

**Office automation use, Organizational Training and Job Satisfaction of Administrative Staff in
Public Tertiary Institutions in Ekiti State, Nigeria**

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Certification

This is to certify that **Abosede Fisayo Hammed** with matriculation number **LCU/PG/001924** carried out this research work titled “Office automation use, Organizational Training and Job Satisfaction of Administrative Staff in Public Tertiary Institutions in Ekiti State in the Department of Information Management, Faculty of Communication & Information Science, Lead City University, Ibadan, Oyo State, for the award of Master degree (MSc.) in Office and Information Management and that this has not been previously submitted.

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Dedication

This research work is dedicated to the Almighty God.

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Abstract

Job satisfaction is a positive emotional category resulting from employees' personal perspectives on their work. Basically, it is a way of determining how a person feels about a task and how far he can complete it with the use of office automation system which is an integrated set of components for collecting, storing, and processing data and for providing information, knowledge, and digital products. The aim of this study is to investigate office automation use, organizational training and job satisfaction of administrative staff in public tertiary institutions in Ekiti State. From the specific objectives three research questions were raised and three hypotheses were formulated to guide the study. A cross-sectional survey design was adopted with a population of 246 administrative staffs from grade level 8-11. Total enumeration sampling technique was used to collect data from the respondents. This is found suitable as their numbers are small to elicit the needed information. Instrument used is a structured questionnaire adapted from previous empirical studies. The study adopted the 4-point Likert scale design which allowed the researcher provide their opinion about the issue under study. The instrument designed for the study was adapted and validated. The data were analyzed through descriptive and inferential statistics. Findings revealed that the level of job satisfaction of administrative staff in public tertiary institutions in Ekiti State is moderately high. Nevertheless, more effort is required by the management to ensure that administrative staff operates at an optimum level by ensuring that staff evaluation should systematically address issues such as their level of commitment, efficiency and ability to respond quickly to task given. The study recommended that management of the public tertiary institutions in Ekiti State should continuously engage their administrative staff on a periodic and systematic training that will improve their work capability and enhance job satisfaction.

Keywords: Office Automation, Administrative Staff, Organizational Training, Information System, Information Technology

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List of Acronyms

| Abbreviation | Meaning |
|---------------------|---------------------------|
| UIS: | User's Information System |
| IS: | Information System |
| IT: | Information Technology |

| | |
|------------------|-----------------------------------|
| QIP: | Quality of Information Product |
| STS: | Socio-Technical Systems. |
| RA: | Role ambiguity |
| RC: | Role conflict |
| POS: | Perceived Organizational Support |
| LMX: | Leader-Member Exchange |
| CBIS: | Computer-Based Information System |
| ERP: | Enterprise Resource Planning |
| SERVCOM: | Service Communication |
| SERVQUAL: | Service Quality |
| OAU: | Office Automation System |

Chapter One

Introduction

1.1 Background to the Study

Job satisfaction is a crucial subject for every business across a range of sectors. Many organizations or employers were interested in finding out if their workers, staff, or subordinates were content with their positions. Employees who experience success at work are said to be content with their positions. The good feeling one experiences while performing a job they like is known as job satisfaction. A positive emotional category that results from employees' individual perspectives on their work is job satisfaction. In essence, it's a method of assessing a person's attitude toward a task and the extent of his ability to execute it. Every organization's success depends on its job; it is an activity that is carried out on a daily basis. When a person is content with what they are doing at a given moment, they are satisfied. Employment satisfaction is a sentiment about one's career or certain aspects of one's employment that affects the performance and productivity of an organization. The term "job satisfaction" was developed to characterize the psychological and physiological aspects of employees' contentment with their working environments¹.

Job satisfaction is characterized as the pleasant and emotional state that results from an evaluation of one's work or professional experiences; the employee feels satisfied and proud of helping the company achieve its goals. The level of happiness people experience at work is referred to as job satisfaction. It

is a mindset or emotional reaction to one's tasks, the physical workplace, and the social environment. On the other hand, job satisfaction refers to the fulfillment that an employee feels from their work and obligations, and it is impacted by a variety of factors, such as personal, organizational, and environmental factors².

The measures of job satisfaction use in this research work are job commitment, job efficiency and job responsiveness and it was adapted from the literature³. Where commitment is a complete believe in a certain thing or the state of being dedicated to a cause and activity. A person's sense of responsibility for an organization's mission and goals is referred to as their commitment to their job. An employee that is committed to their job is more likely to carry out duties and activities that will aid a company in achieving its objectives. Efficiency is the ability to do a task with the least amount of time and effort wasted. It also refers to proficiency in one's work performance. Efficiency is an activity intended to demonstrate one's preparedness to serve in various capacities. The ability of a machine or system to quickly adapt to suddenly changing external conditions, such as those of speed, load, or temperature, and to resume stable operation without undue delay is known as responsiveness. On the other hand, responsiveness is the quality of reacting quickly and positively to situations. Job satisfaction is a crucial element that influences loyalty, earnings, productivity, effectiveness, promotion, and the accomplishment of other objectives that result in a sense of fulfillment. It does not refer to only how an employee enjoys work⁴.

Administrative staff seems not committed to their duties, most of the time, they play truancy, give flimsy excuses to avoid duties. Low-commitment administrative personnel is lacking, and this has detrimental effects on both the individual and the institutions. These outcomes include abandoning the service, being absent or late, being reluctant to stay with the company, having lower employee confidence, and being less successful. The foundation for the organization's growth and development is provided by the dedicated administrative team, which elevates the organization's profile in the

community. As a result, one of the primary and fundamental requirements of the institutions is having administrative personnel that is dedicated and devoted to the organization. Job satisfaction and commitment are the key components in the principle of continuity and survival of the organization, and they have a special place when taking into account the impact that job satisfaction has on administrative staff commitment in academic institutions⁵.

Efficiency is the state or characteristic of being able to complete a task with the least amount of time and effort wasted. Efficiency is an activity intended to demonstrate one's preparedness to serve in various capacities. Due to their incapacity to use information effectively and low job motivation, administrative personnel at public tertiary institutions in the state of Ekiti frequently spend time performing one task or another.

The ability of a machine or system to quickly adapt to suddenly changing external conditions, such as those of speed, load, or temperature, and to resume stable operation without undue delay is known as responsiveness. On the other hand, responsiveness is the quality of reacting quickly and positively to situations. Because of their dissatisfaction with their jobs, the administrative staff at public tertiary institutions in Ekiti State exhibits very low responsiveness.

Discussions at the International Labour Organization (ILO) and elsewhere on the concept of decent work⁶ show that recent interest in this issue in developing countries is largely driven by worries about the standard of working conditions. Additionally, the rise in analyses of subjective well-being may be seen as being consistent with job satisfaction. High levels of job satisfaction could also indicate good mental or emotional health. A coordinated team working toward a common goal can take on a useful position where employees' levels of job satisfaction or dissatisfaction are concerned. Job satisfaction assessments may reveal different levels of satisfaction among organizational departments, which can help identify areas that require improvement⁷. Therefore, it can be seen that work commitment,

effectiveness, efficiency and responsiveness occur as a result of being satisfied at one's work, these factors are not exempted from administrative staff of public tertiary institutions in Ekiti State. Job commitment, job efficiency and job responsiveness measures of job satisfaction will help administrative staff of public tertiary institutions in Ekiti State to demonstrate just how well they want the job to be and makes administrative staff perform tasks effectively.

Information has gained widespread recognition in recent years as being essential to human existence in the Information Age. It is one of the resources that keeps a company running. It might be argued that knowledge cannot exist without information. Information is thought of as an impersonal instrument that facilitates work accomplishment⁸. People with poor recollections are unable to supply the office automation system required for effective decision-making in institutions. A set of operational management functions for those who can produce an appropriate, quick, and transparent decision, an office automation system is a systematic and orderly arrangement of information networks that connects every component of a system to enable communication between functional components⁹.

Office automation is a collection of technologies designed to increase workplace productivity by swapping out conventional clerical, secretarial, and paper-based duties for computer-based tools. This refers to operating in the modern office method whereby office is being equipped with modern machines that make work in the office to be easy to handle and faster too. Office automation use is the efficient use of currently installed office automation systems (the infrastructure associated with office automation systems is addressed in the office automation systems module within Systems forthcoming) and the information they generate at the facility level to coordinate care, monitor productivity, and support management. Prioritization, clinical tasks, and education are just a few of the many uses for effective office automation systems. Office automation systems should be simple to use, have clear usage guidelines, tools for tracking and evaluating usage, and simply available information for users¹⁰.

Office automation is the use of a coordinated collection of tools for gathering, storing, and processing data as well as delivering knowledge, information, and digital goods¹¹. Office automation systems are essential for businesses and other organizations to run and manage operations, connect with customers and suppliers, and engage in market competition. Electronic markets and inter-organizational supply networks are managed by office automation systems. For instance, corporations use office automation systems to process financial accounts, to manage their human resources and to reach their potential customers with online promotions. Office automation systems are used by governments to offer citizens services at a reasonable cost. Office automation systems supply digital items including electronic books, video products, software, and online services like gaming and social networking. Individuals rely on office automation systems, generally internet based, for conducting much of their personal lives: for socializing, study, shopping banking and entertainment¹².

Office automation system assessment is difficult and elusive because the effects of information technology are sometimes indirect and impacted by human, organizational, and environmental variables. A further explanation of the office automation use component was added to Delone and Mclean's information system use model. The authors of the study defined the concept as follows: "Use must come before "user satisfaction" in a process sense, but good experiences with "use" will increase "user satisfaction" in a causal sense¹³." They continued by saying that better user happiness will result in higher usage intentions, which will ultimately impact utilization. Additionally, it has been discovered that the Delone and Mclean model provides a helpful foundation for allocating success metrics for Office automation systems. Researchers that study office automation systems frequently utilize this model to comprehend and quantify the factors that contribute to a system's performance. Additionally, each of the variables characterizing an office automation system's performance was consistent with one or more of the revised model's six main success factors.

Information has gained widespread recognition in recent years as being essential to human existence in the Information Age. It is one of the resources that keeps a company running. It might be argued that knowledge cannot exist without information. Information is thought of as an impersonal instrument that facilitates work accomplishment¹⁵. People with poor recollections are unable to supply the office automation system required for effective decision-making in institutions. A collection of operational management functions for those who can generate an acceptable, quick, and transparent choice, an office automation system is a systematic and ordered organization of information networks that links every component of a system to enable communication between functional sections¹⁶. Due to inadequate information utilization, the problem with public tertiary institutions in Ekiti State is that the administrative personnel of the institutions is not truly effective, responsive, and dedicated to their work. This happens because the metrics for monitoring the effectiveness of office automation systems—system quality, use intents, information quality, and service quality—are either not implemented or are inadequate. System quality, information quality, service quality, usage intents, use satisfaction, and net benefits are some of the success criteria. For the purposes of this study, the following metrics will be used: system quality, usage intents, information quality, and service quality.

The ideal qualities of an office automation system include simplicity of use, adaptability, dependability, and learnability, as well as system attributes like intuitiveness, sophistication, flexibility, and reaction times. These qualities are referred to as system quality. Making judgments based on obsolete or inaccurate information might have unfavorable implications. Poor office automation systems have negative impacts in the form of specific problems or challenges. The following are the primary areas where issues with information quality may arise: website information content, content management procedures, website infrastructure, user demands, or administrative staff requirements for a website. To ensure adequate quality of information among administrative personnel of tertiary institutions in Ekiti

State, it is necessary to identify the causes of any information quality issues that arise and to establish specific procedures and instruments.

Usage intention is the level and manner of how administrative employees use an office automation system's features, including the quantity, frequency, nature, appropriateness, scope, and purpose of usage. Administrative employees at public tertiary institutions in Ekiti State seldom take all these issues into account. To compare information with expected results in the workplace, it must be of a standard¹⁷. Substandard use of information in public tertiary institutions in Ekiti State occurs as a result of non-implementation of these factors by the administrative staff.

Less frequently is the notion that office automation utilization is a global phenomenon contested. Is office automation truly used in the same way in developed nations like Finland, Denmark, or the United States as it is in Africa, particularly in Nigeria? Are there various criteria for system usage in Africa due to the extremely different socio-economic context? There hasn't been much research on how office automation is actually used in Africa. In comparing office automation use in Nigeria to some other Africa countries and the USA., there is gap in the global information infrastructure as observed in Nigeria that technology advancement is behind compared to other developed countries, Ekiti State cannot be isolated at this level which has been the bane of office automation system usage among the administrative staff of public tertiary institutions in the state, therefore this has hindered their system quality which in turn made their information quality a very poor one and has also affected their service quality negatively because without first and undiluted information at the right time institutional objectives cannot be achieved. Administrative staff of public tertiary institutions in Ekiti State needs regular training to enhance their job performance which will make the management of the tertiary institutions to put forward practices and habits that will make them satisfy at work.

Organizational training is a complementary variable of the prominent plays an indispensable role to organization's productivity. Differentiation based on the abilities, expertise, and motivation of an organization's employees is becoming more and more crucial as it becomes more and more difficult for businesses to compete in the global market. In order to keep abreast of this, everybody needs to double up his or her knowledge as knowledge itself becomes obsolete in a short while¹⁸. Therefore, an organization that wants to gain global importance must accord priority to training of employees as they are the main asset of the organization. Training of employees is critical in the organization in this era of competition due to the fact that organizations need to survive, grow and develop. An institution with trained employees will be motivated and willing to perform better as this will spur skill development, raise output, improves organizational tradition, improve quality and safety, increases income and improve organization's morale and corporate image, keep employees motivated and enhances contribution levels¹⁹.

Organizational training is the process of creating, retaining, and transferring knowledge and skills within an organization. A public tertiary institution improves over time as it gains experience. From this experience; it is able to create knowledge and skill. This knowledge is broad, covering any topic that could better the public tertiary institutions in Ekiti State. Ways of improving knowledge and skills could be through technical training and ICT skills of administrative staff of the public tertiary institutions. These measures are adapted from Human Capital Theory. Technical training is the process of assisting staff members in enhancing the practical abilities they use in research via innovation in order to obtain the necessary skills and knowledge to compete at a developed or standard level while information communication technology training is the process whereby teachers or employees are trained on possession of technology skills required for providing more information and research to improve productivity and talent management is the constant process that involves attracting and

retaining high-quality employees, developing their skills and continuously motivating them to improve their performance²⁰.

Administrative staff of public tertiary institutions in Ekiti State are being deprived of proper training by the management, this is perceived to be due to non-availability of necessary equipment and facilities in the schools' training unit. This situation does not allow for improvement on technical ability of the staff, presence of non-functional and outdated Information Communications Technology facilities in the training unit is another bane of development among the staff and non-provision of talent management programmes for the staff. These issues has been in existence for a long time and it is hindering the development of administrative staff in public tertiary institutions in Ekiti State which has made job performance of the administrative staff to be stagnant and has eventually led to dissatisfaction among the administrative staff because the management would not implement satisfactory and morale boosting programmes for the staff.

The existence of public tertiary institutions may be traced back to the colonial era. This arose from the discontent of a small number of Nigerians who received higher education from foreign universities. Tertiary institutions were formed as the sole way to achieve a rapid and desired economic growth pattern. Public tertiary institutions have a strong hold on the nation's higher education system since they serve as a venue for training competent labor as well as a means of developing the human capital necessary to support the economy. Federal, state, and private ownership are the three categories of ownership in Nigeria's postsecondary institutions. Private universities are categorized as private tertiary institutions, as opposed to the federal and state universities, which are considered public postsecondary institutions. A nation's development is influenced by higher education, which serves not only as a source of information but also as an important industry for economic growth and societal well-being. Administrative staff plays a crucial role in attaining the objectives of tertiary institutions, which is to

foster intellectual inquiry and to acquire, store, and disseminate specialized knowledge and advanced skills, as well as higher forms of culture and moral principles²⁰. The importance of administrative employees in tertiary institutions using excellent office automation systems cannot be overstated. In reality, information is not only a critical resource but also one of the institution's most strategic operational instruments for efficiency and effectiveness²¹. As a result of the increasing difficulties in the management of institutions, efficient use of office automation system, regular organizational training and job satisfaction of administrative staff is more important than ever to tertiary institutional management in Nigeria. In view of this situation among administrative staff of public tertiary institutions in Ekiti State, this study investigated office automation use, organizational training and job satisfaction of administrative staff of public tertiary institutions in Ekiti state.

1.2 Statement of the Problem

Job satisfaction is key to every employee. Administrative staff are involved in students' results computing, mobilization of graduating students, new students admission processing and issuance, office record keeping, sending mails, and lots more, when their level of satisfaction is high, mobilization will be done as at when due, timely release of students' results, no delay in admission for new students and other administrative activities will be put in order in public tertiary institutions in Ekiti State. However, preliminary investigations, literature reviews and close observation have revealed that administrative staff of public tertiary institutions are not satisfied with their job. They are agitating for promotions, prompt payment of salaries, effective training and lots more for them to be efficient, and also for them to be committed to work. Due to this situation, they have resulted to showing their grievances by protesting against the management and showing bad attitude to work. If care is not taken, these tertiary institutions can be taken backward as regard its objectives as mentioned earlier and this may affect the Nigeria nation. Administrative staff in public tertiary institutions in Ekiti State are not afforded the opportunity to use office systems as it supposed to be used and they lack

regular training, as such they are reluctant to perform their duty as expected. In this part of the world, prompt payment of salary, job recognition and proper administrative training is believed to influence job satisfaction.

Administrative staffs are perceived not to use information at their disposal as it supposed to be used, they lack regular training, likewise, job commitment, job efficiency and job responsiveness of the staff is perceived to be poor. Several scholars have focused on diverse areas of office automation use, organizational training and job satisfaction in different sectors both in the developed and developing countries with various designs but not specifically office automation use, organizational training and job satisfaction of administrative staff of tertiary institutions^{10,20,22}. Thus, the study investigated office automation use, organizational training and job satisfaction of administrative staff of tertiary institutions in Ekiti State.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate office automation use, organizational training and job satisfaction of administrative staff in public tertiary institutions in Ekiti State. The specific objectives of this study are to:

- i. ascertain the level of job satisfaction of administrative staff of public tertiary institutions in Ekiti State;
- ii. determine the level of office automation use among administrative staff in public tertiary institutions in Ekiti State;
- iii. examine various organizational training programmes available for administrative staff in public tertiary institution in Ekiti State;
- iv. ascertain the influence of office automation use on job satisfaction of administrative staff in public tertiary institutions in Ekiti State;

- v. determine the influence of organizational training on job satisfaction of administrative staff of public tertiary institutions in Ekiti State;
- vi. investigate the combine influence of office automation use and organizational training on job satisfaction of administrative staff of public tertiary institutions in Ekiti State;

1.4 Research Questions

- i. What is the level of job satisfaction of administrative staff of public tertiary institutions in Ekiti State?
- ii. What is the level of office automation use among administrative staff in public tertiary institutions in Ekiti State?
- iii. What are the various organizational training programmes available for administrative staff in public tertiary institutions in Ekiti State?

1.5 Hypotheses

H₀₁: There is no significant influence of office automation use on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State.

H₀₂: There is no significant influence of organizational training on job satisfaction of administrative staff of public tertiary institutions in Ekiti State.

H₀₃: There is no significant combine influence of office automation use and organizational training on job satisfaction of administrative staff of public tertiary institutions in Ekitit State.

1.6 Significance of the Study

The study will be of benefit to the following stakeholders in the public tertiary institutions in Ekiti State and beyond; administrative staff, management of public tertiary institutions, government, regulatory bodies of tertiary institutions, researcher, employers, and management of private institutions

It will guide the administrative staff in particular to learn how important it is to use office automation system to carry out daily activities in the office and it will help them in making decisions in terms of accuracy, comprehensiveness, and timeliness to carryout administrative duties. It will also help administrative staff to identify challenges in the utilization of office automation system for their daily task and take corrective actions

The management of public tertiary institutions of higher learning would benefit from having a better understanding of the sort of office automation system that should be provided for the administrative personnel in order to increase their efficiency in their daily tasks. It will also be a vital document for management of tertiary institution regarding the use and implementation of office automation system for learning.

This study will create awareness for the government on how to channel funds towards the purchase of office automation system for the use of administrative staffs of public tertiary institutions generally. Also, the regulatory bodies of tertiary institutions such as National Board for Technical Education (NBTE), National Universities Commission (NUC) will benefit as it will serves as a guide to them on how to know the office automation system needed by administrative staffs of tertiary institutions and how to make it available to them.

Future researchers who are interested in conducting more research in relation to office automation use and job satisfaction will be able to use the findings and analyses arrived at for further study. It will help to replicate the work such that the research would build on the findings of the study to create their literature for the successful completion of their study. Also, it will guide and act as a reference material to support other researchers who would like to make further studies into this field.

This research work will encourage and expose employers to how to create and make available office automation system that enhance effective and efficient delivery of service and quality jobs. It will also

be of tremendous benefit to employers in all aspects of job satisfaction of the employees as the objective of this research work is centered on determining the level of job satisfaction of administrative staff, the employer will know to what extent does job satisfaction boost performance of employees, this will help the employer when making decision on what type of office automation system to purchase to enhance job satisfaction of staff.

The private institution will also learn from this research work, it will serve as guide to them that administrative staff of their institution needs be satisfied if they want to get the best out of them using the measures discussed in this research work such as recognition, compensation and advancement.

All these put together will effect a change in administrative staff generally by building them well on office automation use in order to carry out their duties effectively and efficiently and to make them satisfied with their jobs.

1.7 Scope of the Study

The study will be conducted with a focus on office automation use, organizational training and job satisfaction of administrative staff in public tertiary institutions in Ekiti State, Nigeria. The measures for job satisfaction are commitment, efficiency and responsiveness which were adapted⁹. The measures of office automation use are system quality, usage intention, and information quality which was adopted¹⁰ while measures of organization training are technical training, ICT skills training and talent management. The scope shall cover the Federal University Oye-Ekiti (FUOYE), The Federal Polytechnic Ado-Ekiti (FPA), Ekiti State University Ado-Ekiti (EKSU) and Bamidele Olomilua University of Education Ikere-Ekiti, College of Health Science and Technology, Ijero-Ekiti. The respondents are the administrative staff, they are responsible for admission processing, sending and receiving emails, keeping and processing records; in all these public tertiary institutions in Ekiti State.

1.8 Limitations of the Study

The followings are the limitations encountered why carrying out this study

The major issue that challenges the research is getting credible information from the respondents of this study. Also, as a constraint, the ingenuity of respondents who will fill the questionnaire for accurate data analysis. Time factor and the financial implications of conducting this study are other challenges for the researcher that may likely restrict this study

1.9 Operational Definition of Terms

Job Satisfaction: This means the administrative staff contentment with their job due to some satisfactory conditions being enjoyed in public tertiary institutions in Ekiti State.

Commitment: This is a complete believe in a certain thing or the state of being dedicated to a cause and activity by the administrative staff of public tertiary institutions in Ekiti State.

Efficiency: This is the state or quality of administrative staff of public tertiary institutions in Ekiti State being efficient, or able to accomplish something with the least waste of time and effort, competency in his or her job performance.

Responsiveness: This is the quality of administrative staff of public tertiary institutions in Ekiti State to reacting quickly and positively to situations.

Office Automation Use: Office automation is all about operating in the modern office where office is being equipped with necessary modern machines that make administrative staff of public tertiary institutions in Ekiti state works in the office faster, effective and efficient, for instance, where all works done in the office are being done by using machines and equipment. The office equipment are computer, photocopier, printer, date stamp machine, shredders, projectors, binding machine, paper folders etc.

System Quality: The desirable characteristics of an office automation system. For example, ease of use, system flexibility, system reliability, and ease of learning as well as system features of intuitiveness, sophistication, flexibility, and response times by administrative staff of public tertiary institutions in Ekiti.

Information Quality: The desired features of management reports and web pages, which are system outputs. For instance, the administrative personnel of public tertiary institutions in Ekiti State may find it relevant, understandable, accurate, succinct, comprehensive, current, timely, and usable.

Usage Intentions: the degree and manner in which administrative staff of public tertiary institutions in Ekiti State utilize the capabilities of an office automation system.

Service Quality: is the quality of the support that administrative staff of public tertiary institutions in Ekiti State receives from the office automation systems organization and IT support personnel.

Organizational Training: This is the process of training the current administrative staff of public tertiary institutions in Ekiti State, Nigeria for enhancing their commitment, responsiveness and efficiency.

Technical Training: It is the process whereby administrative staff of public tertiary institutions in Ekiti State, Nigeria acquire skills.

ICT Training: It is a process whereby administrative staff of public tertiary institutions in Ekiti State, Nigeria acquire more advanced skills and knowledge on information communication technology.

Administrative Staff: These are those who provide support to public tertiary institutions in Ekiti State. This support might include general office management, attending to students, preparing admission list, answering phones, speaking with clients, assisting employers, clerical work including maintaining records and entering data, or variety of other tasks.

Public Tertiary Institution: Public tertiary institutions are those owned by the federal government and the states, whereas private tertiary institutions are those that are privately owned. Examples are Federal or state-owned institutions.

