, empathy and tangibles⁸². The first independent variable is Information Communication Technology usage. It will be measured with metrics from the Unified Theory of Acceptance and Use of Technology (UTAUT) model, namely: performance expectancy, effort expectancy, social influence, and facilitating conditions⁹⁰. The second independent variable is Capacity Building which will be measured by metrics such as educational attainment, job training, and job experience⁹⁷.

The model indicates that service quality of secretaries can be determined by ICT skills. Going by the metrics outlined in the model, it means that secretary perception of performance expectancy, effort expectancy, social influence, and facilitating conditions leading to their effective use of ICT will contribute to better service quality in term of assurance, responsiveness, reliability, empathy and tangibles. Therefore, secretaries who are able to use ICT skilfully will demonstrate more assurance as they will be able to expertly respond to queries and provide necessary information. They will also be more responsive as they can leverage technology to communicate, collaborate, and to create digital content. In addition, ICT skills can improve reliability of secretaries through the proper organisation, preservation and dissemination of information.

The second hypothesis assumes that Capacity Building which comprises educational attainment, job training, and job experience will also influence service quality of secretaries. This can be explained from the perspective that boosting the capabilities of secretaries by helping to obtain higher educations, exposing them to on-the-job training, and providing them opportunities to gain job experience will boost their service quality. This study assumes that sustained Capacity Building will help secretaries achieve all dimensions of service quality such as assurance, responsiveness, reliability, empathy and tangibles

In order to prepare for all scenario, the study also assume that the combination of both ICT skills and human capacity development will significant influence service quality. Institutions can enhance their secretaries' ICT proficiency by investing in additional training for their employees. Training enhances employees' skills. Secretaries with robust ICT self-efficacy are more inclined to accept and proficiently employ technology to optimize administrative chores, facilitate effective communication, and deliver high-quality service. Their faith in technology fosters a proactive approach to learning and adopting new technologies, enhancing operational efficiency and stakeholder experience. Secretaries with elevated ICT self-efficacy are more inclined to embrace technological advances, resolve challenges, and foster a culture of technology integration inside organizations.

2.5 Summary of Reviewed Literature

The reviewed literature underscores the growing significance of ICT skills, Capacity Building, and service quality in shaping the performance and efficiency of personnel in tertiary institutions. Scholars agree that the effective use of ICT has transformed the

secretarial profession, equipping staff with the tools required for digital document processing, data management, virtual communication, and office automation. Several studies emphasize that proficiency in contemporary ICT tools enhances workflow, minimizes errors, and enables faster and more accurate service delivery in administrative tasks. However, gaps persist in digital competence, particularly among secretarial staff in institutions with limited access to modern ICT infrastructure or inadequate training support.

In the domain of Capacity Building, the literature reveals that continuous professional development is vital for improving secretarial efficiency and service orientation. Training, mentoring, and institutional support programs contribute significantly to career advancement, job satisfaction, and responsiveness to emerging workplace demands. Nevertheless, a number of studies highlight that many secretarial staff, especially in universities, often lack access to structured, periodic training aligned with institutional goals and evolving administrative needs. This disconnect between training initiatives and actual job requirements often limits the effectiveness of capacity-building interventions.

Service quality, as conceptualized in the literature, is linked closely to responsiveness, reliability, competence, and professionalism in handling administrative responsibilities. Secretaries serve as critical interface points between students, faculty, and management, making their service quality a reflection of institutional credibility. Existing studies often adopt models such as SERVQUAL to evaluate service delivery, though some neglect the unique administrative functions performed by secretarial personnel. Moreover, while some researchers focus on objective performance metrics, others argue for incorporating

the perceptions of both service providers and users to fully understand the quality of secretarial services.

Although the reviewed studies provide valuable insights into these thematic areas, most tend to generalize findings across various higher institutions without disaggregating data specific to universities. Furthermore, there is limited research targeting secretaries as a distinct cohort, resulting in a fragmented understanding of their specific contributions, needs, and challenges. Overall, the literature establishes the foundational role of ICT competence and capacity building in enhancing service quality but also reveals the need for more nuanced, context-sensitive investigations—especially in underexplored regions such as Osun State.

A critical review of the extant literature reveals significant gaps in research concerning ICT skills, Capacity Building, and the service quality of secretaries, particularly within the context of universities in Osun State. One of the foremost limitations is the insufficient contextual focus on private institutions as well as service quality of secretaries. Many existing studies tend to generalize findings across both public and universities or focus exclusively on public institutions, thereby neglecting the unique operational dynamics, technological demands, and institutional cultures prevalent in privately owned universities. This has created a knowledge gap regarding the specific challenges and opportunities secretaries face in private higher education settings.

Furthermore, secretaries as a professional group remain underrepresented in empirical investigations. Often categorized broadly as non-teaching staff, their specific roles, training needs, and performance expectations are subsumed under generalized administrative assessments. This undermines the ability to critically analyse how their

ICT competencies and capacity-building experiences directly influence the quality of administrative services they render. In addition, a major shortcoming in the literature is the failure to explore the interrelationship between ICT skills, training interventions, and service quality. Most studies treat these variables in isolation, lacking a systems-thinking approach that considers how improvements in digital competencies and continuous professional development collectively impact organizational outcomes.

Another important gap lies in the outdated nature of ICT competency frameworks used in several studies. Given the rapid evolution of digital technologies in the workplace, many assessments do not adequately reflect contemporary tools such as cloud-based systems, collaborative platforms, digital security protocols, and online documentation tools now integral to secretarial tasks. Similarly, while the importance of capacity building is frequently acknowledged, there is limited empirical evaluation of the scope, relevance, and effectiveness of training interventions available to secretaries in universities. The extent to which these capacity-building efforts align with institutional goals and improve job performance remains largely unexplored.

Lastly, many service quality assessments rely heavily on performance indicators without adequately incorporating user or stakeholder perceptions of secretarial service delivery. There is a notable absence of studies employing a dual-evaluation model that includes both self-assessment by secretaries and external feedback from faculty or administrators. Compounding these gaps is the dearth of localized studies focusing specifically on universities within Osun State. Regional and institutional nuances such as funding levels, staff development policies, and ICT infrastructure availability remain under-investigated, making it difficult to craft targeted and evidence-based interventions.

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Chapter Three

Methodology

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

3.1 Research Design

This study adopted a survey research method to examine the relationship between the dependent variable; service quality and two independent variables, ICT skills and Capacity Building. This method was adopted because it focuses on the vital facts about people, their beliefs, opinions, attitudes, and behavior.

3.2 Population of the Study

The population of this study consisted of 424 secretaries in universities in Osun State, Nigeria. According to data from the National University Commission at the time of the study, there were 13 tertiary institutions out of which eight are fully operational universities in Osun state. These include Obafemi Awolowo University, Ile-Ife; Federal University of Health Sciences, Ila Orangun; Osun State University, Osogbo; Adeleke University, Ede, Bowen University, Iwo, Fountain University, Osogbo, Joseph Ayo Babalola University, Ikeji-Arakeji, Kings University, Ode-Omu, Oduduwa University, Ile Ife, and Redeemers University , Ede. The population for this study comprised of 424 secretaries across seven universities in Osun State, Nigeria. (Table 3.1)

Tabel 3.1: Population of the Study

S/N	University	No of Secretaries
1.	Adeleke University, Ede,	42
2.	Bowen University, Iwo,	29
3.	Fountain University, Osogbo,	20
4.	Joseph Ayo Babalola University, Ikeji-Arakeji,	52
5.	Kings University, Ode-Omu,	05
6.	Oduduwa University, Ile Ife	20
7.	Redeemers University, Ede.	18
8.	Obafemi Awolowo University, Ile- Ife	100
9.	Federal University of Health Sciences, Ila Orangun	8
10.	Osun State University, Osogbo	70
11.	University of Ilesa, Ilesa	60
	Total	424

Source: 1,2,3,4,5,6,7,8,9,10,11

3.3 Sample Size and Sampling Technique

The Sample size of the study was therefore 206 secretaries drawn from eleven public and private universities from Osun State in proportion to their contribution to the overall population. The proportional sampling technique was adopted for selecting the sample. This means that the number of participants was proportional to the number of secretaries in each of the selected universities in relation to the total number of secretaries in the study population. The sample and the proportion of each institution was determined using the Taro Yamane formula.

: $n = N / (1 + N (e)^2)$ Where: n represents the sample size. N represents the population under study. e represents the margin error.