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Chapter Two

Literature Review

This chapter reviewed related literature that enabled the researcher broaden her understanding on the research problem. The chapter is presented under the following headings:

2.1 Conceptual Review

2.1.1 Concept of Job Satisfaction

2.1.2 Concept of Office automation use

2.1.3 Concept of Organizational Training

2.2. Theoretical Review and Framework

2.2.1 Herzberg's Theory of Motivation

2.2.2 DeLone and Mclean Theory of Information Technology

2.2.3 Human Capital Theory

2.3 Review of Empirical Studies

2.3.1 Office automation use and Job Satisfaction

2.3.2 Organizational Training and Job Satisfaction

2.4 Conceptual Framework

2.5 Summary of Literature Reviewed

Endnotes

2.1 Conceptual Review

2.1.1 Job Satisfaction

A person's total pleasure with their work, as well as with their coworkers, managers, and work environment, is represented by the idea of job satisfaction, which includes several components. A sense of completion comes from having a fulfilling job. It is attained when a person's desire coincides with what is accessible. Job satisfaction has affective orientations on the part of individuals toward work roles which they are presently occupying¹. Money is typically the first thing that comes to mind when an employee is asked if he is satisfied with his job. When it comes to the efficiency and effectiveness of business organizations, job satisfaction can be regarded as one of the key factors. In fact, the new managerial paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires are a very good indicator for the importance of job satisfaction in contemporary companies. When analyzing job satisfaction, the logic that a satisfied employee is a happy employee and a happy employee is a successful employee. However, what drives a person determines what they find satisfying. There has been a statement made to the effect that there are no agreed definitions of satisfaction on a global scale¹.

In order to honestly declare that one is satisfied with one's job, a person must have a certain combination of psychological, physiological, and environmental elements, this enable one to truthfully say "I am content with my job"². Although there are numerous external elements that might affect job satisfaction, this approach maintains that it is an internal concept that has to do with how the person feels. That is, work satisfaction offers a collection of elements that contribute to a sense of fulfillment. The function of the employee in the workplace is a key component of job satisfaction. One of the most

often cited definitions on job satisfaction is the one given by Spector according to whom job satisfaction has to do with the way how people feel about their job and its various aspects. It has to do with the extent to which people like or dislike their job. That's why job satisfaction and job dissatisfaction can appear in any given work situation. Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile, when a worker is employed in a commercial organization, he carries with him his own set of needs, desires, and experiences, all of which determine expectations that he has previously ignored.

Job satisfaction is a measure of how realistic expectations are in comparison to actual rewards. Job happiness is inextricably related to an employee's behavior at work³. Job satisfaction refers to a worker's sense of accomplishment and success at work. It is often believed to be intimately related to both productivity and personal well-being. Job satisfaction entails doing work that one enjoys, doing it effectively, and receiving recognition for one's efforts. Job satisfaction also refers to a person's enthusiasm for and enjoyment of their profession. Job satisfaction is a vital factor in achieving recognition, salary, promotion, and other objectives that lead to a sense of fulfillment⁴.

Job satisfaction arises when an employee believes he or she is competent, valuable, and deserving of praise. The degree to which people feel happy about their occupations is referred to as job satisfaction. It is an attitude or emotional response to one's tasks as well as the physical and social conditions of the workplace. For example, according to Herzberg's two-factor theory, the contents of the job (i.e. achievement, responsibility, recognition, and so on) are the motivators that lead to positive employment relationships and a high level of job satisfaction. As a result, job satisfaction refers to a worker's sense of accomplishment, and it's been shown to be linked to increased productivity as well as personal well-being. Employment satisfaction can also be defined as a worker's contentment with the benefits he or she receives from his or her job, particularly in terms of intrinsic drive. The word "job satisfaction" relates to people's attitudes and sentiments toward their jobs. Job satisfaction is shown by positive and

favorable views toward the job. Job discontent is indicated by negative and unfavorable attitudes toward the job⁵. People's feelings and ideas regarding their current job are referred to as job satisfaction.

Job satisfaction can range from great satisfaction to extreme discontent among employees. People can have attitudes regarding their occupations in general, as well as specific parts of their jobs, such as the type of work they do, their coworkers, supervisors, or subordinates, and their remuneration⁶. Job satisfaction is a multidimensional and complex notion that means different things to different people. Job satisfaction is frequently associated with motivation, although the nature of this correlation is unclear. Motivation is not the same as happiness. Job satisfaction is more of an interior state, an attitude. It could, for example, be linked to a personal sense of accomplishment, which could be quantitative or qualitative⁷. We believe that job satisfaction is a sensation that arises from the belief that one's employment meets one's material and psychological demands⁸.

Job satisfaction is characterized as an efficient or emotional reaction to a variety of job-related information. It could result from feelings of fulfillment brought on by relationships with coworkers, managers, or family members. Such fulfillment may result from a professional accomplishment or a goal that is attained. An employee's perception that they are doing a good job, enjoying the process, and being fairly paid for their efforts is referred to as work satisfaction. A measure of employee happiness with their jobs and work environment is job satisfaction. Maintaining strong employee morale is advantageous to any corporation since content workers are more likely to produce better outcomes, use fewer vacation days, and show loyalty to the business⁹. A psychologist's viewpoint on job satisfaction was presented. According to them, job satisfaction looks at people's emotions. They believe that an employee's level of job satisfaction is influenced by both intrinsic and extrinsic motivators, the caliber of supervision, social interactions with coworkers, and the degree to which an

assignment is successfully completed¹⁰. Job satisfaction has been of great interest to individuals, organizations, and even entire social systems for many years.

Job satisfaction was defined "as a positive emotional response to the job resulting from an appraisal of the job as fulfilling or allowing the fulfillment of the individual's job values." It is generally believed that the study of job satisfaction should be able to contribute to the theory and application of motivation, attitudes, behaviors, and preferences within organizations. Two perspectives appear to dominate work on the causes of job satisfaction. One suggests that satisfaction is a fairly stable characteristic of individuals¹¹. According to this view, the dispositions to be satisfied or dissatisfied are believed to be relatively unchanging, much like personality traits. The other focuses on the situational context as a cause of satisfaction and indicates that the organizational climate, job characteristics and participation in decision making are related to employees' satisfaction. Job satisfaction and life satisfaction are found to be significantly and reciprocally related¹². They provided several possible explanations, one of which is that "job satisfaction may influence life satisfaction because jobs are such a central part of people's lives." Others have also argued that the effect of life satisfaction on job satisfaction represents a dispositional effect as general affective states spillover onto evaluations of the job.

Job satisfaction among administrative personnel is critical since it serves as a source of motivation for continuing to put forth the work necessary of a good teacher. Academic staff members are responsible for drafting lecture notes, daily lesson plans, assignment grading, and keeping track of and monitoring students' progress and performance. Academic employees' primary responsibilities are teaching, research, and volunteer work, while administrative employees carry out supplementary tasks. The administrative staff creates the necessary enabling environment for academic personnel to be successful in their jobs and for the institutions to run smoothly¹³. The administrative staff at tertiary schools is responsible for a variety of tasks, including exams, student admission, keeping archival reports,

producing class schedules, course action forms, name changes, and compiling graduate academic records.

An important aspect of an employee's work life is job satisfaction. Not only does job happiness improve employee performance, but it also affects other areas of their lives. It was shown that greater job satisfaction is linked to higher levels of increased production, fewer absenteeism, and lower staff turnover¹⁴. A “pleasant or positive emotional state resulting from the assessment of one's job or job experiences” has been defined as job satisfaction. It's the collection of emotions that a person has in relation to their work¹⁵. Also, job satisfaction was described as a global feeling about job or as a related constellation of attitudes about various aspects or facets of the job. In the field of human resources management, the word "job satisfaction" is commonly used in management science. Job satisfaction is defined in a variety of ways. Job satisfaction is defined as any set of psychological, physiological, and environmental factors that lead to a person saying, "I am satisfied with my job." Although numerous external factors influence job satisfaction, it remains an internal issue that has to do with how the person feels, according to this perspective. That is, job satisfaction refers to a combination of characteristics that contribute to a positive sense about one's work¹⁶.

Job satisfaction is concerned with the employee's function in the workplace. As a result, job satisfaction is defined as individuals' affective orientations toward the work roles they are now occupying¹⁷. Job satisfaction has to do with the way people feel about their job and its various aspects. It has to do with the extent to which people like or dislike their job. That's why job satisfaction and job dissatisfaction can appear in any given work situation. Meanwhile, when a worker is employed in a business organization, this brings with it the needs, desires, and experiences that determine the expectations that he has dismissed. Job satisfaction represents the extent to which expectations are and match the real rewards. Job satisfaction is closely linked to that individual's behavior in the work place. The term job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable

attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction¹⁸.

Job satisfaction refers to a worker's sense of accomplishment and success at work. It is often believed to be intimately related to both productivity and personal well-being¹⁹. Job satisfaction entails doing work that one enjoys, doing it effectively, and receiving recognition for one's efforts. Job satisfaction also refers to a person's enthusiasm for and enjoyment of their profession. Job satisfaction is a vital factor in achieving recognition, salary, promotion, and other objectives that lead to a sense of fulfillment. The importance of job satisfaction specially emerges to surface if had in mind the many negative consequences of job dissatisfaction such a lack of loyalty, increased absenteeism, increase number of accidents etc. The followings are the three important features of job satisfaction: First, organizations should be guided by human values. Such organizations will be oriented towards treating workers fairly and with respect. In such cases the assessment of job satisfaction may serve as a good indicator of employee effectiveness. High levels of job satisfaction may be sign of a good emotional and mental state of employees. Second, the behavior of workers depending on their level of job satisfaction will affect the functioning and activities of the organization's business. From this it can be concluded that job satisfaction will result in positive behavior and vice versa, dissatisfaction from the work will result in negative behavior of employees. Third, job satisfaction may serve as indicators of organizational activities. Through job satisfaction evaluation different levels of satisfaction in different organizational units can be defined, but in turn can serve as a good indication regarding in which organizational unit changes that would boost performance should be made.

Job satisfaction is one of the most crucial elements in creating a positive work environment. Research has found five primary dimensions of job satisfaction, which are as follows: work satisfaction, satisfaction from the boss, satisfaction from the coworkers, satisfaction with the pay, and satisfaction with the promotion²⁰. Additionally, a number of studies have shown that autonomy, the intellectual

challenge of using office automation systems, and the development of warm and personal relationships with both employees and students are all factors that contribute to administrative staff satisfaction, whereas dissatisfaction is linked to workload, low pay, and low recognition²¹.

Additionally, they claimed that a person's health and wellbeing are impacted by their work happiness²². There are three widely accepted dimensions of job satisfaction, according to the study. Job satisfaction is an emotional reaction to a particular work situation. Success in a job is typically determined by how well results meet or exceed expectations. Employees are more likely to be dissatisfied with their jobs if they perceive they are working much harder than others in the same organization yet are being paid less. Job satisfaction encompasses a variety of factors such as pay, advancement prospects, working environment, coworkers, supervisors, and the nature of the work. The association between other variables and work satisfaction has been positively connected. There is a link between job satisfaction and organizational citizenship behavior (OCB), which is defined as a set of discretionary behavior. Perceived organizational support, or POS, measures how much employees believe their employer values their contributions and is concerned about their well-being.

Job satisfaction is an essential factor that affects employees' initiative and enthusiasm. A lack of job satisfaction can lead to increased absenteeism and unnecessary turnover in the workplace. Personal fulfillment, respect for oneself, self-esteem, and self-development are all significantly influenced by one's job²³. The level of happiness at work rises with job satisfaction, which promotes a positive work attitude. A happy employee is imaginative, adaptable, innovative, and devoted²⁴. In general, a motivated workforce is one that is devoted to doing work of the highest caliber. Employee productivity will rise when working conditions are improved (the quantity and quality of output per hour worked). Employees who are not happy at work are not motivated to work hard and consistently put forth 100% of their effort. Job satisfaction has been discovered to be a reliable predictor of a company's longevity and is connected to a healthier workforce²⁵. It is crucial for the employee to enjoy doing their job and

feel appreciated for their efforts. A pleasurable mood that is brought on by a job well done contributes to a positive attitude at work. An enthusiastic employee is more likely to be creative and enduring. Companies and organizations with higher-quality staff also valued employee job happiness over work efficiency and hours worked. According to research, happier employees bring greater value to their employers. Long-term underperformance is a sign of unhappy workers who are motivated by a fear of losing their jobs²⁶.

There are numerous measures that can be implemented by intelligent companies to improve or maintain high employee satisfaction, the followings are the measures of job satisfaction use in this research work; commitment, efficiency and responsiveness²⁷. Commitment is a complete believe in a certain thing or the state of being dedicated to a cause and activity. Job commitment is the feeling of responsibility that a person has towards the mission and goals of an organization. When an individual has job commitment, he or she is more likely to perform tasks and responsibilities that will help an organization achieve a goal. Efficiency is the state or quality of being efficient, or able to accomplish something with the least waste of time and effort, competency in his or her job performance while responsiveness is the ability of a machine or system to adjust quickly to suddenly altered external conditions, as of speed, load, or temperature, and to resume stable operation without undue delay. A high level of satisfaction result in employees' commitment which will make them work effectively and efficiently where such employee will be able to work optimally with the organization to achieve the best possible result among administrative staff in tertiary institutions in Ekiti State. Job is a key factor to determine success of every organization; it is an activity that is done on a day-to-day basis. Satisfaction comes in when a person is contended with what he/she is doing at a particular time. It is possible for an employee to be satisfied with his/her job depending on how conducive, the salary rate, promotion and other remunerations are. Someone will accept a job to be permanent if he is satisfied

with the job while a job will be seen as temporary job if one is not satisfied with it because this will make one to be on the look-out for a new job.

Job satisfaction can be viewed as the pleasurable emotional condition that results from appreciating one's job as achieving or facilitating the achievement of one's job values. One of the earliest definitions of job satisfaction was described as any number of psychological, physiological, and environmental circumstances which leads a person to express satisfaction with their job²⁷. It is the feeling in which someone has about his or her job. Job satisfaction is an important factor that results in commitment, income, efficiency, effectiveness, promotion, and the achievement of other goals that lead to a feeling of fulfillment. It does not refer to only how an employee enjoys work. Furthermore, job satisfaction may be seen in line with the rise in analyses of subjective well-being. The importance of work in someone's life, for both the take-home it provides and its congenial value, makes job satisfaction an important aspect of one's well-being. It was revealed that the relationship between job satisfaction and subjective well-being can run together.

In organization, employees are the key resources through which all the other objectives are achieved. Administrative staffs are the employees of the organizations and their job satisfaction lead to commitment. Employees will demonstrate pleasurable positive attitudes to their work when they are satisfied with their job. Thus, high job satisfaction will increase the productivity of an organization, in turn increasing the overall organizational performance. Thus, commitment, efficiency and responsiveness play an important role in determining an employee's level of job satisfaction. Obviously, the level of job satisfaction of these individual employees will impact significantly on performance at their institutions. Commitment, efficiency and responsiveness are useful instruments in the hand of the management to contribute to the organizational effectiveness and can impact positively on the behavior and productivity of employees, it therefore determines the attraction and retention of employees to attain organization objectives.

Scientists and academics have different perspectives on job satisfaction. The justification is that academics are identifying the environmental circumstances that are regarded factors in defining and assessing work satisfaction by drawing on a range of concepts, attitudes, beliefs, and areas of expertise. The idea being discussed here started off with the straightforward definition that satisfaction is everything that results in fullness, joy, or happiness. The relevance of personal emotion is demonstrated by job satisfaction, staff morale, and a positive attitude toward work. According to some experts, job satisfaction is the culmination of each person's sentiments regarding their employment and their emotional fulfillment. The definition of work happiness, however, has changed for many administrative personnel, shifting from a focus on employees' sentiments about their employment to complex conceptions used to evaluate the component of job satisfaction and its numerous components. Many scholars concur that employees' achievements are favorably influenced by their job happiness, but their performance may suffer if they are not satisfied with their work²⁸.

The internal psychological sensation of contentment or discontent develops into actions that are seen in the person's performance²⁹. Job satisfaction has multiple dimensions and sides, influenced by different factors; some are related to the work itself, while others are connected to the peer work group and surrounding work environment. It is erroneous to believe that increased satisfaction in one aspect of a job results in satisfaction with other dimensions of the job³⁰. For example, we may find some employees are satisfied with their relations with their colleagues, but dissatisfied with the salary or work conditions. This leads us to understand that job satisfaction is not absolute, but is a problem related to multiple factors³¹.

Job satisfaction is the sum of relations and interactions between workers' desires, expectations, and the value of what their jobs offer. Therefore, job satisfaction is the sum of social, physiological, and environmental circumstances that make an individual pleased about their work³². In achieving job

satisfaction, the individual may become highly satisfied with one dimension while remaining dissatisfied with others. For example, it possible for the employee to be satisfied with the organizational policies while indicating a low level of satisfaction towards colleagues. In this situation, the organization must seek to develop the satisfaction of its employees by determining the dimensions its employees complain about to improve positive feelings. Determining the factors that create job satisfaction in the work environment rely upon seven dimensions: the work itself, supervision, the organization and its management, promotion opportunities, pay and other financial benefits, coworkers, and working conditions³³.

Here are six guidelines that have been agreed upon to encourage employee happiness in the workplace. Each employee must be aware of the company's ambitions, purposes, and goals. Happy workers are interested in the successes and accomplishments of the business. The division of tasks and duties among employees is done in accordance with each person's work rank and job category. Clearly identifying each employee's tasks is one of the most effective ways to increase employee satisfaction. Every employee must be informed of his or her obligations. There should be a defined job description with objectives and requirements. Set up a program for evaluating employee performance on a semi-annual or annual basis. An essential first step is to evaluate performance over time and contrast it with initial projections. If employees are aware of exactly what is expected of them, they will find it much simpler to accomplish their goals. Employees dislike micromanagement, so empower them instead. When coworkers and managers are well-known to one another and have confidence in their abilities to empower subordinates, people frequently report better levels of job satisfaction. One example is letting customer service employees decide for themselves how to enhance customer relations. Employee empowerment enables workers to take charge of their careers and fosters more innovation at work. Reward Staff Members: How recently have you given a coworker praise for a job well done? Knowing that their efforts are appreciated makes workers happy. To inspire workers, a simple verbal "job well

done" might enough. A monetary bonus or gift card for initiative, as well as a promotion, even if it is just in title, are further rewards for enhancing working circumstances. Building and strengthening your team at work is one approach to increase employee happiness. As a team-building exercise, invite your staff to a day retreat where goals are reviewed and new concepts are presented. A team-building expert may be hired by management to assist with staff activities. A straightforward team-building activity would be to set a goal for the group and reward members if it is met with a team lunch or perhaps a movie. Reasonable Compensation: Salary is ranked last because, according to surveys conducted by human resources departments, it is not the main contributor to employee satisfaction. Instead of just being paid properly, employees would want to be commended for their efforts and given rewards for a job well done. This does not, however, imply that you should economize. Make sure your remuneration is competitive with comparable positions in your industry. Include any additional benefits you should provide, including insurance, retirement contributions, and alluring vacation packages³⁴.

Employees that are dissatisfied with their jobs will experience stress and depression. Job dissatisfaction can be caused by a variety of factors. When a worker believes his or her job is primarily routine and needs them to stay behind a desk and sign paperwork, they become bored and unsatisfied. Conflicts with coworkers or bosses, as well as not being appreciated or compensated for one's efforts, are all acceptable grounds for dissatisfaction. Fear that a person will lose his or her job for whatever reason, or that the position he or she occupies does not match his or her educational credentials, will make an employee feel useless, leading to unhappiness. Furthermore, there are a variety of other reasons for job dissatisfaction that vary by position, individual beliefs, and expectations³⁵. Management can help employees become more motivated and refreshed by taking the following four steps: Develop uplifting influences, keep an eye on content input, take action by setting goals and pursuing them³⁶.

Job happiness necessitates significant preparation and effort on the part of both management and employees. Leaders are expected to assist their followers and to be more effective in assembling a solid

combination of elements. It's crucial that salaries are tied to job responsibilities and that pay raises are based on performance rather than seniority because of the disparity in pay rates in the reward system³⁷. The situations and circumstances people encounter at work contribute to their level of job satisfaction. A situational approach leads one to expect that a person is satisfied with her job if her work is appealing, her compensation is fair, her chances of promotion are good, her supervisor is helpful, and her coworkers are pleasant. To put it another way, there is some degree of job satisfaction if the benefits of one's job outweigh the drawbacks³⁸.

A number of factors in organizational life are affected by job satisfaction. This text analyzes some of them, including the impact of job satisfaction on employee productivity, loyalty, and absenteeism. The overwhelming body of data suggests that there is little correlation between contentment and output³⁹. For instance, a thorough meta-analysis of the scientific literature reveals that the association between work happiness and productivity is merely approximate. The top producers won't always be the most contented employees. There are other potential moderating factors, but incentives appear to be the most crucial one. People are more inclined to exert more effort during performance if they feel like their incentives are fair and fulfilling⁴⁰. Additionally, new study data suggests that while happiness does increase departmental and organizational levels, it may not always boost individual performance. Finally, there is still much controversy regarding whether performance leads to contentment or vice versa⁴¹. One of the most important considerations for human resource managers in particular is employee loyalty. The Loyalty Questionnaire is typically used to gauge employee loyalty, and low levels can have major negative effects. Employee loyalty is typically divided into three categories: emotional loyalty, normative loyalty, and continuity loyalty. Affective loyalty refers to situations in which a worker has an emotional bond with the business. Continuity loyalty results from the fact that the employee does not have the choice to obtain employment elsewhere, whereas normative loyalty is a

type of loyalty that occurs in situations when the person feels that he owns something to the organization⁴².

Relying on financial rewards as a motivator has also been identified to encourage employees to focus on whatever will earn an immediate incentive rather than creating new approaches, perceive each other as opponent in competition, strip of pride associated with work and perceive the reward as entitlements⁴³. Taking a holistic view of rewards, by offering nonfinancial rewards to potential and existing employees would be both relevant and beneficial to business and this would enable businesses to better strategize in terms of the value offered to employees⁴⁴. Employee recognition allows individuals to know and understand that their work is valued and appreciated, provides a sense of ownership and belongingness, improves morale, enhances loyalty and increases employee retention rate in the organization.

Numerous scholars have looked at the effect of motivation to work on performance in order to address the limitations of re-engineering work processes as well as the demands of organizational productivity and efficiency⁴⁵. Employee appreciation was soon emphasized in the research as a crucial element of incentive. A researcher also proposed a model of internal and extrinsic motivation that is unique to the realm of work⁴⁶. According to these writers, obtaining both intrinsic and extrinsic rewards determines organizational effectiveness. This notion, which is known as motivation as a predictor of organizational success, is supported by a number of research⁴⁷. Some authors highlight the essential nature of employee recognition as a vector of motivation, and component of meaningful work⁴⁸. In reality, it functions as a catalyst for personal growth as well as a glue and dynamic force in labor relations. Additionally, it supports the importance of occupational mental health. In fact, it was shown that the second-highest risk factor for psychological discomfort at work is a lack of acknowledgment. It appears to be a stress-tolerance factor and a crucial component of managers' capacity to deal with challenging professional conditions⁴⁹. Recognition, one of the most significant drivers of organizational

mobilization and involvement, is crucial to the accomplishment and continuation of organizational change⁵⁰. Additionally, it supports on-the-job learning and serves as a foundation for learning organizations⁵¹. Finally, it improves organizational productivity and performance by raising employee work satisfaction⁵². Regardless of their employment situation or kind, it is true that the majority of employees show a desire to be acknowledged by their managers, coworkers, and clients⁵³.

The act of recognition needs to be considered from an interactional perspective that encompasses the notion of reciprocity and thus takes into account the bidirectional nature of all human relationships. Such a perspective highlights the fact that the expression of recognition presumes the establishment of a bipolar relationship between two or more individuals in the workplace and that, consequently, it can be expressed by either of the parties. Recognition may be mutual, one-way or non-existent between the parties, but it nonetheless represents a form of message that each person sends to the other. Whether understated or openly visible at the heart of industrial relations, recognition (or lack thereof) is expressed through various types of interaction⁵⁴.

Five different forms of recognition-related interactions are present, as shown by the relationships developed at the organizational, vertical, horizontal, external, and societal levels, according to scholarly analysis. The concern for employee recognition is communicated at the organizational level through policies and programs that declare the organization's purpose to acknowledge the work done by its employees. Here, we are talking to the structural components of acknowledgment rather than the actual actions taken by supervisors or staff (value, policy, mission, goal, etc.). Organizations have a responsibility to uphold their stated policies to ensure that words are translated into deeds, if managers are required to acquire soft skills and competence connected to recognition⁵⁵. Interactions that are vertical and hierarchical are defined by the recognition bond that develops between the boss and the team or employee. The expression of this recognition might come from the top down or the bottom up, but frequently the interchange is unbalanced. In certain companies, managers fail to adequately

acknowledge the efforts of their staff, although staff members occasionally express appreciation for their bosses and for one another⁵⁶.