For the current study;

$$n = 424 / (1 + 424(0.05)^2)$$

$$n = 424 / (1 + 424(0.0025))$$

$$n = 424 / (1 + 1.06)$$

$$n = 424 / 2.06$$

$$n = 206$$

Table 3.2 Proportionate Sampling Calculation for the Sample used

S/N	Universities	% of population	total	Calculated Sample
1.	Adeleke University, Ede,	$\frac{42}{424} \times 100 = 10\%$		$\frac{10 \times 206}{100} = 20$
2.	Bowen University, Iwo,	$\frac{29}{424} \times 100 = 7\%$		$\frac{7 \times 206}{100} = 14$
3.	Fountain University, Osogbo,	$\frac{20}{424} \times 100 = 5\%$		$\frac{5 \times 206}{100} = 10$
4.	Joseph Ayo Babalola University, Ikeji-Arakeji,	$\frac{52}{424} \times 100 = 12\%$		$\frac{12 \times 206}{100} = 25$
5.	Kings University, Ode-Omu,	$\frac{05}{424} \times 100 = 1\%$		$\frac{1 \times 206}{100} = 2$
6.	Oduduwa University, Ile Ife	$\frac{20}{424} \times 100 = 5\%$		$\frac{5 \times 206}{100} = 10$
7.	Redeemers University, Ede.	$\frac{18}{424} \times 100 = 4\%$		$\frac{4 \times 206}{100} = 8$

8. Obafemi Awolowo University, Ile- Ife	$\frac{100}{424} \times 100 = 24\%$	$\frac{24 \times 206}{100} = 49$
9. Federal University of Health Sciences, Ila Orangun	$\frac{8}{424} \times 100 = 2\%$	$\frac{2 \times 206}{100} = 4$
10 Osun State University, Osogbo	$\frac{70}{424} \times 100 = 17\%$	$\frac{17 \times 206}{100} = 35$
11 University of Ilesa, Ilesa	$\frac{60}{424} \times 100 = 14\%$	$\frac{14 \times 206}{100} = 29$
Total	100%	206

3.4 Research Instrument

The instrument used for this study is a modified structured questionnaire that was adapted and adopted as appropriate from existing structured studies. The questionnaire consists 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 years spent in service.

Section B: Service Quality of Secretaries: This section measures service quality of secretaries. It is a self-reported scale consisting of 16 item divided into five dimensions namely: reliability, responsiveness, assurance, empathy, tangibles. The items in the questionnaires were adopted from a related study¹. Each item in the section was measured on a 4-point modified Likert rating with responses ranging from Very High (VH), High (H), Low (L) and Very Low (VL). Example of items in the section include I consistently complete assigned tasks within specified timeframes. “ I prioritize urgent assignments without being reminded” etc.

Section C: ICT skills: This section on Capacity Building consists of 22 items which is divided into two Dimensions- Education and Training. The questionnaire items were adopted from Role of Capacity Building in Public Service Delivery⁴. The questionnaire items on Education are: The knowledge gained during education positively improve work performance, institution encourage employees to further their education, career development opportunity enhance the level of productivity, Educational opportunities in institution is a source of motivation that makes me to put in more effort in gained during training as positively improve my work performance.

Section D: Capacity Building: This section consists of 22 items divided into three dimensions namely; Educational Attainment, Job training, and Job experience. The questionnaire items were adopted from a related study². Examples of items in the section include; “Educational opportunities in institution is a source of motivation that makes me to put in more effort in my job, institution sponsor its employees for long and short course”.

3.5 Validity of the Research Instrument

The research instrument was tested for face and content validity by the supervisor and other 6 experts in the field of information management, mainly from the Department of Office and Information Management, Lead City University, Ibadan. The suggested improvements were incorporated into the final draft of the questionnaire that was administered on the respondents of the study

3.6 Reliability of the Research Instrument

Reliability of a research instrument focuses on its ability to measure accurately the variables in a study and the relationship between them. For this instrument, the reliability will be determined through a pre-test. The researcher administered the questionnaire on twenty (20) secretaries selected from Lead City University, Ibadan, Oyo State. The responses were analysed to determine the Cronbach Alpha values of the components and the overall instrument. The results shows the following values for each dimensions; service quality scale (0.71), ICT skills scale (0.82); capacity building (0.75), the overall instrument has a Cronbach alpha value of 0.73

3.8 Method of Data Collection

The research instrument was administered on the respondents through research assistants who were briefed for the task. The data collection involved the use of four research assistants. The research assistants were trained for one week.

3.8 Method of Data Analysis

The data collected through the questionnaire were sorted, coded and analysed using the descriptive and inferential statistics. The research questions were analysed using SPSS tools such as frequency, percentage, mean and standard deviation. On the other hand, linear regression was used to analyse hypothesis one and two while the third hypothesis was tested using multiple regression analysis. All the three hypotheses were tested at 0.05 level of significance that is 95% degree of confidence. The analysis was carried with using the IBM SPSS statistical tools (Version 24).

Endnotes

1. H. T Uysal, & YILDIZ M. S, “*Effect of Organizational Levels on Individual Service Quality in Health Service: A Research on Doctors*”. *İktisatışletmevefinansdergisi*. 28(329), 2013 Pp.21-48.
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6. Joseph Ayo Babalola University, Ikeji-Arakeji, *Nominal staff list- secretaries*, Human Resources Unit, 2025
7. Kings University, Ode-Omu, *Nominal staff list- secretaries*, Human Resources Unit, 2025
8. Oduduwa University, Ile Ife, *Nominal staff list- secretaries*, Human Resources Unit, 2025
9. Redeemers University, Ede. *Nominal staff list- secretaries*, Human Resources Unit, 2025
10. Obafemi Awolowo University, Ile- Ife *Nominal staff list- secretaries*, Human Resources Unit, 2025
11. Federal University of Health Sciences, Ila Orangun *Nominal staff list- secretaries*, Human Resources Unit, 2025
12. Osun State University, Osogbo, *Nominal staff list- secretaries*, Human Resources Unit, 2025
13. University of Ilesa, Ilesa *Nominal staff list- secretaries*, Human Resources Unit, 2025

Chapter Four

Results and Discussion of findings

This chapter presents the results of data analysis based on the questionnaire administered during the research. The researcher administered 206 copies of the study questionnaire to respondents from various universities in Osun State namely: Obafemi Awolowo University, Ile-Ife; Federal University of Health Sciences, Ila Orangun; Osun State University, Osogbo; Adeleke University, Ede, Bowen University, Iwo, Fountain University, Osogbo, Joseph Ayo Babalola University, Ikeji-Arakeji, Kings University, Ode-Omu, Oduduwa University, Ile Ife, and Redeemers University , Ede. However, at the end of the exercise, one hundred and ninety-six (196) copies of the questionnaire were found to be properly filled and returned. The analysis in this chapter is based on the 196-questionnaire returned by the respondents which represents about 95% return rate.

Table 4.1 Return Rate

Number Administered	Number Returned	Percentage
206	196	95%

Source: Fieldwork, 2024

4.1 Demographic Distribution of the Respondents

The demographic analysis of the study respondents is presented in Table 4.1.

Table 4.2 Demographic Distribution of the Respondents

Gender	Frequency	Percentage
Female	159	81.1
Male	37	18.9
Total	196	100.0
Age		
25-35	48	24.5
36-45	96	49.0
46 years and above	52	26.5
Total	196	100.0
Educational Qualification		
HND/BSc	168	85.7
M.Sc.	28	14.3
Total	196	100.0
Years of Experience		
1 year-10 years	83	42.3
11-20 years	95	48.5
21years above	18	9.2
Total	196	100.0
Cadre		
Confidential Secretary	86	43.9
Senior Confidential Secretary	22	11.2
Principal Confidential Secretary	71	36.2
Assistant Chief Confidential Secretary	3	1.5
Chief Confidential Secretary	14	7.1
Total	196	100.0

Source: Fieldwork, 2024

Table 4.2 presents the demographic distribution of the respondents. The distribution reveals that the majority of respondents were female (159; 81.1%), while only 37 respondents (18.9%) were male. This suggests that the population under study is highly female-dominated. In terms of age distribution, the largest group of respondents fell within the 36-45 years category (96; 49.0%), followed by those 46 years and above (52;

26.5%), and respondents aged 25–35 years (48; 24.5%). This indicates that the respondents are predominantly in their mid-career to late-career stages.

Furthermore, the breakdown of the educational qualification of the respondents revealed that most respondents held an HND/B.Sc. (168; 85.7%), while a smaller proportion possessed an M.Sc. (28; 14.3%). This shows that the sample is largely composed of first-degree holders. The analysis of the years of experience of the respondents also showed that nearly half of the respondents reported 11–20 years of experience (95; 48.5%), followed by those with 1–10 years (83; 42.3%). Only a few had over 21 years of experience (18; 9.2%). This distribution suggests that the respondents are largely experienced professionals with a significant portion having between one to two decades of work experience. Finally, the cadre distribution among the respondents indicates that the highest proportion of respondents were Confidential Secretaries (86; 43.9%), followed by Principal Confidential Secretaries (71; 36.2%). Smaller proportions were Senior Confidential Secretaries (22; 11.2%), Chief Confidential Secretaries (14; 7.1%), and Assistant Chief Confidential Secretaries (3; 1.5%). This highlights that the sample is mainly clustered at the lower and mid-level cadres, with fewer respondents occupying the senior positions.

4.2 Presentation of Data

4.2.1 Research Questions

Research Question One: What is the level of service quality of secretaries in Osun State universities?

Table 4.3: Level Of Service Quality of Secretaries in Osun State universities

Tangibles	VH	H	L	VL	Mean
The office environment where I work is clean, organized, and conducive for administrative tasks.	141 71.9	55 28.1			3.72
I have access to up-to-date office equipment (computers, printers, copiers) needed for my duties.	131 66.8	52 26.5	10 5.1	31.5	3.59
My appearance and dress code reflect professionalism at all times.	168 85.7	24 12.2	4 2.0		3.84
Official documents and correspondences prepared by me are neat, accurate, and well-formatted.	165 84.2	31 15.8			3.84
Average Mean					3.75
Reliability					
I consistently complete assigned tasks within specified timeframes.	160 81.6	33 16.8	3 1.5		3.80
I rarely make mistakes in document preparation or data entry.	92 46.9	89 45.4	3 1.5	12 6.1	3.33
I always follow through on assigned responsibilities without supervision.	134 68.4	62 31.6			3.68
My work can be relied upon to meet institutional standards consistently.	155 79.1	38 19.4	3 1.5		3.78
Average Mean					3.65

Responsiveness	VH	H	L	VL	Mean
I respond quickly to requests from academic staff and students.	149 76.0	47 24.0			3.76
I am always willing to assist colleagues and supervisors with urgent tasks.	156 79.6	40 20.4			3.80
I prioritize urgent assignments without being reminded.	162 82.7	34 17.3			3.83
I regularly update supervisors on the status of tasks assigned to me.	135 68.9	52 26.5	9 4.6		3.64
Average Mean					3.76
Assurance					
I possess the knowledge and administrative skills required for my role.	156 79.6	37 18.9	3 1.5		3.78
I communicate clearly and confidently with staff, students, and visitors.	162 82.7	34 17.3			3.83
I maintain confidentiality in handling sensitive information.	184 93.9	12 6.1			3.94
I am courteous and professional in all interactions with stakeholders.	158 80.6	35 17.9	3 1.5		3.79
Average Mean					3.84
Empathy					
I take time to listen and understand the needs of staff and students.	156 79.6	37 18.9	3 1.5		3.78
I treat everyone who seeks my services with respect and consideration.	162 82.7	34 17.3			3.83
I show patience when attending to multiple or complex requests.	149 76.0	47 24.0			3.76
I strive to offer personalized service that meets individual needs.	125 63.8	68 34.7	3 1.5		3.62
Average Mean					3.75
Aggregate Mean					3.75

Source: Fieldwork, 2024

Decision Rule: 1.00 – 1.74= very low, 1.75 – 2.49= low, 2.50 – 3.24 = high, 3.25-4.00= very high.

Table 4.3 presents the analysis of the respondents on the level of service quality of secretaries in Osun State universities. Service quality was measured under five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. Under tangibles, the findings show that a majority of the respondents (141; 71.9%) strongly agreed and 55 (28.1%) agreed that their office environment is clean, organized, and conducive for administrative tasks, yielding a mean score of 3.72. Similarly, 131 (66.8%) strongly agreed and 52 (26.5%) agreed that they have access to up-to-date office equipment such as computers, printers, and copiers. However, 10 (5.1%) disagreed and 3 (1.5%) strongly disagreed, bringing the mean to 3.59. With respect to professional appearance, 168 (85.7%) strongly agreed and 24 (12.2%) agreed that their appearance and dress code reflect professionalism, while only 4 (2.0%) disagreed, resulting in a mean of 3.84. Furthermore, 165 (84.2%) strongly agreed and 31 (15.8%) agreed that the documents and correspondences they prepare are neat, accurate, and well-formatted, with a mean of 3.84. The average mean for tangibles is 3.75, indicating strong performance in this area.

The reliability dimension highlights that 160 (81.6%) strongly agreed and 33 (16.8%) agreed that they complete tasks within specified timeframes, producing a mean of 3.80. In terms of accuracy, 92 (46.9%) strongly agreed and 89 (45.4%) agreed that they rarely make mistakes, though 3 (1.5%) disagreed and 12 (6.1%) strongly disagreed, reducing the mean score to 3.33. Additionally, 134 (68.4%) strongly agreed and 62 (31.6%) agreed that they follow through on responsibilities without supervision, with a mean of 3.68. Finally, 155 (79.1%) strongly agreed and 38 (19.4%) agreed that their work consistently meets institutional standards, while 3 (1.5%) disagreed, yielding a mean of 3.78. The

average mean for reliability is 3.65, showing generally high reliability but with a noted weakness in minimizing errors.

In terms of responsiveness, 149 (76.0%) strongly agreed and 47 (24.0%) agreed that they respond quickly to requests, giving a mean score of 3.76. Likewise, 156 (79.6%) strongly agreed and 40 (20.4%) agreed that they willingly assist colleagues and supervisors with urgent tasks, with a mean of 3.80. A significant number, 162 (82.7%) strongly agreed and 34 (17.3%) agreed that they prioritize urgent assignments without reminders, producing a mean of 3.83. Meanwhile, 135 (68.9%) strongly agreed and 52 (26.5%) agreed that they update supervisors regularly, though 9 (4.6%) disagreed, leading to a slightly lower mean of 3.64. The average mean score for responsiveness is 3.76, indicating strong responsiveness overall.

The responses in the dimension of assurance show high levels of agreement. A large proportion, 156 (79.6%) strongly agreed and 37 (18.9%) agreed that they possess the required administrative knowledge and skills, while 3 (1.5%) disagreed, resulting in a mean of 3.78. Similarly, 162 (82.7%) strongly agreed and 34 (17.3%) agreed that they communicate clearly and confidently, with a mean of 3.83. Nearly all respondents (184; 93.9%) strongly agreed and 12 (6.1%) agreed that they maintain confidentiality in handling sensitive information, yielding the highest mean score of 3.94. Additionally, 158 (80.6%) strongly agreed and 35 (17.9%) agreed that they are courteous and professional in all interactions, while 3 (1.5%) disagreed, producing a mean of 3.79. The average mean for assurance is 3.84, which is the highest among all dimensions of service quality.

Finally, under empathy, 156 (79.6%) strongly agreed and 37 (18.9%) agreed that they listen and understand the needs of staff and students, while 3 (1.5%) disagreed, giving a

mean of 3.78. Also, 162 (82.7%) strongly agreed and 34 (17.3%) agreed that they treat everyone with respect and consideration, with a mean of 3.83. Likewise, 149 (76.0%) strongly agreed and 47 (24.0%) agreed that they show patience when handling multiple or complex requests, producing a mean of 3.76. In addition, 125 (63.8%) strongly agreed and 68 (34.7%) agreed that they strive to offer personalized services, though 3 (1.5%) disagreed, yielding the lowest empathy-related mean score of 3.62. The average mean for empathy is 3.75, reflecting strong but slightly less consistent performance.

Overall, the aggregate mean score is 3.75, indicating that secretaries in Osun State universities demonstrate a generally high level of service quality across all five dimensions. Assurance stands out as their strongest area of service quality, especially in confidentiality and professionalism, while reliability, particularly in reducing documentation errors, emerges as the area requiring improvement.

Research Question Two: What is the level of ICT skills of secretaries in Osun State universities?

Table 4.4: Level of ICT skills of Secretaries in Osun State Universities?