Hygiene is defined as “that science and art devoted to the anticipation, recognition, evaluation, and control of those environmental factors or stresses arising in or from the workplace, which may cause sickness, impaired health and well-being, or significant discomfort among workers or among the citizens of the community.” Hygienists use environmental monitoring and analytical methods to detect the extent of worker exposure and employ engineering, work practice controls, and other methods to control potential hazards⁵⁷. There has been an awareness of hygiene since antiquity. The environment and its relation to worker health were recognized as early as the fourth century BC when Hippocrates noted lead toxicity in the mining industry. In the first century AD, Pliny the Elder, a Roman scholar, perceived health risks to those working with zinc and sulfur. He devised a face mask made from an animal bladder to protect workers from exposure to dust and lead fumes. In the second century AD, the Greek physician, Galen, accurately described the pathology of lead poisoning and also recognized the hazardous exposures of copper miners to acid mists⁵⁸.

2.1.2 Concept of Office automation use

Office automation systems are part of a context, much as other systems. Different people have different ideas on what an office automation system is. An Office Automation System is a collection of diverse technologies designed to increase the effectiveness of office labor by substituting computer-based equipment for typical clerical, secretarial, and paper-based chores. This refers to operating in the modern office method whereby office is being equipped with modern machines that make work in the office to be easy to handle and faster too⁵⁹. Office automation is all about operating in the modern office where office is being equipped with necessary modern machines that make clerical works in the office faster, effective and efficient, for instance, where all works done in the office are being done by

using machines and equipment. Automation is a mechanism to save human labour. Incidentally, application of automation to office works or duties make office practice less cumbersome. The following are some of the applications for office automation systems:

Word processing: This process uses hardware and software tools to mimic the actions of a typewriter on a computer. **Desktop publishing** is the term for the technology used to transfer data between computer workstations, such as messages or documents. Fax, voicemail, and an electronic mail box are some of its business applications. **Electronic Mail:** This refers to technologies used to send message or document from one electronic work station to another. Fax, voicemail, and an electronic mail box are some of its business applications. **Teleconferencing:** This refers to the holding of meetings among people who are physically different sites. There are two different kinds of teleconferencing: audio and video. **Desktop organizers** are software programs that offer users the computer version of the sorting, planning, and coordinating equipment that one could find on a desk at work. Examples of tools include a calendar, card file, notebook, clock, and calculator.

Archival storage is offline storage that is used to store materials for a long time and in the past. Magnetic tape and COM are two common technologies for archival material storage⁵⁹.

However, there are other more ideas that are frequently used in conjunction with one another to clarify what an office automation system means. These ideas include data processing and office automation systems, executive information systems, decision support systems, transaction information systems, and management information systems (MIS). An office automation system is made up of a number of interconnected parts that work together to provide "information" in a manner that can be used for strategic formulation, operational planning, operational activity control, and decision-making⁶⁰.

The majority of definitions that seek to explain the term "office automation system" relate it to the kinds of data and tasks that will be carried out with it in the intended setting, hence referring to management office automation system. The definitions of the terms "information," "management office

automation system," "office automation system structure," and "office automation system integration" are provided in the following sections. Information is viewed as an entity in information theory that modifies the receiver's level of uncertainty⁶¹. Information theory is the branch of science that examines the idea of "information," as well as how it may be measured and used⁶². There are three different types of information: pragmatic information, which relates to the use and impact of messages, semantic information, which relates to the meaning of messages and their referential aspect, and syntactic information, which relates to the symbols from which messages are built up. The facts about the object are described by the use of messages as previously discussed. Additionally, the impact such a communication has on the perception of a person who can interpret it is included in its informational content. As a result, "information" is the consequence to which an object's meaning is tied⁶³.

Information is used more broadly in information management to refer to all the various ways that facts and events are represented in an office automation system⁶⁴. A relevant set of data that reveals anything about the connections between other data is known as information (Award)⁶⁵. Data are made up of facts, events, and recorded transactions; information is the processed version of those facts, events, and transactions. Data serve as the foundation from which information is derived⁶⁶. In order to produce information, an 'office automation system' is required to input such data, to process and store that data and to create information. Systems for office automation are made up of entities and relationships⁶⁷. In this context, an entity is anything that the user may be interested in when deciding which data to gather or store⁶⁸. Data characteristics like the entity's name, sex, age, and qualification are present, for example, in student information. Therefore, data serve as a representation of the attributes of a "information" (entity)⁶⁹. An "office automation system" is defined by the connections between entities and characteristics. A management information system is necessary to recognize, handle, store, retrieve, distribute, and utilize information about such an entity in a "system."

An organized, structured system of people, tools, and processes known as a management information system (MIS) is used to provide relevant information from both internal and external sources. A management information system is a tool used by an organization to depict a system's constituent parts⁷⁰. Input, process, storage, and output systems are examples of such components. A management information system includes all data processing functions, including routine data processing, transaction processing, and decision support. Data intake was prioritized in early office automation systems, but today it appears that output is more important and must be given greater attention in system design. The Office Automation System Triad Model is based on three factors: the User (needs, system issues, design preference, and project control); the Board (priorities, objective setting and monitoring, budget policies, MIS requirements, and master plans); and the Office Automation System (options of project design, cost and benefit proposals)⁷¹. A strategy is needed to specify the structure (boundaries), the components of the system, and their integration into the intended environment in order to articulate user needs and set realistic objectives for an office automation system.

To link various systems requires structures to re-organize and re-orientate systems in order to provide user-centered information services⁷². It is preferable to build a system around a consistent system structure in terms of technical services, security services, database access, and database development when developing a system that will support many office automation systems. A strategy, office automation systems, and present and projected information flows make up the three primary components of an office automation system structure⁷³. The breadth and ongoing evaluation of the operational service needs have a significant impact on the construction of an office automation system. An office automation system structure must go through critical phases to operate well, including protocol, management needs, and transition difficulties⁷⁴. The following are the top ten guidelines for designing an office automation system structure: (i) Determine which strategic systems applications will have the most financial effects. (ii) Complete the process by establishing prioritized and quantified

goals for systems prior to implementation. (iii) Rather than the other way around, let the quality of the software application determine the technology choice. (iv) Take the needs into account while allocating money and time. (v) Consider user views. (vi) Create systems that follow important industry standards. (vii) Include scalability in a system from the start to prevent having to modify it too soon. Design for greatest usefulness is item (viii). (ix) Create networks centered on departmental and central information storage facilities. (x) Create systems that are reliable, with efficient backups and recovery processes to prevent data loss⁷⁵.

Office automation systems should have a framework that includes both the network that controls the system and the storage of data in repositories for data warehousing⁷⁶. Data warehousing is the process of storing reliable historical data that can be retrieved quickly and used as a decision-making tool. Understanding the data and information requirements of diverse organizations is necessary for this⁷⁶. Networks require connectivity and coordination for efficient data usage. Standards (such as protocols) in management operations should be possessed by the coordinating and network systems, which ensure cooperation among the partners and serve as the framework for a system. However, accurate entity identification is necessary for the collaboration of several organizations (e.g. student information). It is important to combine people, organizations, technology, and the socioeconomic, technological, and political settings while designing an office automation system. Therefore, it is necessary to standardize procedures in terms of policy, strategy, uniformity, and access. Coordination strategies in various systems and subsystems are also required, but most importantly, it is important to properly identify the information that needs to be coordinated in the systems⁷⁷.

When two or more systems are connected, dependent on one another, and coordinated to function as one system, this is known as system integration⁷⁸. The flow of information is facilitated by the links between systems⁷⁹. Determining which information is important to the organization is necessary for system integration⁸⁰. It is necessary to identify this information for the system's correct coordination in

order to establish significance. Systems with several components have coordination and interoperability issues⁸¹. Vertical, horizontal, longitudinal, and functional integration are all examples of directions in which integration can operate. Integration is functional and physical, functional integration ensures that services in a system will deliver data to achieve the desired goals. If the demands and wants of a society are taken into consideration while designing an office automation system, functional integration is more likely to promote coordination⁸².

“Information and Communication technology provides several facilities and possibilities for educational administrators to do their tasks”⁸³. There is a mention that communication and office automation systems have changed the very nature of higher education, allowing information to be transferred, stored, retrieved, and processed by almost all who work, study or interact with a given institution. The author has also quoted from other research work that there is an increase in managerial effectiveness and efficiency through usage of Information and Communication technologies. The various research studies conducted to evaluate the extent of usage of Information and Communication technologies in multiple aspects of higher education revealed that heads of faculties utilized technology in planning, and to a large extent in the supervision and evaluation of academic affairs, student affairs, financial affairs and administrative affairs. It was concluded that information and communication technologies have an impact on increase of the scientific level of faculty members, students, and staff. Importance of Information Technology (IT) is a modern-day techno-management tool that would benefit institutions of higher education⁸⁴. Universities have been changing fast due to the development of new Information and Communication Technologies (ICT). User satisfaction is a widely used measure of ICT success. A conceptual model for implementing a good technical system, it is mentioned that ICT is used in administration to support the business strategies and processes of higher education institutions, and a “dynamic new shift occurred in higher education” due to the application of ICT in University administration⁸⁵. This facilitated creation of large and complex institutions that could

function with increased efficiency and user-friendliness. It is also mentioned that usage of ICT in higher education administration involves “harnessing technology for better planning, setting standards, effecting change and monitoring results of the core functions of universities.

One of the key conclusions arrived at is that the integration of ICTs in higher education is inevitable. ICT fosters the dissemination of information and knowledge by separating content from its physical location⁸⁶. This flow of information is largely impervious to geographic boundaries allowing remote communities to become integrated into global networks and making information, knowledge and culture accessible, in theory, to anyone. It is also mentioned that ICT enhances day-to-day management of institutions and the various functional areas in which it could be used are specified below: Timetabling, Student admission and Tracking, Financial Management, Medical services, Procurement and Store management, Data distribution and management. ICT is used in maintenance of student and staff records and for communication and document management⁸⁷. Students of different universities reported the usage of ICT for communication and for on-line discussion forums⁸⁸. ICT facilitated contact and information exchange and also promoted access to higher education. ICTs included systems for student admission and records, examination results and transcripts, finance database, human resources database, and management information. Various literature reviews reveal that Information administration is one part of overall administration of education institutions which mainly covers general and day-to-day operational activities⁸⁹.

Consequently, it may be said that the cycle of information administration has four main parts: student administration, staff administration, and general administration. In one way or another, information technology in use and its effects are examined in a large portion of study in the subject of office automation systems⁹⁰. The normal stages of the lifetime of an office automation system, from adoption through operation and retirement, may be positioned alongside several behaviors and choices related to technology that have been of interest. For instance, IS experts have been interested in user adoption and

acceptability of technological developments for decades⁹¹. Researchers have also expanded their focus to include post-adoption behaviors since they have realized that sustained and prolonged use is not necessarily the result of successful adoption⁹². In the past, the behaviors that occur in the early phases of the lifetime of an office automation system have received a lot of attention. The use of an office automation system and how users adapt their use have both been the subject of research. For instance, how users decide to continue using an office automation system, adapt their use, change their usage patterns, become accustomed to using it, or modify or create work routines based on their use of the system has also been explored⁹³. It is significant because this work has confirmed that the use of office automation systems can be understood as a function of deliberate actions, conscious choices, and conscious and subconscious perceptions in light of previous experience and behavioral patterns. More recent work has examined the decision to stop using a particular system in order to replace the system or to switch to another system⁹⁴. However, much of this study is devoted to figuring out how consumers will accept and eventually utilize a new system, with little focus on how or why they would discontinue using the system that is currently or was previously in existence.

The development and increased use of computer-based management information systems (MIS) in organizations have led many researchers to investigate the problems of system users. Early published case studies have provided a strong impetus for management scientists and behavioral scientists to explore the causes for system failure. Probing theoretical and conceptual analyses gave later investigators frameworks for research on the "implementation problem." The present high concern over implementation within the profession of management science is apparent in extensive classified bibliography of published work on implementation⁹⁵. The basic problem may be succinctly stated: office automation system can and does fail where user psychological reactions and organizational factors are ignored by system designers. Although the movement from anecdotal evidence and case studies has been slow, subsequent empirical research has supported this general position. One notion

receiving attention is that attitudes of office automation users are related to their actual use of a system. Surveys and experiments show that attitudes toward various features of an MIS, systems development personnel, and computers in general are related to user behavior. Designers are urged, therefore, to create favorable user attitudes, usually through such practices as involving users in system development work⁹⁶.

The most initial school administrative computer applications started its development in the late 1970s. In the early 1980s, several loose, non-integrated clerical and administrative applications were developed but these applications limited the possibilities for management support as the relationships among data could not be analyzed⁹⁷. During the initial stages the main purpose of software development and usage was to improve the efficiency of school office activities. The use of computers and technologies in educational institutes was mainly to store student and personnel data⁹⁸. The value of management information was recognized during the integration stages. As a result, many projects were initiated by the governments in many developed countries that provided the stimulus to enter a higher development stage. These projects were directed toward the production of better school office automation systems which meant increased school efficiency and effectiveness. The focus was the development of a standard system for as many schools as possible with maximum flexibility. The professional approach to systems design was not widespread at this time⁹⁹. In the 1990s, the emphasis on using ICT to collect educational data and to improve the administration of educational systems began to increase in the developing countries. An office automation system may give administrators and instructors the data they need to make educated decisions about planning, policy, and evaluation. In terms of leadership, decision-making, workload, human resource management, communication, accountability, and planning, office automation systems have altered school administration. These methods can help the school management identify the institution's goals, create strategic plans, allocate resources, and assess both staff performance and organizational success¹⁰⁰. The growing interest in office automation

system's and the trend toward thoughtful, long-range planning for office automation system implementation stem from the belief within the school community that such systems allow for better site and district management, empower staff at all levels, and increase a school or district's accountability to the community it serves. Efficient and quick decisions could be made possible when school managers get accurate and up-to-date information by office automation system ¹⁰¹.

To understand more about how schools are advancing their capacity to include ICT into learning, teaching, and administration activities, several surveys have been developed in recent years. The literature has shown a gradual rise in the use of computers and other technology, with the majority of schools meeting the baseline goals for student-to-computer ratios¹⁰². This statistic somewhat conceals the wide range of access to dependable technology and internet connectivity that exists both inside and across schools¹⁰³. In a study on the impact of office automation system usage on school management abilities, the study looked at the role of support in bringing about such processes as well as their implications for the future. However, it was clear that an important feature to consider was the relationship of data collection and collation to data use, since school managers needed quite different forms of analysis in some respect to those that were needed by teachers. The results of the adoption of computerized school information and management systems in a variety of schools, their effects, and their implications for future study were all emphasized in a collection of papers from various nations. Their research provides the most comprehensive picture of ICT and school administration from the standpoint of an office automation system. However, it was clear from their review that most concern was being focused on data entry and collation, rather than upon data transfer or analysis. On investigation on the impact of ICT on management practices in smart schools in Malaysia, the analysis revealed some positive changes including the enrichment of ICT culture in schools, better accessibility to information, more efficient administration, and a higher utilization of school resources¹⁰⁴. The challenges encountered by the participant schools were time constraints, higher administrative costs,

negative acceptance/support from untrained staff, abuse of the ICT facilities, and problems related to the imposed rigid procedural requirements. Reduction in workload, beneficial impact on time management, and improvement in the quality of reports have been highlighted as major impact of MIS on school administration and management. Some studies show that, as staff in schools have acquired and developed ICT skills and confidence in using the technologies; they have experienced a reduction in some aspects of their workload¹⁰⁵. ICT use was valued by senior management in developing school systems for administration and easing management tasks¹⁰⁶. According to a survey of staff members at certain schools, technology use had simplified administrative tasks including accounts, attendance records, and the sharing of private information¹⁰⁷. In other words, by saving time and promoting the creation of alternate solutions for complex problems, school administration office automation systems boost effectiveness and efficiency¹⁰⁸. The PricewaterhouseCoopers study of teachers' workload established that, ICT did help address workload issues for some staff members, particularly those who were confident in its use¹⁰⁹. The staff perceived benefits in managing, storing, and maintaining information and other work such as preparing reports. However, some staff reported that it took longer to complete some of their administrative tasks. At the personal level, a lack of confidence or skills hindered progress, while at the school level, the absence of an ICT strategy that addressed workload explicitly and ineffective networks were significant negative factors. Positive factors in addressing workload issues were identified as good leadership, appropriate training, technical support, and effective networks.

Similarly a number of inhibitors to ICT use are evident in the literature, foremost among these are lack of time, lack of training, lack of senior management support, lack of technical support, lack of ICT resources, lack of a genuinely supportive culture, and lack of staff individual confidence and motivation¹¹⁰. Some of the important barriers highlighted in research specifically for ICT use in educational management are the lack of data analysis skills among administrators, lack of training in

using ICT-based management tools, and lack of user-friendly softwares for analyzing test results at the school level¹¹¹. A more recent study was done to determine how much ICT was used in Northern Malaysian higher education facilities, both public and private. This study's main objectives were to determine the degree to which the university administration had made ICT resources available to faculty, the kind and degree to which ICT was used in daily activities, the faculty members' ICT proficiency levels, and the degree to which ICT was integrated into teaching activities. The results showed that while public higher education institutions did not provide as many amenities as private institutions did, the degree of use of those resources was fairly promising. There were significant disparities in the ways that educators used ICT, both in terms of their actual skills and how they integrated technology into their lessons¹¹². The researchers recommended looking at reasons that prevent instructors from using ICT. The educational literature makes apparent how crucial ICT is to society and to possibilities for the future. The research has yet to demonstrate the true implications of this for educational management¹¹³. The research on school management is starting to suggest that views toward ICT are changing, frequently considerably. This is probably going to have a significant effect on ICT and school administration. There is a definite need for improvement as well as study in the field of how ICT supports school management. There are some significant gaps in the study literature, such as the failure to adapt the role of data bases within MIS into reality¹¹⁴.

Law enforcement, journalism, education, entertainment, medical, architecture, engineering, publishing, advertising, and the arts are just a few of the industries with users looking for photos. The majority of the research that has been published in this field has concentrated on particular collections or user groups. A researcher looked at how newspaper image archives were used, he evaluated search requests made to the National Library of Medicine's image library, and Markey investigated how art historians used pictures¹¹⁵. The majority of research on the usage and behavior of visual information seeking has been done in non-digitized collections using written or vocal inquiries. Nearly 3000 written requests

from 1000 request forms were analyzed in the ground-breaking research in this field at the Hulton Deutsch archive¹¹⁶. According to the findings, requests for visual resources were more precise than those for textual materials, and the majority of requests were for particular examples of a general category ("London Bridge" rather than the generic "Bridges"). Similar findings came from an examination of the query logs of the National Library of Medicine, which showed that the majority of inquiries were composed of both tangible visual components and abstract conceptual building blocks. She came to the conclusion that the user's aesthetic and emotional demands are very individualized and do not lend themselves to indexing.

There is currently a dearth of studies analyzing how consumers interact with electronic picture retrieval systems. 33,149 image searches done on EXCITE, a significant search engine on the Web, were examined by a researcher¹¹⁷. They discovered that consumers only enter a small number of words per inquiry, and the majority only appear once. Less than 10% of all inquiries contained the most prevalent phrases. They also observed the use of phrases that transformed a generic need for "girls" into a specific visual demand for "beautiful females," for example. Numerous studies have shown that users often describe visuals in narrative form when not restricted by a retrieval task. When asked to describe a picture, participants produced brief narratives or stories that went much beyond just identifying the objects in the image.

Focused precise searching and looser searching or browsing are two extremes of a continuum that have been discovered through research on the impact of task and picture use on user interactions with visual information¹¹⁸. a range of applications between the "Data Pole" and the "Objects Pole." Pictures are employed as sources of information at the data pole, and at the objects pole, images are defined in terms of a particular job (to be used in the creation of an advertisement, book jacket or brochure). Users prefer the lowest quantity of information that can be obtained from the data pole, but they desire the ability to view bigger collections of retrieved things from the objects pole¹¹⁹. This continuum of search

activity may also be related to the type of attributes users seek. For example, browsing tasks may call for image attributes and visual examination of images of interest, while search tasks may require the specificity of text¹²⁰. The NASA Visual Thesaurus showed that, given the option, most users preferred text search over image-based queries¹²¹. Users entered more verbal questions overall in a research where visual queries were more frequently utilized in combination with conceptual information requests.

If users' interactions with visual office automation systems is determined in some part by their tasks, by the type of images in the collection, or by the users' domain, then interfaces will have to be developed to capitalize on these facets of use. Research addressing the design of interfaces for visual information retrieval systems is remarkably thin. While most systems utilizing CBIR provide some mechanism for users to query by visual exemplar, research is needed to identify at what point in their interaction users want or need to express a query using such tools¹²². Research is also needed that examines interface support for browsing, query reformulation and iterative searching. This is problematic for many reasons, not the least of which is a lack of research examining the range of attributes associated with images that might prove most useful within different retrieval contexts. Several researchers have explored the relationship between users' tasks and the presentation of video key frames in interfaces to support video browsing. Further research is needed to identify appropriate presentation of retrieved images in a variety of contexts and domains¹²³.

System quality represents the quality of the information itself. It includes the quality of hardware and software of the system. A scholar measured seven important characteristics to measure the quality of software system. These are functionality, reliability, Usability, Efficiency, Maintainability, Portability and Manageability. The systems quality can be measured by the user's perception on the various aspects related system like ease of use, convenience of access, system reliability, versatility in the system and adoptability¹²⁴. In the study, the above said five variables are used to measure the system

quality. The required information provided by the office automation system is very important and consequently, quality of information has been discussed a great deal in the office automation system literature. The value of an office automation system is estimated by the decision-maker. The information quality has not been considered separately but as an integral part of user's satisfaction or user information satisfaction¹²⁵. The measures used to measure information quality are information accuracy; information completeness; information relevance; timeliness of information and the content of information¹²⁶. These five variables have been used to measure the information quality in the study.

Consumers are becoming more aware of the service options available and the growing standards of service in today's competitive market. As a result, customers have higher expectations and are more demanding of the level of service. One definition of service quality has been chosen by service scholars as the most suitable¹²⁷. The degree to which a service meets client expectations determines how that definition is used¹²⁸. Five instead of the original ten dimensions of service quality have been developed into an instrument¹²⁹. Because it does not accurately depict the cognitive process, the gap model of service quality (Perception-minus-expectation) measure of service quality has drawn criticism¹³⁰. In terms of reliability, convergent validity, and predictive validity, the perception-only measure of service quality has been found to be conceptually and practically superior than the prior measure. This study used a perception-only measure of service quality. With the aid of 19 identified characteristics, the office automation system's service quality in commercial banks is evaluated¹³¹. These include keeping promises made to customers, providing the right service the first time, keeping accurate records, making it simple to resolve issues, providing prompt service to customers, responding to their requests, and being willing to assist them. They also include being trustworthy, making customers feel safe, consistently treating them with respect, providing them with individualized attention, accommodating their schedules, keeping their best interests in mind, comprehending their unique needs, and using updated technology and physical facilities.

The most extensively studied aspect of services marketing is service quality¹³². The concept was investigated in an extensive series of focus group interviews. They concluded that service quality is founded on a comparison between what the customer feels should be offered and what is provided. Other marketing researchers also support the notion that service quality is the discrepancy between customers' perceptions and expectations. There is support for this argument in the IS literature. The second most important component of user satisfaction, after general quality of service, is the match between users' expectations and actual office automation system service. User expectations have a strong effect on overall satisfaction. Users' expressions of what they want are revealed by their expectations and their perceptions of what they think they are getting¹³³. By assessing customer expectations and perceptions of performance levels for a variety of service aspects, service quality may be evaluated. After that, it will be possible to compute and average across characteristics the discrepancy between expectations and perceptions of actual performance. It is possible to assess the discrepancy between expectations and perceptions as a consequence. Word-of-mouth recommendations, individual requirements, prior experiences, and communications from the service provider to the user are the main factors of projected service quality. Users converse with one another and share personal anecdotes regarding their interactions with the IS division. The expectations of users for IS services are shaped by these interactions. Users' expectations of IS services are influenced by their individual demands. Depending on whether a manager needs a new piece of software installed or has a PC malfunction the day before an annual presentation, their sense of urgency may vary. Undoubtedly, expectations are significantly shaped by past experience. Based on prior customer service experiences, users may modify or elevate their expectations. Users who often have their issues resolved by the help desk, for instance, are more inclined to anticipate getting assistance with new issues.

All three of the above mentioned elements are related to user expectations. The IS department itself, acting as the service provider, is a significant source of expectations. Expectations are influenced by its

messages. Particularly during the construction of systems, IS may be a particularly potent expectation-shaper. Users depend on IS to translate their requirements into a system. Throughout the process, IS sets expectations for what the final system will be able to accomplish and how it will look. Because many systems fall short of users' expectations, it appears that IS misinterprets user requirements too frequently or offers consumers a misleading sense of the output. Users may read vendors' advertisements, attend presentations, or even receive sales calls. Vendors, in trying to sell their products, often raise expectations by parading the positive features of their wares and downplaying issues such as systems conversion, compatibility, or integration with existing systems. IS has no control over vendors' communication and must recognize that they are an ever present force shaping expectations. This is not necessarily bad. Vendors' communications can be a positive force for change when they make users aware of what they should expect from¹³⁴.