Performance Expectancy	VH	H	L	VL	Mean
Using ICT tools (e.g., MS Office, email, databases) improves my productivity as a secretary.	156 79.6	37 18.9	3	1.5	3.78
ICT enhances the quality of services I deliver in my daily administrative tasks.	156 79.6	37 18.9	3	1.5	3.78
ICT skills helps me complete tasks more quickly and efficiently.	153 78.1	43 21.9			3.78
I believe the use of digital tools increases the accuracy of my work.	148 75.5	48 24.5			3.76
Average Mean					3.76
Effort Expectancy					
Learning to use new ICT tools is easy for me.	129 65.8	67 34.2			3.66
I find it easy to use computers and software needed for secretarial duties.	155 79.1	35 17.9	6	3.1	3.73
I can complete administrative tasks with minimal technical assistance.	117 59.7	69 35.2	10 5.1		3.55
The ICT systems I use are user-friendly and require minimal effort to operate.	115 58.7	71 36.2	10 5.1		3.54
Average Mean					3.62
Social Influence					
My supervisors expect me to be proficient in using ICT tools.	112 57.1	69 35.2	15 7.7		3.49
My colleagues support the use of technology for administrative functions.	127 64.8	63 32.1	6	3.1	3.62
There is a general belief in my institution that secretaries should use ICT effectively.	154 78.6	42 21.4			3.79
The work culture in my office encourages the adoption of ICT tools.	134 68.4	56 28.6	6	3.1	3.65
Average Mean					3.64

Facilitating Conditions	VH	H	L	VL	Mean
I have access to functional ICT tools (computers, printers, scanners) in my office.	125 63.8	58 29.6	13 6.6		3.57
I receive adequate technical support when using ICT resources.	109 55.6	77 39.3	10 5.1		3.51
I am regularly trained to improve my ICT skills.	85 43.4	89 45.4	19 9.7	3 1.5	3.31
The ICT infrastructure in my university supports my job effectively.	118 60.2	66 33.7	12 6.1		3.54
Average Mean					3.48
Aggregate Mean					3.63

Source: Fieldwork, 2024

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: SA = Strongly Agree, A = Agree, D = Disagree SD = Strongly Disagree

Table 4.4 presents the analysis of the level of ICT skills of secretaries in Osun State universities. ICT skills were assessed using four dimensions: performance expectancy, effort expectancy, social influence, and facilitating conditions. Under performance expectancy, the analysis of the responses show that 156 (79.6%) strongly agreed and 37 (18.9%) agreed that using ICT tools such as MS Office, email, and databases improves their productivity, while 3 (1.5%) disagreed, producing a mean of 3.78. A similar pattern was recorded where 156 (79.6%) strongly agreed and 37 (18.9%) agreed that ICT enhances the quality of services they deliver, while 3 (1.5%) disagreed, yielding the same mean of 3.78. Likewise, 153 (78.1%) strongly agreed and 43 (21.9%) agreed that ICT helps them complete tasks more efficiently, with a mean of 3.78. In addition, 148 (75.5%) strongly agreed and 48 (24.5%) agreed that digital tools increase the accuracy of their work, giving a mean score of 3.76. The average mean for performance expectancy is 3.76, reflecting a strong belief in the benefits of ICT for productivity, quality, speed, and accuracy.

In the dimension of effort expectancy, analysis of the results reveal slightly lower but still positive outcomes. A majority, 129 (65.8%) strongly agreed and 67 (34.2%) agreed that learning to use new ICT tools is easy, with a mean of 3.66. Similarly, 155 (79.1%) strongly agreed and 35 (17.9%) agreed that they find it easy to use computers and software, though 6 (3.1%) disagreed, giving a mean of 3.73. When asked about completing tasks with minimal technical assistance, 117 (59.7%) strongly agreed and 69 (35.2%) agreed, while 10 (5.1%) disagreed, resulting in a mean of 3.55. In addition, 115 (58.7%) strongly agreed and 71 (36.2%) agreed that ICT systems are user-friendly, though 10 (5.1%) disagreed, producing a mean of 3.54. The average mean for effort expectancy is 3.62, suggesting that while ICT tools are generally considered manageable, a small proportion of respondents still experience difficulty.

In term of social influence, the analysis of the result indicate that 112 (57.1%) strongly agreed and 69 (35.2%) agreed that supervisors expect them to be ICT-proficient, while 15 (7.7%) disagreed, giving a mean of 3.49. Similarly, 127 (64.8%) strongly agreed and 63 (32.1%) agreed that colleagues support the use of ICT, with 6 (3.1%) disagreeing, leading to a mean of 3.62. A stronger consensus was seen where 154 (78.6%) strongly agreed and 42 (21.4%) agreed that there is a general institutional belief that secretaries should use ICT effectively, resulting in the highest mean of 3.79. Furthermore, 134 (68.4%) strongly agreed and 56 (28.6%) agreed that their office culture encourages ICT adoption, though 6 (3.1%) disagreed, with a mean of 3.65. The average mean for social influence is 3.64, highlighting the positive role of supervisors, colleagues, and institutional culture in promoting ICT adoption.

The results for facilitating conditions show comparatively weaker outcomes. A total of 125 (63.8%) strongly agreed and 58 (29.6%) agreed that they have access to functional ICT tools, while 13 (6.6%) disagreed, yielding a mean of 3.57. Regarding technical support, 109 (55.6%) strongly agreed and 77 (39.3%) agreed that they receive assistance, though 10 (5.1%) disagreed, producing a mean of 3.51. On ICT training, only 85 (43.4%) strongly agreed and 89 (45.4%) agreed that they are regularly trained, while 19 (9.7%) disagreed and 3 (1.5%) strongly disagreed, leading to the lowest mean of 3.31. Finally, 118 (60.2%) strongly agreed and 66 (33.7%) agreed that ICT infrastructure supports their work, while 12 (6.1%) disagreed, yielding a mean of 3.54. The average mean for facilitating conditions is 3.48, showing that while infrastructure and tools are present, training and support remain inadequate.

Overall, the aggregate mean score is 3.63, indicating that the secretaries in Osun State universities demonstrate a relatively high level of ICT skills. Among the dimensions, performance expectancy is rated highest, reflecting the strong perception of ICT's benefits, while facilitating conditions rank lowest, suggesting institutional and technical support are areas requiring improvement.

Research Question Three: What is most prevalent capacity building of secretaries in Osun State universities?

Table 4.5: Prevalent Capacity Building of Secretaries in Osun State Universities

Educational Attainment	SA	A	D	SA	Mean
My current educational qualifications are relevant to my duties as a secretary.	144 73.5	43 21.9	9 4.6		3.69
The knowledge gained from my formal education has helped me perform my job effectively.	152 77.6	44 22.4			3.78
I believe additional academic qualifications would improve my capacity as a secretary.	156 79.6	37 18.9	3 1.5		3.78
I am interested in pursuing further education to enhance my professional competencies.	143 73.0	50 25.5	3 1.5		3.71
Average Mean					3.74
Skill Acquisition					
I have participated in job-related training programs within the last 12 months.	110 56.1	55 28.1	25 12.8	6 3.1	3.37
The training sessions I attended improved my job performance.	121 61.7	63 32.1	9 4.6	3 1.5	3.54
My institution organizes regular training to build staff capacity.	74 37.8	104 53.1	15 7.7	3 1.5	3.27
I am given equal opportunities to attend training and workshops like other staff.	73 37.2	81 41.3	27 13.8	15 7.7	3.08
I actively seek out professional development opportunities to improve my skills.	122 62.2	58 29.6	16 8.2		3.54
I receive adequate support from management to attend job-related training.	63 32.1	94 48.0	27 13.8	12 6.1	3.06
Average Mean					3.31

Job Experience	SA	A	D	SA	Mean
My experience on the job has improved my confidence in handling secretarial responsibilities.	165 84.2	31 15.8			3.84
I have gained valuable practical skills through years of service.	147 75.0	49 25.0			3.75
I can perform complex administrative tasks without supervision due to my experience.	140 71.4	56 28.6			3.71
I often mentor or assist less experienced secretaries in my department.	127 64.8	63 32.1	6 3.1		3.62
My work experience has significantly enhanced my problem-solving and decision-making skills.	153 78.1	43 21.9			3.78
Average Mean					3.74
Aggregate Mean					3.60

Source: Fieldwork, 2024

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: SA = Strongly Agree, A [Agree, D = Disagree SD = Strongly Disagree

Table 4.5 presents the analysis of the prevalent capacity building of secretaries in Osun State universities. Capacity building was assessed under three dimensions: educational attainment, job training, and job experience. Under educational attainment, the findings show that 144 (73.5%) strongly agreed and 43 (21.9%) agreed that their current educational qualifications are relevant to their secretarial duties, while 9 (4.6%) disagreed, yielding a mean of 3.69. Similarly, 152 (77.6%) strongly agreed and 44 (22.4%) agreed that the knowledge gained from their formal education has helped them perform effectively, resulting in a mean of 3.78. Furthermore, 156 (79.6%) strongly agreed and 37 (18.9%) agreed that additional academic qualifications would improve their capacity, though 3 (1.5%) disagreed, giving a mean of 3.78. In addition, 143 (73.0%) strongly

agreed and 50 (25.5%) agreed that they are interested in pursuing further education to enhance professional competencies, while 3 (1.5%) disagreed, producing a mean of 3.71. The average mean for educational attainment is 3.74, showing that secretaries view education as highly relevant to their professional capacity.

The results for job training reveal comparatively weaker outcomes. About 110 (56.1%) strongly agreed and 55 (28.1%) agreed that they had participated in job-related training programs within the last 12 months, but 25 (12.8%) disagreed and 6 (3.1%) strongly disagreed, yielding a mean of 3.37. A total of 121 (61.7%) strongly agreed and 63 (32.1%) agreed that training improved their performance, though 9 (4.6%) disagreed and 3 (1.5%) strongly disagreed, giving a mean of 3.54. On the organization of regular training by their institutions, only 74 (37.8%) strongly agreed and 104 (53.1%) agreed, while 15 (7.7%) disagreed and 3 (1.5%) strongly disagreed, leading to a mean of 3.27. Regarding equal opportunities to attend training, 73 (37.2%) strongly agreed and 81 (41.3%) agreed, but 27 (13.8%) disagreed and 15 (7.7%) strongly disagreed, producing a mean of 3.08. Similarly, 122 (62.2%) strongly agreed and 58 (29.6%) agreed that they actively seek professional development opportunities, while 16 (8.2%) disagreed, yielding a mean of 3.54. On management support, 63 (32.1%) strongly agreed and 94 (48.0%) agreed, whereas 27 (13.8%) disagreed and 12 (6.1%) strongly disagreed, leading to the lowest score of 3.06. The average mean for job training is 3.31, indicating that although training is recognized as useful, its availability, access, and institutional support are limited.

With regard to job experience, the findings reveal strong positive outcomes. A large proportion, 165 (84.2%) strongly agreed and 31 (15.8%) agreed that their experience has improved their confidence in handling responsibilities, yielding a high mean of 3.84.

Similarly, 147 (75.0%) strongly agreed and 49 (25.0%) agreed that they have gained valuable practical skills through years of service, with a mean of 3.75. About 140 (71.4%) strongly agreed and 56 (28.6%) agreed that they can perform complex tasks without supervision, yielding a mean of 3.71. In terms of mentorship, 127 (64.8%) strongly agreed and 63 (32.1%) agreed that they often assist less experienced secretaries, though 6 (3.1%) disagreed, producing a mean of 3.62. Finally, 153 (78.1%) strongly agreed and 43 (21.9%) agreed that their experience has enhanced problem-solving and decision-making skills, with a mean of 3.78. The average mean for job experience is 3.74, indicating that secretaries place strong value on the role of practical experience in capacity building.

Overall, the aggregate mean score is 3.60, showing that capacity building among secretaries in Osun State universities is fairly strong. While educational attainment and job experience provide the highest contributions to capacity development, job training lags behind due to inadequate opportunities, irregular training programs, and insufficient management support.

4.2.2 Presentation of Hypotheses

The following hypotheses for this study were tested at 0.05 level of significance:

H⁰₁: There will be no significant influence of ICT skills on service quality of secretaries in Osun State universities;

Table 4.6 a-c: Influence of ICT skills On Service Quality Of Secretaries In Osun State Universities;

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659 ^a	.434	.431	.20363

a. Predictors: (Constant), ICT skills

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.163	1	6.163	148.630	.000 ^b
	Residual	8.044	194	.041		
	Total	14.208	195			

a. Dependent Variable: Service Quality

b. Predictors: (Constant), ICT skills

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.846	.157		11.785	.000
	ICT skills	.524	.043	.659	12.191	.000

a. Dependent Variable: Service Quality

Table 4.6 presents the results of the regression analysis on the influence of ICT skills on service quality of secretaries in Osun State universities. The analysis revealed a significant influence of ICT skills on service quality of secretaries in Osun State universities. The model summary reveals a correlation coefficient (R) of 0.659, indicating a strong positive influence of ICT skills on service quality. The R Square value of 0.434 shows that ICT skillsss account for 43.4% of the variation in service quality among secretaries, while the Adjusted R Square of 0.431 confirms the model's reliability. The standard error of estimate is 0.20363, suggesting moderate precision in prediction.

The ANOVA results indicate that the regression model is statistically significant with $F(1,194) = 148.630$, $p < 0.001$, showing that ICT skills significantly influences service quality. The regression sum of squares (6.163) compared to the residual sum of squares (8.044) further demonstrates that the model explains a substantial proportion of the variation in service quality.

In addition, the coefficients table shows that ICT skills have a significant positive effect on service quality ($B = 0.524$, $\beta = 0.659$, $t = 12.191$, $p < 0.001$). This implies that for every unit increase in ICT skills, service quality improves by 0.524 units. The constant value ($B = 1.846$, $t = 11.785$, $p < 0.001$) indicates the baseline level of service quality when ICT skills are absent. In view of these results, the null hypothesis stating that there will be no significant influence of capacity ICT skills on service quality of secretaries in Osun State universities, is rejected.

H₀₂ There will be no significant influence of capacity building on service quality of secretaries in Osun State universities.

Table 4.7: Influence Of Capacity Building on Service Quality of Secretaries in Osun State Universities;

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.627 ^a	.393	.390	.21081

a. Predictors: (Constant), Capacity Building

b. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.586	1	5.586	125.700	.000 ^b
	Residual	8.621	194	.044		
	Total	14.208	195			

a. Dependent Variable: Service Quality

b. Predictors: (Constant), Capacity Building

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.088	.149		14.045	.000
Capacity Building	.465	.041	.627	11.212	.000

a. Dependent Variable: Service Quality

Table 4.7 presents the result of regression analysis on the influence of capacity building on service quality of secretaries in Osun State universities. The model summary shows a correlation coefficient (R) of 0.627, indicating a strong positive relationship between

capacity building and service quality. The R Square value of 0.393 reveals that capacity building explains 39.3% of the variance in service quality, with an Adjusted R Square of 0.390, which confirms the model's robustness. The standard error of estimate (0.21081) suggests moderate precision in predicting service quality.

The ANOVA results demonstrate that the regression model is statistically significant, with $F(1,194) = 125.700$, $p < 0.001$. This confirms that capacity building is a significant predictor of service quality. The regression sum of squares (5.586) relative to the residual sum of squares (8.621) highlights the substantial contribution of capacity building to explaining variation in service quality.

In addition, the coefficients table reveals that capacity building has a positive and statistically significant effect on service quality ($B = 0.465$, $\beta = 0.627$, $t = 11.212$, $p < 0.001$). This implies that a one-unit increase in capacity building activities leads to a 0.465-unit improvement in service quality. The constant ($B = 2.088$, $t = 14.045$, $p < 0.001$) reflects the baseline service quality when capacity building is not considered. Consequently, the null hypothesis stating that; there will be no significant influence of capacity building on service quality of secretaries in Osun State universities, is rejected.

H₀₃ There will be no significant combined influence of ICT skills and capacity building on service quality of secretaries in Osun State universities.

Table 4.8: Combined Influence of ICT skills And Capacity Building on Service Quality of Secretaries in Osun State universities;

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696 ^a	.484	.479	.19489

a. Predictors: (Constant), Capacity Building, ICT skills

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.877	2	3.439	90.533	.000 ^b
	Residual	7.330	193	.038		
	Total	14.208	195			

a. Dependent Variable: Service Quality

b. Predictors: (Constant), Capacity Building, ICT skills

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.658	.156		10.632	.000
ICT skills	.342	.059	.430	5.830	.000
Capacity Building	.237	.055	.320	4.336	.000

a. Dependent Variable: Service Quality

The results presented in Table 4.8 reveal the combined influence of ICT skills and capacity building on service quality. The model summary shows that both variables together yield a correlation coefficient (R) of 0.696, which reflects a strong positive relationship with service quality. The R Square value of 0.484 indicates that ICT skills and capacity building jointly explain 48.4% of the variance in service quality, while the Adjusted R Square of 0.479 suggests that the model is stable and generalizable to similar populations. Furthermore, the standard error of the estimate (0.19489) demonstrates good predictive accuracy, underscoring that the model can reliably explain the effect of these two independent variables on service delivery outcomes among secretaries.

Furthermore, the analysis of variance (ANOVA) further confirms the robustness of the model. With an F-statistic of 90.533 ($df = 2, 193$) and a significance level of $p < 0.001$, the results establish that the joint effect of ICT skills and capacity building on service quality is statistically significant. This means that both variables, when considered together, significantly predict improvements in the quality of secretarial services within the universities under study. The relatively large regression sum of squares (6.877) compared to the residual sum of squares (7.330) further emphasizes that the model explains a substantial proportion of the total variation in service quality.

In addition, the coefficients table provides deeper insights into the specific contributions of each variable. ICT skills emerge as the stronger predictor of service quality, with a standardized beta coefficient (β) of 0.430, which is higher than the beta coefficient for capacity building ($\beta = 0.320$). The unstandardized coefficient ($B = 0.342$, $p < 0.001$) for ICT skills suggests that a one-unit increase in ICT competency is associated with a 0.342-unit increase in service quality, holding capacity building constant. On the other hand,

capacity building also demonstrates a significant positive effect ($B = 0.237, p < 0.001$), indicating that improvements in training, education, and professional development contribute meaningfully to service quality, although to a lesser degree than ICT proficiency. The constant value ($B = 1.658, p < 0.001$) further illustrates the baseline level of service quality in the absence of both predictors. As a result, the null hypothesis stating that; there will be no significant combined influence of ICT skills and capacity building on service quality of secretaries in Osun State universities, is rejected.