A 45-item scale called SERVQUAL was developed via research to measure customer expectations and perceptions of service quality in service and retailing enterprises. Three pieces make up the instrument. 22 questions are included in the first section to gauge expectations. The way the questions are phrased is in relation to the performance of a top-tier supplier of the service under investigation. 22 questions make up the second section, which is used to gauge perceptions. Questions are phrased in terms of how the real service provider performed. One question in the last section is used to gauge the overall quality of the service. The five characteristics that the authors assert clients use to assess service quality, irrespective of the kind of service, underlie the 22 items. These measurements are: Physical facilities, tools, and personnel appearance are tangibles. Reliability: The capacity to deliver the given service consistently and correctly; responsiveness: readiness to assist clients and offer speedy service; Assurance: The capacity of staff members to instill confidence and trust by their knowledge and civility; Empathy: The service provider's compassionate, customized approach to each client¹³⁵.

Each dimension's service quality is represented by a difference score G (indicating perceived quality for that item), where P and E are the average scores of the perception and expectation statements that relate to each dimension. Due to the importance of service quality in marketing, SERVQUAL has been the subject of intense discussion on its dimensionality and the phrasing of items¹³⁶. Fisk, et al. nevertheless come to the conclusion that researchers generally concur that the instrument is a good predictor of overall service quality after reviewing seven studies. A scholar argued that SERVQUAL's items measure the core criteria of service quality. They assert that it transcends specific functions, companies, and industries. They suggest that context specific items may be used to supplement the measurement of the core criteria. In this case, we found some slight rewording of one item was required to measure IS service quality. The first question was originally asked in terms of "up-to-date equipment." We changed the wording to "up-to-date hardware and software" because equipment could be perceived as referring only to hardware¹³⁷.

Office automation system development is a process that involves both technological and political considerations. The company must analyze the current system in order to merge massive, integrated systems with conventional systems and achieve significant results. The system analysis technique is attributed as being developed with the help of RAND Corporation. According to a system analysis technique, a good office automation system depends mostly on the system's organizational structure and just marginally on the system's hardware, human technical support, and human technical backup. They contend that a system's effectiveness is based on its organizational structure, design, and integration. To arrange such systems, this necessitates the formulation of information needs¹³⁸. The major challenges of organizations (especially in higher education) are to plan, manage, and control the development and operation of such office automation systems. This requires an information analysis process as an institutional research activity to establish not only what information is required but also why and to what purpose it is to be put.

Information and communication technologies (ICT) assist overcome time constraints and adjust the educational process to unique students' learning styles, therefore its usage for learning quality control aids in demonopolizing information sources. At the World Conference on Educational Multimedia, which placed emphasis on the requirement for the creation of diverse control techniques in education, this problem was covered¹³⁹. It's crucial to note that today's children approach computers quite differently from their professors, many of whom are older than fifty. Students of today prefer to learn through visual imagery and frequently require visual rewards compared to those of earlier generations. A computer is described as a "child's machine" in some study that is utilized for play, amusement, and learning. The informatization of control, seen from a didactics perspective, raises the degree of intellectual autonomy among pupils, which immediately aids in boosting their drive and self-assurance. The scenarios when students utilize ICT for self-control and may therefore govern their learning process are where this tendency is most noticeable. In today's digital environment, the growth of ICT competencies changes how people view information control systems. It is now recognized as a cognitive tool that enhances human intellect as well as a way to measure learning outcomes. The term "Mindtool" is used in scientific literature to characterize this feature of ICT use. Information control, then, refers to an intellectual collaboration between a person and a machine designed for information access, interpretation, and knowledge organization. Artificial intelligence (AI) is less suited for a learning process and its control than IA (intelligence amplification), where technologies are subordinated to learning objectives, according to M. Connell in this context¹⁴⁰.

The information environment also has an impact on teachers' roles, which change from being the sole source of knowledge, pedagogical authority, and control in traditional teaching to being a mentor in digital knowledge systems and a creator of control methods. But many researchers and practitioners of university education acknowledge that the use of ICT for control in education is connected with a variety of issues, despite the positive experience and significant achievements gained by European

universities in the introduction of modern ICT methods of learning quality control. A network flaw that prevents the work with data of any sort, including transmission, gathering, and processing, is one of the most prevalent drawbacks of quality control office automation systems. As the amount of information on the Internet increases, requests for information from databases encounter the usual universal technological constraints that apply to networks, starting with the constrained data delivery routes' transmission capacities. Users of these systems experience comparable navigational challenges as a result of some online resources' limited functionality that are meant to help users acquire self-control and control over their behavior. "Cognitive overload" is an issue that is directly related to digital control technologies. This means that in order to make the passage of control processes agreeable from a technological and psychological standpoint, users must spend an excessive amount of time understanding the ways in which the control system operates. Consequently, cognitive overload emerges as a drawback of information redundancy typical of the current stage of ICT development¹⁴¹.

The interfaces of certain databases pose challenges for novice users who lack the necessary computer skills in addition to a large quantity and variety of information resources. Since many information resources lack user self-learning subsystems, learning these control systems takes time. The non-uniformity of published contents in information resources intended for learning quality control is a defining feature of their content. So, they have a lot of statistics reports but not a lot of analytical reviews. The accessibility of user input, which is regarded as the primary benefit of office automation systems for learning quality control, is not fully utilized. In the area of using office automation systems for learning quality control in higher education, there are additional issues with administration and legislation. The institutions must modify their standard control methods to account for the unique characteristics of information control systems, including learning outcomes validation, as set out in the curriculum, programs, charters, and other documents that govern university activities. Database protection is another area of administrative concern that is frequently linked to the moral dimensions of

digital communication. Since the transcultural nature of networks, the dominance (prevalence) of the English language, and genetic ties to the scientific community of North America, many European researchers pay particular attention to the issue of sociocultural component of ICT use in education. In their opinion, these factors have become a serious test of cultural identity for many peoples. European higher education has particular issues related to the evolution of the teacher's function in an information environment where there are risks of dehumanizing education and eliminating a crucial process—personal connection between faculty and students in the classroom. In fact, real instructors must give live connections in the digital society in order to maintain the balance between high-tech education and the education with a high contact level (also known as "high-touch" education). Teachers still need to have empathy for their pupils and be able to assess each student's unique personality¹⁴².

Despite these issues, office automation systems for learning quality control have developed into a common and well-liked practice in Europe, it is thus possible to reach this conclusion. The distinctive nature of its use in European universities reflects the new digital systems created for evaluating the quality of education and its dynamics and autonomy. By utilizing information and communication technology, it is possible to make the information needed for learning quality control timely, relevant, accessible, and ongoing. The development of internal self-assessment at universities, the implementation of independent audit, and effective management based on the widespread use of information and communication technologies are all benefits of European integration and democratization of education. In the framework of contemporary educational reforms, a developing tendency in higher education development may be noticed in the methodical arrangement of information control of learning quality.

2.1.3 Organizational Training

Organizations are facing greater competition as a result of globalization, technological advancements, and changes in the political and economic environments, which makes it essential for these organizations to train their employees as one of the ways to get them ready to change with the times and improve their performance¹⁴³. It's crucial to not ignore the overwhelming data about the expansion of knowledge in the corporate business sector in the top 10. This maturation has not merely been conveyed about by improvements in technology nor a combination of factors of production but increased efforts towards growth of organizational human resources. It is, consequently, the duty of every organization to raise the business performance of the employees and certainly the implementation of training and growth is one of the major steps that most companies need to accomplish this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company's aims and goals as a means of maintaining effective public presentation. This demand for managers to confirm an acceptable provision of staff that is socially and technically capable and talented career development into high-quality departments or management positions¹⁴⁴.

To build up the desired knowledge, skills and abilities of the administrative staff, to perform well on the job, requires effective training plans that may also affect employee motivation and commitment¹⁴⁵. In lodge to prepare their workers to perform their tasks as desired, organizations provide training so as to optimize their employees' potential. Most businesses engage in developing new talents internally through long-term planning, preparing them to handle the variable situations they may face in the future and enhancing employee performance through higher levels of commitment and motivation. Employees put forth their best efforts to achieve organizational goals and demonstrate great performance in their work when they are aware that their employer cares about them by offering training programs. Because they have the power to make or break a company's or institution's reputation and have the potential to negatively impact profitability or the achievement of stated goals,

employees are the most precious asset in any society or organization. Employees are frequently in charge of the bulk of the essential labor that has to be done, as well as client happiness, the caliber of events, and products or services. Employees, both new and experienced, do not acquire the knowledge or develop the skill sets essential to do their professions at the highest level without effective training. Proper training tends to help employees keep their employment longer than it does for those who don't. Without training, personnel lack a firm grasp of their responsibilities. Plans that give employees access to knowledge, new abilities, or chances for professional growth are referred to as employee training.

The administrative team is doing all possible to help employees advance their skills, which will ultimately result in a positive work environment. The management is involved in creating efficient training and educational plans for its administrative staff members in order to equip them with the necessary knowledge, sciences, and abilities to achieve institutional goals¹⁴⁶. This is done in order for public tertiary institutions in Nigeria to meet the global educational standard. The senior management's course of action would not only boost the efficiency of the administrative personnel but also enhance the institution's reputation. Plans for preparation and growth that are effective are intended to raise staff performance. Training is the process of closing the performance gap between the intended standard performance and the existing performance. Different techniques, such as on-the-job coaching and mentoring, peer collaboration, and engagement by the subordinates, can be used to provide training. Through teamwork, individuals are able to actively participate in their work and generate better public presentations, which enhances organizational performance. Training programs enable a firm maximize the use of its people resources to gain a competitive edge. They also help to develop personnel. Therefore, it would appear necessary for the company to arrange for such a training program for its employees in order to improve their skills and competences to meet workplace demands¹⁴⁷.

Training is not merely a way of arming employees with the skills they require to execute their jobs it is often deemed to be representative of an employer's commitment to their work force. Nevertheless, it is

significant to point out that human resources practices work to develop individual knowledge and sciences, as well as employee attitude and behaviors. If these effects are prevalent enough in the employees' population, then the collective changes in human capital, attitudes, behaviors and associated organizational climate would be substantial enough to influence organizational performance¹⁴⁸. Training not only builds up the capacities of the employee, but sharpen their thinking ability and creativity in order to create more beneficial decisions in time and in a more productive manner. Moreover, it also enables employees to deal with the customer in an effective manner and respond to their complaints in time. The training develops self-efficacy and results in superior performance on jobs by substituting the traditional employment practices by efficient and effective work-related practices¹⁴⁹. A deliberate intervention with the goal of improving a person's ability to do a certain activity is referred to as training.

In order to improve the performance of every employee and promote organizational growth, training is a crucial and essential instrument for the business. Employers and workers of a company can both benefit from it. If a worker is properly coached, he will develop his productivity and efficiency. By providing complete training and growth, organizations may enhance and raise the caliber of their current workforce. By helping employees understand how important their jobs are and providing them with the information they need to do them, training is crucial not just to boost productivity but also to motivate and inspire them¹⁵⁰. Employee training has several overall advantages, including boosted motivation, improved job satisfaction and morale, increased process efficiency that generates revenue, increased ability to adopt new technologies and methods, increased innovation in strategies and products, and decreased employee turnover. All human resources development initiatives aim to either enhance an individual's performance in their current position, create new skills for a future position or employment, or promote overall growth for both individuals and organizations in order to accomplish an organization's present and future goals¹⁵¹.

There are generally two different methods that organizations may select from for training and developing skills of its employees. These are on-the-job training given to organizational employees while taking their regular study at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore the trainees concentrate on the preparation. Models of the on-the-job training include, but are not limited to, job rotations and transfers, coaching and or mentoring. On the other hand, off-the-job training examples include: conferences, role playing, and many more. On-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to carry on different training methods for a number of reasons for example; depending on the organization's strategy, goals and resources available, depending on the needs identified at the time, and the target group to be trained which may include among others individual workers, groups, teams, department or the integral system¹⁵².

To make training effective and to ensure positive effect of training on employee performance the above elements should be taken into consideration. Workers feel more given to the firm, when they feel an organizational commitment towards them and thus show higher performance. There is a positive correlation between effective training program and employee productivity, all the same, to make it possible, it is the duty of the managers to identify the factors that hinders training program effectiveness and should call for necessary measures to counteract their effect on employee performance. In addition, high degrees of employee commitment are achieved if training achieves learning outcomes and improves the public presentation, both on private and organizational level. Most of the time, it may be claimed that the training program's results on employee concerns like motivation, work happiness, and organizational loyalty have not received much attention to date¹⁵³.

Training sessions help prevent human resource obsolescence that may occur due to demographic reasons like age, attitude, or the inability to adapt to changes¹⁵⁴. They also help increase the initiative,

ability, and creativity of the workforce. Training is a methodical procedure that improves knowledge, skills, and attitude; as a result, individuals perform well at work. He added that prior to presenting the training program to the employees¹⁵⁵, the need and goals of the program should be determined. The key to better organizational management is training, which increases workers' productivity and effectiveness. They went on to explain that, in line with the theories advanced by another researcher, training activities are closely related to all other human resources practices since they help people develop inside the company and increase their market value¹⁵⁶. Additionally, training aids in influencing how workers behave in work-related situations and encourages participation in organizational success. As a result, the business ultimately experiences higher returns as a result of its employees' improved performance. A well-educated actor can use organizational resources efficiently with the least amount of waste possible. When personnel are properly taught, a business may assign them authority and responsibility with complete assurance of achieving organizational success¹⁵⁷.

There is a need for greater focus on staff training since it may help firms minimize costs and improve performance. It has been amply demonstrated that there is a substantial correlation between different training and development approaches and company performance¹⁵⁸. According to research, training may be used in businesses to save costs and provide value. In a similar vein, training helps firms accomplish their corporate strategies and boosts performance, particularly in learning organizations¹⁵⁹. In order to achieve high performance in those companies, training must be in line with organizational strategy. Further, a written research examining how training affects organizational performance shows that only off-the-job training boosts performance, whereas on-the-job training does not. Furthermore, whereas firm-specific training has no effect on firm performance¹⁶⁰, generic training does. It was frequently asserted in implicit studies that training raises employees' propensity to perform, which therefore improves the performance of the businesses. For instance, a researcher believed that businesses that included training and development techniques into their business planning—citing

Jaguar Cars, Lucas Industries, IBM, Marks & Spencer, British Steel, and Nissan—improved their own performance¹⁶¹.

Training is essential to the development of groups since it boosts productivity and overall performance, positioning groups to compete and thrive at the top. This strategy shows that there is a significant difference between organizations that teach their employees and those who do not¹⁶². Training is a type of interest that is intentional, methodical, and results in a higher level of ability, knowledge, and competency that may be required to do work successfully¹⁶³. There is a strong correlation between education and employee performance. By favorably affecting employee performance through the enhancement of employee expertise, skills, capacity, competences, and behaviour, training benefits both the person and the firm¹⁶⁴. Organizational growth and progress in the real world are hampered by a variety of variables. According to the most recent research on the improvement of organizations, worker education plays a crucial role in enhancing overall performance as well as boosting productivity. Organizations are then in a better position to face challenges and thrive at the top as a result. This suggests that there is a significant lifestyle difference between businesses who educate their staff and those that do not. The material that already exists demonstrates the clear effects of education and growth on employee productivity.

There was shown to be a close relationship between employee training and how well they performed when given challenging tasks. It was discovered that personnel who had received training were more successful in completing particular tasks than those who hadn't¹⁶⁵. Training and employee work performance are directly correlated. Another researcher had already indicated similar results. While education is a component in task performance, it has been suggested that a mix of variables, including the working environment, employee skills and knowledge, motivation and incentives, conversation flow, and organizational cultures, considerably improves staff performance¹⁶⁶. Employee training gives workers the skills they need to become more effective and productive workers. Additionally, highly

skilled employees usually exhibit increased motivation and morale because they believe the firm has invested in their growth and potential¹⁶⁷. Because everyone is aware of the expectations and can come together easily, trained staff frequently work better as groups. This also results in lower turnover rates. Employees who have received training are also more confident in their decision-making and performance. Additionally, employees with regular education are much more likely to accept change and contribute fresh ideas¹⁶⁸.

Employees who learn new capabilities via training make desirable candidates for promotions due to the fact they have shown their capacity to learn, preserve and use facts. Reliable, professional personnel can also be empowered to educate different personnel, the fact that reduces strain for the management crew. Because of the real implications of schooling, it is crucial to have education this is powerful. Studies have demonstrated that greater costly, however powerful education can store money this is wasted on reasonably-priced, but inefficient education¹⁶⁹. Four subscales to have a significant contribution towards the formation of an effective preparation program. The survey identified four components to be contingent to an effective training, they were: Satisfaction with the training session, Training content satisfaction, Trainee satisfaction, and Transfer of learning¹⁷⁰. The frequency of training received has an impact on business performance. After examining information from employees of the Judicial Service of Ghana, he described that many employees associated frequent in-service training with improved business performance. Similarly, a substantial relationship was found between frequent on-the-job training and employees' performance. He said that frequently training employees resulted in employees taking in fewer errors, causing more work performed in a caved in time period and managers spending less time on supervision of employees¹⁷¹.

Training and development may be viewed as a means of acquiring new information and skills necessary for carrying out tasks in the workplace. Organizations use training and development as high-intensity initiatives and exercises to equip their personnel with the critical attitudes, knowledge, and

attitude in order to fulfill their commitments and undertakings successfully¹⁷². Training is the process of securing the technology that enables employees to perform to the appropriate quality. A person can acquire new skills, knowledge, and predefined behavior by experience, discipline, or a planned activity¹⁷³. A worker's performance is increased through training and development, and their behavior is also improved. Studies that use training and development as a tool to boost workplace performance are few and far between. The primary predictor that affects productivity and worker performance is thought to be training and development¹⁷⁴. According to additional study, training and development is a learning strategy that may help employees increase their skills and knowledge for better performance. It is built on a foundation of self-possession, which allows workers to work under pressure and with little supervision or instruction. Training also has an impact on how well employees perform, and it develops a solid foundation for increased worker engagement. A more recent study discovered that training separates employees' unhappy needs and will actually increase their level of capability to perform well for the association's vision¹⁷⁵.

Staff development is one of the major Human Resource management (personnel) functions in an organization. The staff (human resources) of organizations are regarded as the most active and indispensable factor in the process of attaining its goals and so managers are required to give considerable attention to their development so that their full potentials in their work can be realized¹⁷⁶. They are the most important among the four factors of production in organizations such that their knowledge, skills and abilities facilitate productivity, resourcefulness and the general well-being of organizations or societies. The more an organization has knowledgeable, skilled and resourceful individuals, the higher the value of the human resource of that organization. The value of the human resource is a function of quantity, quality as well as the environment in which it is deployed for production, but high number of human resources is not synonymous with a high value. Consequently, substantial inputs and efforts are required to elevate that potential to active human resource that meets

desired objectives. Among the inputs is a sound education or staff development programme. Staff development is one of the most important aspects of leadership roles in organizations. Well trained staff plays a significant role in the success of any organisation¹⁷⁷. When staffs are carefully selected, it does not still guarantee acceptable performance from them. This is because a staff with a high potential to perform may not necessarily perform his job efficiently if he does not go through training and development. This is why the training of newly employed staff starts with organizational orientation. The significant role of staff development in the attainment of organizational goals has necessitated this research and the following concepts related to study were therefore clarified and discussed: staff development, purposes of staff development, staff development process and job performance¹⁷⁸.

Activities for staff development typically focus on enhancing, maintaining, or updating employee skills and abilities. Staff development is a deliberate effort to align individual interests and preferences, as well as their well considered needs for professional advancement, with the demands of the company they are supposed to work for¹⁷⁹. Any educational activity that prioritizes career advancement over immediate performance and is focused on the staff's future requirements rather than their immediate ones is considered staff development¹⁸⁰. Staff development is defined as the methods and means by which the leader recognizes the performance needs of the staff and the degree to which the leader demonstrates interest in ensuring that the needs of the staff are met through initiatives that would enhance both the qualitative and quantitative contributions of the staff to the system's overall goals¹⁸¹. These programs would be designed to help system users be more productive in their job or to get users ready for more responsibilities. The provision of learning, development, and training opportunities for personnel inside an organization in order to enhance organizational performance is the focus of staff development (human resource). It focuses on improving resource capability in keeping with the notion that a company's workforce is its primary source of competitive advantage. Therefore, staff development entails fostering the intellectual capital that is needed by an organization as well as

ensuring that the correct kind of people are generated to meet both the company's present and future demands¹⁸².

Staff development is distinct from training, which is focused on assisting employees in acquiring the fundamental skills necessary for the efficient performance of their tasks. Staff development is concerned with teaching or providing an employee with the skills he needs for future jobs. The distinction between staff development and training has been supported by a number of academics¹⁸³. A different scholar defined training as any learning activity that is focused on acquiring particular knowledge and skills for the purposes of an occupation or task. This process involves improving an employee's skill to the point where he or she can perform the current job in order to improve organizational performance¹⁸⁴. The Manpower Services Commissions defines training as a planned process to modify attitude, knowledge or skills and behaviour through learning experiences to achieve effective performance in an activity or range of activities¹⁶⁶. Training can also be referred to as the acquisition of specific skills by an individual for the purpose of performing a particular task¹⁸⁵.

Training normally has an immediate application and is generally completed in a shorter time scale. Even though scholars have defined training and development as two separate concepts there is a "considerable overlap" between the two as there is very little to be said of their differences and opines that both training and development are purposefully geared towards improvement on skills and performance. Both involve moulding or improving workers knowledge and skills towards this end. The differences between the two processes may be in content and method¹⁸⁶.

Staff development in any organization is carried out for a purpose or to achieve certain objectives. The goals of staff development should be to increase productivity, improve worker effectiveness, prepare for greater responsibility, reduce constant employee turnover, and boost employee morale. The necessity for employee development is consequently intimately tied to the successes of organizational

goals. The following is a summary of the goals of staff development: to offer planned staff development opportunities that provide the learning necessary to enable the employee to perform at the level of competence required in current and future jobs; to foster an environment that promotes individual self-fulfillment, institutional effectiveness, human creativity, and system renewal; to support the main objectives of the school system, enhancing and achieving quality teaching and learning. It saves money as it is costly to hire and then dismiss employees who do not work according to expectations while it is also costly to lose good employees because they are frustrated by lack of opportunity for professional growth and also wasteful to accept barely satisfactory work as the norm or not to provide opportunities that lead towards the objective of optimal development on the part of each individual.

2.2. Theoretical Review and Framework

2.2.1 Herzberg's Theory of Motivation

The concept of job satisfaction has two dimensions, namely intrinsic and extrinsic factors. Intrinsic factors are also known as motivators or satisfiers, and extrinsic factors as hygiene, dissatisfiers, or maintenance factors. The motivator relates to the job content, work itself and includes achievement, recognition, commitment, efficiency, responsibility and advancement. The hygiene relates to job context work environment and involve, for example company's policy and administration, supervision, salary, interpersonal relations and working conditions. Motivators are related to job satisfaction when present but not to dissatisfaction when absent. Hygiene are associated with job dissatisfaction when absent but not with satisfaction when present. The factors that motivate people can change over their lifetime, but respect for me as a person is one of the top motivating factors at any stage of life. He distinguished between motivators; for example challenging work, recognition and responsibility which give positive satisfaction, and hygiene factors; for example status, job security, salary and fringe

benefits that do motivate if present, but, if absent, result in demotivation. The name Hygiene factors is used because, like hygiene, the presence will not make you healthier, but absence can cause health deterioration. This theory is still valid in the contemporary world for instance; an observation was made that hygiene factors are those that result in dissatisfaction of employees which also include salary, working conditions, policies and administration of companies and interpersonal relation. On motivation and wages according to this theory, high payment of salaries makes employees to develop interest in their work and stop absenting themselves from duty.

This is because money is a motivator to the employees. Motivators are more concerned with the actual job itself. For instance how interesting the work is and how much opportunity it gives for extra responsibility, recognition and promotion. Hygiene factors are factors which 'surround the job' rather than the job itself. For example a worker will only turn up to work if a business has provided a reasonable level of pay and safe working conditions but these factors will not make him work harder at his job once he is there. Importantly Herzberg viewed pay as a hygiene factor which is in direct contrast to Taylor who viewed pay, and piece-rate in particular Herzberg believed that businesses should motivate employees by adopting a democratic approach to management and by improving the nature and content of the actual job through certain methods. Some of the methods managers could use to achieve this are: Job enlargement – workers being given a greater variety of tasks to perform (not necessarily more challenging) which should make the work more interesting. Job enrichment - involves workers being given a wider range of more complex, interesting and challenging tasks surrounding a complete unit of work. This should give a greater sense of achievement. Empowerment means delegating more power to employees to make their own decisions over areas of their working life¹⁸⁷. The relevance of this theory is about how internal feelings (satisfaction due to how employees are treated and compensated) of an employee influence the commitment, operational efficiency and how responsive an employee is to his/her job.