Taken together, the findings highlight the synergistic role of ICT skills and capacity building in enhancing secretarial service quality, while also showing that ICT skills are the stronger determinant of performance. This suggests that while professional training and educational advancement remain important for improving competence, the ability to effectively use ICT tools provides a more powerful and immediate impact on administrative efficiency, accuracy, and responsiveness.

4.3 Discussion of Findings

The analysis of the first research question revealed that secretaries in Osun State universities exhibit a generally high level of service quality across all five SERVQUAL dimensions, with assurance emerging as the strongest area. This strength is particularly evident in their ability to maintain confidentiality and demonstrate professionalism, which are critical in administrative roles that require trust and discretion. The emphasis on assurance aligns with the nature of secretarial work in academic institutions, where stakeholders value reliability in handling sensitive information and professionalism in

interpersonal interactions. However, reliability especially in reducing documentation errors was identified as the area requiring the most improvement. This suggests that while secretaries are perceived as trustworthy and competent in their demeanour, there may be systemic or process-related gaps affecting the consistency and accuracy of their outputs.

When compared with empirical studies in Nigeria, similar patterns emerge in people-oriented service sectors. For example, a SERVQUAL-based assessment of small and medium-sized enterprises (SMEs) in Nigeria found that assurance and empathy were the most influential dimensions in driving customer satisfaction, while reliability often underperformed¹. This mirrors the findings of the current and suggests a broader national trend in which interpersonal trust, courtesy, and professionalism are cultural strengths, but operational consistency and error-free service delivery remain challenges. Similarly, research in the Nigerian hospitality industry reported a significant gap between customers' expectations and actual service performance, with assurance and responsiveness ranking high, but reliability showing room for improvement².

In contrast, studies conducted in Nigerian academic libraries frequently identify tangibles such as modern facilities and up-to-date resources as the most valued dimension, with assurance sometimes ranking lower. This difference highlights the influence of service context: in library settings, the physical environment and resources dominate user expectations, whereas in secretarial services, human interaction and trustworthiness are more central to perceived quality.

Across the wider African context, SERVQUAL-based studies in higher education, banking, and hospitality reveal a mixed picture. In some cases, responsiveness or empathy lead as the strongest dimensions, while tangibles or reliability are weaker³.

However, in many people-facing roles such as front-desk operations, administrative support, and customer service assurance consistently ranks high, mirroring the Osun State findings. The recurring weakness in reliability across multiple sectors may reflect broader structural and resource constraints, as well as the need for improved process management and training to ensure consistent, error-free service delivery.

The study also found that secretaries in Osun State universities demonstrate a relatively high level of ICT skills. Among the dimensions, performance expectancy is rated highest, reflecting the strong perception of ICT's benefits, while facilitating conditions rank lowest, suggesting institutional and technical support are areas requiring improvement. This finding is consistent with, and builds upon, several empirical studies in Nigeria and Africa. Firstly, the strong performance expectancy aligns closely with what has been observed in studies of ICT adoption in other Nigerian public-sector contexts. For example, a study of ICT adoption among civil service employees in Ekiti State found that performance expectancy, effort expectancy, social influence, and facilitating conditions were all significantly related to productivity, but with performance expectancy standing out⁴. Similarly, in Bayelsa State, a study of secretaries reported that use of computers, telecommunications and video techniques had a positive and significant relationship with secretarial performance, especially in improving speed and accuracy⁵. These findings reinforce your result that secretaries perceive ICT to deliver clear benefits in outcome dimensions.

Secondly, facilitating conditions being the lowest among the dimensions is also echoed in other work. In Nasarawa State, a study of secretaries in government ministries found that, while ICT improves speed, relevance, and accuracy of work, there is still a pronounced

need for availability of up-to-date ICT equipment and more training or re-training to deal with evolving tools⁶. Additionally, in studies of lecturers' mobile learning use (University of Ibadan), facilitating conditions such as continuous training, infrastructure (internet, reliable power), and institutional support have been repeatedly shown to lag behind more subjective perceptions of ICT skillsfulness⁷. Thus, the finding of this study that facilitating conditions are weaker is not exceptional but reflects a recurring pattern in the Nigerian higher-education and public service environment.

However, there are some areas where the study findings diverge slightly from or add nuance to existing literature. Many studies that use SERVQUAL or related frameworks (in health, education, public services) report reliability or equivalent dimensions such as consistency, error-free service as often among the stronger attributes of service quality or at least not the weakest. For instance, in the "Dimensions of Service Quality Encountered by Students at Babcock University" study, reliability contributed significantly alongside assurance, responsiveness, tangibles, and empathy in predicting satisfaction⁸. In contrast, your study shows reliability particularly the aspect of reducing documentation errors as weaker. This suggests that while secretaries may feel very confident about their professionalism and their capacity to meet standards, there may still be gaps in process-oriented or task-completeness dimensions (accuracy, error reduction) in the context of this study.

The analysis of the second third research question revealed that secretaries in Osun State universities exhibit fairly strong capacity building especially through educational attainment and job experience, but weaker job training due to inadequate opportunities,

irregular programs, and limited management support. This finding is echoed in empirical evidence from several Nigerian studies.

For instance, in a study in Ogun State revealed the need for conferences, seminars, workshops, and ICT training. The study found that secretaries who had greater exposure via these formal capacity building events reported higher job effectiveness⁹. However, while educational qualifications were recognized, the study similarly identified gaps in regularity and institutionalisation of training programs. Another study found that secretaries with higher academic qualifications performed better in automated offices. It suggested that secretaries should be encouraged to acquire higher degrees, and that secretarial skills should be improved via seminars, workshops, and in-service training. This underscores the importance of formal education and experience, but also points out that there is a need for continuing and supplemental training (job training) to keep pace with technological changes¹⁰.

In examining the influence of ICT skills on service quality, the study found a positive significant influence. The finding that ICT skills has a significant influence on the service quality of secretaries in Osun State universities echoes the finding of other empirical studies in Nigeria. For example, in a study of Federal Tertiary Institutions in Ogun State reported that Information Communication Technology (ICT) self-efficacy had a statistically significant relationship with service quality among secretaries. In that study, ICT alone explained more than a quarter of the variance in service quality¹¹.

Similarly, a study of secretaries in government ministries in Nasarawa State, found that ICT has enhanced secretarial performance through faster information processing, greater

accuracy, and overall effectiveness at work¹². The scholar also emphasises the importance of having current ICT tools and requisite use both components of ICT skills. In both cases, there is recognition that while secretaries perceive and experience improvements from ICT, institutional support such as provision and maintenance of ICT facilities, training often remain limiting factors.

Another Nigeria-based study also found a significant positive relationship between ICT literacy/competence and job performance among secretaries. Here too, secretaries with higher ICT literacy/competence had higher performance levels, suggesting that ICT skills are not only associated with perceived service quality but with observable job performance¹³. The study finding however from the literature, particularly, in relation mainly to the magnitude and the context. In the Ogun State study, while the influence is statistically significant, the effect size for ICT alone was smaller than in the current study. This suggests perhaps that in Osun State universities the variance in ICT usage among secretaries is greater or that their ICT skills are more fully deployed in contexts affecting service quality. It may also indicate better or more consistent ICT adoption or more supportive infrastructure in Osun State relative to some of the other settings.

Finally, the empirical literature also reinforces the study finding that the presence of significant influence does not necessarily imply perfection in all conditions: many studies highlight constraints lack of up-to-date facilities, irregular training, weak technical support that moderate the extent to which ICT usage can yield high service quality. The Nasarawa State study recommended procurement of newer ICT tools and ongoing training so secretaries can keep up with changes. Thus, the finding that ICT skills has

significant influence is consistent, but also must be interpreted in the light of persistent enabling condition gaps.

The test of the second hypothesis also revealed that capacity building significantly influences service quality among secretaries in Osun State universities. This finding is consistent with what has been reported in previous Nigerian studies that examine how training, education, workshops, experience, and institutional support contribute to job effectiveness. One study in Federal Tertiary Institutions in Ogun State, for example, found that human capacity building (alongside ICT self-efficacy) had a statistically significant albeit *weak* effect on service quality ($R^2 = 0.112$; $p = 0.000$)¹¹. That means that while capacity building does matter, its standalone impact was modest compared to that of ICT skills in that context. The finding of this study shows a similar significance which suggests that Osun State secretaries not only benefit from capacity-building efforts but may be in an institutional environment where capacity building is more effectively leveraged. Another relevant study is found a strong correlation ($r = 0.830$, $p < .05$) between capacity building and secretarial job effectiveness, with capacity-building activities including training, workshops, seminars, ICT training, and conferences seen as essential⁹. That aligns closely with the finding of this study. In both cases, secretaries perceive that capacity building enhances their ability to deliver quality service.