2.2.2 DeLone and McLean Theory of Office automation system

To measure the success of Office automation systems, Delone and McLean reviewed the research published in period between 1981 to 1987. Based upon their research they identified six variables of office automation system success - system quality, information quality, use, user satisfaction, individual impact and organizational impact. These are interdependent variables. D&M model states that the amount of system use can affect the degree of user satisfaction¹⁸⁸. No empirical validation of the model was proposed by them.

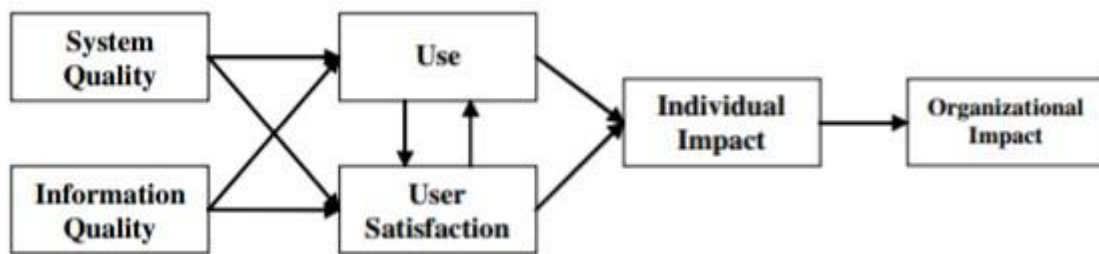


Figure 1: DeLone and McLean Office automation system success Model

After the publication of D & M model, Seddon studied this model and modified the variable use to Usefulness, Seddon also argued that this model is confusing because of the combination of process and variance in the same model. Researchers also suggested to include Service Quality construct also. Individual impact and organizational impact were replaced by Net Benefits¹⁸⁹.

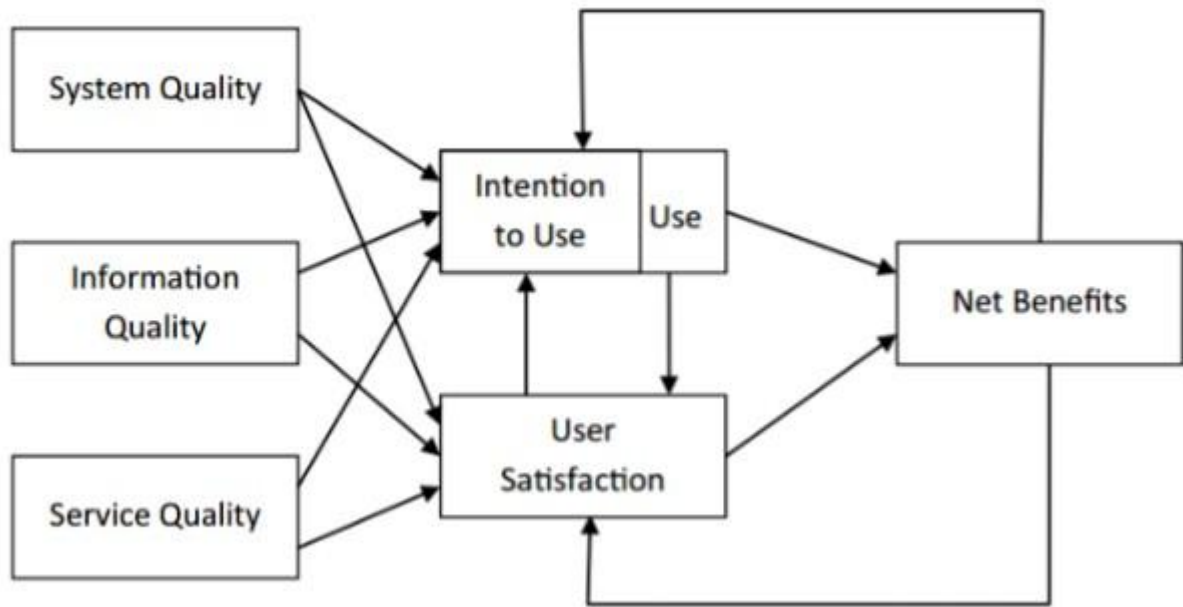


Figure 2: Updated DeLone and McLean IS success Model

The last part of this discussion of the D&M Model is to describe the individual success variables: “System Quality,” “Information Quality,” “Service Quality,” “Use,” “User Satisfaction,” and “Net Impacts.” They are defined as: System quality is the desirable characteristics of an office automation system . For example, ease of use, system flexibility, system reliability, and ease of learning, as well as system features of intuitiveness, sophistication, flexibility, and response times. Information quality is the desirable characteristics of the system outputs; i.e., management reports and Web pages. For example, relevance, understandability, accuracy, conciseness, completeness, understandability, currency, timeliness, and usability. Service quality is the quality of the support that system users receive from the office automation systems organization and IT support personnel. For example, responsiveness, accuracy, reliability, technical competence, and empathy of the IT personnel. SERVQUAL, adapted from the field of marketing, is a popular instrument for measuring IS Service Quality. Use is the degree and manner in which employees and customers utilize the capabilities of an office automation system. For example, amount of use, frequency of use, nature of use, appropriateness

of use, extent of use, and purpose of use. User satisfaction is users' level of satisfaction with reports, Web sites, and support services. For example, a couple of the most widely used multi-attribute instruments for measuring user information satisfaction (UIS). Net effects measure how much office automation systems help (or hinder) people succeed in their lives, groups, organizations, businesses, and nations. Improvements in decision-making, productivity, sales, cost-cutting, profitability, market effectiveness, customer welfare, job creation, and economic growth are a few examples¹⁹⁰. The organizational environment is a necessary consideration in the actual execution of the D&M Model as previously mentioned. The kind and function of the system(s) being assessed determines the selection of the particular success dimensions and the particular metrics. For example, an e-commerce application, in contrast to an enterprise resource planning system¹⁹¹. Application would have some similar success measures and some different success measures. Both systems would measure information accuracy, while the e-commerce system is more likely to measure the personalization of information presentation than an ERP system that uses standard report formats. This theory is relevant to office automation use in that it speaks volume on how it uses required information in public tertiary institutions to improve the organization impact the academic environment positively so as to achieve the objectives of the public tertiary institutions in Ekiti State.

2.2.3 Human Capital Theory

The economists Theodore Schultz and Gary Becker noted in the 1960s that investing in education and training might increase productivity¹⁹². The opportunity cost of attending school decreased as tangible capital in the globe increased. Workforce diversity grew more and more dependent on education. The phrase was also included into corporate finance and expanded to include human capital in a broader sense. Human and intellectual capital are viewed as regenerative sources of production. In an effort to increase their innovation and creativity, organizations work to foster these sources. Sometimes a company issue calls for more than new equipment or additional funding. According to the human

capital hypothesis, businesses have an incentive to find and develop productive human capital as well as the human capital of their current personnel. To put it another way, the idea of human capital acknowledges that labor capital is not uniform. It makes use of elements that raise the experience and skills of a worker's economic worth. Education, training, intellect, skills, health, and other qualities that employers respect, such as loyalty and punctuality, are among these criteria. According to the human capital idea, people may become more productive by getting more education and training in certain talents.

Critics of the theory argue that it is flawed, overly simplistic, and confounds labor with capital. Not all economists agreed that productivity is directly increased by human capital. For instance, Harvard economist Richard Freeman asserted in 1976 that capital equipment, capital training, and motivation were ultimately responsible for achieving real productivity rather than human capital, which only served as a signal of talent and ability. He came to the conclusion that human capital wasn't really an element of production. In opposition to the human capital thesis at the same time, Marxian economists Samuel Bowels and Herbert Gintis asserted that converting people (i.e., labor) into capital basically silences discussions regarding class struggle and attempts to advance workers' rights. New criticisms of the human capital theory's reliance on the notion that people are rational agents emerged in the 1980s and 1990s with the development of behavioral economics. Since the human capital theory's fundamental assumptions about human motivations, goals, and decisions are, it turns out, not well-grounded, it will experience the same flaws and limitations when it tries to explain phenomena. Studies that assert a connection between earnings and productivity do so by employing circular reasoning. We also discover that individual productivity disparities are routinely too modest to account for levels of income inequality when we limit ourselves to the objective assessment of productivity¹⁹³.

Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation. In the new global economy, hard tangible assets may not be as important as investing in human capital. Thomas Friedman, in his wildly successful book, *The World is Flat* 2007, wrote extensively about the importance of education in the new global knowledge economy. Friedman, not to be confused with the famous economist Milton Friedman, is a journalist. His popular book has exposed millions of people to human capital theory. The term itself is not introduced, but evidence as to why people and education (human capital) are vital to a nation's economic success, is a common reoccurring theme in the book. Throughout the western countries, education has recently been re – theorized under human capital theory as primarily an economic device. Human capital theory is the most influential economic theory of western education, setting the framework of government policies since the early 1960s. It is increasingly seen as a key determinant of economic performance. A key strategy in determining economic performance has been to employ a conception of individuals as human capital and various economic metaphors such as technological change, research, innovation, productivity, education and competitiveness.

In order to enhance human development in the general society, it is necessary to apply the theory of human capital to educational systems. By such means, productivity is enhanced and sustained based on an increased and diversified labour force. The contribution of education to economic growth and development occurs through its ability to increase the productivity of an existing labour force in various ways. Education plays a great and significant role in the economy of a nation; thus, educational expenditures are found to constitute a form of investment. This augments individuals' human capital and leads to greater output for society and enhanced earnings for the individual worker. It increases their chances of employment in the labour market, and allows them to reap pecuniary and non – pecuniary returns and gives them opportunities for job mobility. Education is a source of economic

growth and development only if it is anti – traditional to the extent that it liberates, stimulates and inform the individuals and teaches him how and why to make demands.

2.3 Review of Empirical Studies

2.3.1 Office Automation use and Job Satisfaction

Empirical Review investigated the recent trends in wage and salary administration in Nigeria¹⁹⁵. This study took a critical perspective on the generic forces at work in recent times that relate to wage policies, strategies and schemes aimed at creating a conducive atmosphere for the workers (both in the private and public sectors) in Nigeria to perform. The main objective of the study is to determine the key forces affecting wage and salary administration in Nigeria. Data collected were analyzed using descriptive statistics. The study found an unwarranted lag between labour (employee) pay and productivity. The study also found huge income differentials between the various levels of government where the employees buy from the same market. The research further found that the cost of living has been rising astronomically relative to wages and salaries paid the workers as the aggregate.

A scholar examined the impact of effective wages and salary administration on civil service productivity in Nigeria with specific reference to Anambra State¹⁹⁶. Percentages, mean ratings, Chi-square test and T- test for independent were employed in analyzing the data. The study revealed that employees need effective salary and wages administration to achieve high productivity in the civil service. The study found also that poor leadership and lack of political will were the major reasons for not fully implementing the minimum wage policy by some state governments including Anambra State. A researcher investigated salaries and wages administration as a tool for improving employee's performance in an organization with particular reference to Olamaboro Local Government Area of Kogi State¹⁹⁷. The data generated were analyzed using Chi-square technique. The study found that salary and wages administration is an essential part of any productive organization. The study also

found that salary and wages improve the performances of the employee's in an organization. A study investigated the effects of wage incentives and fringe benefits on the productivity of Nigeria workers using Enugu State Local Government Service Commission as the focus of the study for the period between 1999 to 2007¹⁹⁸. Descriptive statistics like frequency and percentage were employed in analyzing the data. The study found that irregular and inadequate wages/salaries, low level of fringe benefits and lack of collective bargaining process brought about low productivity of workers of Enugu State Local Government Service Commission¹⁹⁹.

The study also found out that financial as well as nonfinancial reward, promotion and conversion are strategic in the promotion of productivity in organizations. A scholar examined wages and salaries administration as motivational tool in Nigerian organization using Nestle Nigeria Plc as the focus of the study²⁰⁰. The study went further to distinguish between gratuitous and paid job with possible effect of wages and salaries as it relates to individual contribution and effort towards the achievement of the corporate goals and objectives. The study made use of a self-designed questionnaire. Chi-square technique was employed in analyzing the data. The study found that wages and salaries serve as motivational tool and that wages and salaries has significant relationship with workers performance in Nigerian organization. A study examined the effect of increase in wage and fringe benefits on the productivity of workers in Federal Ministry of Transportation, Enugu, Nigeria²⁰¹. The data generated were analyzed using frequency and percentage. The study found that increase wage in the Federal Ministry of Transportation enhances the productivity of workers to a large extent thereby affecting their attitude to work. The study also shows that the monetization of fringe benefits has improved the performance of workers to a very large extent thereby bringing job satisfaction among workers. The study also showed that the monetized fringe benefits could only satisfy the basic needs of workers to a very small extent because of high cost of living.

The study conducted on Management Office automation system and Senior Staff Job Performance in Polytechnics, Kwara State, Nigeria²⁰². The sample was made up of 200 academic staff and 120 senior non-academic staff from the institutions. Researcher-designed instruments, tagged: “Management Office automation system Questionnaire” (MISQ) and “Job Performance Appraisal Questionnaire” (JPAQ) were used to elicit information from the respondents. The data collected were analyzed using frequency counts and percentage to answer the research questions raised, while Pearson product-moment correlation coefficient was used to test the hypotheses formulated at 0.05 level of significance. The findings revealed that Senior Staff in the Polytechnics in Kwara State made effective use of both traditional and electronic-based management office automation system. There was significant relationship between the use of MIS and Senior Staff Job Performance in the institutions.

A research of the effects of incentives and recognition on work satisfaction of academic employees at seven private institutions in Nigeria was conducted²⁰³. The study took into account elements like bonus payments, wage raises, and increased remuneration that are tied to rewards. There is a favorable correlation between awards and work satisfaction, according to a poll of one fifty-seven (157) respondents, including junior professors, senior lecturers, deans, vice deans, and administrative officers. A researcher looked at the connections between user information satisfaction and academic staff job satisfaction in tertiary institutions in Lagos State²⁰⁴. One hundred Eighty (180) sample size was used. Findings shows that User Information Satisfaction and Job Satisfaction have a positive relationship and can help academic staff to carry out their duties effectively. Also, a study conducted to find the impact of rewards and recognition on job satisfaction²⁰⁵. This study was done on employees of Teachers Service Commission Headquarters, Kenya. A survey among one seventy-five (175) respondents and the factors included in the study were pay, basic pay and other bonuses. Data was collected via survey method. In this study, it was found that job satisfaction in the teachers can be increased by increasing the compensation.

A study titled “A Survey about the Correlation between Accountability, Job Satisfaction, Job Performance, Job Tension and Organizational Citizenship Behaviour (OCB) in Faculty Members of East Azerbaijan PNU”²⁰⁶. Respondent of the study was one hundred and fifteen members (115). East Azerbaijan PNU faculty members from Iran conducted the study. Data were gathered through surveying. According to the study's findings, responsibility raises work satisfaction. To determine the relationship between pay and promotion with job satisfaction, a researcher conducted a study in Pakistan's higher education institutions²⁰⁷. 200 educational staff members were chosen at random as a sample from Punjab's public and private institutions. A questionnaire was used to obtain the data. The study discovered that both pay and promotion had a significant impact on job satisfaction, with pay having a greater and promotion having a relatively smaller impact.

In a research on the relationship between support from coworkers and job satisfaction, it was discovered that as coworker support grows, so does job satisfaction²⁰⁸. 250 employees of Nigeria Breweries Ama in Enugu State, Nigeria, were chosen as the study's sample size. Furthermore, a study on job satisfaction with a sample size of one hundred twenty (120) respondents found that financial compensation has an impact on employees' overall job satisfaction. According to a statement made in 2009, every aspect of a job may contribute to job satisfaction, including organizational elements, coworkers, compensation, supervisors, and work environment²⁰⁹. An investigation was made into the impact of pay, perks, advancement, and encouragement of research, working conditions, and teaching assistance on academic staff in private universities in Malaysia²¹⁰. With the use of a survey, information was gathered from a sample of 173 teaching staff members. The findings showed that while job satisfaction was negatively impacted by support for teaching and fringe benefits, it was positively impacted by promotion, compensation, support for research, and working conditions.

An investigation was made to determine the causes of the work satisfaction and unhappiness of professors at Uganda's higher education²¹¹. A sample of 182 respondents from two institutions in

Uganda were chosen for this study. Along with demographic indicators like age, rank, and tenure, the factors taken into account included governance, working conditions, advancement opportunities, and research compensation. According to the findings, gender had no bearing on academic work satisfaction, but position, age, and tenure did. The employees start to feel like they are held accountable. Employee commitment, employee motivation, pay and compensation, other welfare facilities, job advancement, performance, education, and organization's procedures and processes were among the 10 major groups discovered in a study on employee satisfaction done by several researchers²¹². A sample of one hundred and sixty (160) respondents was chosen for this investigation. It was discovered that if employees' motivation, pay and salary, other welfare facilities, job promotion, performance, education, and organization's procedures and processes are supported, employees' satisfaction may be attained.

The influence factors of job satisfaction and its relationship with turnover intention: Taking early-career employees as an example is another related study conducted using four hundred and eighteen (418) samples, it was review that job satisfaction has a significantly negative effect on turnover intention, indicating that the job satisfaction structure of early-career employees has its unique characteristics because they focus more on personal growth and development space²¹³. Through improving job satisfaction, turnover behavior of early-career employees can be effectively controlled. In another similar study explored Job Satisfaction: Comparisons Among Diverse Public Organizations in the UAE. One hundred and fifty (150) sample size was used. It was reviewed that job satisfaction is a very important element that contributes directly to the success or failure of an organization²¹⁴. Satisfied workers influence positively the work outcomes, which lead to the success and growth of the organization.

Furthermore, a research conducted on employee job satisfaction in Nigerian tertiary institution: a comparative study of academic staff in public and private universities²¹⁵. The sample of the study comprise 120 academic staff 88 members of staff from a public university and 32 academic staff from a

private university within Kwara state, Nigeria. Questionnaires were used as the instrument with which primary data was collected. The findings of the research indicate that a significant difference in job satisfaction exists between academic staff in private and public universities in Nigeria. The study conducted on the impact of management office automation system on university of education Winneba, Kumasi campus Ghana²¹⁶. One hundred (100) respondents were purposively selected for the study. Questionnaires and observation were used to collect information from the respondents. It was found that office automation systems were not fairly adequate in the university. A research study was conducted on information use and job performance of senior nonacademic staff in Nigerian universities²¹⁷. The study used a survey research approach, and the population included all 116 Nigerian universities that had been given approval. The survey found, among other things, that senior non-academic personnel at Nigerian universities generally accessed knowledge online (through the internet, CD-ROMs, etc.), in print (via books, journals, etc.), and via subordinates in the workplace. They also found it simple to get information from peers, bosses, and coworkers in the workplace. They were better able to participate in group discussions and quickly share knowledge with their coworkers to assist them do their jobs more efficiently when they were well-informed.

The study conducted on Job satisfaction of academic staff: an empirical study on Turkey²¹⁸. A questionnaire-based study was conducted in 648 academicians working in the Universities of Turkey. Data were collected using the Minnesota Satisfaction Questionnaire (MSQ) short form. Findings review that the job satisfaction levels of the academicians were found to be moderately high. Social status was ranked as the highest and compensation was ranked as the lowest of the examined items. The results of the study indicated that professors reported a higher level of job satisfaction as compared to instructor and research assistants. Nonetheless, among the demographic variables age, length of service in present university and in higher education as a whole were significantly related to job satisfaction. Marital status and gender were not significantly related to job satisfaction. A research was

conducted on the Factors influencing job satisfaction among academic staff²¹⁹. Questionnaire survey method was employed to collect data which yielded 82 responses in this study. Statistical Package for Social Science (SPSS) was used to perform data analysis throughout the study. The findings of this research provide a clear message to the top management that leadership plays an important role in enhancing job satisfaction of the academic staff.

The study conducted on investigating job satisfaction and problems among academic staff in higher education²²⁰. The study's findings, which involved a random sample of 763 Polish academics, are presented in the article. The results of the scientific studies conducted have shown that: (1) The degree of satisfaction of researchers with their own scientific work depends on employment conditions as well as the social significance of the research conducted; (2) the degree of satisfaction from work is closely correlated with the degree of scientific opportunities of researchers (that is, the possibility of academic and didactic work, contact with students and coworkers), and negatively correlated with the necessity to carry out administrative work, and (3) the majority of Polish researchers are proud of their scientific achievements and treat their profession as a passion or vocation. A researcher looked at the job satisfaction of academic staff in higher education using data from private universities in the United Arab Emirates (UAE)²²¹. This study uses a 5-point Likert scale survey as part of its quantitative research approach. The poll has been broken down into 10 internal and external categories to assess academic staff job satisfaction. One hundred forty (140) people made up the sample, and statistical and regression analysis were used to examine the survey data. According to a study, the academic staff at private institutions in the UAE is quite happy with their professions. Additionally, it was shown that just a few number of factors—most notably, support from coworkers, promotions, and supervisors—have a favorable impact on job satisfaction. On the other side, the study discovered that academic staff members' job happiness was negatively impacted by awards and acknowledgment for their efforts.

An empirical investigation was done on the topic "Impact of the quality of information products on office automation users' work satisfaction²²²." A field study including 368 users revealed that work happiness and information product quality are positively correlated. However, this association was moderated by role ambiguity and conflict. A causal path model showed that role ambiguity and conflict in the information product had an impact on work satisfaction. The association between the caliber of the information product and work happiness was completely mediated by role conflict and role ambiguity. The findings highlight how workplace automation systems affect users' professional outcomes. Given the significance of job satisfaction in fostering employee motivation, IS designers and researchers should pay more attention to the necessity of creating high-quality systems that not only fulfill their primary information delivery objectives but also take into account the task and organizational design issues that may have an impact on users' working environments.

A study conducted on the Impact of Information Security in Academic Institutions on Public Safety and Security: Assessing the issues and developing solutions for policy and practice. Seventy-two (72) information security professionals in academic institutions completed the survey, twelve professionals participated in the interviews, and two institutions provided network activity data²²³. Results indicate that, overall, academic institutions are currently developing a baseline level of security. Participants' strengths include their information security professionals' dedication, use of evaluation techniques, and range of technologies implemented. A research study conducted on Office automation use-Related Activity: An Expanded Behavioral Conceptualization of Individual-Level Office automation use²²⁴. A multiple-indicators and multiple-causes analysis of data collected from 190 users in 21 organizations is found to support the proposed conceptualization. Thus, findings review that the user interactions with an IT undertaken with the purpose of accomplishing their task(s), their activities aiming to modify or adapt the IT, their tasks or the organization's business processes, as well as the learning activities they

engage in about the IT, can be viewed as a set of behaviors that provide a sound conceptualization for a construct that predicted salient outcome variables better than past measures of IS use.

2.3. 2 Organizational Training and Job Satisfaction

Numerous academics agree that training plays a crucial part in improving employee performance and, eventually, the effectiveness of the business as a whole. Employee training and development was ranked as the most important component of performance management by 89% of the firms polled in a Scotland, UK, research of 150 organizations to look at the key issues with current HR performance. The study suggests that the HR staff should typically see the performance assessment process as one of the primary strategies for determining individual training and development requirements. There is a strong positive correlation between management development and employee training and development programs and organization performance in Russian team-based affiliates of Western corporations, according to additional research on the impact of training and development on employee performance. This indicates that there was a significant relationship between management and staff development and organizational performance. In light of the high degree of organizational responsibility, he continued, it is possible for employees to place a strong emphasis on their own professional growth as well as workplace safety. For Western businesses seeking to gain a competitive edge through high-value goods and services, investing in personnel training and development may be crucial²²⁵. These aspects were not given much emphasis during the preceding planned economy.

Another study by the Kapsalis nations, which include Canada, the United States, Switzerland, the Netherlands, Poland, Germany, and Sweden, in an effort to demonstrate the lessons that can be learned from the combined abilities of various nations, found that roughly 66% of Canadian and American employees who received job-related training from their employer reported using their newly acquired skill at work to a high degree and thereby improving employment. To investigate the factors

influencing the financial performance of the small hotels in Arusha, Tanzania, a study was carried out. The findings of this study suggested that a lack of staff development and training programs was one of the causes of the hotels' low profitability, giving HR practitioners insight into the significance of this component in the commercial world. Despite the variety of tactics that are available, a company must be careful when choosing the training systems it will use. A careful use of planning procedures might be an incredibly useful funding. Despite being one of the most important steps in the preparation process, evaluation and observation are frequently the most ignored or least adequately executed steps.

Studies have sought to isolate whether high skills are contributory factor behind successful and higher performing firms. These studies have identified a significant association between a highly skilled workforce and job satisfaction, most commonly measured by the level of labour productivity. For instance, research have shown that the top performers in UK manufacturing are hired workers with, on average, an extra qualification level compared to the lower performers. These studies also found that higher skill levels support innovation and more sophisticated production processes and were associated with the production of higher quality products. In essence, manufacturing firms undertaking training were found to be more productive, to have higher capital intensity, to conduct more research and development and have a more highly qualified workforce. A research also indicated that economic performance improved with more training, which in turn led to high work satisfaction. Training was consistently and unmistakably linked to higher production and profitability. A 5% point increase in the percentage of workers having industry-specific training was linked to a 4% increase in value added per worker and a 1.6% rise in pay. They point out that several researchers have also discovered this amount of growth. It was discovered that increasing training investment lowers the likelihood of company closure. Craft and manual worker training made a difference for small businesses, whereas training professional, administrative, and secretarial staff made a difference for bigger businesses²²⁵.