Further, a study in Rivers State, underscored that investment in capacity building such as example, leadership development, soft skills, technical skills, etc. correlates with improved job performance among administrative staff. Whilst “job performance” and “service quality” are not precisely the same constructs, there is enough overlap (e.g.,

responsiveness, reliability, professionalism) to consider this evidence supportive of the current finding¹⁴.

Finally, the study also found a significant combined influence of ICT skills and capacity building on service quality of secretaries in Osun State universities. This finding is well corroborated in the Nigerian empirical literature. A recent study in Federal Tertiary Institutions in Ogun State examined Information Communication Technology self-efficacy and human capacity building as predictors of secretarial service quality. The study found that ICT alone explained about 28.8% ($R^2 = 0.288$, $p = 0.000$) of the variance in service quality, capacity building alone about 11.2% ($R^2 = 0.112$, $p = 0.000$), and when combined, both variables explained approximately 39.9% ($R^2 = 0.399$, $p = 0.000$) of the variation in service quality¹¹.

The finding is similarly to the current study which also found a robust combined effect, with ICT skills and capacity building together accounting for a substantial portion of the variance in secretarial service quality in Osun State. This similarity suggests that across different state university contexts within Nigeria, the interplay between secretaries' technological competence and their capacity building education, experience, training; is consistently a key determinant of service quality.

Other studies also supported the finding. For example, a study on the role of information and communication technology facilities utilization in job performance of secretaries in Ogun State also reported a significant relationship between utilization of ICT facilities and job performance of secretaries. Although this study did not separately model capacity building in all its forms alongside ICT, the implication is that secretaries whose ICT

utilization is higher tend also to have better performance, likely mediated by their skills/training and exposure¹⁵.

Similarly, in Nasarawa State, research into the influence of ICT on secretaries in government ministries showed that secretaries benefit in multiple ways (faster delivery, accuracy, effectiveness) when they possess requisite ICT skills and access to supporting resources/training. While that study does not always parse out “capacity building” explicitly as education plus experience plus formal training, the evidence supports the idea that secretarial competence both in skill and capacity, works in tandem with ICT deployment to improve service outcomes¹⁰.

The fact that the combined model explains a large share of variance in service quality is consistent with, or even slightly stronger than, many comparable studies. This strengthens the claim that interventions that address both ICT skills such as training, self-efficacy, access to tools and capacity building (education, experience, formal training) are more effective than focusing on only one of these domains.

The empirical literature also points to limits: even where combined influence is strong, constraints in infrastructure, access, institutional policy, and management support often moderate the extent of the positive effect. For example, in the Ogun State study, while combined ICT and capacity building explained ~39.9% of variation, it's not near full explanation; there are still other external or contextual variables that still play roles. This suggests the finding, while promising, must be interpreted within the recognition that other organisational, systemic, or environmental factors remain relevant.

Also, some studies find that capacity building sometimes has weaker standalone predictive power compared with ICT skills or usage. In the current study, the standardized coefficients may reveal that ICT skills have a larger beta than capacity building in predicting service quality. This echoes the Ogun State findings where ICT had a larger R^2 alone (0.288) than capacity building alone (0.112). Thus, stakeholder should note that while it is important to invest in capacity building, more immediate gains might often come from improving ICT skills, followed by structured capacity building.

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Chapter Five

Summary, Conclusion, and Recommendation

This chapter concludes the study on the influence of influence of ICT skills and Capacity Building on service quality of secretaries in Osun State universities. This researcher has approached the study through the collection of quantitative data which were analysed to answer the three research questions and test the three hypotheses formulated. The summary of findings, conclusion and relevant recommendations are presented in this chapter. The chapter also outlines the contribution of the study the existing body of knowledge and suggests some topics for additional studies.

5.1 Summary of Findings

The study found that secretaries in Osun State universities demonstrate a generally high level of service quality across all five dimensions of the servqual model. Assurance stands out as their strongest area of service quality, especially in confidentiality and professionalism, while reliability, particularly in reducing documentation errors, emerges as the area requiring improvement.

The study also found that secretaries in Osun State universities demonstrate a relatively high level of ICT skills. Among the dimensions, performance expectancy is rated highest, reflecting the strong perception of ICT's benefits, while facilitating conditions rank lowest, suggesting institutional and technical support are areas requiring improvement.

Furthermore, the study found that capacity building among secretaries in Osun State universities is fairly strong. While educational attainment and job experience provide the highest contributions to capacity development, job training lags behind due to inadequate opportunities, irregular training programs, and insufficient management support.

The analysis revealed a significant influence of ICT skills on service quality of secretaries in Osun State universities.

The study also found a significant influence of capacity building on service quality of secretaries in Osun State universities.

Finally, the study also found a significant combined influence of ICT skills and capacity building on service quality of secretaries in Osun State universities.

5.2 Conclusion

This study demonstrates that secretaries in Osun State universities deliver high overall service quality, especially in the dimension of assurance meaning that they are perceived to be professional, ethical, and able to maintain confidentiality. Simultaneously, secretaries report a relatively strong level of ICT. Capacity building via formal education and accumulated job experience appears robust; however, job training is less consistent, less frequent, and less supported. Importantly, both ICT skills and capacity building each have a significant positive effect on service quality.

Therefore, the central conclusion is that optimal service quality among secretaries is best achieved when ICT skills development and capacity building (education, experience, training) are both robust and supported by enabling institutional environments. Where facilitating conditions and structured training are weak, even high ICT skill or qualifications cannot fully compensate for limitations in reliability or consistency of service delivery.

15.3 Recommendations

In line with the findings of this study, the researcher has made the following recommendations:

1. Since all aspects of service quality are good with only reliability being comparatively lower, Universities should incorporate reliability-related Key Performance Indicators (KPIs) into performance appraisal of secretaries to incentivize accuracy.
2. The main weakness of ICT skills is facilitating condition, therefore, University management should invest in improving facilitating conditions and ensure reliable ICT infrastructure with staffed help-desk or technical support for secretarial ICT skills.
3. University management should commit to providing support for capacity building initiatives in terms of financial, time release, and recognition, so attendance and implementation are feasible and rewarded.
4. Management should emphasise ICT skills development in staff recruitment, induction, and ongoing professional development and also foster a learning culture where secretaries are encouraged to experiment with ICT tools, share best practices, and innovate ways to use technology in their tasks.
5. Institutions should set up mentorship programs where more experienced secretaries support newer ones to accelerate experiential learning.
6. University leadership and stakeholders (government, funding bodies) should prioritize dual investment: not just giving tools (ICT) but also enhancing people's ability and environment to use those tools well and responsibly.

5.3 Contribution to Knowledge

The current study has made some contributions to the existing body of knowledge. These contributions can be examined along the lines of conceptual, empirical and theoretical contributions. Conceptually, the study has created a model which outlines the metrics to measure key concepts such as service quality, ICT skills and capacity building among secretaries. The study applies the SERVQUAL model (tangibles, reliability, responsiveness, assurance, empathy) specifically to secretarial service quality in a university administrative setting in Osun State. In doing so, it clarifies how each dimension manifests among secretaries (e.g. what “assurance” means in terms of confidentiality and professionalism; what “reliability” means in terms of error reduction). This deepens the understanding of how general service-quality constructs translate into secretarial tasks.

In the aspect of empirical contributions, the study provides a context-specific evidence from Osun State Universities. Much of the published work on service quality, ICT skills, and capacity building among secretaries has been done in other Nigerian states (e.g. Ogun State, Bayelsa, Delta). This study contributes fresh empirical data from Osun State, enriching the diversity of contexts. This helps to test whether findings from other regions generalise to Osun State, given likely differences in institutional resources, culture, management, etc. In addition, the study has also empirically shown not only that ICT skills alone significantly influences service quality, and capacity building alone, but also their combined influence explains a large proportion of variance. In addition, the empirical analysis was specific in isolating which dimensions are strong (assurance,

performance expectancy, educational attainment, experience) and which are weaker (reliability, facilitating conditions, job training).

Theoretical contributions of the study can be seen in the validation of theories and models such as the SERVQUAL and the Unified Theory of Acceptance and Use of Technology (UTAUT). By showing that SERVQUAL dimensions are valid and meaningfully differentiated among secretaries in Osun State universities, the study reinforces the theoretical utility of SERVQUAL in non-customer, internal service contexts, not just external customer satisfaction. It suggests that assurance and professionalism are central in such settings, possibly more so than in some other service sectors.