2.4 Conceptual Framework

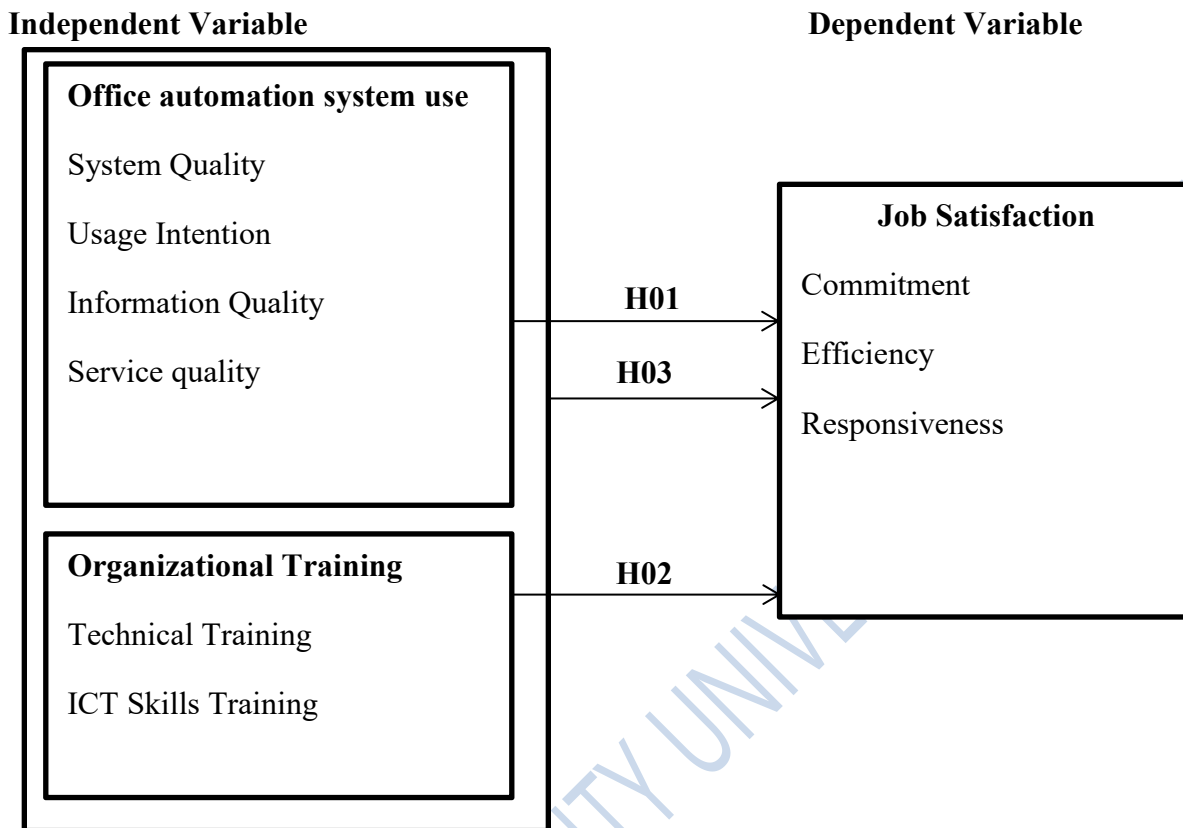


Figure 1: Conceptual Framework Showing Office Automation System Use, Organizational Training and Job Satisfaction

Source: Researcher(s) Conceptual Model, 2021.

The above conceptual framework in figure 1 shows the proposed interaction between the independent and the dependent variables. The model is showing the influence of office automation use and organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State. Moreover, the model has three variables: office automation use, organizational training and job satisfaction. Delone and Mclean identified four measures relevant to this study namely; information quality, service quality, system quality and usage intention and all the four measures are being adopted for the purpose of this study while the measures for organizational training are technical training, ICT skills training adopted from organizational training studies^{5,6,33}. The sub-measures under job satisfaction were the resultant issues noted during preliminary investigate of the tertiary institution in

Ekiti State which warrant urgent investigation. The behavioral approach to defining job satisfaction as posited by scholars include commitment, responsiveness and efficiency^{45,46,84}. These measures were adapted from prior job satisfaction literature^{53,56,57,197,224}. Specifically, the conceptual model shows that hypothesis one will investigate the influence of office automation use on job satisfaction, hypothesis two will examine the influence of organizational training on job satisfaction and hypothesis three will evaluate the combined influence of office automation use and organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State.

2.5 Summary of Literature Reviewed

This chapter highlights scholars' opinions about the topic of this research which is the influence of office automation use, organizational training and job satisfaction of administrative staff in public tertiary institutions in Ekiti State. The review shows the importance of office automation use on job satisfaction of administrative staff where organizational training is used to moderate the study.

It explains that the concept of job satisfaction has multiple dimensions that represent the overall satisfaction that individual gets from the work itself, as well as from work groups, superiors and the work environment. Job satisfaction is a feeling of completeness. It is attained when a person's desire coincides with what is accessible. Job satisfaction has affective orientations on the part of individuals toward work roles which they are presently occupying. When an employee is asked if he is content with his job, the first thing that springs to mind is usually money. Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations. In fact, the new managerial paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires are a very good indicator for the importance of job satisfaction in contemporary companies. When analyzing job satisfaction, the logic that a satisfied employee is a happy employee and a happy employee is a successful employee.

However, what one obtains satisfaction from is determined by what motivates them. It has been stated that there was of the view that there are no universally accepted definitions of satisfaction.

It also explains an Office Automation System as a conglomerate of various technologies intended to improve the efficiency of office work by replacing the routine clerical secretarial and paper-based tasks with computer-based equipment. This refers to operating in the modern office method whereby office is being equipped with modern machines that make work in the office to be easy to handle and faster too⁵⁹. Office automation is all about operating in the modern office where office is being equipped with necessary modern machines that make clerical works in the office faster, effective and efficient, for instance, where all works done in the office are being done by using machines and equipment. Automation is a mechanism to save human labour. Incidentally, application of automation to office works or duties make office practice less cumbersome. Some of the application areas of office automation system are: word processing, desktop publishing, electronic mail, teleconferencing, desktops organizers, archival storage.

The study explains that training in the private sector organization has been accepted by various scholars as a very imperative role in refining work performance of the employees and ultimately to the organization as a whole. A study also found that the more training given, the better the economic performance which in turn result in high job satisfaction. Training was permanently and clearly associated with an increase in profitability and productivity.

The review on the conceptual framework has clarified the concepts (office automation use on job satisfaction). It shows the relationship between the dependent variable (job satisfaction) and the independent variables (office automation use) being complemented by organizational training of administrative staff in public tertiary institutions in Ekiti State. This research work stands to fill the gaps between the variables used in this research work and on also related research work who fails to look at it from this point of view.

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Chapter Three

Methodology

This chapter presented the methodology that was used in this study. It included the research design strategies employed, population, sample, data collection and operation of variables.

3.1 Research Design

This study adopted a cross-sectional survey design as it studied a subset of a population at a point in time and to investigate office automation use, organizational training and job satisfaction of administrative staff of public tertiary institutions in Ekiti State. The advantage of this method is that it has economic advantage over the longitudinal survey design¹. Researches based on this design are conducted to assess the status quo of a particular phenomenon of interest without manipulation of variables. This design is considered appropriate for this study because the amount of quality information yielded is valid and reliable. Likewise, its proposed usage in this study is premised on early scholars whose work is related to this study but done in different research context.

3.2 Population of the Study

The study population consisted of Two hundred and Forty-six (246) administrative staff on grade level 08-11 in public tertiary institutions in Ekiti State which will be used for the study. The public tertiary institutions are; Federal University Oye-Ekiti, Ekiti State University Ado-Ekiti, Federal Polytechnic Ado-Ekiti, Bamidele Olumilua University of Education Ikere-Ekiti and College of Health Science and Technology Ijero-Ekiti. These institutions were selected because the perceived problem which is the purpose of this study was observed in the institutions. The population figures were obtained from the human resources unit of each tertiary institution.

Table 3.1: Population of the Study

| S/N | Institution | Respondents |
|-----|---|-------------|
| 1 | The Federal University Oye-Ekiti | 68 |
| 2 | Ekiti State University Ado-Ekiti | 54 |
| 3 | The Federal Polytechnic Ado-Ekiti | 57 |
| 4 | Bamidele Olumilua University of Education Ikere-Ekiti | 42 |
| 5 | College of Health Science and Technology Ijero-Ekiti | 25 |
| | Total | 246 |

Source: Human Resource Units of each institution 2021

3.3 Sample Size and Sampling Technique

The sample size of this study is two hundred and forty-six (246) which is made up of all administrative staff within the grade level 08-11 of the tertiary institutions in Ekiti State. This set of staffs are used because they are the one that handled the work within their cadre. Total enumeration sampling technique was used to collect data from the respondents. This is found suitable as their numbers are small to elicit the needed information.

3.4 Description of Research Instrument

Data will be collected using a structured questionnaire titled: Office automation use, organizational training and Job Satisfaction (OAUOT JSQ). The instrument will be a structured questionnaire adapted from previous empirical studies. This study also adopted the 4-point Likert scale design which allowed the respondents provide their opinion about the issue under study. The instrument collected opinion of administrative staff of public tertiary institutions in Ekiti State.

Section A: This section is designed to collect demographic information of respondents and these contains Bio – data of Respondents measured through five factors; Gender, Age, Educational Qualification, Year of Experience.

Section B: This section is designed to collect data on Job Satisfaction. The Satisfaction scale covers measure such Job Commitment, Job Efficiency, and Job Responsiveness which were adapted from scholar in different context. The Cronbach's alpha coefficient for the variables are 0.7, 0.8, 0.6, and 0.76 respectively. Sample of the items in the questionnaire include: I am able to work with less supervision. The response options available to respondents following the Likert-type scale include Very high = 4, High = 3, Low = 2, Very low = 1.

Section C: This section is designed to collect data on Office automation use. The Office automation use scale, which indicates factors cover measures such as system quality, usage intention, information quality and service quality which were adapted from scholar in different context. Each of the adapted questionnaires is considered reliable given the reliability tested result reported by scholars. The Cronbach's alpha coefficient for the variables are 0.7, 0.8, 0.6, and 0.76 respectively. The response options available to respondents following the Likert-type scale include Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1.

Section D: This section is designed to collect data on organizational training. The measures of organizational training are technical training, ICT skills training and talent management. Each of the adapted questionnaires is considered reliable given the reliability test result reported by scholars. The Cronbach's alpha coefficient for the variables are 0.7, 0.8, 0.6, and 0.76 respectively. The response options available to respondents following the Likert-type scale include Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1.

3.5 Validation of the Research Instrument

To validate this study, instrument was gathered through related literature review and adaptation from questionnaires that have been used by other researchers. Content and construct validity will be done. Content validity was used to assess the internal validity of the research instruments which was ascertained through the supervisor and other experts in information management field. Corrections made will be incorporated in constructing the final questionnaire, which will be given out to the respondents for the study.

3.6 Reliability of the Research Instrument

In ensuring validity of the research instrument, questionnaire was tested by subjecting it to the inspection of Human Resources Manager (HRM) of each institution under study who gave their opinions as to whether the hypotheses used to measure the concepts were valid so as to ensure it covers all variables under study. The researcher subjected the questionnaire to a reliability test to check the internal consistency of all items measuring each variable in the study. The reliability of the instrument was done through a pilot study using thirty (30) copies of the questionnaire that were administered to the administrative staff of The Polytechnic, Ibadan which is not part of the study. Data obtained was subjected to Cronbach's alpha reliability test to establish internal consistency of the items.

3.7 Distribution of the Research Instrument

A primary data was collected to address the objectives of the study through a structured questionnaire in line with existing literature. This instrument works well with a cross-section survey design mainly because it supports the collection of data regarding opinion and perception of respondents at a point in time on current issues.

A letter of introduction was obtained from the Department of Information Management, Lead City University which was used to gain permission to conduct the survey from the management of the

selected tertiary institutions in Ekiti State. Due to number of respondents, a three (3) day training was conducted for four (4) research assistants to ease the administration, retrieval and initial sorting of copies of the questionnaires. In all, 246 copies of questionnaires were administered to the administrative staff of The Federal University Oye-Ekiti, Ekiti State University Ado-Ekiti, The Federal Polytechnic Ado-Ekiti, Bamidele Olumilua University of Education, Ikere-Ekiti, and College of Health Science and Technology Ijero-Ekiti.

3.8 Method of Data Analysis

The researcher analyzed the data collected using the descriptive and inferential statistic for the items in all the sections in the questionnaires. The use of the descriptive statistics is appropriate because it helps to describe and summarize data in terms of frequency distribution, mean, standard deviation, and percentage of response about variables under study, thereby answering the research questions. To test the hypotheses formulated, the inferential statistics through regression analyses was used to test hypotheses one and two while multiple regression was used to test hypothesis three. The data collected for the study will be analyze using Statistical Package for Social Sciences (SPSS), version 24. All hypotheses in the study are tested at level of 0.05 significance.

Endnotes

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Chapter Four

Results and Discussion of Findings

This chapter dealt with data presentation, analysis and the interpretation of the results. The analysis is guided by the specific objectives and the hypotheses that were formulated in the study. The first section shows the presentation of the descriptive analysis using tables showing percentages and interpretation below the tables. Section two presents inferential statistics and discussion of findings comes at the later end of the chapter. The results presented were based on the research questions and hypotheses, which the study set out to answer and examine. Data was analyzed using SPSS version 25.

4.1 Data Presentation

A total of two hundred and forty-six (246) copies of questionnaire were administered, and two hundred and thirty-three (233) copies were returned. After sorting the questionnaires two hundred and twenty-four (224) copies were certified as duly filled and considered usable. The useable questionnaire represented 91.1% response rate. The high response rate was recorded as the researcher administered the instruments with the help of research assistants who put concerted efforts in reaching out to the undergraduate students in the selected universities and request them to participate in the study. The response results are presented in Table 4.1.

Table 4.1: Response Rate

| Response Rate: | Frequency | Per cent (%) |
|------------------------------------|------------------|---------------------|
| Returned and used | 224 | 91.1% |
| Not Returned/Returned but not used | 22 | 8.9% |
| No of distributed Questionnaire | 246 | 100% |

Source: Field Survey Data (2022)

Table 4.2 Demographic Characteristics of Respondents

| Variables | Category | Frequency | Percentage |
|---------------------|-------------------|------------------|-------------------|
| Gender | Male | 84 | 37.5% |
| | Female | 140 | 62.5% |
| Age | 20-25 years | 25 | 11.2% |
| | 26-30 years | 41 | 18.3% |
| | 31-35 years | 88 | 39.3% |
| | 36-40 years | 48 | 21.4% |
| | 41-45 years | 14 | 6.3% |
| | 46 and above | 8 | 3.6% |
| Educational level | NCE | 55 | 24.6% |
| | Bachelor's Degree | 138 | 61.6% |
| | Master's Degree | 25 | 11.2% |
| | PhD | 6 | 2.7% |
| Years of Experience | 3-7 years | 108 | 48.2% |
| | 8-12 years | 76 | 33.9% |
| | 13-18 years | 19 | 8.5% |
| | 19-23 years | 16 | 7.1% |
| | 24-28 years | 5 | 2.2% |

Source: Field Survey Results (2022)

This section consisted of background and respondents' information that describes basic characteristics such as gender of the respondents, age, educational level, and years of experience. To this effect, the results are presented in Table 4.2.

Table 4.2 presented the demographic and personal profile of respondents used for this study. Demographic and personal profile of respondents as shown in table 4.2. Profile of gender indicated that 84 respondents representing 37.5% were male while 140 respondents representing 62.5% were female, indicating that most of the respondents were female. Demographic and personal profile of respondents as shown in table 4.2 by age revealed that 25 respondents representing 11.2% were between 20-25 years, 41 respondents representing 18.3% were 26-30 years, 88 respondents representing 39.3% were

31-35 years, 48 respondents representing 21.4% were 36-40 years, 14 respondents representing 6.3% were 41-45 years, and 8 respondents representing 3.6% were 46 and above, indicating that most of the respondents were between 31-35 years. Also, 55 respondents representing 24.6% had NCE, 138 respondents representing 61.6% had Bachelor's Degree, and 6 respondents representing 2.7% had PhD. Furthermore, 108 respondents representing 48.2% had 3-7 years of experience, 76 respondents representing 33.9% had 8-12 years, 19 respondents representing 8.5% had 13-18 years, 16 respondents representing 7.1% had 19-23 years, and 5 respondents representing 2.2% had 24-28 years.

4.2 Response to the Research Questions

Research Question One: What is the level of job satisfaction of administrative staff in public tertiary institutions in Ekiti state?

Table 4.3: Descriptive Analysis of Responses on the level of job satisfaction of administrative staff in public tertiary institutions in Ekiti state

| Commitment | VH | H | L | VL | Mean |
|--|----------------|---------------|--------------|-------------|-------------|
| I am able to work with less supervision | 145 (64.7%) | 65 (29.0%) | 9 (4.0%) | 5 (2.2%) | 3.56 |
| I am able to perform increasing number of tasks | 120 (53.6%) | 87 (38.8%) | 10 (4.5%) | 7 (3.1%) | 3.43 |
| I exhibit low level of absenteeism from work | 107 (47.8%) | 95 (42.4%) | 14 (6.3%) | 8 (3.6%) | 3.34 |
| I would be very happy to spend the rest of my career with this organization | 129 (57.6%) | 77 (34.4%) | 10 (4.5%) | 8 (3.6%) | 3.46 |
| This organization has a great deal of personal meaning for me | 116 (51.8%) | 87 (38.8%) | 14 (6.3%) | 7 (3.1%) | 3.39 |
| It would be very hard for me to leave my organization right now, even if I wanted to | 118 (52.7%) | 87 (38.8%) | 11 (4.9%) | 8 (3.6%) | 3.41 |
| Weighted Mean for job commitment | | | | | 3.43 |
| Efficiency | VH | H | L | VL | Mean |

| | | | | | |
|--|----------------|----------------|--------------|--------------|-------------|
| I avoid unproductive activities | 131 (58.5%) | 66 (29.5%) | 18 (8.0%) | 9 (4.0%) | 3.42 |
| I exhibit personal readiness to serve in different capacities | 112 (50.0%) | 91 (40.6%) | 12 (5.4%) | 9 (4.0%) | 3.37 |
| I am persistently acquiring new knowledge related to its operations | 113 (50.4%) | 83 (37.1%) | 16 (7.1%) | 12 (5.4%) | 3.33 |
| I do not engage in counterproductive activities | 113 (50.4%) | 86 (38.4%) | 15 (6.7%) | 10 (4.5%) | 3.35 |
| I facilitate increase responsiveness to administrative needs | 98 (43.8%) | 98 (43.8%) | 16 (7.1%) | 12 (5.4%) | 3.26 |
| I facilitate increase responsiveness to student's need | 120 (53.6%) | 83 (37.1%) | 9 (4.0%) | 12 (5.4%) | 3.39 |
| Weighted Mean for efficiency | | | | | 3.35 |
| Responsiveness | VH | H | L | VL | Mean |
| I ensure timely delivery of task assigned to me weekly | 131 (58.5%) | 73 (32.6%) | 11 (4.9%) | 9 (4.0%) | 3.46 |
| Students need are promptly responded to without delay | 125 (55.8%) | 81 (36.2%) | 10 (4.5%) | 8 (3.6%) | 3.44 |
| I have a good sense of time management needed to do a job/task well | 118 (52.7%) | 79 (35.3%) | 17 (7.6%) | 10 (4.5%) | 3.36 |
| I possess the ability to perform swiftly in all roles assigned to me | 134 (59.8%) | 73 (32.6%) | 10 (4.5%) | 7 (3.1%) | 3.49 |
| I make effort to respond quickly to student complaint | 110 (49.1%) | 102 (45.5%) | 4 (1.8%) | 8 (3.6%) | 3.40 |
| I help to reduce counterproductive activities | 136 (60.7%) | 70 (31.3%) | 11 (4.9%) | 7 (3.1%) | 3.50 |
| Weighted Mean for responsiveness | | | | | 3.44 |
| Overall mean for Job Satisfaction | | | | | 3.40 |

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50-4.00= very high.

Note: VH-Very High (4), H-High (3), L-Low (2), VL-Very Low (1)

Source: Field Survey Results (2022)

According to results in Table 4.3. 64.7% of respondents rated very high that they are able to work with less supervision, 29.0% high, 4.0% low, and 2.2% very low. On average, the respondents indicated that they are able to work with less supervision has a mean of 3.56. Results also indicated that 53.6% of respondents rated very high that they are able to perform increasing number of tasks, 38.8% high, 4.5% low, and 3.1% very low. On average, the respondents indicated that they are able to perform increasing number of tasks has a mean of 3.43. Results also indicated that 47.8% of respondents rated very high that they exhibit low level of absenteeism from work, 42.4% high, 6.3% low, and 3.6% very low. On average, the respondents indicated that they exhibit low level of absenteeism from work has a mean of 3.34.

Results also indicated that 57.6% of the respondents rated very high that they would be very happy to spend the rest of their career with the organization, 34.4% high, 4.5% low, and 3.6% very low. On average, the respondents indicated that they would be very happy to spend the rest of their career with the organization has a mean of 3.46. Results also indicated that 51.8% of the respondents rated very high that the organization has a great deal of personal meaning for them, 38.8% high, 6.3% low, and 3.1% very low. On average, the respondents indicated that the organization has a great deal of personal meaning for them has a mean of 3.39. Results also indicated that 52.7% of the respondents rated very high that it would be very hard for them to leave their organization right now, even if they wanted to, 38.8% high, 4.9% low, and 3.6% very low. On average, the respondents indicated that it would be very hard for them to leave their organization right now, even if they wanted to has a mean of 3.41.

According to results in Table 4.3. 58.5% of respondents rated very high that they avoid unproductive activities, 29.5% high, 8.0% low, and 4.0% very low. On average, respondents indicated that they avoid unproductive activities has a mean of 3.42. Results also indicated that 50.0% of respondents rated very high that they exhibit personal readiness to serve in different capacities, 40.6% high, 5.4% low, and 4.0% very low. On average, the respondents indicated that they exhibit personal readiness to serve

in different capacities has a mean of 3.37. Results also indicated that 50.4% of the respondents rated very high that they are persistently acquiring new knowledge related to its operations, 37.1% high, 7.1% low, and 5.4% very low. On average, the respondents indicated that they are persistently acquiring new knowledge related to its operations has a mean of 3.33. Results also indicated that 50.4% of the respondents rated very high that they do not engage in counterproductive activities, 38.4% high, 6.7% low, and 4.5% very low. On average, the respondents indicated that they do not engage in counterproductive activities has a mean of 3.35. Results also indicated that 43.8% of the respondents rated very high that they facilitate increase responsiveness to administrative needs, 43.8% high, 7.1% low, and 5.4% very low. On average, the respondents indicated that they facilitate increase responsiveness to administrative needs has a mean of 3.26. Results also indicated that 53.6% of the respondents rated very high that they facilitate increase responsiveness to student's need, 37.1% high, 4.0% low, and 5.4% very low. On average, the respondents indicated that they facilitate increase responsiveness to student's need has a mean of 3.35

According to results in Table 4.3. 58.5% of respondents rated very high that they ensure timely delivery of task assigned to them weekly, 32.6% high, 4.9% low, and 4.0% very low. On average, respondents indicated that they ensure timely delivery of task assigned to them weekly has a mean of 3.46. Results also indicated that 55.8% of respondents rated very high that the students need are promptly responded to without delay, 36.2% high, 4.5% low, and 3.6% very low. On average, the respondents indicated that the students need are promptly responded to without delay has a mean of 3.44. Results also indicated that 55.8% of the respondents rated very high that they have a good sense of time management needed to do a job/task well, 35.3% high, 7.6% low, and 4.5% very low. On average, the respondents indicated that they have a good sense of time management needed to do a job/task well has a mean of 3.36. Results also indicated that 59.8% of the respondents rated very high that they possesses the ability to perform swiftly in all roles assigned to them, 32.6% high, 4.5% low,

and 3.1% very low. On average, the respondents indicated that they possess the ability to perform swiftly in all roles assigned to them has a mean of 3.49. Results also indicated that 49.1% of the respondents rated very high that they make effort to respond quickly to student complaint, 45.5% high, 1.8% low, and 3.6% very low. On average, the respondents indicated that they make effort to respond quickly to student complaint has a mean of 3.40. Results also indicated that 60.7% of the respondents rated very high that they help to reduce counterproductive activities, 31.3% high, 4.9% low, and 3.1% very low. On average, the respondents indicated that they help to reduce counterproductive activities has a mean of 3.50.

Overall, the weighted mean for job satisfaction is 3.40 and this suggest that the respondents agree with many of the statement representing job satisfaction of administrative staff in public tertiary institutions in Ekiti State. The overall mean of 3.40 shows that the level of job satisfaction of administrative staff in public tertiary institutions in Ekiti State is moderately high, hence, more effort is required by the management of public tertiary institutions in Ekiti State to ensure that administrative staff operate at an optimum level by ensuring that staff evaluation should systematically address issues such as their level of commitment, efficiency and the ability to respond quickly to task given. This is important because they offer insight into employee’s level of satisfaction with the job there are currently holding.

Research Question Two: What is the level of office automation use among administrative staff in public tertiary institutions in Ekiti State?

Table 4.4: Descriptive Analysis of Responses on the level of office automation use among administrative staff in public tertiary institutions in Ekiti State

| System Quality | SA | A | D | SD | Mean |
|---|----------------|---------------|-------------|-------------|------|
| The office automation systems are easy to operate | 148 (66.1%) | 69 (30.8%) | 5 (2.2%) | 2 (0.9%) | 3.62 |
| The office automation systems are equipped with useful features and functions | 122 (54.5%) | 95 (42.4%) | 5 (2.2%) | 2 (0.9%) | 3.50 |

| | | | | | |
|---|----------------|----------------|---------------|--------------|-------------|
| The office automation systems have applied modern technology | 110 (49.1%) | 102 (45.5%) | 9 (4.0%) | 3 (1.3%) | 3.42 |
| We give short response time for online enquiry | 100 (44.6%) | 108 (48.2%) | 14 (6.3%) | 2 (0.9%) | 3.37 |
| There is short time lag between data input and output for batch processing | 111 (49.6%) | 85 (37.9%) | 16 (7.1%) | 11 (4.9%) | 3.33 |
| Weighted Mean for system quality | | | | | 3.45 |
| Usage Intention | SA | A | D | SD | Mean |
| When users have a problem, these office automation units will show a sincere interest in solving it | 132 (58.9%) | 77 (34.4%) | 6 (2.7%) | 9 (4.0%) | 3.48 |
| Users will feel safe in their transaction with administrative staff | 105 (46.9%) | 104 (46.4%) | 10 (4.5%) | 5 (2.2%) | 3.38 |
| Administrative staff are consistently courteous with users | 100 (44.6%) | 100 (44.6%) | 18 (8.0%) | 6 (2.7%) | 3.31 |
| Administrative staff have the knowledge to do their job | 122 (54.5%) | 81 (36.2%) | 13 (5.8%) | 8 (3.6%) | 3.42 |
| Administrative staff understand the specific needs of its users | 100 (44.6%) | 94 (42.0%) | 23 (10.3%) | 7 (3.1%) | 3.28 |
| Weighted Mean for usage intention | | | | | 3.37 |
| Information Quality | SA | A | D | SD | Mean |
| The information output are accurate | 121 (54.0%) | 90 (40.2%) | 10 (4.5%) | 3 (1.3%) | 3.47 |
| The information output are concise | 105 (46.9%) | 97 (43.3%) | 14 (6.3%) | 8 (3.6%) | 3.33 |
| The information output are useful in our decision making | 93 (41.5%) | 108 (48.2%) | 17 (7.6%) | 6 (2.7%) | 3.29 |
| The information output are useful in our daily jobs | 123 (54.9%) | 74 (33.0%) | 15 (6.7%) | 12 (5.4%) | 3.38 |
| The information output are relevant for decision making | 121 (54.0%) | 86 (38.4%) | 10 (4.5%) | 7 (3.1%) | 3.43 |

| Service Quality | SA | A | D | SD | Mean |
|--|-------------|-------------|-----------|----------|------|
| Weighted Mean for information quality | | | | | 3.38 |
| My institution computing services' physical facilities are visually appealing | 134 (59.8%) | 79 (35.3%) | 4 (1.8%) | 7 (3.1%) | 3.52 |
| My institution have up-to-date hardware and software | 91 (40.6%) | 118 (52.7%) | 11 (4.9%) | 4 (1.8%) | 3.32 |
| When these office automation system units promise to do something by a certain time, they will do so | 104 (46.4%) | 102 (45.5%) | 13 (5.8%) | 5 (2.2%) | 3.36 |
| They will tell users exactly when services will be performed | 109 (48.7%) | 92 (41.1%) | 16 (7.1%) | 7 (3.1%) | 3.35 |
| We give timely attention to all complaints | 148 (66.1%) | 50 (22.3%) | 17 (7.6%) | 9 (4.0%) | 3.50 |
| Weighted for service quality | | | | | 3.41 |
| Overall mean for office automation use | | | | | 3.40 |

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50-4.00= very high.

Note: SA-Strongly Agree (4), A-Agree (3), D-Disagree (2), SD-Strongly Disagree (1)

Source: Field Survey Results (2022)

According to results in Table 4.4. 66.1% of respondents strongly agree that the office automation systems are easy to operate, 30.8% agree, 2.2% disagree, and 0.9% strongly disagree. On average, the respondents indicated that the office automation systems are easy to operate has a mean of 3.62. Results also indicated that 54.5% of respondents strongly agree that the office automation system are equipped with useful features and functions, 42.4% agree, 2.2% disagree, and 0.9% strongly disagree. On average, the respondents indicated that the office automation system are equipped with useful features and functions has a mean of 3.50. Results also indicated that 49.1% of the respondents rated

strongly agree that the office automation system have applied modern technology, 45.5% agree, 4.0% disagree, and 1.3% strongly disagree. On average, the respondents indicated that the office automation system have applied modern technology has a mean of 3.42.

Results also indicated that 44.6% of the respondents strongly agree that they give short response time for online enquiry, 48.2% agree, 6.3% disagree, and 0.9% strongly disagree. On average, the respondents indicated that they give short response time for online enquiry has a mean of 3.37. Results also indicated that 49.6% of the respondents strongly agree that there is short time lag between data input and output for batch processing, 37.9% agree, 7.1% disagree, and 4.9% strongly disagree. On average, the respondents indicated that there is short time lag between data input and output for batch processing has a mean of 3.33.

According to results in Table 4.4. 54.5% of respondents strongly agree that when users have a problem, these office automation units will show a sincere interest in solving it, 34.4% agree, 2.2% disagree, and 4.0% strongly disagree. On average, respondents indicated that when users have a problem, these office automation units will show a sincere interest in solving it has a mean of 3.48. Results also indicated that 46.9% of respondents strongly agree that the users will feel safe in their transaction with administrative staff, 46.4% agree, 4.5% disagree, and 2.2% strongly disagree. On average, the respondents indicated that the users will feel safe in their transaction with administrative staff has a mean of 3.38. Results also indicated that 44.6% of the respondents strongly agree that administrative staffs are consistently courteous with users, 44.6% agree, 8.0% disagree, and 2.7% strongly disagree. On average, the respondents indicated that administrative staff are consistently courteous with users has a mean of 3.31. Results also indicated that 54.5% of the respondents strongly agree that administrative staff have the knowledge to do their job, 36.2% agree, 5.8% disagree, and 3.6% strongly disagree. On average, the respondents indicated that administrative staff have the knowledge to do their job has a mean of 3.42. Results also indicated that 44.6% of the respondents strongly agree that administrative

staff understand the specific needs of its users, 42.0% agree, 10.3% disagree, and 3.1% strongly disagree. On average, the respondents indicated that administrative staff understand the specific needs of its users has a mean of 3.28.

According to results in Table 4.4. 54.0% of respondents strongly agree that the information output are accurate, 40.2% agree, 4.5% disagree, and 1.3% strongly disagree. On average, respondents indicated that the information output are accurate has a mean of 3.47. Results also indicated that 46.9% of respondents strongly agree that the information output are concise, 43.3% agree, 6.3% disagree, and 3.6% strongly disagree. On average, the respondents indicated that the information output are concise has a mean of 3.33. Results also indicated that 41.5% of the respondents strongly agree that the information output are useful in our decision making, 48.2% agree, 7.6% disagree, and 2.7% strongly disagree. On average, the respondents indicated that the information output are useful in our decision making has a mean of 3.29.

Results also indicated that 54.9% of the respondents strongly agree that the information output are useful in our daily jobs, 33.0% agree, 6.7% disagree, and 5.4% strongly agree. On average, the respondents indicated that the information output are useful in our daily jobs has a mean of 3.38. Results also indicated that 54.0% of the respondents strongly agree that the information output are relevant for decision making, 38.4% agree, 4.5% disagree, and 3.1% strongly disagree. On average, the respondents indicated that the information output are relevant for decision making has a mean of 3.43.

According to results in Table 4.4. 59.8% of respondents strongly agree that their institution computing services' physical facilities are visually appealing, 35.3% agree, 1.8% disagree, and 3.1% strongly disagree. On average, the respondents indicated that their institution computing services' physical facilities are visually appealing has a mean of 3.52. Results also indicated that 40.6% of respondents strongly agree that their institution have up-to-date hardware and software, 52.7% agree, 4.9% disagree,

and 1.8% strongly disagree. On average, the respondents indicated that their institution have up-to-date hardware and software has a mean of 3.32.

Results also indicated that 46.4% of the respondents rated strongly agree that when these office automation system units promise to do something by a certain time, they will do so, 45.5% agree, 5.8% disagree, and 2.2% strongly disagree. On average, the respondents indicated that when these office automation system units promise to do something by a certain time, they will do so has a mean of 3.36.

Results also indicated that 48.7% of the respondents strongly agree that they will tell users exactly when services will be performed, 41.1% agree, 7.1% disagree, and 3.1% strongly disagree. On average, the respondents indicated that they will tell users exactly when services will be performed has a mean of 3.36. Results also indicated that 66.1% of the respondents strongly agree that they give timely attention to all complaints, 22.3% agree, 7.6% disagree, and 4.0% strongly disagree. On average, the respondents indicated that they give timely attention to all complaints has a mean of 3.50.

In all, the overall mean score for level of office automation use of administrative staff in public tertiary institutions in Ekiti State is 3.40 and this suggest that the respondents agree with many of the statement representing office automation use of administrative staff in public tertiary institutions in Ekiti State. More specifically, each of the measure of office automation use such as system quality, usage intention, information quality, and service quality had mean scores 3.45, 3.37, 3.38, and 3.41 respectively to suggest that the respondents agree with many of the statement representing each measure and this offers reasonable evidence to say that the level of office automated system use is moderately high. Nonetheless, with the procurement of appropriate office automated system, continuous training and enabling work environment, administrative staff in public tertiary institutions in Ekiti State should deliver higher level of value with respect to office automated system use.

Research Question Three: What are the various organizational training programmes available for administrative staff in public tertiary institutions in Ekiti State?

Table 4.5: Descriptive Analysis of Responses on the Various Organizational Training Programmes Available for Administrative Staff In Public Tertiary Institutions in Ekiti State

| Technical Training | A | V | R | N | Mean |
|--|----------------|----------------|---------------|--------------|-------------|
| Organize staff capacity development program to enhance administrative skills | 153 (68.3%) | 55 (24.6%) | 12 (5.4%) | 4 (1.8%) | 3.59 |
| Engage in collaborative training with international educational institute to enhance administrative staff's skills | 101 (45.1%) | 106 (47.3%) | 15 (6.7%) | 2 (0.9%) | 3.37 |
| Sponsoring administrative staff for local conference | 103 (46.0%) | 93 (41.5%) | 22 (9.8%) | 6 (2.7%) | 3.31 |
| Organizing inter-disciplinary seminar to aid administrative activities | 72 (32.1%) | 108 (48.2%) | 26 (11.6%) | 18 (8.0%) | 3.04 |
| Organize in house seminars to address a specific administrative problem | 91 (40.6%) | 85 (37.9%) | 32 (14.3%) | 16 (7.1%) | 3.12 |
| Weighted Mean for technical training | | | | | 3.29 |
| ICT Skills Training | A | V | R | N | Mean |
| Conduct periodic assessment of ICT skill gap needs to achieve better performance | 122 (54.5%) | 82 (36.6%) | 18 (8.0%) | 2 (0.9%) | 3.45 |
| Provide a schedule of ICT skill training to be conducted at regular interval | 111 (49.6%) | 95 (42.4%) | 16 (7.1%) | 2 (0.9%) | 3.41 |
| Provide adequate ICT facilities which enhance training | 95 (42.4%) | 107 (47.8%) | 18 (8.0%) | 4 (1.8%) | 3.31 |
| Ensures that members of staff are all | 121 | 84 | 13 | 6 | 3.43 |

| | | | | | |
|--|-------------|------------|-----------|----------|------|
| present to participate in the ICT skill training session | (54.0%) | (37.5%) | (5.8%) | (2.7%) | |
| Ensures training covers the running of relevant software that aid work effectiveness | 108 (48.2%) | 93 (41.5%) | 17 (7.6%) | 6 (2.7%) | 3.35 |
| Provide in-house support team to resolve challenges that comes up after the ICT skill training session | 124 (55.4%) | 81 (36.2%) | 15 (6.7%) | 4 (1.8%) | 3.45 |
| Ensures ICT training is a continuous exercise | 148 (66.1%) | 55 (24.6%) | 14 (6.3%) | 7 (3.1%) | 3.54 |
| Weighted Mean for ICT skills training | | | | | 3.42 |
| Overall mean for Organisational training | | | | | 3.35 |

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50-4.00= very high.

Note: A-Always (4), VO- Very Often (3), R-Rarely (2), N-Never (1)

Source: Field Survey Results (2022)

According to results in Table 4.5. 68.3% of respondents always organize staff capacity development program to enhance administrative skills, 24.6% very often, 5.4% rarely, and 1.8% never. On average, the respondents indicated that they organize staff capacity development program to enhance administrative skills has a mean of 3.59. Results also indicated that 45.1% of respondents always engage in collaborative training with international educational institute to enhance administrative staff's skills, 47.3% very often, 6.7% rarely, and 0.9% never. On average, the respondents indicated that they always engage in collaborative training with international educational institute to enhance administrative staff's skills has a mean of 3.37.

Results also indicated that 46.0% of the respondents always sponsor administrated staff for local conference, 41.5% very often, 9.8% rarely, and 2.7% never. On average, the respondents indicated that

they always sponsor administrated staff for local conference work has a mean of 3.31. Results also indicated that 32.1% of the respondents always organize inter-disciplinary seminar to aid administrative activities, 48.2% very often, 11.6% rarely, and 8.0% never. On average, the respondents indicated that they always organize inter-disciplinary seminar to aid administrative activities has a mean of 3.04. Results also indicated that 40.6% of the respondents always organize in-house seminars to address specific administrative problem, 37.9% very often, 14.3% rarely, and 7.1% never. On average, the respondents indicated that they always organize in-house seminars to address specific administrative problem has a mean of 3.12.

According to results in Table 4.5. 54.5% of respondents always conduct periodic assessment of ICT skill gap needs to achieve better performance, 36.6% very often, 8.0% rarely, and 0.9% never. On average, respondents indicated that they always conduct periodic assessment of ICT skill gap needs to achieve better performance has a mean of 3.45. Results also indicated that 49.6% of respondents always provide a schedule of ICT skill training to be conducted at regular interval, 42.4% very often, 7.1% rarely, and 0.9% never. On average, the respondents indicated that they always provide a schedule of ICT skill training to be conducted at regular interval has a mean of 3.41. Results also indicated that 42.4% of the respondents always provide adequate ICT facilities which enhance training, 47.8% very often, 8.0% rarely, and 1.8% never. On average, the respondents indicated that they always provide adequate ICT facilities which enhance training has a mean of 3.31.

Results also indicated that 54.0% of the respondents always ensure that members of staff are all present to participate in the ICT skill training session, 37.5% very often, 5.87% rarely, and 2.7% never. On average, the respondents indicated that they always ensure that members of staff are all present to participate in the ICT skill training session has a mean of 3.43. Results also indicated that 48.2% of the respondents always ensure training covers the running of relevant software that aid work effectiveness,

41.5% very often, 7.6% rarely, and 2.7% never. On average, the respondents indicated that they always ensure training covers the running of relevant software that aid work effectiveness has a mean of 3.35.

Results also indicated that 55.4% of the respondents always provide in-house support team to resolve challenges that comes up after the ICT skill training session, 36.2% very often, 6.7% rarely, and 1.8% never. On average, the respondents indicated that they always provide in-house support team to resolve challenges that comes up after the ICT skill training session has a mean of 3.45. Results also indicated that 66.1% of the respondents always ensure ICT training is a continuous exercise, 24.6% very often, 6.3% rarely, and 3.1% never. On average, the respondents indicated that they always ensure ICT training is a continuous exercise has a mean of 3.54.

Overall, the result of the descriptive statistics shows that organisational training activities such as technical training and ICT training is evidenced that management offers to the administrative staff of administrative staff in public tertiary institutions in Ekiti State. In addition, going by the weighted mean for each of the training activities, ICT training has a mean score of 3.42 while technical training has a mean score of 3.29 to suggest that the respondents agree with many of the statement representing organisational training of administrative staff in public tertiary institutions in Ekiti State. Relating the two training activities together an overall mean score for organisational training of 3.35 suggest the level of training is relatively high. Nevertheless, to sustain continuous improvement of work done it is imperative that management of the public tertiary institutions in Ekiti State should continuously engage their administrative staff on a periodic and systematic training that will improve their work capability and enhance their job satisfaction.

4.3 Test of Hypotheses

The decision rule here is stated as follows; the pre-set level of significance for this study was 0.05. If the p-value which indicated the significance or the probability value exceeded the pre-set level of

significance ($p > 0.05$), the hypothesis stated in null form is accepted, however, if the p-value is less than or equal to 0.05 ($p \leq 0.05$), the hypothesis is rejected.

H₀1: There is no significant influence of office automation use on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State.

The null hypothesis one which states that there is no significant influence of office automation use on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State was tested using multiple regression analysis. In the analysis, the values of Job satisfaction were regressed on the values of office automation use sub-measures. The data for office automation use (independent variable) was generated by summing responses of all variable items (System quality, Information Quality, Usage Intentions, service quality) respectively while that of Job satisfaction of administrative staff in public tertiary institutions in Ekiti State (dependent) was generated by adding responses of all items (commitment, efficiency, and responsiveness) used to measure the variable. The regression test results are presented in Tables 4.6a-c

Table 4.6a-c: Summary of multiple regression analysis for the influence of office automation use on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State

a. Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .716 ^a | .513 | .504 | .27530 |

a. Predictors: (Constant), Information Quality, Usage Intention, System Quality, Service Quality

b. ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 17.492 | 4 | 4.373 | 57.697 | .000 ^b |
| | Residual | 16.598 | 219 | .076 | | |
| | Total | 34.090 | 223 | | | |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Information Quality, Usage Intention, System Quality, Service Quality

c. Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized | T | Sig. |
|-------|-----------------|-----------------------------|------------|----------------------|-------|------|
| | | B | Std. Error | Coefficients Beta | | |
| 1 | (Constant) | .719 | .185 | | 3.895 | .000 |
| | System Quality | .249 | .057 | .250 | 4.373 | .000 |
| | Usage Intention | .303 | .048 | .367 | 6.324 | .000 |
| | Service Quality | .078 | .050 | .096 | 1.546 | .124 |
| | Information | | | | | |
| | Quality | .160 | .053 | .193 | 3.025 | .003 |

a. Dependent Variable: Job Satisfaction

Source: Field Survey Results (2022)

Table 4.6a-c presents the results of the multiple regression analysis for the influence of office automation use on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State. From the results in Table 4.6a, office automation use has a positive and strong relationship with job satisfaction of administrative staff in public tertiary institutions in Ekiti State ($R = 0.716$).

The coefficient of determination (Adj. R^2) of 0.504 shows that office automation use explains 50.4% of the changes in Job satisfaction of administrative staff in public tertiary institutions in Ekiti State, while the remaining 49.6% variation in Job satisfaction of administrative staff in public tertiary institutions in Ekiti State explained by other not investigated in this study. Table 4.6b presents the results of ANOVA (overall model significance) of regression test which revealed that office automation use has a significant influence on Job satisfaction variables of administrative staff in public tertiary institutions in Ekiti State. This can be explained by the F-value (57.697) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that office automation system-use significantly influenced the on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State.

In addition, the results of regression coefficients in table 4.6c, revealed that at 95% confidence level, a unit change in system quality will lead to a 0.249 increase in the job satisfaction of administrative staff in public tertiary institutions in Ekiti State, given that all other factors are held constant. Also, at 95% confidence level, a unit change in usage intention will lead to a 0.303 increase in the job satisfaction of administrative staff in public tertiary institutions in Ekiti State given that all other factors are held constant. Also, at 95% confidence level, a unit change in information quality will lead to a 0.160 increase in the job satisfaction of administrative staff in public tertiary institutions in Ekiti State given that all other factors are held constant. Of the office automation use indicators examined, usage intention ($\beta = 0.303$) has the highest relative influence on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State followed by system quality ($\beta = 0.249$) and lastly, information quality ($\beta = 0.160$). On the strength of this result ($Adj. R^2 = 0.504$, $F(4, 219) = 57.697$, $p = 0.000$), this study rejects the null hypothesis one (H_{01}) which states that there will be no significant influence of office automation use on job satisfaction of administrative staff in public tertiary institutions in Ekiti State.

H₀₂: There is no significant influence of organizational training on job satisfaction of administrative staff of public tertiary institutions in Ekiti State.

The null hypothesis two which states that there is no significant influence of organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State was tested using multiple regression analysis. In the analysis, the values of Job satisfaction were regressed on the values of organizational training sub-measures. The data for organizational training (independent variable) was generated by summing responses of all variable items (technical training and ICT training) respectively while that of job satisfaction of administrative staff in public tertiary institutions in Ekiti

State (dependent) was generated by adding responses of all items (commitment, efficiency, and responsiveness) used to measure the variable. The regression test results are presented in Tables 4.7a-c

Table 4.7a-c: Summary of multiple regression analysis for the influence of organizational training on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State

a. Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .585 ^a | .343 | .337 | .31846 |

a. Predictors: (Constant), ICT Training, Technical Training

b. ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 11.677 | 2 | 5.839 | 57.573 | .000 ^b |
| | Residual | 22.413 | 221 | .101 | | |
| | Total | 34.090 | 223 | | | |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), ICT Training, Technical Training

c. Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|--------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.432 | .188 | | 7.604 | .000 |
| | Technical Training | .155 | .050 | .188 | 3.098 | .002 |
| | ICT Training | .429 | .054 | .479 | 7.913 | .000 |

a. Dependent Variable: Job Satisfaction

Source: Field Survey Results (2022)

Table 4.7a-c presents the results of the multiple regression analysis for the influence of organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State. From the results in Table 4.7a, organizational training has a positive and moderately strong relationship with job satisfaction of administrative staff in public tertiary institutions in Ekiti State (R = 0.585).

The coefficient of determination (Adj. R^2) of 0.337 shows that organizational training explains 33.7% of the variation in job satisfaction of administrative staff in public tertiary institutions in Ekiti State, while the remaining 66.3% variation in job satisfaction of administrative staff in public tertiary institutions in Ekiti State explained by other variables not investigated in this study. Table 4.7b presents the results of ANOVA (overall model significance) of regression test which revealed that organizational training has a significant influence on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State. This can be explained by the F-value (57.573) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that organizational training significantly influenced the job satisfaction of administrative staff in public tertiary institutions in Ekiti State.

In addition, the results of regression coefficients in table 4.7c, revealed that at 95% confidence level, a unit change in technical training will lead to a 0.155 increase in the job satisfaction of administrative staff in public tertiary institutions in Ekiti State, given that all other factors are held constant. Also, at 95% confidence level, a unit change in ICT training will lead to a 0.429 increase in the job satisfaction of administrative staff in public tertiary institutions in Ekiti State given that all other factors are held constant. Of the organizational training indicators examined, ICT training ($\beta = 0.429$) has the highest relative influence on job satisfaction of administrative staff in public tertiary institutions in Ekiti State followed by technical training ($\beta = 0.155$). On the strength of this result (Adj. $R^2 = 0.337$, $F(2, 221) = 57.573$, $p = 0.000$), this study rejects the null hypothesis two (H_02) which states that there will be no significant influence of organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State.

H₀₃: There is no significant combine influence of office automation use and organizational training on job satisfaction of administrative staff of public tertiary institutions in Ekitit State.