5.5 Suggested Areas for Further Studies

In view of the scope and limitations of the current study, future researchers can explore the following areas:

1. Further research could examine the ICT skills, Capacity Building and Service Quality of Secretaries in Universities in South-West Nigeria
2. Further studies can compare a mixed-method analysis of the influence of ICT skills and Capacity Building on Service Quality of Secretaries in Universities in Osun State
3. Further research can examine the individual Characteristics as a moderating factor on the influence of ICT skills and Capacity Building on Service Quality of Secretaries in Universities in Osun State

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Appendices

Lead City University

Faculty of Communication and Information Sciences (FCIS)

Department of Information Management

Dear Respondent,

I am a Master's student of the above-named institution gathering data for the purpose of academic research on the topic "ICT Skills, Capacity Building and Service Quality of Secretaries in Universities in Osun State, Nigeria". To achieve this, your optimum cooperation is needed, there are no right or wrong answers. All our response will be kept confidential and used for research purpose only.

Thank you.

SECTION A: DEMOGRAPHIC INFORMATION

1. **Gender:** Male (☐) , Female (☐)

2. **Age:** 25-35 (☐) , 26-35 (☐) 36-45 (☐) 46 years and above (☐)

4. **Educational Qualification:** ND/NCE (☐) (☐) Others (☐) HND/BSc (☐) M.Sc. (☐) Ph. D (☐)

5. **Years of Experience:** 1 year-10 years (☐) 11-20 years (☐) 21years above (☐)

6. **Cadre:** Confidential Secretary Senior Confidential Secretary (☐) , Principal Confidential Secretary (☐) , Assistant Chief Confidential Secretary(☐) , Chief Confidential Secretary (☐) ,

Section B: Service Quality of Secretaries

Instructions: Please indicate your level of agreement with the following statements by ticking the appropriate option that best reflects your experience.

SN	Tangibles (Physical facilities, appearance of personnel, and communication materials)	SA	A	D	SD
1.	The office environment where I work is clean, organized, and conducive for administrative tasks.				
2.	I have access to up-to-date office equipment (e.g., computers, printers, copiers) needed for my				

	duties.				
3.	My appearance and dress code reflect professionalism at all times.				
4.	Official documents and correspondences prepared by me are neat, accurate, and well-formatted.				
	Reliability (Ability to perform promised service dependably and accurately)				
5.	I consistently complete assigned tasks within specified timeframes.				
6.	I rarely make mistakes in document preparation or data entry.				
7.	I always follow through on assigned responsibilities without supervision.				
8.	My work can be relied upon to meet institutional standards consistently.				
	Responsiveness (Willingness to help clients and provide prompt service)				
9.	I respond quickly to requests from academic staff and students.				
10.	I am always willing to assist colleagues and supervisors with urgent tasks.				
11.	I prioritize urgent assignments without being reminded.				
12.	I regularly update supervisors on the status of tasks assigned to me.				
	Assurance (Knowledge, courtesy, and ability to instill trust and confidence)				
13.	I possess the knowledge and administrative skills required for				

	my role.				
14.	I communicate clearly and confidently with staff, students, and visitors.				
15.	I maintain confidentiality in handling sensitive information.				
16.	I am courteous and professional in all interactions with stakeholders.				
	Empathy (Caring, individualized attention to clients)				
17.	I take time to listen and understand the needs of staff and students.				
18.	I treat everyone who seeks my services with respect and consideration.				
19.	I show patience when attending to multiple or complex requests.				
20.	I strive to offer personalized service that meets individual needs.				

Section c: ICT skills among Secretaries

Instructions: Kindly respond to each statement by indicating the level to which you agree or disagree based on your experience in using ICT tools in your secretarial duties.

SN	Items	SA	A	D	SA
	Performance Expectancy				
1.	Using ICT tools (e.g., MS Office, email, databases) improves my productivity as a secretary.				
2.	ICT enhances the quality of services I deliver in my daily administrative tasks.				
3.	ICT skills helps me complete tasks more quickly and efficiently.				
4.	I believe the use of digital tools increases the				

	accuracy of my work.				
	Effort Expectancy				
5.	Learning to use new ICT tools is easy for me.				
6.	I find it easy to use computers and software needed for secretarial duties.				
7.	I can complete administrative tasks with minimal technical assistance.				
8.	The ICT systems I use are user-friendly and require minimal effort to operate.				
	Social Influence				
9.	My supervisors expect me to be proficient in using ICT tools.				
10	My colleagues support the use of technology for administrative functions.				
11	There is a general belief in my institution that secretaries should use ICT effectively.				
12	The work culture in my office encourages the adoption of ICT tools.				
	Facilitating Conditions				
13	I have access to functional ICT tools (computers, printers, scanners) in my office.				
14	I receive adequate technical support when using ICT resources.				
15	I am regularly trained to improve my ICT skills.				
16	The ICT infrastructure in my university supports my job effectively.				

Section D: Capacity Building among Secretaries

Instructions: Please indicate your level of agreement with the following statements based on your education, training, and work experience as a secretary.

SN	Educational Attainment	SA	A	D	SA
1.	My current educational qualifications are relevant to my duties as a secretary.				
2.	The knowledge gained from my formal education				

	has helped me perform my job effectively.				
3.	I believe additional academic qualifications would improve my capacity as a secretary.				
4.	I am interested in pursuing further education to enhance my professional competencies.				
	Job Training				
5.	I have participated in job-related training programs within the last 12 months.				
6.	The training sessions I attended improved my job performance.				
7.	My institution organizes regular training to build staff capacity.				
8.	I am given equal opportunities to attend training and workshops like other staff.				
9.	I actively seek out professional development opportunities to improve my skills.				
10.	I receive adequate support from management to attend job-related training.				
	Job Experience				
11.	My experience on the job has improved my confidence in handling secretarial responsibilities.				
12.	I have gained valuable practical skills through years of service.				
13.	I can perform complex administrative tasks without supervision due to my experience.				
14.	I often mentor or assist less experienced secretaries in my department.				
15.	My work experience has significantly enhanced my problem-solving and decision-making skills.				

Bio-data

A. Personal Data

1. **Full Name:** Abimbola Abosede BABAWALE
2. **Address:** Blossom House behind INEC Office, Oke-Gada, Ede.
3. **Email:** abimbolababatunde6@gmail.com
4. **Date and Place of Birth:** 6th May, 1984, Ikire, OsunState.
5. **Nationality:** Nigerian
6. **Name and Address of Next of Kin:** Babawale Grace Ibukunoluwa, Polaris house Plot 5, commercial Scheme, Lagos
7. **Phone:** 08162397456
8. **Email:** babawalegrace@gmail.com

B. Educational Background

Educational Institutions attended with dates and Qualifications:

1. Lead City University, Ibadan. (Masters in Office and Information Management)
(In view)
2. Lead City University, Ibadan. (BSc. In Office and Information Management)
(2016 - 2018)
3. The Polytechnic Ibadan. (Higher National Diploma) (2008 - 2010)
4. Federal Polytechnic Ede. (National Diploma) (2004 - 2006)
5. Timi Agbale Grammar School, Ede (2000 - 2002)

C. Professional Membership: CIPSSON

D. Working Experience with Dates

Confidential Secretary
(2014 – till date)

E. Conferences Attended With Dates:

- i. FBSS Workshop Organized for Academic & Non Academic staff of Adeleke University: “Understanding Contemporary Trends in Office Management, Indexing and Archiving in a University System”. Ede, 12th October, 2023.
- ii. International Conference titled: “Synergizing Information and Communication Science as Pathways for Sustainable Development Goals (SDGs)” at Lead City University, Ibadan 4th - 7th December , 2023.
- iii. 1st APSSON WORKSHOP: Adeleke University, Ede, Osun State Chapter
Theme: “Moving with the current Trends” 5th December, 2023.
- iv. Artificial Intelligence, Research and Grant Writing Training Organised by the Postgraduate College, held at the International Conference Centre of Lead City University, Ibadan. 9th November, 2024.
- v. CIPSSON WORKSOP: Adeleke University, Ede, Osun State Chapter Theme: “Behind the Scenes: Excellent in Office and Equipment Maintenance” 4th December, 2024.
- vi. 1st International Conference, Theme: “Navigating the future: Innovations in the Field of Information Management” at Lead City University, Ibadan. 17th - 20th February, 2025.

F. Referees

1. Dr. Adegoke Rauf

Rector: DX Adegbenro ICT Polytechnic, Itori Ewekoro,
Ogun State.

Tel: 08033516593/08059495962

2. Dr. O.B. Olaseinde

HOD: Department of Mass Communication, Bamidele Ololumiwa University of
Education Science and Technology, Ikare.

Tel: 08030594827

Signature

Date

The University Compliance Certification

This is to certify that this thesis by **Abimbola Abosede BABAWALE** with **Matriculation Number LCU/PG/005192** in the Department of Office and Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

Signature

Date

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