The null hypothesis three which states that there is no significant combine influence of office automation use and organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State was tested using multiple regression analysis. In the analysis, the values of Job satisfaction were regressed on the values of office automation use and organizational training. The data for office automation uses and organizational training (independent variable) was generated by summing responses of all variable items respectively while that of job satisfaction of administrative staff in public tertiary institutions in Ekiti State (dependent) was generated by adding responses of all items (commitment, efficiency, and responsiveness) used to measure the variable. The regression test results are presented in Tables 4.8a-c

Table 4.8a-c: Summary of multiple regression analysis for the influence of office automation use and organizational training on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State

a. Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .721 ^a | .520 | .516 | .27202 |

a. Predictors: (Constant), Organisational Training, Office Automation System Use

b. ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 17.738 | 2 | 8.869 | 119.860 | .000 ^b |
| | Residual | 16.352 | 221 | .074 | | |
| | Total | 34.090 | 223 | | | |

a. Dependent Variable: Job Satisfaction

c. Predictors: (Constant), Organisational Training, Office Automation System-Use

d. Coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | | T | Sig. |
|-------|-----------------------------|------------|---------------------------|--|---|------|
| | B | Std. Error | Beta | | | |

| | | | | | | |
|---|------------------------------|------|------|------|-------|------|
| 1 | (Constant) | .564 | .186 | | 3.025 | .003 |
| | Office Automation System-Use | .628 | .064 | .575 | 9.749 | .000 |
| | Organizational Training | .211 | .060 | .208 | 3.527 | .001 |

a. Dependent Variable: Job Satisfaction

Source: Field Survey Results (2022)

Table 4.8a-c presents the results of the multiple regression analysis for the influence of office automation use and organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State. From the results in Table 4.8a, office automation system--use and organizational training has a positive and strong relationship with job satisfaction of administrative staff in public tertiary institutions in Ekiti State ($R = 0.721$).

The coefficient of determination ($Adj. R^2$) of 0.516 shows that office automation system-use and organizational training explains 51.6% of the changes in job satisfaction of administrative staff in public tertiary institutions in Ekiti State, while the remaining 48.4% variation in job satisfaction of administrative staff in public tertiary institutions in Ekiti State explained by extraneous variables not considered in the regression model in this study. Table 4.8b presents the results of ANOVA (overall model significance) of regression test which revealed that office automation system-use and organizational training has a significant influence on job satisfaction of administrative staff in public tertiary institutions in Ekiti State. This can be explained by the F-value (119.860) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that office automation system-use and organizational training significantly influenced the job satisfaction of administrative staff in public tertiary institutions in Ekiti State.

In addition, the results of regression coefficients in table 4.6c, revealed that at 95% confidence level, a unit change in office automation system-use will lead to a 0.628 increase in the job satisfaction of administrative staff in public tertiary institutions in Ekiti State, given that all other factors are held constant. Also, at 95% confidence level, a unit change in organizational training will lead to a 0.211 increase in the job satisfaction of administrative staff in public tertiary institutions in Ekiti State given that all other factors are held constant. Of the two predictor variables considered in this study, office automation use ($\beta = 0.628$) has the highest relative influence on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State followed by organisational training ($\beta = 0.211$). On the strength of this result (Adj. $R^2 = 0.516$, $F(2, 221) = 119.860$, $p = 0.000$), this study rejects the null hypothesis three (H_03) which states that there will be no significant combined influence of office automation use and organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State.

4.4 Discussion of Findings

The first research question of the study focused on identifying the level of job satisfaction of administrative staff in public tertiary institutions in Ekiti state. The result of the descriptive statistics revealed that the level of job satisfaction of administrative staff in public tertiary institutions in Ekiti State is moderately high given the overall mean score of 3.40. Nevertheless, more effort is required by the management of public tertiary institutions in Ekiti State to ensure that administrative staff operates at an optimum level by ensuring that staff evaluation should systematically address issues such as their level of commitment, efficiency and the ability to respond quickly to task given. This is important because they offer insight into employee's level of satisfaction with the job there are currently holding.

The second research question of study focused on identifying the level of office automation use of administrative staff in public tertiary institutions in Ekiti State. The result of the descriptive statistics revealed that each of the measure of office automation use such as system quality, usage intention,

information quality, and service quality had mean scores 3.45, 3.37, 3.38, and 3.41 respectively to suggest that the respondents agree with many of the statement representing each measure and this offers reasonable evidence to say that the level of office automated system use is moderately high. Nonetheless, with the procurement of appropriate office automated system, continuous training and enabling work environment, administrative staff in public tertiary institutions in Ekiti State should deliver higher level of value with respect to office automated system use.

The third research question of study focused on identifying the various organizational training programmes available for administrative staff in public tertiary institutions in Ekiti State. The result of the descriptive statistics revealed that organizational training activities such as technical training and ICT training is evidenced that management offers to the administrative staff in public tertiary institutions in Ekiti State. In addition, going by the weighted mean for each of the training activities, ICT training has a mean score of 3.42 while technical training has a mean score of 3.29 to suggest that the respondents agree with many of the statement representing organizational training of administrative staff in public tertiary institutions in Ekiti State. Relating the two training activities together an overall mean score for organizational training of 3.35 suggest the level of training is relatively high. Nevertheless, to sustain continuous improvement of work done it is imperative that management of the public tertiary institutions in Ekiti State should continuously engage their administrative staff on a periodic and systematic training that will improve their work capability and enhance their job satisfaction.

The findings of hypothesis one reveal that: this study rejects the null hypothesis one (H_01) which states that there will be no significant influence of office automation use on job satisfaction of administrative staff in public tertiary institutions in Ekiti State. Hence, the findings of hypothesis one found support in prior empirical studies. For instance, a related study researched to know the impact of rewards and recognition on job satisfaction of academic staff of seven private universities in Nigeria¹. There is a

favorable association between awards and work satisfaction, according to a poll of one fifty-seven (157) respondents, including junior professors, senior lecturers, deans, vice deans, and administrative officers; this will significantly boost the productivity of personnel in the institution. Additionally, awards and recognition are effective instruments that assist personnel in effectively preparing for their task, pique their interest, and inspire creativity. Rewarding and recognizing employees also helps them build their capacity for performance.

A comparison of academic staff at public and private universities was done as part of a study on employee job satisfaction in Nigerian tertiary institutions². The study's sample consists of 120 academic staff members, including 32 from a private institution in Kwara state, Nigeria, and 88 from a public university. Primary data were gathered using questionnaires as the tool. According to the research's findings, academic staff members at Nigeria's private and public institutions report significantly different levels of work satisfaction. A researcher looked at the connections between academic staff job happiness and user information satisfaction in tertiary institutions in Lagos State³. The sample size was 180, which was used. The findings demonstrate a good association between user information satisfaction and job satisfaction, which can aid academic staff in performing their jobs successfully. The usage and accessibility of office automation systems has an impact on how well administrative personnel performs. According to the researcher, the creative application of a variety of office automation systems increases the likelihood that the staff will work harder, retain knowledge better, and perform better on the tasks they are expected to complete; as a result, regular funding is required to provide all necessary equipment to support the administrative staff's performances⁴.

Furthermore, findings of hypothesis two reveal that: this study rejects the null hypothesis two (H_02) which states that there will be no significant influence of organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State. The findings of hypothesis two found support evidence in prior empirical studies. For instance, a study on 150 organizations conducted in

Scotland, UK, by a researcher to examine the primary issues with current human resource performance revealed that employee training and development was ranked as the most important aspect of performance management by 89% of the organizations surveyed. The research suggests that the performance assessment process be used as one of the primary methods for determining each person's specific training and development requirements⁵.

In accordance with additional research on the impact of training and development on employee performance, there is a strong positive correlation between management development and employee training and development programs and organizational performance in Russian team-based affiliates of Western corporations. This shows that management and staff development were meaningfully connected to the success of the firm. He continued by saying that due to the high level of organizational responsibility, personnel may prioritize their own professional growth together with workplace safety⁶. For Western businesses seeking to gain a competitive edge through high-value goods and services—specific qualities that weren't given much consideration under the previous planned economy—investing in staff training and development may also be crucial⁷. According to the literature study, organizational training is a means through which administrative staff may boost productivity in the institution.

The findings of hypothesis three reveal the following: this study rejects the null hypothesis three (H₀₃) which states that there will be no significant combined influence of office automation use and organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State. The findings of hypothesis three found support evidence in previous empirical studies. The impact of information product quality on office automation users' job satisfaction: an empirical investigation, for instance, was the subject of a study⁸. A field study including 368 users revealed that work happiness and information product quality are positively correlated. However, this association was moderated by role ambiguity and conflict. A causal path model showed that role ambiguity and

conflict in the information product had an impact on work satisfaction. The association between the caliber of the information product and work happiness was completely mediated by role conflict and role ambiguity. The findings highlight how workplace automation systems affect users' professional outcomes. Given the significance of job satisfaction for employee motivation, IS designers and researchers should pay more attention to the need for designing high-quality systems that not only meet their primary information delivery objectives but also take into account the task and organizational design issues that may have an impact on users' work environments⁹.

A study investigated the effects of wage incentives and fringe benefits on the productivity of Nigeria workers using Enugu State Local Government Service Commission as the focus of the study for the period between 1999 to 2007¹⁰. Descriptive statistics like frequency and percentage were employed in analyzing the data. The study found that irregular and inadequate wages/salaries, low level of fringe benefits and lack of collective bargaining process brought about low productivity of workers of Enugu State Local Government Service Commission¹¹. The study also found out that financial as well as nonfinancial reward, promotion and conversion are strategic in the promotion of productivity in organizations.

Another study by the Kapsalis nations, which include Canada, the United States, Switzerland, the Netherlands, Poland, Germany, and Sweden, in an effort to demonstrate the lessons that can be learned from the combined abilities of various nations, found that roughly 66% of Canadian and American employees who received job-related training from their employer reported using their newly acquired skill at work to a high degree and thereby improving employment¹².

Studies have sought to isolate whether high skills are contributory factor behind successful and higher performing firms. These studies have identified a significant association between a highly skilled workforce and job satisfaction, most commonly measured by the level of labour productivity. For instance, research has shown that the top performers in UK manufacturing are hired workers with, on

average, an extra qualification level compared to the lower performers. These studies also found that higher skill levels support innovation and more sophisticated production processes and were associated with the production of higher quality products. In essence, manufacturing firms undertaking training were found to be more productive, to have higher capital intensity, to conduct more research and development and have a more highly qualified workforce. A research also indicated that economic performance improved with more training, which in turn led to high work satisfaction. Training was consistently and unmistakably linked to higher production and profitability. A 5% point increase in the percentage of workers having industry-specific training was linked to a 4% increase in value added per worker and a 1.6% rise in pay. They point out that several researchers have also discovered this amount of growth. It was discovered that increasing training investment lowers the likelihood of company closure. Craft and manual worker training made a difference for small businesses, whereas training professional, administrative, and secretarial staff made a difference for bigger businesses¹³.

Endnote

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Chapter Five

Conclusion

This chapter presents and discusses the summary of findings, conclusions and provides useful recommendations, contributions to knowledge and suggestions for further studies.

5.1 Summary of Findings

The main objective of this study is to investigate office automation use, organizational training and job satisfaction of administrative staff in public tertiary institutions in Ekiti State. The study has five chapters so as to achieve its main objective. The chapter one presented the background to the study which affirms that investment in office automation use and organizational training enhances job satisfaction of administrative staff in public tertiary institutions in Ekiti State. Several studies have been done on office automation use, organizational training and job satisfaction. Also, empirical submission has been made about office automation use, organizational training and to enhance job satisfaction of administrative staff of public tertiary institution in Ekiti State and to be motivated to work diligently, however scholars have recommended the need for more studies on office automation use and organizational training especially to tackle the matters arising from lack of efficiency, effectiveness and responsiveness which had made job satisfaction be on the decline among administrative staff of public tertiary institutions in Ekiti State. Etc.

The data generated were sorted, coded, and analyzed to establish the statistical significance of the influence of office automation use, organizational training and to enhance job satisfaction of administrative staff of public tertiary institution in Ekiti State, and final acceptance of the hypotheses

were made. From the interpretation of analyses of data collected and findings of the study, the following can be summed up as the main empirical findings of this study:

1. The level of job satisfaction of administrative staff is moderately high in public tertiary institutions in Ekiti State.
2. The level of office automated system use is moderately high in public tertiary institutions in Ekiti State.
3. The level of training is relatively high in public tertiary institutions in Ekiti State.
4. Office automation use by administrative staff in public tertiary institution in Ekiti State significantly influenced the job satisfaction of administrative staff in the institution.
5. Organizational training of administrative staff in public tertiary institution in Ekiti State significantly influenced the job satisfaction of administrative staff in the institution.
6. Office automation use and organizational training of administrative staff in public tertiary institution in Ekiti State significantly influenced the job satisfaction of administrative staff in the institution.

5.2 Conclusion

Therefore, on the strength of the support found in prior existing studies with this present study's result, the study can conclude that office automation, organizational training has positive and significant influence on job satisfaction of administrative staff in public institution in Ekiti State. Also, it has become expedient that those in charge of administration and providers or carrier of knowledge be well satisfied with their jobs. This is because success of the nation is a function of the students, and the success of the students is not independent of the administration and knowledge providers in the institution they attend, but has an undeniable effect on each other. The relevance of office automation use, organizational training and job satisfaction of administrative staff is very important because office

automation system helps in capturing, storing, retrieving, utilizing and sharing, if the administrative staff are well trained then it will show in the level of their performance to the institution. On the other hand, office automation system influence job satisfaction by helping to enhance speed and effectiveness to perform better in order to achieve the institution set out objectives. Also, regular training, and exposure to proper training programmes on how to use ICT facilities and office equipment effectively and efficiently will enhance their job satisfaction.

5.3 Recommendations

Based on the findings in this study, the following recommendations were made:

1. The management of public tertiary institutions in Ekiti State to ensure that administrative staff operates at an optimum level by ensuring that staff evaluation should systematically address issues such as their level of commitment, efficiency and the ability to respond quickly to task given. This is important because they offer insight into employee's level of satisfaction with the job there are currently holding.
2. The government should procure appropriate office automated system needed by administrative staff of public tertiary institutions in Ekiti state in order to increase productivity.
3. Management of the public tertiary institutions in Ekiti State should continuously engage their administrative staff on a periodic and systematic training that will improve their work capability and enhance their job satisfaction.
4. Since office automation use has positive and significant influence on job satisfaction of administrative staff, the government should ease administrative work by provision of necessary equipment so as to improve their job performance.
5. Since organizational training has positively and significantly influence job satisfaction of administrative staff of public tertiary institution in Ekiti State, government should focus on

organizing and sponsoring administrative staff for more training to enhance effective work performance of the administrative staff.

6. With a strong positive influence of office automation use and organizational training on job satisfaction of administrative staff of public tertiary institution in Ekiti State must continue to give regular training and enabling work environment should be organized from time to time by the Management for the efficiency of performance of administrative staff in public tertiary institutions in Ekiti State.

5.4 Contribution to knowledge

This study offers significant contribution to literature conceptually, theoretically, and empirical.

Conceptually, the study focused on identifying gaps in literature pertaining to office automation use, organizational training and job satisfaction. The conceptual framework of this study equally offers conceptual contribution as it was constructed by the researcher to analyze the gaps identified in literature. The model combined independent variables (office automation use and organizational training) and dependent variable (job satisfaction) with measures ranging from dimensions of office automation use (system quality, usage intention, information quality and service quality), organizational training measures (ICT skill training and technical training) and job satisfaction (Job commitment, job efficiency and job responsiveness). The model also can be adapted to suite future studies.

From the theoretical stand point the Human Capital Theory, Gary Becker and Theodore Schultz emphasized that investing in education and training might increase production. The opportunity cost of attending school decreased as tangible capital in the globe increased. Workforce diversity grew more and more dependent on education. The phrase was also included into corporate finance and expanded to include human capital in a broader sense. Human and intellectual capital are viewed as regenerative

sources of production. In an effort to increase their innovation and creativity, organizations work to foster these sources. Sometimes a company issue calls for more than new equipment or additional funding. According to the human capital hypothesis, businesses have an incentive to find and develop productive human capital as well as the human capital of their current personnel. According to the human capital idea, people may become more productive by getting more education and training in certain talents.

Empirically, the study is able to add to recent literature on the interaction among office automation use, organizational training and job satisfaction. Though, studies on office automation use, organizational training and job satisfaction abound in develop economy context, however empirical study from developing countries like Nigeria seems to be few in this regard. This means not much is known about using office automation system and organizational training to reinforce job satisfaction of administrative staff in public tertiary institution in Ekiti State. Hence by the findings of the three null hypotheses examined, the study becomes a basis for reference for future study on office automation use, organizational training and job satisfaction. Moreover, the study provides findings which later scholars can use to buttress the empirical submissions in their study.

Overall, these above-mentioned points lay emphasis on the fact that this study offers significant contribution to knowledge and has practical implication for Ekiti State government and the federal government in terms of organizational training.

5.5 Suggestions for Further Studies

This study focused on influence of office automation use, organizational training and job satisfaction of administrative staff in public tertiary institution in Ekiti State. Nevertheless, to further broaden the frontiers of knowledge, the following areas of studies are suggested for further research.

1. The present study was carried out in the public tertiary institution in Ekiti State, further studies in the area of office automation use, organizational training and job satisfaction can as well be carried out in private institution so as to be able to enhance administrative work especially office automation use in other private institution in the state.
2. This study investigated office automation use, organizational training and job satisfaction in public tertiary institution in Ekiti State, a comparative study among institutions in other state could be explore so as to improve general governmental work.
3. A cross-sectional survey design was used in the course of the study, and this means evidence of causality cannot be established hence, future study may consider the longitudinal survey design to explain causality on a long period of time.

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Appendix I

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 "Office automation use, organizational training and job satisfaction of administrative staff in public tertiary institutions in Ekiti State. To achieve this, your optimum cooperation is needed; there are no right or wrong answers. All your responses will be kept confidential and use for research purpose only.

Thank you.

Hammed Abosede Fisayo

Section A: Demographic Information

Gender: Male (), Female ()

Age: 20 – 25 (), 26 – 30 (), 31 – 35 (), 36 – 40 (), 41-45 (), 46 and above ()

Educational Level: NCE () Bachelor's degree () Master's degree () Ph.D ()

Years of experience: 3 – 7 (), 8 – 12 (), 13 – 18 (), 19 – 23 (), 24 - 28 ()

Section B: Level of Job Satisfaction of administrative staff in public tertiary institutions in Ekiti State

The statement in this section concerns job satisfaction as observed by public tertiary institutions in Ekiti State. Using the four-point Likert scale provided below. Please tick the appropriate choice that indicates your opinion on your level of satisfaction of your job.

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

| S/N | In what way have you engaged in the following? | VH 4 | H 3 | L 2 | VL 1 |
|-----|--|---------|--------|--------|---------|
| | Commitment | | | | |
| 1 | I am able to work with less supervision. | | | | |
| 2 | I am able to perform increasing number of tasks | | | | |
| 3 | I exhibit low level of absenteeism from work | | | | |
| 4 | I would be very happy to spend the rest of my career with this organization | | | | |
| 5 | This organization has a great deal of personal meaning for me | | | | |
| 6 | It would be very hard for me to leave my organization right now, even if I wanted to | | | | |
| | Efficiency | | | | |
| 7 | I avoid unproductive activities. | | | | |
| 8 | I exhibit personal readiness to serve in different capacities. | | | | |
| 9 | I am persistently acquiring new knowledge related to its operations | | | | |
| 10 | I do not engage in counterproductive activities | | | | |
| 11 | I facilitate increase responsiveness to administrative needs. | | | | |
| 12 | I facilitate increase responsiveness to student's need | | | | |
| | Responsiveness | | | | |
| 13 | I ensure timely delivery of task assigned to me weekly | | | | |
| 14 | Students need are promptly responded to without delay | | | | |
| 15 | I have a good sense of time management needed to a job a task well | | | | |
| 16 | I possess the ability to perform swiftly in all roles assigned to me | | | | |
| 17 | I make effort to respond quickly to student compliant | | | | |
| 18 | I help to reduce counterproductive activities | | | | |

Section C: Office Automation Use

The statement in this section is concerned with office automation use as observed by administrative staff of public tertiary institutions in Ekiti State. Using the four-point Likert scale provided below. Please tick the appropriate choice that indicates your opinion on office automation use of in your institution.

| S/N | In what way has the do your institution engage in the following? | SA 4 | A 3 | D 2 | SD 1 |
|-----|---|---------|--------|--------|---------|
| | System Quality | | | | |
| 1 | The office automation systems are easy to operate | | | | |
| 2 | The office automation systems are equipped with useful features and functions | | | | |
| 3 | The office automation systems have applied modern technology | | | | |
| 4 | We give short response time for online enquiry | | | | |
| 5 | There is short time lag between data input and output for batch processing | | | | |
| | Usage Intention | | | | |
| 6 | When users have a problem, these office automation units will show a sincere interest in solving it. | | | | |
| 7 | Users will feel safe in their transaction with administrative staff | | | | |
| 8 | Administrative staff are consistently courteous with users. | | | | |
| 9 | Administrative staff have the knowledge to do their job | | | | |
| 10 | Administrative staff understand the specific needs of it users. | | | | |
| | Information Quality | | | | |
| 11 | The information outputs are accurate | | | | |
| 12 | The information outputs are concise | | | | |
| 13 | The information outputs are useful in our decision making | | | | |
| 14 | The information outputs are useful in our daily jobs | | | | |
| 15 | The information outputs are relevant for decision making | | | | |
| | Service Quality | | | | |
| 16 | My institution computing services' physical facilities are visually appealing. | | | | |
| 17 | My institution has up-to-date hardware and software | | | | |
| 18 | When these office automation systems units promise to do something by a certain time, they will do so | | | | |
| 19 | They will tell users exactly when services will be performed | | | | |
| 20 | We give timely attention to all complaints | | | | |

Section D: Organizational Training

The statement in this section concerns organizational training sub variables as applicable to your agency. Using the four-point Likert-type-scale provided, please indicate the extent to which each statement applies to your organization by selecting one of the options provided (4, 3, 2, 1).

Always=4, Very Often=3, Rarely=2, Never=1

| IX | Technical Training: How often does your institution do the following regarding administrative skills? | A | V | R | N |
|-----------|--|----------|----------|----------|----------|
| 1 | Organize staff capacity development program to enhance administrative skills. | 4 | 3 | 2 | 1 |
| 2 | Engage in collaborative training with international educational institute to enhance administrative staff's skills | 4 | 3 | 2 | 1 |
| 3 | Sponsoring administrative staff for local conference | 4 | 3 | 2 | 1 |
| 4 | Organizing inter-disciplinary seminar to aid administrative activities | 4 | 3 | 2 | 1 |
| 6 | Organize in house seminars to address a specific administrative problem | 4 | 3 | 2 | 1 |
| X | ICT Skills Training: how often does your institution's ICT unit do the following? | A | V | R | N |
| 1 | Conduct periodic assessment of ICT skill gap needs to achieve better performance | 4 | 3 | 2 | 1 |
| 2 | Provide a schedule of ICT skill training to be conducted at regular interval | 4 | 3 | 2 | 1 |
| 3 | Provide adequate ICT facilities which enhance training | 4 | 3 | 2 | 1 |
| 4 | Ensures that members of staff are all presence to participate in the ICT skill training session | 4 | 3 | 2 | 1 |
| 5 | Ensures training covers the running of relevant software that aid work effectiveness | 4 | 3 | 2 | 1 |
| 6 | Provide in-house support team to resolve challenges that comes up after the ICT skill training session | 4 | 3 | 2 | 1 |
| 7 | Ensures ICT training is a continuous exercise | 4 | 3 | 2 | 1 |

Thank you for participating in this research

Appendix II

Bio Data

Personal Date

| | |
|---------------------|--|
| Name: | Abosedo Fisayo Hammed |
| Sex: | Female |
| Date of Birth: | 17 th June, 1984 |
| Marital Status: | Married |
| State of Origin: | Ekiti State |
| Local Government: | Ijero |
| Nationality: | Nigeria |
| Religion: | Christianity |
| Discipline: | Office Technology & Management |
| Number of Children: | Two |
| Ages of Children: | 13 & 8 Years |
| Address: | Zone 5, Maryland Quarters Ado- Ekiti, Ekiti-State |
| Telephone: | +2348033699968 |
| Email | hammedabosedo33@yahoo.com |

Educational Institutions Attended with Dates

| | |
|---|---------|
| Masters in Office and Information Management | in view |
| Postgraduate Diploma in Education (PGDE) | 2019 |
| Higher National Diploma in Office Technology & management | 2012 |
| National Diploma in Secretarial Studies | 2009 |
| Senior School Certificate Examination (NECO) | 2002 |
| Primary School Leaving Certificate | 1996 |

Working Experience

| | |
|---|----------------|
| The Federal Polytechnic Ado-Ekiti (NYSC) | 2013-2014 |
| Three O's Nig. Limited (Secretary) | 2016 |
| The Federal Polytechnic Ado-Ekiti, Ekiti State. | 2018 till Date |

Hobbies

Reading, Writing and Teaching

Referees

1. Dr. Dayo H. Oladebeye
Rector
The Federal Polytechnic Ado-Ekiti,
Ekiti State
2. Dr. Mrs. Olowolaju
Dean
School of Business Studies,
The Federal Polytechnic Ado-Ekiti,
Ekiti State.
3. Mr. Ogunlola O. O.
Director of Academics
The Federal Polytechnic Ado-Ekiti,
Ekiti State.

Signature

Date

University Compliance Certification

This is to certify that this Thesis is written by **Abosedo Fisayo HAMMED** matriculation No.

LCU/PG/001924 in the department of Information Management of the Faculty of Communication and Information Sciences, Lead City University, Ibadan is in full compliance with the approved of the University format and style.

Signature

Date

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